THE RELATIONSHIP OF INITIATING STRUCTURE

AND CONSIDERATION LEADERSHIP STYLES

TO JOB SATISFACTION AND

ORGANIZATIONAL

COMMUNICATION

By

SHERRY RENEE RODEN

Bachelor of Science

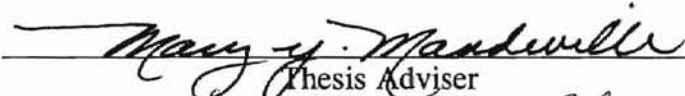Oklahoma State University

Stillwater, Oklahoma

1992

Submitted to the Faculty of the
Graduate College of
Oklahoma State University
in partial fulfillment of
the requirements for
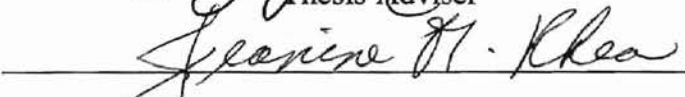the Degree of
MASTER OF ARTS
July 1998

OKLAHOMA STATE UNIVERSITY

THE RELATIONSHIP OF INITIATING STRUCTURE

AND CONSIDERATION LEADERSHIP STYLES

TO JOB SATISFACTION AND

ORGANIZATIONAL

COMMUNICATION

Thesis Approved:

Mary J. Mandeville
Thesis Adviser

Jeanine M. Rhea

David C. Schrader

Wayne B. Powell
Dean of the Graduate College

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Background

Leadership has been a popular research topic for many years. With all the

research being done, it is surprising to learn that it is one of the most observed

phenomena and one of the least understood (Witherspoon, 1997). More than three-

hundred and fifty definitions of leadership exist today (Bennis & Nanus, 1985).

Definitions often reflect the fads, fashions and political trends that are prevalent during

the time period they are written (Bennis & Nanus, 1985). There are almost as many

leadership theories as definitions of leadership. Every theory explains a leadership style

or a variety of styles. Each style has a positive and/or negative effect on employee job

satisfaction. Leadership style(s) also have a positive and/or negative effect on

organizational communication.

The early research on leadership was aimed at isolating characteristics or traits

which distinguished successful leaders from unsuccessful leaders (Dessler, 1976). This

became known as the trait theory of leadership. People who were identified as having the

traits needed to be successful leaders attended extensive leadership training to further

develop their traits. Researchers had little consistency in their findings based on trait

characteristics and eventually focused their attention on behaviors.

Behavioral theories look at what the leaders do and how they behave in carrying out their leadership function (Dessler, 1976). Behavioral research identified task-and people-oriented leaders. During the time period researchers were focusing on behaviors, Ohio State University did extensive research using the Leader Behavior Description Questionnaire (LBDQ), and Blake and Mouton developed the managerial grid. The LBDQ has evolved over the years and currently the LBDQ form XII is used extensively in research on leadership. Form XII identifies twelve styles of leadership: representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration and superior orientation (Cook, Hepworth, Wall & Warr, 1981). The LBDQ form XII will be used in this study to identify initiating structure and consideration styles of leadership.

Contingency theories emerged after behavioral theories and have grown increasingly popular in recent years. Situational factors are taken into account when contingency theories are used. "Contingency leadership theorists direct their research toward discovering the variables that permit certain leadership characteristics and behaviors to be effective in any given situation" (Hellriegel, Slocum & Woodman, 1992, p. 394). The most well known contingency theory today is the Situational Leadership model, developed by Hersey and Blanchard.

Leadership theories are useful in that they provide leaders' with pros and cons for using specific styles of leadership. Many of the theories recommend different leadership styles depending on the level of the employee and the situation. It is the leaders' responsibility to influence subordinates' to accomplish organizational goals. The style of

leadership a leader utilizes impacts his/her employees' job satisfaction. There are several factors related to leadership style that influence an employee's job satisfaction, including the job itself, supervisory style, pay, promotion opportunities and relationship with co-workers (Pool, 1997). Reasons for job dissatisfaction include lack of talent development, lack of guidance, lack of trust, lack of involvement, lack of objectivity and fairness, and higher-management contempt for or disinterest in human relations (Jenkins, 1988). The two styles of leadership focused on in this study, consideration and initiating structure, have different effects on employee job satisfaction. Research has shown that the consideration style of leadership generally encourages higher employee satisfaction while the initiating structure style is associated with higher levels of grievances, absenteeism, and turnover rates.

Leadership styles also affect organizational communication. The communication between supervisor and employee is the most common form of communication within a work organization. Research indicates that the quantity and quality of the supervisor-employee communication plays an important role in employee satisfaction (Goldhaber, 1986). As employees communicate with each other and the leader, relationships become established and may affect the growth of the organization and its employees positively or negatively (Goldhaber, 1986). Two important aspects of communication within a work organization is the accuracy and openness of messages exchanged. Employees are more satisfied with leaders who are honest, trustworthy, warm and friendly. According to Stech (as cited in Witherspoon, 1997) a leader using the consideration style of leadership communicates frequently and enjoys it, prefers oral communication in face-to-face settings, makes requests, not demands, and communicates praise. According to Stech (as

cited in Witherspoon, 1997) a leader using the initiating structure style of leadership communicates less, views communication as an interruption, prefers writing to oral interactions, focuses interaction on discussing tasks and procedures, commands, orders, and communicates criticism. The consideration leader generally focuses more on openness in communication. The initiating structure leader focuses more on accuracy.

Purpose of the Study

The purpose of this study is to determine the relationship between leadership styles and employee job satisfaction of administrative/professional staff at a large, southwestern university. Specifically, the study will focus on two of the twelve leadership styles identified in the LBDQ XII; initiating structure and consideration. The leadership styles, initiating structure and consideration, were chosen because of there relationship to a variety of leadership theories. The study will also look at how accuracy and openness of organizational communication is affected by the supervisor's leadership style. The findings of this study will provide insight as to which style of leadership mentioned above will have the most impact on employee job satisfaction and openness and accuracy of organizational communication. Prevalent leadership theories and the relationship of leadership styles to job satisfaction and organizational communication will be explained in the review of literature.

Statement of the Problem

The problem investigated in this study is: What is the relationship between consideration and initiating structure styles of leadership and employee job satisfaction?

Also, how much impact does each leadership style have on the accuracy and openness of organizational communication?

Definition of Terms

Consideration. This leadership style focuses on the need of the employee. It is very important to the leader that he/she show respect for employees' ideas, consideration for their feelings, have mutual trust and two-way communication (Hellriegel et al., 1992).

Initiating Structure. Leaders, who use initiating structure define and structure, their roles so that employees are continuously moving toward accomplishing the goals of the organization (Hellriegel et al., 1992). This style of leadership emphasizes planning, communication, scheduling, assigning tasks, adherence to deadlines and giving directions (Hellriegel et al, 1992).

Job Satisfaction. Job satisfaction describes the positive feelings or attitude a person has about his/her job experience(s) (Pool, 1997).

Leader. A Leader can be assigned the role of leading a group or he/she can naturally emerge from a group as a leader. For the purpose of this study, it is assumed that the person serving in the role of supervisor is a leader. The terms leader and supervisor are used interchangeably.

Leadership. Leadership is defined as the ability of the leader/supervisor to influence subordinates to perform at their highest level while attaining organizational goals (Pool, 1997).

Organizational Communication. "The process of creating and exchanging messages within a network of interdependent relationships to cope with environmental

uncertainty" (Goldhaber, 1986, p. 17). This study focuses on two dimensions of organizational communication, accuracy and openness.

Objectives of the Study

The primary objective of this study is to provide an overview of the prevalent leadership theories thereby understanding the focus of each theory. The two leadership styles, consideration and initiating structure, will be linked to employee job satisfaction, and the accuracy and openness of organizational communication.

Scope and Limitations

This study is limited by the fact that the subjects selected may not be truly representative of the administrative/professional staff employed by the university. The results of the study are restricted to staff responses from one university and should be generalized cautiously.

Summary

Chapter one has provided background information on the prevalent leadership theories, and the relationship between leadership styles, job satisfaction and organizational communication. The purpose, problem, and objectives established the intent of this study. The definition of terms provided an understanding for the terms used throughout the study, and the scope and limitations cautioned against the generalization of the findings.

CHAPTER II

PREVALENT LEADERSHIP THEORIES

Trait Leadership Theories

The early research on leadership was aimed at isolating characteristics or traits which distinguished successful leaders from unsuccessful leaders (Dessler, 1976). This became known as the trait theory of leadership. It was developed in 1904 and evolved for fifty years into a large body of findings. "In the beginning, this approach to leadership was inspired by the 'great man' concept, which assumed that a finite number of identifiable traits existed that could be used to differentiate between successful and unsuccessful leaders" (Dessler, 1976, p. 154). The studies were designed so that they measured intelligence, attitude, and personality. People were identified early in their careers as having the traits needed for a successful leader. These people received intensive leadership training to assist in developing their traits.

Hundreds of leadership models and methods were devised to find the sought-after set of leadership traits (Owens, 1981). Owens felt that after almost a half-century of intensive research, no scientific consensus had emerged to establish trait theory as a theory that could be used to produce effective leaders. Researchers produced little consistency in the many studies and resulting lists of key traits (Owens, 1981).

"The central idea of trait theory, that traits are the roots at the very bottom of a human personality determining everything including leadership effectiveness, remains vivid" (Owens, 1981, p. 76). Since researchers were not able to prove any consistencies with the trait theory they diverted their attention to behaviors. Many researchers desired for leadership to be a science; thus, their focus switched to what could be observed.

<div align="center">Behavioral Leadership Theories</div>

Rather than focusing on traits behavioral theories focus on an analysis of what the leaders do and how they behave in carrying out their leadership function (Dessler, 1976). Task and people oriented leaders emerged during behavioral theory research. The following list includes the leadership styles associated with basic task and people dimensions of leadership: initiating structure and considerate leaders, production-centered and employee-centered leaders, close and general leaders, authoritarian and democratic leaders.

Initiating structure and consideration leadership styles are repeatedly used to describe leader behavior (Dessler, 1976). These two leadership styles were developed out of research begun in 1945 at Ohio State University that focused on constructing an instrument for describing various leadership styles (Dessler, 1976). The instrument is known as the Leader Behavior Description Questionnaire (LBDQ). Researchers developed nine categories which illustrated leadership behavior and included descriptive statements for each. The original LBDQ included one-hundred and fifty descriptive statements (Dessler, 1976). The LBDQ was further refined by Halpin and Wiener

resulting in four independent factors used to summarize 130 items from the original

questionnaire (Dessler, 1976). The four factors are defined according to Dessler (1976):

Consideration- Behavior indicative of mutual trust, friendship, support, respect

and warmth.

Initiating structure- Leader behavior by which he/she organizes the work to be

done; also, he/she must define relationships or roles and the channels of

communication, and the ways of getting jobs done.

Production emphasis- Behavior which reflects attempts by the leader to motivate

greater activity by emphasizing the job to be done.

Sensitivity (social awareness)- Leader's sensitivity to, and his/her awareness of,

social interrelationships and pressures inside or outside the group. (p. 159)

Stogdill refined the Halpin and Wiener version of the LBDQ. The production

emphasis and sensitivity factors were eventually dropped because each provided to little

additional information. After the production emphasis and sensitivity factors were

dropped the consideration and initiating structure factors became synonymous with the

Ohio State dimensions of leadership and the LBDQ. The version of the LBDQ

developed by Stogdill is known as the LBDQ form XII. It is extensively used in

leadership research today. Form XII was developed to gather descriptions of

individuals' leadership behavior from the people they supervise (Cook et al., 1981).

Twelve aspects of leadership behavior are measured on the LBDQ XII. The twelve

behaviors include: representation, demand reconciliation, tolerance of uncertainty,

persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration,

production emphasis, predictive accuracy, integration and superior orientation (Cook et

al., 1981). Researchers select the sub-scale(s) that best relates to their study, rarely has the complete instrument been used.

The leadership styles, initiating structure and consideration will be measured in this study using the LBDQ XII. According to Cook et al., the two sub-scales have been most frequently used in research on leadership. Much of the research using the two sub-scales has focused on there correlation to job satisfaction. Most often consideration is positively correlated to job satisfaction while higher productivity is correlated to initiating structure. The initiating structure and consideration styles of leadership can be linked to most leadership theories. The initiating structure is similar to the task-oriented leader while consideration is similar to the people -oriented leader. The consideration and initiating structure sub-scales were chosen for this study because the two leadership styles can be correlated to a variety of leadership theories.

The University of Michigan's Survey Research Center identified the employee-centered and production-centered leadership styles at the same time Ohio State University was working on the LBDQ (Dessler, 1976). Dessler describes the employee-centered leaders as viewing their employees as human beings of intrinsic importance. They accept the individuality and personal needs of their employees. The production-oriented leaders stress production and the technical aspects of the job. They view their employees as a means to an end. The employee-centered leader is similar to the considerate leader and the production-centered leader is similar to the initiating structure leader. Rensis Likert and his associates conducted several studies in an attempt to determine which leadership styles were most effective. Although Likert and his associates viewed the employee-

centered leader as the most effective, Dessler points out that their findings cast doubt on this conclusion.

Katz and Kahn from the University of Michigan were the researchers responsible for the study of close and general styles of leadership (Dessler, 1976). Dessler describes close supervision as being at one end of the continuum that indicates the degree to which the supervisors specify the role of their employees. The supervisors continually check on the employees to see if they have followed the specifications (Dessler, 1976). The laissez-faire leaders would be at the other end of the continuum since they take a hands-off approach with their employees, and the general leader would be somewhere in the middle of the continuum (Dessler, 1976).

"The authoritarian leader uses a high degree of authority over the work group and unilaterally makes most decisions, while the democratic leader delegates much authority to the work group and permits subordinates a good deal of latitude in making their own decisions" (Dessler, 1976, p. 163). Democratic leadership is often viewed to be more effective than authoritarian leadership. This belief is based on the fact that when individuals become personally involved with a specific task, their performance becomes a means for satisfying a need, such as achievement (Dessler, 1976). Dessler describes authoritarian supervision as making work the carrying out of the supervisor's will. The employee's needs are not satisfied when authoritarian supervision is used; thus, there is a negative effect on performance (Dessler, 1976). The research findings are inconsistent on which leadership style is most effective.

In the 1960's Blake and Mouton developed a behavioral leadership theory known as the managerial grid. "The managerial grid attempts to integrate the three basic

'universals' of organizational life: (1) the need for production; (2) the need for satisfaction on the part of organizational members; and (3) the inevitable hierarchy of authority, the boss aspect of getting results" (Ross, 1977, p. 65). Blake and Mouton defined leadership by two fundamental concerns-concern for production and concern for people (Kleiner, 1981). "Each of these concerns is ranked on a nine-point scale so that there are eighty-one possible combinations using both dimensions of the grid" (Harrison, 1977, p. 23).

There are five leadership styles identified in the managerial grid. The first style is known as the 9,1 or task style. Managers in this category believe that there is a contradiction between production and the personal needs of people and their concern is almost totally with production (Ross, 1977). Managers using this style represent the true autocrat, the "carrot and stick" type of manager (Ross, 1977). The 9,1 style of leadership is similar to the initiating structure style.

The second leadership style is the 1,9 or country club style. Managers in this category are similar to the 9,1 but have more of a concern for people. They resolve conflict in the favor of people because to them people come first (Ross, 1977). Ross feels these managers view themselves as the boss but they do not pressure their employees with authority. "They are paternalistic leaders and have a concern for the morale of 'their' people" (Ross, 1977, p. 65). This style is closely related to the consideration style of leadership identified by Ohio State University.

The third leadership style is 1,1 or the impoverished style. Managers in this category are usually in an unimportant position. They have little concern for production or people. These managers do not want to get involved. They are dispassionate and self-

defeating (Ross, 1977). Employees are encouraged to do it their way. These managers are waiting for retirement (Ross, 1977).

The fourth leadership style is 5,5 or middle of the road style. Ross (1977) describes these managers as excellent politicians who are fast on their feet. They view people and production as being in conflict and view their job as resolving the conflict (Ross, 1977). Ross views these managers as being responsible for motivating and communicating with employees. They do not view themselves as the boss (Ross, 1977). They feel that they are democratic, firm but fair. Leaders using this style can be found taking a vote to resolve conflict (Ross, 1977).

The fifth leadership style is 9,9 or team management. These leaders believe they can meet the needs of people by giving them opportunities for achievement (Ross, 1977). They organize subordinate responsibility and achievement by being participative (Ross, 1977). Ross describes the role of 9,9 managers as establishing the circumstances that integrate the potential for employee achievement and motivation through actions that focus on results. The 9,9 leadership style is universally recognized as the most effective (Blake & Mouton, 1978). The initiating structure and 9,9 style of leadership are very similar.

Blake and Mouton (1978) feel that consistently relying on the 9,9 style is the best way to lead because it does not involve rigidity. They do believe the application changes with each situation (Blake & Mouton, 1978). "An approach to change toward excellence requires a development approach that concentrates on aiding leaders and followers alike to respond to outmoded traditions, precedents, and past practices and to replace them with strong principles of leadership resting on involvement, participation, conflict resolving,

and goal setting" (Blake & Mouton, 1978, p. 7). Blake and Mouton (1978) have researched, done many experiments, and field studies and each has shown that a 9,9 approach increases productivity, career progress, satisfaction and physical health.

Kleiner (1981) states that "The major drawbacks of this model is that it views the team management leadership style, which is essentially the same as the democratic style, as the best leadership style for all people in all situations" (p. 20). The managerial grid also suggests that concern for people and production are equal (Kleiner, 1981). It is impossible to view the concern for people and production as equal in day-to-day management experiences (Kleiner, 1981) Kleiner feels there are too many instances when this view would be impractical. Harrison (1977) states that "The grid is intended to serve as a framework within which managers can learn more about their leadership style, and work toward a balanced concern for people and production in some sort of linear progression culminating in an idealized managerial 'top' (9,9)" (p. 24).

Contingency Leadership Theories

In the 1960's researchers began to include, rather than exclude situational factors in their studies (Owens, 1981). "Contingency leadership theorists direct their research toward discovering the variables that permit certain leadership characteristics and behaviors to be effective in any given situation" (Hellriegel et al., 1992, p. 394). According to Zaleznik (as cited in Hellriegel et al., 1992, p. 394) "Four contingency variables are frequently suggested as influences on a leader's behavior: (1) a leader's personal characteristics; (2) employees' personal characteristics; (3) the group's characteristics; and (4) the structure of the group department, or organization."

The first contingency model of the leadership process was developed by Fred
Fiedler and his associates (Hellriegel et al., 1992). "Fiedler's contingency model
specifies that a performance is contingent upon both the leader's motivational system and
the degree to which the leader controls and influences the situation" (Hellriegel et al.,
1992, p. 394). Leader-member relations, task structure, and position power are the
situational dimensions at the base of Fiedler's theory (Dessler, 1970). Dessler feels that
the three dimensions influence and determine whether considerate or structuring
leadership styles are needed. Leader-member relations is the leader's acceptance by the
team. Leaders who inspire loyalty and are accepted by their employees need few signs of
rank to get employees to commit to a task (Hellriegel et al., 1992).

Dessler (1976) describes task structure as how routine and predictable the task is.
There are two types of tasks, routine and nonroutine. "A routine task is likely to have
clearly defined goals, to consist of only a few steps or procedures, to be verifiable, and to
have a correct solution" (Hellriegel et al., 1992, p. 395). Hellriegel et al. feel that leaders
may not know how to do a nonroutine task any better than their employees. "A
nonroutine task is likely to have unclear goals and multiple paths to accomplishment; the
task cannot be done by the 'numbers'" (Hellriegel et al., 1992, p. 395).

Dessler (1976) defines position power as the degree to which the position enables
the leader to get group members to agree and accept direction and leadership. Position
power gives leaders the ability to hire, fire, discipline, reward and promote employees.

Fiedler developed an instrument called the least preferred co-worker scale (LPC).
The LPC is used to measure leadership styles. Employees are asked to think of people
they have worked with and identify someone with whom they have worked least well

(Hellriegel et al., 1992). The employee then rates the person on a set of eighteen Likert scales (Hellriegel et al., 1992). Hellriegel et al. (1992) provides two examples of the scale:

Pleasant _ _ _ _ _ _ _ _ Unpleasant

Friendly _ _ _ _ _ _ _ _ Unfriendly (p. 396)

Leaders who describe their least preferred co-worker in negative terms are described as task-oriented leaders. Leaders who use positive descriptions to characterize their least preferred co-worker are classified as relationship-oriented.

"The results of Fiedler's studies and those of other contingency theorists were consistently valid as to the main contingency thesis: that effective leadership style was not a single "right" one, but was contingent upon situational factors" (Owens, 1981, p. 81).

Robert J. House developed a leadership model based on Vroom's expectancy theory of motivation (Hellriegel et al., 1992). The House path-goal model views the functions of a leader as increasing personal rewards for subordinates in work goal attainment and making the path to these rewards easier to travel- by clarifying goals, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction (Dessler, 1976). The model suggests that it is the leaders responsibility to enhance employees' satisfaction with their jobs and to assist in increasing their performance level (Hellriegel et al., 1992). Leaders have the ability to make job satisfaction easier to obtain by clarifying the nature of the task, reducing roadblocks to successful task completion, and increasing the opportunities for employees to obtain job satisfaction (Hellriegel et al., 1992).

According to Hellriegel et al. (1992) the House path-goal model focuses on four leader behaviors:

Supportive leadership, which includes considering the needs of employees, displaying concern for their welfare, and creating a friendly climate in the work group. This behavior is similar to the Ohio State University consideration style. *Directive leadership*, involves letting members know what they are expected to do, giving them specific guidance, asking them to follow rules and regulations, scheduling and coordinating their work, and setting standards of performance for them. This behavior is similar to the initiating structure style of leadership. *Participative leadership*, includes consulting with others and evaluating their opinions and suggestions when making decisions. This behavior has some of the characteristics identified in the consideration style of leadership. *Achievement-oriented leadership*, entails setting challenging goals, seeking improvements in performance, emphasizing excellence in performance, and showing confidence that members will achieve high standards of performance. This behavior is similar to the initiating structure style of leadership. (pp. 402-403)

Two contingency variables are included in House's model, employee needs and task characteristics (Hellriegel et al., 1992). Hellriegel et al. feels that a supportive leader may work best with employees who have a strong need for acceptance. A participative or achievement-oriented leader may work best with employees who have a strong need for autonomy, responsibility, and self actualization (Hellriegel et al., 1992).

The research findings suggest that House's model is useful in measuring leader effectiveness (Dessler, 1976). Dessler feels that there is support for the idea that the appropriate level of leader structure depends on how ambiguous the task is, and that the level of leader consideration varies with the intrinsic satisfaction of the task.

Situational Leadership was developed by Paul Hersey and Kenneth Blanchard in 1969 at the Center for Leadership Studies (Hersey & Blanchard, 1988). The model can be used by managers, salespeople, teachers, or parents to make the moment-by-moment decisions necessary to effectively influence people (Hersey & Blanchard, 1988). Hersey and Blanchard place emphasis on the behavior of the leaders in relation to their followers. According to Hersey and Blanchard there is no one best way to influence people.

The four leadership styles identified in Situational Leadership are telling, selling, participating and delegating. The leadership style used by a leader should depend on the readiness level of the people the leader is attempting to influence (Hersey and Blanchard, 1988). Hersey and Blanchard (1988) describe the four leadership styles as follows:

Telling (S1) Provide specific instructions and closely supervise performance

Selling (S2) Explain decisions and provide opportunity for clarification

Participating (S3) Share ideas and facilitate in making decisions

Delegating (S4) Turn over responsibility for decisions and implementation (p. 187)

Hersey and Blanchard (1988) feel that Situational Leadership is a model not a theory. They describe a theory as an attempt to explain why things happen. A model is defined as a pattern of events that already exist that can be learned and repeated (Hersey & Blanchard, 1988).

18

"Situational leadership is based on an interplay among (1) the amount of guidance and direction (task behavior) a leader gives, (2) the amount of socioemotional support (relationship behavior) a leader provides, and (3) the readiness level that followers exhibit in performing a specific task, function or objective" (Hersey & Blanchard, 1988, p. 170). Hersey and Blanchard define task behavior as the amount of direction the leader gives when describing duties and responsibilities to an individual or group. Leaders illustrate task behavior by the amount of one-way communication they engage in with their followers (Hersey & Blanchard, 1988). Hersey and Blanchard describe relationship behavior as the ability of the leader to engage in two-way or multi-way communication. Initiating structure is similar to the task behavior and consideration is similar to relationship behavior.

Followers are at different levels of readiness depending on the task the leader is asking them to do (Hersey & Blanchard, 1988). Hersey and Blanchard feel that readiness can be defined as how ready a person is to perform a specific task. All followers are at different levels of readiness for a particular task, function, or objective that a leader is attempting to accomplish through their efforts (Hersey & Blanchard, 1988). Ability and willingness are the two major components of readiness (Hersey & Blanchard, 1988). Hersey and Blanchard describe ability as the knowledge, experience, and skill that an individual or group brings to a particular task. They describe willingness as the extent to which an individual or group has the confidence, commitment, and motivation to accomplish a certain task.

Hersey and Blanchard (1996) believe situational leadership is more concerned with meeting the followers' (employees') needs than leadership. "Getting people to focus

on followers can improve leadership skills more than trying to teach a particular leadership style" (Hersey & Blanchard, 1996, p. 45).

Summary. The overview of prevalent leadership theories indicates that the initiating structure and consideration styles of leadership, identified at Ohio State University, can be linked to most leadership theories. Many of the theories focused on one or more of the following styles of leadership: initiating structure, consideration, employee-centered, production-centered, task structure, relationship-oriented or readiness of the follower. The initiating structure is closely related to the task and production-centered approach while consideration is similar to the people and relationship approach. Different names are used to describe similar styles. Initiating structure and consideration are used most frequently to describe leadership styles. Overall, leaders are either more concerned with production or their employees. The most successful leader is concerned with both production and their employees.

Job Satisfaction

Supervisors have the ability to influence employees' job satisfaction, "an attitude that individuals maintain about their jobs" (Pool, 1997, p.271). Several factors may influence an employees satisfaction. These factors could include the job itself, supervisory style, pay, promotion opportunities and relationship with co-workers (Pool, 1997). Reasons for job dissatisfaction include lack of talent development, lack of guidance, lack of trust, lack of involvement, lack of objectivity and fairness, and higher-management contempt for or disinterest in human relations (Jenkins, 1988).

Job satisfaction should be important to leaders of every organization. If employees are satisfied they are integral contributors to achieving the organizations goals thus resulting in a successful organization. An organization that has continually been recognized for their large number of satisfied employees is Southwest Airlines. Research has shown that their employees are happy because: "Working here is truly an unbelievable experience. They treat you with respect, pay you well, and empower you. They use your ideas to solve problems. They encourage you to be yourself" (Graham, 1998, p. 6).

The initiating structure and consideration styles of leadership affect job satisfaction. According to Kerr, Schriesheim, Murphy, and Stogdill (as cited in Hellriegel et al., 1992, p. 392) "The consideration style of leadership has a positive effect on employees productivity and job satisfaction when (1) the task is routine and denies employees job satisfaction; (2) employees are predisposed toward participative leadership; (3) team members must learn something new; (4) employees feel that their involvement in the decision-making process is legitimate and affects their job performance; and (5) few status differences exist between leader and subordinate."

"The most positive effects of leader initiating structure on employees' productivity and job satisfaction occur when (1) a high degree of pressure for output is imposed by someone other than the leader; (2) the task satisfies employees; (3) employees depend on the leader for information and direction on how to complete the task; (4) employees are psychologically predisposed toward being told what to do and how to do it; and (5) more than twelve employees report to the leader" (Hellriegel et al., 1992, p. 392).

21

Research has been conducted to determine if initiating structure or consideration has more of an impact on job satisfaction. Each study has resulted in different findings depending on the nature of the employees work. Overall employees' job satisfaction tends to be more highly related to consideration than to initiating structure (Stogdill, 1974). Initiating structure is more positively related to higher levels of group productivity. Therefore, consideration and initiating structure interact to influence productivity and satisfaction. "The most effective leaders tend to be described as high on both consideration and initiating structure" (Stogdill, 1974, p. 397).

The Facet-free Job Satisfaction survey developed by Quinn and Staines in 1979 was used in this study to measure job satisfaction. "Initially, the survey was used as part of a national quality of employment survey to determine an employees' general affective reaction to the job without reference to any specific job facet" (Cook et al., 1981, p,. 28). Overall job satisfaction is the focus of the survey. It does not attempt to determine specific reasons for job dissatisfaction. For this study, it was important to choose an instrument which would allow measurement of overall job satisfaction. The Facet-free instrument will assist in drawing conclusions as to which leadership style has the highest correlation to overall job satisfaction.

Summary. Job satisfaction is the attitude(s) employees' may have about their job. There are several factors that may influence an employee's job satisfaction which includes: supervisory style (leadership style), pay, promotion opportunities and/or the relationship with co-workers (Pool, 1997). This study will focus on the relationship between leadership styles and overall job satisfaction. The initiating structure and consideration styles of leadership have positive and negative effects on job satisfaction

depending on the situation and job itself. Most research has shown that consideration is more positively related to employee job satisfaction.

Communication

According to Barelson and Steiner (as cited in Littlejohn, 1996, p. 7), "communication is the transmission of information." To be successful, leaders must have the ability to communicate effectively. Anything a leader does while interacting with employees is viewed as communication. According to Fisher (as cited in Witherspoon, 1997, p. 7) "A leader acting as a good medium will: (1) exhibit a variety of communication functions; (2) avoid simplifying information; (3) be adaptive when dealing with sources of information that differ; and (4) be able to handle the complexity that is created as one communicates with different followers at different times and on different topics."

Communication within organizations can be defined as "The process of creating and exchanging messages within a network of interdependent relationships to cope with environmental uncertainty" (Goldhaber, 1986, p. 17). There are three reasons for message flow within an organization: task, maintenance, and human (Goldhaber, 1986). Task messages relate to products, services and activities that may be of concern to the organization. Goldhaber describes maintenance messages as policy or regulation messages. Human messages are directed at attitudes, morale, satisfaction and fulfillment of people within the organization.

"As employees interact with their peers, subordinates, and supervisors, they gain insights and knowledge about the background, experiences, attitudes and behavior of the

other people" (Goldhaber, 1986, p. 74). Relationships become established and may affect the growth of the organization and its employees positively or negatively (Goldhaber, 1986). The communication between supervisor and employee is the most common within a work organization. Research indicates that the quantity and quality of the supervisor-employee communication plays an important role in employee satisfaction (Goldhaber, 1986). The style of leadership used by a supervisor impacts their use of communication.

Two important aspects of communication within a work organization is the accuracy and openness of messages exchanged. Employees are more satisfied with leaders who are honest, trustworthy, warm and friendly. According to Stech (as cited in Witherspoon, 1997) a leader using the consideration style of leadership communicates frequently and enjoys it, prefers oral communication in face-to-face settings, makes requests, not demands, and communicates praise. According to Stech (as cited in Witherspoon, 1997) a leader using the initiating structure style of leadership communicates less, views communication as an interruption, prefers writing to oral interactions, focuses interaction on discussing tasks and procedures, commands, orders, and communicates criticism. The considerate leader generally focuses more on openness in communication while the initiating structure leader focuses more on accuracy.

The consideration style of leadership focuses on two-way communication between leader and employee. A leader using the consideration style shows interest in the welfare of individuals and groups. "Consideration is exhibited when the leader congratulates employees on work well done, treats them with respect and courtesy, and encourages follower suggestions and contributions in problem solving and decision

24

making" (Witherspoon, 1997). Leaders who use the initiating structure style of leadership focus on communicating information and keeping employees informed. Communication is focused on providing information about policies and procedures, meeting deadlines, and attending to task initiation and completion. Recent research that compared leaders who exhibit consideration significantly more than initiation of structure, provided consistent findings that those individuals had more satisfied employees, which is indicated by fewer absences and grievances, and lower turnover rates (Witherspoon, 1997).

O'Reilly and Roberts developed the instrument used in this study in 1976 to measure communication accuracy and openness within a group. For this study, the group is people working together in the same department. O'Reilly and Roberts defined communication as the exchange of information (Price & Mueller, 1986). This instrument was chosen to assist in drawing conclusions as to which style of leadership encourages accurate and open communication within departments at a large university.

Summary. Communication plays an important role in the success of an organization and the satisfaction of employees. The communication between supervisor and employee is the most common within a work organization. The style of leadership used by the supervisor may affect the quality of communication between the supervisor and employee. Two-way communication is important to leaders who use the consideration style of leadership. Leaders who use initiating structure focus more on communicating information and keeping employees informed.

Based on the information presented in the review of literature the following research questions are proposed:

RQ1: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict employee job satisfaction?

RQ2: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict accuracy of communication?

RQ3: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict openness of communication?

CHAPTER III

METHODOLOGY

Participants

The participants for this study were full-time administrative/professional (A/P) staff from Oklahoma State University, located in Stillwater,Oklahoma. Oklahoma State University is a comprehensive four year university. The average enrollment on the Stillwater campus is around 19,000. A/P staff members depict all areas of campus in positions ranging from specialist to director. Coaching staff and their assistants are also members of A/P staff but due to their uniqueness they were eliminated from the study. Most A/P staff members have some supervisory responsibilities and all have a supervisor. Most are supervised by another member of the A/P staff. A small number of A/P staff are supervised by a dean or department head.

There are 1,172 A/P staff members on the Stillwater campus. The participants were selected using the systematic sampling technique. A list of all A/P staff members was used to generate the sampling frame. Each name on the list was assigned a number ranging from 1 - 1,172. The desired sample size was one hundred. Since the average return rate for surveys is 30%, 350 subjects were chosen. The desired sampling size was divided by the population to determine the sampling interval. A random number table was

used to determine the starting point. A judge was present during the selection to assist with the systematic sampling technique.

Procedure

The participants received the questionnaires through campus mail. The questionnaires were mailed with a self-addressed envelope attached for easy return. The cover letter provided information about the research project, and explained that by filling out the questionnaire consent was given to use all responses in the results of the study (see Appendix A). Questions concerning demographic information were included at the beginning of the questionnaire (see Appendix B). Participants were instructed to return the questionnaire within seven working days.

Instrumentation

The independent variables for this study are the consideration and initiating structure leadership styles. The LBDQ form XII was used to measure the supervisors use of consideration and initiating structure leadership behaviors (see Appendix C). Form XII was developed by Stogdill in 1963 to gather descriptions of individuals' leadership behavior from the people they supervise (Cook et al., 1981). It can be used with any leader in any organization as long as the employees have observed the behavior of the leader (Cook et al., 1981). Twelve aspects of leadership behavior appear on the LBDQ XII. Researchers select the sub-scale(s) that best relates to their study. Most researchers administer the initiating structure and consideration sub-scales, and occasionally sub-scales measuring tolerance of freedom, role assumption,

production emphasis and integration have been used (Cook et al., 1981). The items related to consideration and initiating structure focus on how the leader treats employees and behaviors the leader exhibits. Items 8, 10, 12, 14, 16, 18, 20, 22, 24, 26 measure initiating structure and items 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 measure consideration. All questions were answered by choosing always, often, occasionally, seldom, or never. Responses are scored from five to one respectively. For this study, conbach alphas indicated the reliabilities of the consideration and initiating structure sub-scales were .87 and .84 respectively.

The dependent variables for this study are job satisfaction, accuracy of communication and openness of communication. The Facet-free Job Satisfaction instrument which was developed by Quinn and Staines in 1979 was used to measure employee's job satisfaction. The questionnaire was designed to be easily administered to all types and levels of employees. It measures employees general affective reaction to their job without reference to any specific job facet (Cook et al., 1981). Each item has three or four responses for the respondent to choose from. Scores on each of the five items range from five to one and vary depending on the question (see Appendix D). In this study the conbach alpha for job satisfaction scales was .86.

The dependent variables accuracy and openness of communication were measured using a questionnaire developed by O'Reilly and Roberts in 1976 (see Appendix E). The questionnaire was designed to measure source credibility and communication behavior in organizations (Price & Mueller, 1986). It specifically measures accuracy and openness within groups. This instrument was chosen to allow for data collection on communication within departments at a large university. Items 34, 35, 37, 38, and 40

measure accuracy while items 33, 36, 39, 41 and 42 measure openness. The participants

chose responses ranging from strongly agree to strongly disagree to answer the ten

questionnaire items. In this study, the conbach alphas for communication accuracy and

for openness of communication were .84 and .88, respectively.

CHAPTER IV

FINDINGS

Results

One-hundred and forty-seven of the selected participants returned surveys,

representing a 42% return rate. Sixty-three were males and 84 were females. The

participants were from a variety of age groups. Twenty-two participants were between

18-30, 44 were between 31-40, 43 were between 41-50, 33 were between 51-60 and 5

represented the age group of 61 and over. A variety of salary ranges were represented.

Twenty-eight of the participants fell in the $10,000-25,000 range, 63 were in the $25,000-

35,000 range, 27 were in the $35,000-45,000 range, 9 fell in the $45,000-55,000 range

and 20 were in the $55,000 and above range. The number of years the participants

worked at OSU ranged from six months to over ten years. Forty-three percent of the

participants reported they had worked at OSU for ten years or more. The amount of time

participants had been in their current positions at OSU ranged from less than six months

to more than ten years. Thirty-seven percent of the participants have been in their current

position for one to five years, and 27% have been in their position for five to ten years.

Forty-eight percent of the participants indicated that they had supervisory responsibilities.

A multiple regression analysis was used to analyze data for each research

question. Two regression equations were generated to address each research question,

one in which the initiating structure variable was entered first the consideration variable entered second (or last), and a second in which the entry of the two variables was reversed (consideration first, initiating structure last). An examination of the variance accounted for (indicated by the R Square change) by each independent variable (the leadership styles) under both entry conditions provides a clearer indication of the role of each variable in predicting the dependent variable (job satisfaction, communication accuracy and openness). Correlations among the independent and dependent variables are presented in Table 1.

RQ1: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict employee job satisfaction?

Two regression equations were generated for research question one, in which the leadership styles were the independent variables and job satisfaction the dependent variable, predicted job satisfaction from the two leadership styles. It was indicated by both equations that the two variables accounted for 38.6% of variance in self-reported job satisfaction, $F(2,144)=45.30$; $p<.001$ (see Table 2). The last step entry results provide clear indication of each variable's relative predictive power. When the initiating structure variable was entered first, it accounted for 13.5 % of variance. When entered last, the consideration variable accounted for an additional 25.1% of variance. When the consideration variable was entered first into the equation, it accounted for 38.6% of variance in self-reported job satisfaction. When entered on the last step of the equation, the initiating structure variable did not account for any additional variance. Clearly, the results indicate that the consideration variable is the most important predictor of job satisfaction.

RQ2: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict accuracy of communication?

Two regression equations were generated for research question two, in which the leadership styles were the independent variables and the accuracy of communication the dependent variable. It was indicated by both equations that the two variables accounted for 40.4% of variance in self-reported communication accuracy, $F(2,144)=48.99$; $p<.001$ (see Table 3). When the initiating structure variable was entered first, it accounted for 9.1% of variance. When entered last the consideration variable accounted for an additional 31.3% of variance. When the consideration variable was entered first into the equation, it accounted for 39.5% of variance in self-reported communication accuracy. When entered on the last step of the equation, the initiating structure variable accounted for .09% of additional variance. The results indicate that the consideration variable is the most important predictor of communication accuracy.

RQ3: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict openness of communication?

Two regression equations were generated for research question three, in which the leadership styles were the independent variables and communication openness the dependent variable, predicted communication openness from the two leadership styles. It was indicated by both equations that the two variables accounted for 23.4% of variance in self-reported communication openness, $F(2,144)=22.03$; $p<.001$ (see Table 4). When the initiating structure variable was entered first, it accounted for 6.9% of variance. On the

33

last step entry the consideration variable contributed an additional 16.5% of variance.

When the consideration variable was entered first into the equation, it accounted for

23.3% of variance in self-reported communication openness. When entered on the

second last step of the equation, the initiating structure variable accounted for .01% of

additional variance. The results indicate that the consideration variable is the most

important predictor of communication openness.

CHAPTER V

DISCUSSION, CONCLUSIONS AND FUTURE RESEARCH

Discussion

This study was designed to determine the relationship between leadership styles

and employee job satisfaction. Specifically, the study focused on the consideration and

the initiating structure styles of leadership. The effect of a supervisor's leadership style

on accuracy and openness of organizational communication was also a focus of this

study. The results of this study provided insight as to which style of leadership

mentioned above has the most impact on employee job satisfaction, openness and

accuracy of organizational communication. Consistently, the consideration style of

leadership proved to be the best predictor of job satisfaction, accuracy and openness of

communication.

RQ1: To what extent do employees' perceptions of their supervisors' levels of

consideration and initiating structure leadership styles predict employee job satisfaction?

It is the responsibility of the leader to increase personal rewards for employees,

clarify goals, reduce roadblocks, and provide opportunities for personal satisfaction while

directly impacting employee job satisfaction. A leader who utilizes the consideration

style of leadership encourages mutual trust, friendship, support, respect and warmth,

while a leader utilizing the initiating structure style of leadership encourages getting the job done. The considerate leaders view people as a top priority and will often go out of their way to accommodate employees. For this reason, consideration is most often positively correlated to job satisfaction. Higher productivity is more closely related to initiating structure.

The results of this study clearly indicate that employees at Oklahoma State University value a considerate leader. Overwhelmingly, the participants indicated a considerate leader inspired higher levels of overall job satisfaction than an initiating leader. When the consideration variable was entered first into the regression equation, it accounted for 38.6% of variance. The initiating structure variable did not account for any additional variance when it was entered on the last step of the equation. The results of this study reinforced the positive correlation Stogdill found between overall job satisfaction and the consideration style of leadership.

RQ2: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict accuracy of communication?

Initiating leaders are more inclined to use one-way communication while considerate leaders engage in two-way communication. The initiating leader focuses on job related communication and the considerate leader focuses on the employees' needs.

It is surprising that the results of this study indicated a considerate leader was perceived as being considerably more accurate than the initiating leader. When the consideration variable was entered first into the regression equation, it accounted for 39.5% of variance. When entered on the last step of the equation, the initiating structure

variable accounted for .09% of additional variance. Subsequently, since initiating leaders focus on job-related items, one would think they would be very accurate in the information communicated. On the other hand, items related to employees' needs may rarely be communicated, thus causing employees to view communication from the initiating leader as inaccurate. Employees may also be inclined to ignore what the initiating leader is communicating. If the leaders often criticize, make demands and/or only uses one-way communication, employees may tune them out, resulting in the perception of inaccurate information being communicated.

The findings for research question two supported the notion that leadership styles effect communication accuracy. Considerate leaders were positively linked to communication accuracy because they valued two-way communication and focused on the needs of the employees. Employees valued a people-oriented approach to leadership.

RQ3: To what extent do employees' perceptions of their supervisors' levels of consideration and initiating structure leadership styles predict openness of communication?

A considerate leader communicates frequently, prefers oral communication in face-to-face settings, makes requests, not demands, and communicates praise. An initiating leader views communication as an interruption, prefers written to oral communication, commands, orders, and communicates criticism. From this description, it is easy to interpret which style of leadership encourages open communication. It is not surprising that the participants in this study rated the considerate leaders higher on communication openness. When the consideration variable was entered first into the regression equation, it accounted for 23.3% of variance. When entered on the second last

step of the equation, the initiating structure variable accounted for .01% of additional variance.

The findings for research question three supported the view that leadership styles were linked to communication openness. Employees were more satisfied with considerate leaders because they are honest, trustworthy, warm, and friendly. These qualities promote open communication.

Conclusions

According to the results of this study, employees who work for a considerate leader will have higher levels of job satisfaction than employees who work for an initiating leader. Also, communication within an organization led by a considerate leader will be perceived as more open and accurate than if led by an initiating leader.

Future Research

The results of this study reinforced the positive correlation between overall job satisfaction and the consideration style of leadership. Initiating structure is usually more positively related to higher levels of group productivity than job satisfaction. Research that has resulted in different findings indicated the results were different because of the nature of the employees' work.

Research on leadership effectiveness has shown that effective leaders are described as high on both consideration and initiating structure. To continue the current study one could look at the effectiveness of considerate leaders. We know from this

research study that employees of considerate leaders are more satisfied, but are they more productive?

Another avenue to continue this research study could be to conduct a similar study in a corporate setting. The results could be compared, thus providing additional information as to whether the nature of work does in fact impact the style of leadership most highly related to job satisfaction. Also, the results would provide information as to whether the nature of work impacts organizational communication.

Males and females were almost equally represented in this study. Sixty-three males and 84 females returned the survey. Although the impact of gender on leadership styles, job satisfaction and organizational communication was not addressed in the review of literature, it would be interesting to research the role gender played in the results of this study.

Information gathered from this study can be used by leaders to assist them in developing a work environment that encourages high levels of job satisfaction along with open and accurate levels of communication. Also, the results can be used to further research on leadership styles and their relationship to job satisfaction and to organizational communication.

REFERENCES

Bennis, W.G. & Nunus, B. (1985). <u>Leaders: The strategies for taking charge.</u> New York: Harper and Row.

Blake, R. R., & Mouton, J.S. (1978). What's new with the grid? <u>Training and Development, 32,</u> (5), 3-7.

Cook, J. D., Hepworth, S. J., Wall, T. D., & Warr, P. B. (1981). <u>The experience of work.</u> New York: Academic Press Inc.

Dessler, G. S. (1976). <u>Organization and management: A contingency approach.</u> Englewood Cliffs, NJ: Prentice-Hall, Inc.

Graham, A. (1998). I love going to work. <u>The Internal Auditor, 55,</u>6.

Goldhaber, G. M. (1986). <u>Organizational communication</u> (4th ed.). Dubuque, IA: WCB Publishers.

Hanneman, G. J. (1975). The study of human communication. In Hanneman, G. J. & McEwen, W. J. (Eds.), <u>Communication and Behavior</u> (pp. 21-46). Reading, MA: Addison-Wesley Publishing Company.

Harrison, F. (1977). Reshaping the managerial grid. <u>University of Michigan Business Review, 29,</u> 23-26.

Hellriegel, D., Slocum, J. W., Jr., & Woodman, R. W. (1992). <u>Organizational behavior</u> (6th ed.). St. Paul, MN: West Publishing Company.

Hersey, P., & Blanchard, K. H. (1988). Management of organizational behavior: Utilizing human resources (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Hersey, P., & Blanchard, K. H. (1996). Great ideas revisited: Revisiting the life cycle theory of leadership. Training and Development, 50, (1), 42-47.

Jenkins, S. (1988). Turnover: Correcting the causes. Personnel, 65, 43-48.

Kleiner, B. H. (1981). Tracing the evolution of leadership styles: Theories of leadership seen in historic perspective. Management World, 10, 19-20.

Littlejohn, S. W. (1996). Theories of human communication (5th ed.). Belmont, CA: Wadsworth Publishing Company.

Owens, J. (1981). A reappraisal of leadership theory and training. HR magazine, 26, 75-98.

Pool, S. W. (1997). The relationship of job satisfaction with substitutes of leadership, leadership behavior, and work motivation. The Journal of Psychology, 131, 271-283.

Price, J. L., & Mueller, C. W. (1986). Handbook of organizational measurement. Marshfield, MA: Pitman Publishing Inc.

Ross, J. E. (1977). Managing productivity. Reston, VA: Reston Publishing Company.

Stogdill, R. M. (1974). Handbook of leadership. New York: The Free Press.

Welte, C. E. (1978). Management and leadership: Concepts with an important difference. Personnel Journal, 57, 630-632.

Witherspoon, P. D. (1997). <u>Communicating leadership: An organizational perspective.</u> Boston: Allyn and Bacon.

APPENDIX A

LETTER TO PARTICIPANTS

May 11, 1998

Dear Participant:

I am conducting a research project to complete requirements for a masters thesis and I desperately need participants! The research is aimed at determining the relationship of initiating structure and consideration leadership styles to employee job satisfaction and organizational communication.

Your participation will require **5 minutes** and is completely voluntary and anonymous. There is no penalty for refusal to participate and you are free to stop at any time without penalty. Your completion of the attached questionnaire indicates your consent to use the responses in the results of this study. If you have any questions or need additional information about the research project you may contact Dr. Mandeville in the Department of Speech Communication at 624-1850 or me at 744-9756.

Please take a few moments to fill out the attached questionnaire. After completing the questionnaire, you may return the answer sheet in the envelope provided. The deadline to participate is **Wednesday, May 20, 1998**.

Your participation is greatly appreciated!!

Thank you,

Sherry Roden

DEMOGRAPHIC QUESTIONNAIRE

THE RELATIONSHIP OF INITIATING STRUCTURE AND CONSIDERATION LEADERSHIP STYLES TO JOB SATISFACTION AND ORGANIZATIONAL COMMUNICATION

To complete the questionnaire, please indicate your answers by filling out the enclosed NCS Answer Sheet. **DO NOT FILL OUT THE NAME OR ID INFORMATION!!** Use a #2 pencil, make heavy black marks that fill the circle completely and erase cleanly any answer you wish to change. The questionnaire consists of 42 questions.

Please provide the following demographic information:

1. What is your sex?

A. Male
B. Female

2. What is your age?

A. 18-30
B. 31-40
C. 41-50
D. 51-60
E. 61 and over

3. What is your current salary range?

A. $10,000-$25,000
B. $25,001-$35,000
C. $35,001-$45,000
D. $45,001-$55,000
E. $55,001 and over

4. How long have you been employed at OSU?

A. 0-6 months
B. 6 months-1 year
C. 1-5 years
D. 5-10 years

E. 10 years or more

5. How long have you served in your current position?

A. 0-6 months
B. 6 months-1 year
C. 1-5 years
D. 5-10 years
E. 10 years or more

6. Do you directly supervise any full-time employees?

A. Yes
B. No

7. If yes, how many staff members do you supervise?

A. 1-2
B. 2-5
C. 5-10
D. 10-15
E. 15 or more

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

LBDQ FORM XII
(Stogdill, 1963)

You are to judge the behavior of your **supervisor** against a series of descriptive scales. Please make your judgments on the basis of what the following concepts mean to you.

8. Lets group members know what is expected of them

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

9. Is friendly and approachable

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

10. Encourages the use of uniform procedures

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

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

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

12. Tries out his or her ideas in the group

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

13. Puts suggestions made by the group into operation

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

14. Makes his or her attitudes clear to the group

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

15. Treats others as equals

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

16. Decides what shall be done and how it will be done

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

17. Gives advance notice of changes

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

18. Assigns group members to particular tasks

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

19. Keeps to himself or herself

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

20. Makes sure that his or her part in the group is understood by the group members

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

21. Looks out for the personal welfare of group members

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

22. Schedules the work to be done

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

23. Is willing to make changes

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

24. Maintains definite standards of performance

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

25. Refuses to explain his or her actions

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

26. Asks that group members follow standard rules and regulations

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

27. Acts without consulting the group

A. Always
B. Often
C. Occasionally
D. Seldom
E. Never

FACET-FREE JOB SATISFACTION QUESTIONNAIRE

Facet-free Job Satisfaction
(Quinn and Staines, 1979)

28. All in all, how satisfied would you say you are with your job?

A. Very satisfied
B. Somewhat satisfied
C. Not too satisfied
D. Not at all satisfied

29. If you were free to go into any type of job you wanted, what would your choice be?

A. Would want the job you have now
B. Would want to retire and not work at all
C. Would prefer some other job to the job you have now

30. Knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?

A. Decide without hesitation to take the same job
B. Have some second thoughts
C. Decide definitely not to take the same job

31. In general how well would you say your job measures up to the sort of job you wanted when you took it?

A. Very much like the job you wanted
B. Somewhat like the job you wanted
C. Not very much like the job you wanted

32. If a good friend of yours told you he or she was interested in working in a job like yours for your employer what would you tell him or her?

A. Would strongly recommend it
B. Would have doubts about recommending it
C. Would advise the friend against it

O'REILLY AND ROBERTS QUESTIONNAIRE

The statements below may or may not be descriptive of communication within your department. Please read each statement and decide to what extent you feel the statement applies.

33. It is easy to talk openly to all members of this department.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

34. The information I receive is often inaccurate.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

35. I can think of a number of times when I received inaccurate information from others in this department.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

36. Communication in this department is very open.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

37. It is often necessary for me to go back and check the accuracy of the information I've received.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

38. I sometimes feel that others don't understand the information they have received.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

39. I find it enjoyable to talk to other members of this department.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

40. The accuracy of information passed among members of the department could be improved.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

41. When people talk to each other in this department, there is a great deal of understanding.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

42. It is easy to ask advice from any member of this department.

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

* The original version of the O'Reilly and Roberts instrument included seven response items. Moderately agree and moderately disagree have been deleted in order to use the NCS Answer sheet.

APPENDIX F

IRB HUMAN SUBJECTS REVIEW FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 04-28-98   **IRB #: AS-98-055**

Proposal Title: THE EFFECTS OF LEADERSHIP STYLES ON JOB SATISFACTION AND COMMUNICATION WITHIN WORK GROUPS

Principal Investigator(s): Mary Mandeville, Sherry Roden

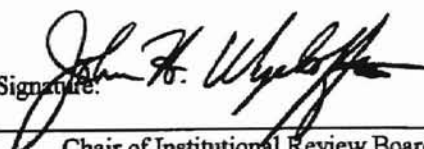**Reviewed and Processed as:** Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: _____   Date: April 30, 1998

Chair of Institutional Review Board
cc: Sherry Roden

TABLE 1

CORRELATIONS AMONG INDEPENDENT AND DEPENDENT VARIABLES

	Consideration	Job Satisfaction	Comm. Accuracy	Comm. Openness
Initiating Structure	.6066	.3686	.3023	.2641
Consideration		.6214	.6285	.4827
Job Satisfaction			.5337	.4503
Comm. Accuracy				.5615

TABLE 2

REGRESSION RESULTS PREDICTING JOB SATISFACTION FROM LEADERSHIP STYLE BASED ON LAST STEP ENTRY

Equation 1:					
Step	Variable	B	Beta	t	RSq Change
1	Structure	.34	.36	4.77	.135
2	Consideration	.53	.62	7.66	.251
Equation 2:					
Step	Variable	B	Beta	t	RSq Change
1	Consideration	.53	.62	9.55	.386
2	Structure	-.01	-.01	-.16	.000

TABLE 3

REGRESSION RESULTS PREDICTING COMMUNICATION ACCURACY FROM LEADERSHIP STYLE BASED ON LAST STEP ENTRY

Equation 1:					
Step	Variable	B	Beta	$\underline{t}$	RSq Change
1	Structure	.38	.30	3.81	.091
2	Consideration	.83	.70	8.71	.313
Equation 2:					
Step	Variable	B	Beta	$\underline{t}$	RSq Change
1	Consideration	.74	.62	9.73	.395
2	Structure	-.16	-.12	-1.54	.009

TABLE 4

REGRESSION RESULTS PREDICTING COMMUNICATION OPENNESS FROM LEADERSHIP STYLE BASED ON LAST STEP ENTRY

Equation 1:					
Step	Variable	B	Beta	$\underline{t}$	RSq Change
1	Structure	.34	.26	3.29	.069
2	Consideration	.61	.51	5.56	.165
Equation 2:					
Step	Variable	B	Beta	$\underline{t}$	RSq Change
1	Consideration	.58	.48	6.63	.233
2	Structure	-.05	-.04	-.49	.001

VITA

Sherry Renee Roden

Candidate for the Degree of

Master of Arts

Thesis: THE RELATIONSHIP OF INITIATING STRUCTURE AND
CONSIDERATION LEADERSHIP STYLES TO JOB SATISFACTION
AND ORGANIZATIONAL COMMUNICATION

Major Field: Speech Communication

Biographical:

Education: Graduated from Choctaw High School, Choctaw, Oklahoma in May
1988; received Bachelor of Science degree in Apparel Merchandising from
Oklahoma State University, Stillwater, Oklahoma in May 1992.
Completed the requirements for the Master of Arts degree with a major
in Speech Communication at Oklahoma State University in July 1998.

Experience: Employed for sixteen months as a Cooperative Extension Agent for
Texas Agricultural Extension Service, 1992-93, employed by Oklahoma
State University for three years as coordinator of student recruitment,
1994-97, employed by Oklahoma State University as assistant director of
Career Services, 1997-present.

Professional Memberships: Southwest Association of Colleges and Employers,
National Association of Colleges and Employers.