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THE ROLE OF SERVANT LEADERSHIP AND SOCIO-MORAL CLIMATE ON
ORGANIZATIONAL CITIZENSHIP BEHAVIOR: EXAMINING THE MEDIATING
EFFECTS
OF SELF-DETERMINATION THEORY'S WORK-RELATED BASIC NEED
SATISFACTION

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Table of Contents

Acknowledgments	iv
List of Tables	vii
List of Figures.....	viii
Abstract.....	ix
Chapter I - THE ROLE OF SERVANT LEADERSHIP AND SOCIO-MORAL CLIMATE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR: EXAMINING THE MEDIATING EFFECTS	1
Organization of Oral Roberts University (ORU) Missions	3
Objective of Thesis.....	4
Chapter II - Review of the Literature and Conceptual Framework	5
Servant Leadership	5
Socio-Moral Climate	7
Servant leadership and socio-moral climate.....	8
Self-Determination Theory.....	9
Servant leadership and SDT's basic psychological need satisfaction	10
Socio-moral climate and SDT's basic psychological need satisfaction	11
Organizational Citizenship Behavior	11
SDT's basic psychological needs and organizational citizenship behavior.....	11
SDT's mediation between servant leadership and OCB	13
SDT's mediation between socio-moral climate and OCB	14
Chapter III - Research Design and Methods	15
Research Design	15
Participants	15
Measures.....	15
Independent Measures	16
Servant Leadership Questionnaire.....	16
Socio-moral Climate (SMC) scale.....	16
Mediator Variable.....	18
Work-related Basic Need Satisfaction (W-BNS) scale	18
Dependent Measure	18
Organizational Citizenship Behavior (OCB) scale.....	18

Organizational and demographic data	18
Chapter IV - Analysis and Results	20
Reliability Analysis	20
Confirmatory Factor Analysis	20
Data Analysis.....	21
Descriptive Statistics.	21
Structural Equation Modeling (SEM)	22
Mediation analyses	22
CHAPTER V - Discussion	27
Practical Implications	30
Limitations.....	31
Future Research	33
Conclusion.....	34
References	35
Appendix A - Organizational and Demographic Data	42
Appendix B - Servant Leadership Questionnaire (SLQ).....	43
Appendix C - Socio-moral Climate (SMC) Scale	45
Appendix D - Work-related Basic Need Satisfaction (W-BNS) scale	46
Appendix E - Organizational Citizenship Behavior (OCB) Scale	47
Appendix F - Consent Form for Research Study for the Team Leaders	48
Appendix G - Consent Form for Research Study for the Team Members	50
Appendix H - Letter of Approval from ORU Missions	52
Appendix I - CITI Report	53
Appendix J - IRB Approval.....	55
Appendix K – Frequency tables for Demographic Data	56

List of Tables

Table 1.1: Confirmatory Factor Analyses	21
Table 2.1: Descriptive Statistics and Correlation Matrix – primary constructs	22
Table 3.1: Table of path coefficients	23
Table 4.1: Table of mediation effects between SL and OCB	25
Table 4.2: Table of mediation effects between SMC and OCB	26
Table 5.1: Frequency table for previous participants	56
Table 5.2: Frequency table for age	56
Table 5.3: Frequency table for gender.....	56
Table 5.4: Frequency table for educational level	56
Table 5.5: Frequency table for race	57
Table 5.6: Frequency table for nationality	57

List of Figures

Figure 1.0: The Hypothesized Model.....	14
Figure 2.0: Complete Path Model with SEM Fit.....	24

Abstract

Despite an extensive stream of academic research conducted on self-determination theory (SDT), antecedents such as leadership and organizational climate that dually influence SDT have not been examined in many empirical studies. Research indicates that successful leaders create a climate that fulfill team members' needs and promote organizational citizenship behavior (OCB). Using the motivational framework of SDT's basic psychological needs, this study investigated the role of servant leadership and socio-moral climate (SMC) on OCB for the ORU Missions program. The objective of this program is to develop student-led teams, and promote organizational citizenship behaviors like altruism and courtesy. Data were collected from 88 participants for the academic year 2016-2017. The study found that servant leadership and socio-moral climate (SMC) help fulfill members' basic psychological needs for autonomy, competence and relatedness, as well as, a significant correlation between servant leadership and OCB, and is the first study to find a positive relationship between socio-moral climate and self-determination theory's basic psychological needs.

Chapter I

THE ROLE OF SERVANT LEADERSHIP AND SOCIO-MORAL CLIMATE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR: EXAMINING THE MEDIATING EFFECTS OF SELF-DETERMINATION THEORY'S WORK-RELATED BASIC NEED SATISFACTION

Leadership theories such as servant leadership that promote ethical, prosocial, or people-centered behaviors have recently become a significant topic of research (Barbuto & Wheeler, 2006; Ehrhart, 2004; Greenleaf, 1970; Van Dierendonck & Nuijten, 2011; Walumbwa, Hartnell, & Oke, 2010). Servant leaders place priority on their followers' personal well-being and emphasize dyadic relationships, thereby creating a psychologically safe and fair climate (Ehrhart, 2004; Schaubroeck, Lam, & Peng, 2011). Socio-moral climate (SMC) deals with followers' perceptions of organizational practices that are presumed to have an impact on the moral standards and competencies of individuals in an organization as well as the nature and mission of the organization (Weber, Unterrainer, & Schmid, 2009). The perceived climate of an organization helps determine outcomes of followers' behavior (Schneider, 1975). Prosocial and community-related behavioral orientations have been positively linked to socio-moral climate (Weber et al., 2009). There is a need for a mediator between servant leadership, socio-moral climate, and organizational outcomes that promote prosocial behaviors. Self-determination theory (SDT) emphasizes the regulatory processes that fuel the direction of behavior. Under SDT, three basic psychological needs for autonomy,

competence, and relatedness need to be fulfilled (Ryan & Deci, 2000). Empirical studies have investigated the link between servant leadership and SDT's basic psychological needs (Mayer, Bardes, & Piccolo, 2008; Van Dierendonck, Stam, Boersma, De Windt, & Alkema, 2014). However, no study has examined the relationship between SMC and SDT, and this study helps address this gap.

Since its introduction over 30 years ago (Smith, Organ, & Near, 1983), interest in organizational citizenship behavior (OCB) has significantly increased. Organizational citizenship behavior refers to employee actions that help support the positive social and psychological environment of an organization (Bolino, Klotz, Turnley, & Harvey, 2013; Organ, 1997). Research has shown that OCB influences employee satisfaction, organizational profitability, and workplace effectiveness (Dunlop & Lee, 2004; Koys, 2001). OCB is considered to be beneficial and supportive to the organization by enhancing overall organizational effectiveness (Norris-Watts & Levy, 2004; Pohl & Paillé, 2011). Therefore, research on the construct and individuals who exhibit OCB is needed in academic as well as in organizational contexts.

The primary purpose of this study was to expand research conducted on socio-moral climate (Weber et al., 2009) and add to the existing literature in the following areas of study: servant leadership, self-determination theory, and organizational citizenship behavior. This study examined how servant leadership and socio-moral climate positively relate to organizational citizenship behavior, and whether the satisfaction of the three basic psychological needs partially mediated the relationship occurring between servant leadership and organizational citizenship behavior, and between socio-moral climate and organizational citizenship behavior. This study

hypothesized that servant leadership and socio-moral climate positively related to the satisfaction of the three basic psychological needs, which led to the outcome of organizational citizenship behavior.

Organization of Oral Roberts University (ORU) Missions

Oral Roberts University (ORU) Missions is a 501(c)(3) organization that sends student-led teams to work with various non-profit organizations and churches around the world. The teams provide assistance to partner organizations by helping them meet their short-term needs and strive to contribute to the overall long-term goals of these organizations. ORU Missions seeks to encourage organizational citizenship behavior by building servant leaders through their student development program.

ORU Missions' teams consist of a team leader and an assistant team leader, as well as 5 to 10 team members, depending on the partnering organizations' need. Team selection began in October, followed by 5 months of preparation. The teams underwent an intensive team building experience before they commenced their trip in the month of May. For the 2016-2017 academic year, the organization sent 23 teams and 231 persons to 21 countries. Each team is assigned a project based on member interest and educational background. For example, the Zimbabwe team's business students worked with the local Hatcliffe community to develop and launch micro-businesses such as chicken coops, brick making and Dzuda's shoe repairs. Another team's education undergraduate and graduate students taught English as a Second Language (ESL) in Bangkok, Thailand.

Throughout the timeline of their involvement with the program, the team leaders and members participate in activities pertaining to fundraising, team building,

leadership training, cross cultural sensitivity classes, and ropes courses to teach problem-solving, trust, and encourage organizational citizenship behaviors such as altruism and courtesy.

Objective of Thesis

The leadership style advocated and practiced in the ORU Missions program is servant leadership. Servant leadership is emphasized at all levels of leadership training within the program. Through leadership and team building exercises, members learn the importance and impact of helping behavior. The objective of this research study was to test the hypothesis that the perception of the program's servant leadership and socio-moral climate had an effect on the team members' organizational citizenship behavior. Furthermore, the purpose of this study was to learn whether the fulfillment of basic psychological needs serves as the motivational framework that drives the team members' organizational citizenship behavior.

Chapter II

Review of the Literature and Conceptual Framework

Servant Leadership

The concept of servant leadership within an organizational context was first introduced through retired AT&T executive Robert Greenleaf's essay, *The Servant as Leader* (1970). Greenleaf (1977) did not restrict servant leadership to a management technique. Rather he presented it as a way of life that is categorized by the need to serve first and foremost. Greenleaf believed that in order to be a true leader, one must first become a servant. Hale and Fields (2007) defined servant leadership as “an understanding and practice of leadership that places the good of those led over the self-interest of the leader, emphasizing leader behaviors that focus on follower development, and de-emphasizing glorification of the leader” (p. 397).

Even though servant leadership was first introduced in the 1970s, it is only in the last decade that models and measurements have been developed for servant leadership (Barbuto & Wheeler, 2006; Ehrhart, 2004; Liden, Wayne, Zhao, & Henderson, 2008; Van Dierendonck & Nuijten, 2011). Among the different models, Liden et al.'s (2008) multi-dimensional model is the most extensively used (Hu & Liden, 2011; Schaubroeck, Lam, & Peng, 2011) as well as the most psychometrically robust (Van Dierendonck, 2011). The model consists of seven dimensions, namely conceptual skills, empowerment, helping subordinates grow and succeed, putting subordinates first, behaving ethically, emotional healing, and creating value for the community.

Empirically, there is increasing evidence demonstrating that servant leadership is distinct from other types of leadership such as transformational leadership and leader-member exchange (Liden et al., 2008). The first empirical study to make the differentiation found that servant leaders focus on followers' needs while transformational leaders emphasize organizational goals (Parolini, Patterson, & Winston, 2009). These findings are consistent with Graham's (1991) study that demonstrated servant leadership as a leadership construct whereby leaders influence their immediate followers and, ultimately, the organizational culture. Moreover, Van Dierendonck et al. (2014) compared servant leadership to transformational leadership constructs and their relationship with organizational commitment and work engagement. Servant leadership was more effective in terms of follower need satisfaction that mediated its effect through overall basic need satisfaction, while transformational leadership was more effective in terms of perceived leadership effectiveness. Similarly, servant leaders place followers' needs above organizational outcomes and emphasize followers' personal growth (Van Dierendonck, 2011).

Servant leadership focuses on developing followers and helping them reach their potential, specifically in the areas of altruistic calling, motivation, and organizational stewardship (Barbuto & Wheeler, 2006; Greenleaf, 1977). Empirical studies show how servant leadership relates to positive outcomes, including team potency (Hu & Liden, 2011), trust (Schaubroeck et al., 2011), and procedural justice climate (Ehrhart, 2004). Although the link between servant leadership and important organizational and individual outcomes (namely, SDT and OCB) have been established, no study has examined the effects of a positive organizational climate. Therefore, this study tested

the relationship between servant leadership and socio-moral climate in relation to organizational citizenship behavior mediated by the satisfaction of followers' needs. This study examined whether the direct and indirect links between servant leadership and socio-moral climate led to the outcome of organizational citizenship behavior, and were partially mediated by the satisfaction of basic psychological needs.

Socio-Moral Climate

The concept of socio-moral climate (SMC) has its origin in the organizational climate literature, specifically in the work of Schneider (1975) who examined the role of organizational climate as a construct to understanding employee behavior. Socio-moral climate was further developed by examining the conditions that facilitated socio-moral development, namely Kohlberg's (1985) theory of moral education. Kohlberg's primary focus was on the social psychological component of organizational culture, dealing specifically with developing shared values and norms.

In the last decade, Weber, Unterrainer, and Höge (2008) defined socio-moral climate as a sub-section of organizational climate that represents how leadership, communication, problem solving, and decision-making in an organization form prosocial and moral orientations. Furthermore, Weber et al. (2008) combined both Lempert (1994) and Kohlberg's approaches to identify the following five components that make up a socio-moral climate: open confrontation of the employees with conflicts; reliable and constant appreciation, care, and support; open communication and participative cooperation; trust-based assignment and allocation of responsibility corresponding to the respective employees' capabilities; and organizational concern for the individual.

Empirical studies supported positive relationships between socio-moral climate and promoting innovation (Seyr & Vollmer, 2014), organizational commitment (Weber, Unterrainer, & Schmid, 2009), work-related prosocial behavioral orientations, and democratic engagement orientations (Pircher Verdorfer, Weber, Unterrainer, & Seyr, 2013). Research has shown that employees working in environments that promote organizational democracy and participation in the decision-making process have better SMC perceptions than employees working in traditional, hierarchical organizational models (Pircher Verdorfer et al., 2013; Weber et al., 2008, 2009).

Studies have been conducted in which socio-moral climate is the mediating variable between servant leadership and various outcomes (Okonkwo, 2015; Pircher Verdorfer, Steinheider, & Burkus, 2015). Okonkwo (2015) used socio-moral climate as a mediator between servant leadership and spiritual well-being, and found that servant leadership was positively related to socio-moral climate. Pircher Verdorfer et al. (2015) showed servant leadership as an antecedent to socio-moral climate with organizational cynicism and workplace deviance as its outcomes. This current study expected to demonstrate whether socio-moral climate positively relates to organizational citizenship behavior (OCB) through the satisfaction of basic psychological needs. This study also examined the relationship between servant leadership and socio-moral climate.

Servant leadership and socio-moral climate. Two studies have been conducted to examine the role of servant leadership and its influence on creating a positive socio-moral climate (Okonkwo, 2015; Pircher Verdorfer et al., 2015). Both studies identified servant leadership as a strong predictor of socio-moral climate. Other studies have also demonstrated the effect of servant leadership on variables relating to

organizational culture and climate. For example, Schaubroeck et al. (2011) showed that servant leadership predicted affect-based trust in a leader and strengthens team psychological safety. This corresponds with the relationship between servant leadership and socio-moral climate. Therefore, the study hypothesized the following:

Hypothesis 1: Servant leadership is positively related to socio-moral climate.

Self-Determination Theory

Self-determination theory (SDT; Ryan & Deci, 2000) is a meta-theory of human motivation. It focuses on three inherent psychological needs, namely, the need for autonomy (i.e., a sense of volition and psychological freedom), competence (i.e., a feeling of effectiveness), and relatedness (i.e., a feeling of being loved and cared for). These basic psychological needs' satisfaction serve as the motivational instrument directed toward a person's behavior.

According to self-determination theory, autonomy is defined as being the "initiator of one's own actions" (Deci et al., 2001, p. 931). Parker (1998; Parker, Wall, & Jackson, 1997) demonstrated that enhanced autonomy increased employees' ownership of problems and allowed them to recognize knowledge and skills critical to their respective roles. Secondly, competence requires successfully engaging in challenging tasks and meeting desired outcomes (Deci et al., 2001). The need for competence satisfaction motivates individuals to adapt to uncertain and complex environments (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010). Thirdly, relatedness requires a "sense of mutual respect, caring and reliance with others" (Deci et al., 2001, p. 931). The need for relatedness is fueled by a need for connectedness (to be a member of a group) and a sense of social support (Van den

Broeck et al., 2010). This need is satisfied when persons develop close relationships with others (Ryan & Deci, 2000). The need for relatedness has been found to be a predictor of organizational citizenship behavior (Chiniara & Bentein, 2016). The authors found that the more the leader acted as a servant leader, the more likely the followers' basic psychological needs were met. This feeling of connectedness and belonging plays an important role in influencing citizenship behaviors toward co-workers and leaders as well as groups and organizations.

Servant leadership and SDT's basic psychological need satisfaction.

Empirical studies have found that leaders play an integral role in facilitating the conditions necessary to provide followers with support (Amabile, Schatzel, Moneta, & Kramer, 2004; Baard, Deci, & Ryan, 2004; Cheung & Wong, 2011; Morgeson, DeRue, & Karam, 2010). For example, Baard et al. (2004) studied investment bank firms and concluded that managerial support enhances employees' basic psychological need satisfaction and increases their level of engagement in the workplace. Two studies suggest positive associations between leaders' behaviors and attitudes and followers' basic need satisfaction (Kovjanic, Schuh, & Jonas, 2013; Leroy, Anseel, Gardner, & Sels, 2015). The former study found that the needs for competence and relatedness mediated its effect between transformational leadership and work engagement. The latter study found that basic need satisfaction mediated the interaction between authentic leadership and authentic followership on follower work role performance. Chiniara and Bentein (2016) found a strong and positive relationship between servant leadership and the three basic psychological needs. Therefore, the study hypothesized the following:

Hypothesis 2: Servant leadership is positively related to self-determination theory's basic psychological needs.

Socio-moral climate and SDT's basic psychological need satisfaction.

Reinboth and Duda (2006) examined the relationship between changes in the social environment created by a coach (in sports-related activities) to changes in need satisfaction. The authors found a positive relationship between needs for autonomy, competence, and relatedness and the motivational climate created by the coach.

Therefore, the study hypothesized the following:

Hypothesis 3: Socio-moral climate is positively related to self-determination theory's basic psychological needs.

Organizational Citizenship Behavior

The term *organizational citizenship behavior* (OCB) was first coined by Bateman and Organ (1983). According to Organ (1988), organizational citizenship behavior is defined as individual behavior that is not formally recognized by external rewards, but promotes organizational effectiveness. Williams and Anderson (1991) proposed to distinguish between two types of OCB based on the focus of the behavior. Organizational citizenship behavior-individual (OCB-I) includes behaviors that are directed toward individuals in the workplace, and organizational citizenship behavior-organizational (OCB-O) includes behaviors aimed at the organization as a whole. Altruism and courtesy fall under the umbrella of organizational citizenship behavior-individual. Altruism describes the effect of an individual helping another specifically with an organizationally relevant task or problem. Courtesy is characterized by an individual's ability to avoid creating work-related problems from occurring in an

organization setting. Several empirical research studies have confirmed this model (Diefendorff, Brown, Kamin, & Lord, 2002; MacKenzie, Podsakoff, & Ahearne, 1998; Nielsen, Bachrach, Sundstrom, & Halfhill, 2012). Moreover, empirical evidence supports the theory of organizational citizenship behavior (Koys, 2001; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

The need for autonomy and relatedness leads to the outcome of OCB. Zhang and Chen (2013) found that perceived autonomy is related to organizational citizenship behavior, specifically directed toward helping co-workers and the organization as a whole. Research has supported the theory that individuals who feel belonging to a group within an organization or to the organization itself are more likely to engage in OCB (Christ, Dick, Wagner, & Stellmacher, 2003; Tse & Chiu, 2014). Farmer, Van Dyne, and Kamdar (2015) found that identification with co-workers and high-quality exchanges with supervisors help encourage organizational citizenship behavior. This study expected to demonstrate how organizational citizenship behavior serves as an outcome variable for servant leadership and socio-moral climate through the satisfaction of SDT's basic psychological needs.

SDT's basic psychological need satisfaction and organizational citizenship behavior. Gagné and Deci (2005) suggested that SDT provides a comprehensive approach to understanding the motivation behind effective organizational behavior. Examples of organizational citizenship behavior like helping co-workers, taking personal initiative, and promoting mindful behavior in the workplace (Podsakoff, MacKenzie, & Bommer, 1996) are not recognized by a formal reward system, but still promote organizational effectiveness. Therefore, the study hypothesized the following:

Hypothesis 4: Self-determination theory's basic psychological needs are positively related to OCB.

SDT's basic psychological need satisfaction mediates servant leadership's effects on organizational citizenship behavior. Current literature has shown empirical support for the relationship between servant leadership and organizational citizenship behavior (Ehrhart, 2004; Hu & Liden, 2011; Walumbwa, Hartnell, & Oke, 2010). Van Dierendonck and Nuijten (2011) found a relationship between servant leadership and altruistic behavior of followers. Ehrhart (2004) noted that when the leader acts in ways that benefit the team members by focusing on their development and growth, the team members are more likely to reciprocate the same with their fellow team members. Hu and Liden (2011) found that the relationships between process and goal clarity and team potency were stronger due to servant leadership.

Two comparative studies have demonstrated how servant leadership influences outcomes through various mediating structures (Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008; Van Dierendonck et al., 2014). Neubert et al. (2008) used servant leadership as an antecedent to helping and creative behavior. Van Dierendonck et al. (2014) showed that perception of leadership effectiveness and fulfillment of needs strongly predicts organizational commitment. Chiniara and Bentein (2016) found that satisfaction of all three basic needs fully mediates the influence of servant leadership on organizational citizenship behavior on an individual level. Therefore, the study hypothesized the following:

Hypothesis 5: Self-determination theory's basic psychological needs partially mediate the relationship between servant leadership and OCB.

SDT's basic psychological need satisfaction mediates socio-moral climate's effects on organizational citizenship behavior. Since components of socio-moral climate address reliable appreciation and respect (for example, *our team members are treated with respect regardless of their qualifications or position*) and trust/responsibility (for example, *in our program, every member is tasked according to his/her skill set*), a connection between SMC and OCB is likely. Therefore, the study hypothesized the following:

Hypothesis 6: Self-determination theory's basic psychological needs partially mediate the relationship between socio-moral climate and OCB.

In conclusion, the research hypotheses tested whether the ORU Missions program's servant leadership and socio-moral climate affect the team members' organizational citizenship behavior. Moreover, this study examined whether the satisfaction of basic psychological needs served as the motivational framework that partially mediates the relationship between the program's servant leadership and socio-moral climate and team members' organizational citizenship behavior.

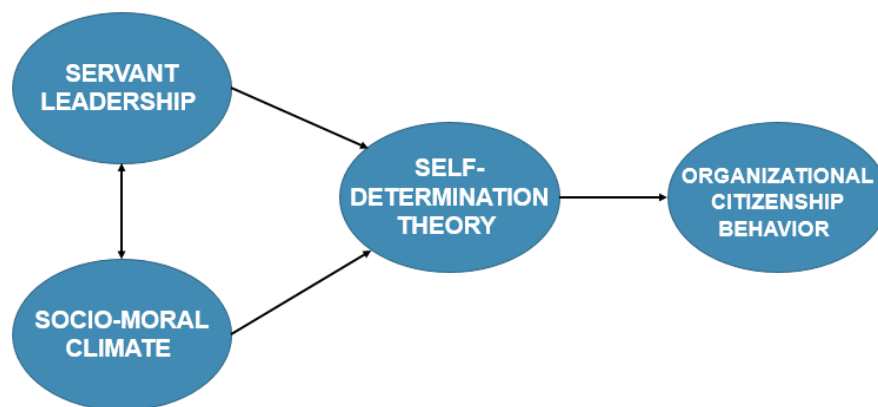


Figure 1: *The Hypothesized Model*

Chapter III

Research Design and Methods

Research Design

This research study employed a correlational design to assess the relationships between servant leadership, socio-moral climate, work-related basic need satisfaction, and organizational citizenship behavior.

Participants

Participants included current student team leaders and members from the ORU Missions Program. A survey was distributed to a sample of 231 participants and 23 teams. Demographic variables included gender, age, race, nationality, educational level, foreign languages spoken, and involvement in community outreach (See Appendix A). Upon acquiring IRB approval (see Appendix H), a link to the Qualtrics survey was sent via text message to allow the participants to take the survey using their mobile devices. Every response was entered into a raffle for a gift card to encourage the team members and leaders to participate in the survey. Since the survey was voluntary, there were 179 responses from the team members and 39 from the team leaders. However, only 88 matching and fully completed responses from the team leaders and members could be used in this study. The low response rates are discussed in the limitations section.

Measures

The following four measures were used in conducting this study: Servant Leadership Questionnaire (SLQ), Socio-moral Climate (SMC) scale, Work-related Basic Need Satisfaction (W-BNS) scale, and Organizational Citizenship

Behavior (OCB) scale. Additionally, demographic and organizational data from all team leaders and members were also collected.

Independent Measures

Servant Leadership Questionnaire (SLQ). The Servant Leadership Questionnaire developed by Liden et al. (2008) was used to assess the servant leadership of the team leaders. Team members used a 7-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree (see Appendix B). The 28-item questionnaire assessed 7 servant leadership dimensions with 4 items each: conceptual skills (4 items; example: *Other team members would seek help from him/her if they had a personal problem*); empowerment (4 items; example: *My team leaders make other team members' personal development a priority*); helping subordinates grow and succeed (4 items; example: *My team leaders are interested in making sure other team members reach their goals on the mission field*); putting subordinates first (4 items; example: *My team leaders sacrifice their own interests to meet other team members' needs*); behaving ethically (4 items; example: *My team leaders would not compromise ethical principles in order to meet success*); emotional healing (4 items; example: *My team leaders can recognize when other team members are feeling down without asking them*); and creating value for the community (4 items; example: *My team leaders want to know about others' personal goals*). The reliability and validity of this scale was evaluated by a confirmatory factor analysis (CFA; Liden et al., 2008).

Socio-moral Climate (SMC) scale. The program's team members took the survey to assess the socio-moral climate of the ORU Missions program. The Socio-moral Climate scale was adapted from the English version developed by Pircher

Verdorfer, Steinheider, Burkus and Weber (2013). Nineteen of the 21 items of the SMC scale were used. The scale uses a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree (see Appendix C). The scale assessed the following 5 factors: open confrontation with conflicts (4 items; example: *In our mission meetings, different viewpoints regarding important matters are handled openly*); reliable and constant respect and support (4 items; example: *Our team members are treated with respect regardless of their qualifications or position*); open communication and participative cooperation (3 items; example: *Here, we can question principles and practices that are no longer useful*); trust-based assignment and allocation of responsibility (4 items; example: *In our program, qualified members are given responsibility of helping to improve others*); and organizational concern for the individual (4 items; example: *When dealing with personal problems, team members can count on the understanding of others in our program*). Two items of the subscale, *open communication and participative cooperation* were left out of the scale, as those items did not apply to the organizational context of the program. Three items in the SMC scale were reverse coded as well.

The reliabilities for the SMC scales from Pircher Verdorfer, Steinheider, and Burkus' (2015) study were as follows: open confrontation with conflicts (.85); reliable and constant respect and support (.87); open communication and participative cooperation (.84); trust-based assignment and allocation of responsibility (.75); and organizational concern for the individual (.84). Pircher Verdorfer et al. (2015) also evaluated the reliability and validity of the overall scale by a confirmatory factor analysis.

Mediator Variable

Work-related Basic Need Satisfaction scale (W-BNS). The Work-related Basic Need Satisfaction scale (W-BNS) was used to examine team members' work-related need satisfaction (see Appendix D). The purpose of basic need satisfaction is to help examine the motivational potential related to team members and their organization. This scale uses a 5-point Likert scale ranging from 1 = totally disagree to 5 = totally agree. There were 4 items for each dimension assessing need for autonomy, competence, and relatedness. Van den Broeck et al. (2010) validated the factor structure W-BNS scale of the various needs by a confirmatory factor analysis, and provided evidence for criterion-related validity of this scale.

Dependent Measure

Organizational Citizenship Behavior (OCB) scale. The Organizational Citizenship Behavior (OCB) scale was used to examine team members' behaviors toward altruism and courtesy (see Appendix E). Team leaders evaluated their team members' OCB. The scale consisted of a total of seven items assessing OCB. There were three items for altruism and four items for courtesy. The scale used a 7-point Likert-scale ranging from 1 = strongly disagree to 7 = strongly agree.

Podsakoff, MacKenzie, Moorman, and Fetter (1990) reported internal, consistent reliabilities of .85 for altruism and courtesy. The study also provided evidence for an adequate level of discriminant validity. More recently, Chiniara and Bentein (2016) reported scale reliabilities of .84 for follower OCB.

Demographic and organizational data. After the respondents completed the consent form, the first ten items in the survey included demographic questions such as

age, race, gender, educational level, nationality, foreign languages spoken as well as questions pertaining to the organization. The respondents had to state which team they belonged to, the role they had on the team (leader or member) and frequency of involvement in community outreach in general. The frequency tables for the demographic and organizational data are exhibited in Appendix K.

Chapter IV

Analysis and Results

Reliability Analysis

The coefficient alpha reliability for the Servant Leadership Questionnaire (SLQ) was $\alpha = .90$, for all 28 items. The reliabilities of each of the seven subscales were: emotional healing ($\alpha = .69$), creating value for the community ($\alpha = .78$), conceptual skills ($\alpha = .81$), empowering ($\alpha = .74$), helping followers grow and succeed ($\alpha = .83$), putting followers first ($\alpha = .82$), and behaving ethically ($\alpha = .65$).

The coefficient alpha reliability for the Socio-moral Climate (SMC) scale using 19 items was $\alpha = .76$. The reliabilities of the five subscales were: open confrontation with conflicts ($\alpha = .73$), reliable appreciation and respect ($\alpha = .61$), open communication and participative cooperation ($\alpha = .52$), trust/reliability ($\alpha = .32$), and organizational concern for the individual ($\alpha = .58$).

The coefficient alpha reliability of the 12 items in the Work-based Need Satisfaction scale (W-BNS) was $\alpha = .67$. The reliabilities of the three subscales were: need for autonomy ($\alpha = .57$), need for competence ($\alpha = .52$), and need for relatedness ($\alpha = .83$).

The coefficient alpha reliability for the Organizational Citizenship Behavior (OCB) scale using 7 items was $\alpha = .90$. The reliabilities of the two subscales were: courtesy ($\alpha = .90$), and altruism ($\alpha = .87$).

Confirmatory Factor Analysis

Due to the number of low reliabilities for many of the proposed construct subscales, an item-parceling Confirmatory Factor Analysis (CFA) approach using the

subscales as the parcels was conducted to evaluate the fit of a one-dimensional higher order factor for each of the hypothesized construct. SAS Proc Calis (O'Rourke & Hatcher, 2013) was used to fit the simplified one-factor subscale parcel model and the results of the model-fitting have been summarized below (see Table 1.1).

The results indicate an acceptable fit for all four constructs, with all RMSEA's values less than 0.05, and all fit indices (NNFI and CFI) greater than .90. Because of the excellent fit of the one-dimensional factor model to the subscale parcels, and because many of the subscales had observed reliabilities below 0.65, composite scores for each construct were created by simply averaging each of the subscale scores together, resulting in a single score for each of the four variables in the study.

Table 1.1 *Confirmatory factor analyses of servant leadership, socio-moral climate, self-determination theory and organizational citizenship behavior*

Construct	Number of indicator scales	Number of items	χ^2	df	NFI	CFI	RMSEA
SL	7	28	279.62	14	.94	0.99	.04
SMC	5	19	70.32	10	.93	1.00	.00
SDT	3	12	10.42	3	.93	1.00	.00
OCB	2	7	39.49	1	1.00	1.00	.

χ^2 = Chi-square; df = degrees of freedom; NFI = normed fit index; CFI = comparative fit index; RMSEA = root mean square of approximation; SL = servant leadership; SMC = socio-moral climate; SDT = self-determination theory; OCB = organizational citizenship behavior

Data Analysis

The descriptive statistics and correlations of this study's constructs were collected from 88 respondents (see Tables 2.1-2.5). Data analyses on an individual level were performed using Structural Equation Modeling (see Figure 2). Mediation effects between servant leadership and organizational citizenship behavior, and between socio-

moral climate and organizational citizenship behavior are discussed in detail below (see Tables 4.1 and 4.2).

Descriptive Statistics. The table below (see Tables 2.1) exhibits the means and standard deviations for the four constructs: servant leadership, socio-moral climate, self-determination theory and organizational citizenship behavior. Since three out of the four constructs (with the exception of SDT) have a high mean value and low standard deviation, it reflects positively on the ORU Missions program’s leadership, volunteers and organizational climate structure.

Table 2.1 *Descriptive Statistics and Correlation Matrix for primary constructs*

Construct	N	M	SD	1	2	3	4
SL	88	5.97	0.57	1	0.585	0.528	0.444
SMC	88	4.20	0.37	0.585	1	0.537	0.347
SDT	88	3.97	0.42	0.528	0.537	1	0.307
OCB	88	5.97	1.07	0.347	0.347	0.307	1

SL = servant leadership; SMC = socio-moral climate; SDT = self-determination theory; OCB = organizational citizenship behavior.

Structural Equation Modeling (SEM)

The results of this study’s complete path model with SEM fit is given below (see Figure 2). Since it is a saturated model, the model (with N = 88) has a perfect model fit with a χ^2 value of 59.75 and *df* value of 5. Out of the 6 hypotheses, three were confirmed in the results of this study. These results are given below and in the mediation analyses.

This study supported Hypothesis 1 as there is a positive correlation between servant leadership and socio-moral climate. Servant leadership is positively related to self-determination theory’s basic psychological needs, as evidenced by a path coefficient of $\beta. = 0.33, p < 0.001$. This study supports Hypothesis 2. Socio-moral

climate is positively related to self-determination theory's basic psychological needs ($\beta = 0.35, p < 0.001$), supporting Hypothesis 3. The results of this study did not support Hypothesis 4 as self-determination theory's basic psychological needs is not positively related to OCB with a path coefficient of $\beta. = 0.07, p < 0.669$.

Table 3.1 *Table of path coefficients*

Path	<i>B</i>	<i>SE(B)</i>	<i>p</i>
SL → OCB	0.345	0.118	0.003
SMC → OCB	0.110	0.104	0.290
SDT → OCB	0.066	0.153	0.669
SL → SDT	0.325	0.091	0.001
SMC → SDT	0.347	0.089	0.001

SL = servant leadership; SMC = socio-moral climate; SDT = self-determination theory; OCB = organizational citizenship behavior.

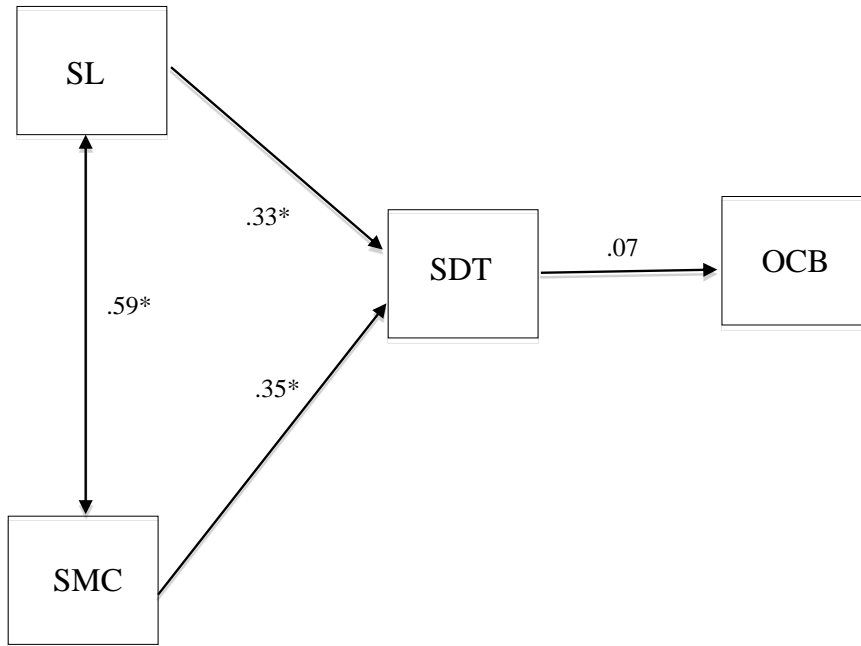


Figure 2: *Complete Path Model with SEM Fit*

N = 88; SL = servant leadership; SMC = socio-moral climate; SDT = self-determination theory; OCB = organizational citizenship behavior

Mediation analyses. This study hypothesized that self-determination theory was a partial mediator between servant leadership and organizational citizenship behavior as well as between socio-moral climate and organizational citizenship behavior. The purpose of this study was to test whether the potential mediation had a total direct or indirect effect at all (see Table 4.1 and 4.2).

The Sobel test determines whether the mediation is reflected in the test of the indirect effect. For this study, the test of mediation between socio-moral climate and organizational citizenship behavior shows no significant indirect effect ($\alpha\beta = 0.023$, $SE = 0.054$, $p < .675$), which indicates that there is no evidence for a mediation effect. This is the case as well for the test of mediation between servant leadership and organizational citizenship behavior. This study shows no significant indirect effect ($\alpha\beta = 0.021$, $SE = 0.05$, $p < .672$), which indicates that there is no evidence for a mediation effect. However, there is a significant direct effect ($\beta = 0.345$, $SE = 0.118$, $p < 0.003$) as well as a significant total effect ($\beta = 0.366$, $SE = 0.099$, $p < 0.001$) between servant leadership and organizational citizenship behavior.

Table 4.1 *Table of mediation effects between servant leadership and organizational citizenship behavior*

SL → OCB			
Effect			
Decomposition	<i>Estimate</i>	<i>SE(Estimate)</i>	<i>p</i>
Direct	0.345	0.118	0.003*
Indirect	0.021	0.05	0.672
Total	0.366	0.099	0.001*

SL = servant leadership; OCB = organizational citizenship behavior.

Table 4.2 *Table of mediation effects between socio-moral climate and organizational citizenship behavior*

<u>SMC → OCB</u>			
Effect			
<u>Decomposition</u>	<i>Estimate</i>	<i>SE(Estimate)</i>	<i>p</i>
Direct	0.110	0.104	0.290
Indirect	0.023	0.054	0.675
Total	0.133	0.09	0.141

SMC = socio-moral climate; OCB = organizational citizenship behavior.

CHAPTER V

DISCUSSION

The objective of this thesis was to expand the current research on the topic of socio-moral climate and add to the existing literature of the following research theories: servant leadership, self-determination theory and organizational citizenship behavior. The current study hypothesized that there was a positive relationship between servant leadership and socio-moral climate, and a partial mediating effect of self-determination theory's basic psychological needs between servant leadership and organizational citizenship behavior, and between socio-moral climate and organizational citizenship behavior. The study assumed SDT may have a direct effect on OCB or serve as a mediator for servant leadership and SMC. This hypothesized model (see Figure 1) was tested using Structural Equation Modeling (SEM).

Based on the study's findings through the complete path model with SEM fit (see Figure 2), there was a positive correlation between servant leadership and socio-moral climate. This outcome was expected as it had also been confirmed by previous studies (Okonkwo, 2015; Pircher Verdorfer et al., 2015). The servant leadership behavior exemplified by the team leaders as well as the overall organizational climate promoting such prosocial behavior supports Hypothesis 1. This study also found a positive correlation between servant leadership and the fulfillment of basic psychological needs, which has also been confirmed by Chiniara and Bentein (2016), supporting Hypothesis 2. This result was to be expected as four components of servant leadership: helping followers grow and succeed; putting followers first; creating value for the community; and conceptual skills encourage the fulfillment of basic

psychological needs for autonomy, competence and relatedness. A key result of this study was finding a positive correlation between socio-moral climate and self-determination theory's basic psychological needs. Although research had been conducted to explore the relationship between socio-moral climate and prosocial behaviors (Weber, Unterrainer, & Schmid, 2009), this is the first study to find a positive relationship between socio-moral climate and the fulfillment of basic psychological needs for autonomy, competence and relatedness. In this particular study's organizational context, the climate provided by the leaders and staff encourages trust/reliability and organizational concern for the individual. The results of this study support Hypothesis 3. However, this study did not find a positive correlation between self-determination theory's basic psychological needs and organizational citizenship behavior. Out of the two OCB components, namely, organizational citizenship behavior-individual (OCB-I) and organizational citizenship behavior-organizational (OCB-O), the former was used in this study. One of the reasons OCB-I was employed in this study was the semantics of the OCB scale's items and its relevance to this specific organizational context. With a larger sample size and different measures employed, future studies may find results otherwise. This study did not support Hypothesis 4 that self-determination theory's basic psychological needs had a positive relationship with organizational citizenship behavior. Lastly, this study did not find a partial mediating effect of self-determination theory's basic psychological needs between servant leadership and organizational citizenship behavior, and between socio-moral climate and organizational citizenship behavior. It is to be noted, in this study, that servant leadership had a significant direct effect on organizational citizenship

behavior ($\beta = .35, p < .003$), while, socio-moral climate did not have a direct effect on organizational citizenship behavior ($\beta = .11, p < .290$). Thus, this study did not support Hypothesis 5 and 6. This result is contrary to a former study's results that evaluated the mediating effect of self-determination theory's basic psychological needs between servant leadership and OCB (Chiniara & Bentein, 2016).

This study also showed relatively high mean values of all four constructs with the exception of SDT (SL = 5.97; SMC = 4.20; SDT = 3.97; OCB = 5.97). The small standard deviation values reflected positively on the ORU Missions program's effectiveness (SL = 0.57; SMC = 0.37; SDT = 0.42; OCB = 1.07). Former studies have reported high mean values and small standard deviations for the servant leadership, SDT and OCB-I variables (Ehrhart, 2004; Chiniara & Bentein, 2016). In Pircher Verdorfer et al.'s (2013) study evaluating the relationship between socio-moral climate and organizational democracy, and its subsequent effect on organizational commitment and prosocial behaviors, the SMC scale had a high mean value (3.40) and a small standard deviation value (0.78).

The current study provided reliability for three out of four measures employed, namely, Servant Leadership Questionnaire (SLQ), Socio-moral Climate (SMC) scale, and Organizational Citizenship Behavior (OCB) scale. The following subscales in the SLQ had a higher loading than others (helping followers grow and succeed = .83; putting followers first = .82; conceptual skills = .81; creating value for the community = .78; empowering = .74). Reliable appreciation and respect (M = 4.79), a subscale of the SMC scale, reflected positively on the organization's team leaders. The need for relatedness (M = 4.64) was the most fulfilled basic need for the team members involved

compared to the need for autonomy and competence. Both subscales under the OCB scale had high loadings (altruism = .87, courtesy = .90), reflecting positively on the team members involved in the organization.

Practical Implications

This study was conducted with the intention to provide the ORU Missions program with an evidence-based model by testing the hypothesis of the proposed model (see Figure 1). The model hypothesized that there was a positive relationship between the servant leadership of the team leaders and socio-moral climate of the organization. Furthermore, servant leadership and the socio-moral climate positively promoted organizational citizenship behavior and were mediated by the fulfillment of the team member's basic psychological needs for autonomy, competence and relatedness. Based on the results of this study, servant leadership and socio-moral climate have a positive correlation, and positively affect the fulfillment of the team member's basic psychological needs. The need for relatedness ($M = 4.64$) is strongly met compared to the need for autonomy and competence. A key finding of the current study showed that servant leadership positively relates to organizational citizenship behaviors like altruism and courtesy. Since servant leadership promotes OCB, the ORU Missions program can further expand on their servant leadership training. MacAskill's (2015) research on effective altruism suggests that training provides the most benefit in helping others, and volunteering is an outlet to gain such experience.

This study also tested the validity whether the team leaders were indeed servant leaders and whether servant leadership had a direct effect on the members' basic psychological needs that led to the outcome of organizational citizenship behavior. The

study's results indicate that finding and cultivating servant leaders deeply affects the outcome of the student development process. The leaders help create the socio-moral climate and help meet the followers' basic psychological needs that ultimately promotes organizational citizenship behaviors such as altruism and courtesy pertaining to each individual. Based on the current study's findings, components under servant leadership such as conceptual skills (M= 6.15), helping followers grow and succeed (M= 6.56), putting followers first (M= 6.20), and creating value for the community (M= 4.37) were valued more than others in this particular organization's context. This finding suggests that leaders who foster a climate of belonging and exhibit skills that help cultivate followers' personal development should be given priority during the leader selection process.

Limitations

Limitations concerning the current study included response rates, sampling structure, survey fatigue, low reliability of the W-BNS scale and the following types of research biases: response and measurement bias. Due to this study's research design, participants may have inferred a relationship between the following constructs: servant leadership, socio-moral climate and self-determination theory's basic psychological needs. This may have impacted the participants' answers to the surveys. The low reliability of the W-BNS scale ($\alpha = .67$) especially affected the results of this study, as the study was unable to find a partial mediation effect as well as a correlation to OCB.

Since this study's data collection was less than the sample size of 231 persons, it adversely affected the results of this study, and reduces the generalizability of this study's outcomes. While the surveys received a 92.6% response rate, only 74.3% of the

participants fully completed the survey. In the end, only 38.1% of the responses could be used in this study. Another factor that affected the response rates was that these surveys were voluntary. Upon receiving IRB approval, two pilot surveys were conducted to evaluate the number of responses collected, and the response rate was abysmal. Offering gift cards via a raffle system as an incentive for quicker response rates was successful. Nonetheless, the team leaders and members had additional responsibilities to complete upon their return including debriefing sessions, filling out program questionnaires and completing several check-out items over the span of two days. All these factors contributed to survey fatigue (Porter, Whitcomb, & Weitzer, 2004) as the team members had to complete the 69-item survey within a 30-minute time frame, and the team leaders had to complete the 7-item survey for each member of their team. An additional factor that affected data collection was the lack of direct contact with the participants. In adherence to IRB stipulations and the organization's requests, the researcher could not directly recruit participants and offer explanation for the purpose of the survey and the impact it might have in helping the organization. These logistical difficulties affected data collection and participants' full completion of the surveys.

Common method biases such as consistency motif and social desirability were a limitation in this study (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The repetitive nature of the survey questions may have affected the participants to answer the questions in a similar manner to maintain consistency. In this study, all participants had to answer the survey within proximity of their respective leaders and members. The participants' susceptibility to answer questions based on need for social acceptance

rather than true disclosure of their feelings may have led participants to answer the survey a certain way.

Future Research

Future studies will benefit greatly from working with organizations (both within the business and non-profit context) with larger sample sizes and evaluating a number of leader-led teams which will help detect group-level effects. Within the Oral Roberts University's Missions program, research can be done to evaluate the socio-moral climate among the staff and whether it has a positive effect among the team leaders and members' basic psychological needs and organizational citizenship behaviors. A longitudinal study could also be conducted to compare current teams to subsequent future teams participating in the program to detect differences in the effect of servant leadership and socio-moral climate year to year, and how that affects the outcome of organizational citizenship behavior.

As servant leadership has become a popular topic of research in the past thirty years, future studies can evaluate organizations' preference for servant leaders compared to other leadership types. An argument can be made that servant leaders inspire followers' trust compared to other leaders (Schaubroeck, Lam, & Peng, 2011). This hypothesized model can be tested not only for universities' service learning programs, but also within organizations focused on service-oriented occupations such as hospitals, law enforcement and educational institutions.

Conclusion

The current study succeeded in testing the hypothesis of a positive correlation between servant leadership and socio-moral climate. This study also showed a positive relationship between servant leadership and self-determination theory's basic psychological needs, and indicated a significant correlation between servant leadership and organizational citizenship behavior. This is also the first research study to find a positive correlation between socio-moral climate and the fulfillment of basic psychological needs under the self-determination theory. Furthermore, this study was able to provide validity to the three measures used: Servant Leadership Questionnaire (SLQ), Socio-moral Climate (SMC) scale, and Organizational Citizenship Behavior (OCB) scale. The results of this study show promise for the use of servant leadership and socio-moral climate within organizations, demonstrating how leaders influence the needs of their followers to promote helping behaviors.

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Appendix A

Organizational and Demographic Data

Please state which team you belong to (Example: China, South Africa - Business)

Team: _____

Please select your position on the team:

- Team Leader
- Assistant Team Leader
- Team Member

Have you participated in the ORU Missions and Outreach program before this year?

- Yes No

Please select all that apply:

Age: Under 17 18-24 25-34 over 35

Gender: Male Female

Education Level: Freshman Sophomore Junior Senior Graduate

Race:

- Caucasian
- African-American
- Native-American
- African
- Hispanic
- Asian
- Two or more races
- Other

Nationality: _____

Foreign Languages Spoken: Yes No

On a scale from 0-10, rate your level of involvement in community outreach or missions in the last 5 years (Key 0 = none and 10 = frequent)

Appendix B

Servant Leadership Questionnaire (SLQ)

Indicate to what extent you agree or disagree with the following statements about your team leaders:

Key: 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat 4 = Undecided 5 = Agree somewhat 6 = Agree 7 = Strongly agree

Emotional healing

1. I would seek help from my leaders if I had a personal problem.
2. My leaders care about my personal well-being.
3. My leaders take time to talk to me on a personal level.
4. My leaders can recognize when I'm down without asking me.

Creating value for the community

5. My leaders emphasize the importance of giving back to the community.
6. My leaders are always interested in helping people in our community.
7. My leaders are involved in community activities.
8. I am encouraged by my leaders to volunteer in the community.

Conceptual skills

9. My leaders can tell if something is going wrong.
10. My leaders are able to effectively think through complex problems.
11. My leaders have a thorough understanding of our organization (i.e., ORU Missions) and its goals.
12. My leaders can solve work problems with new or creative ideas.

Empowering

13. My leaders give me the responsibility to make important decisions about my team tasks.
14. My leaders encourage me to handle important team task decisions on my own.
15. My leaders give me the freedom to handle difficult situations in the way I feel is best.
16. When I have to make an important decision within my team task, I do not have to consult my leaders first.

Healing followers grow & succeed

17. My leaders make my personal development a priority.
18. My leaders are interested in making sure I achieve my personal goals.
19. My leaders provide me with experiences that enable me to develop new skills.
20. My leaders want to know about my personal goals.

Putting followers first

21. My leaders seem to care more about my success than their own.
22. My leaders put my best interests ahead of their own.
23. My leaders sacrifice their own interests to meet my needs.

24. My leaders do what they can do to make my job easier.

Behaving ethically

25. My leaders hold high ethical standards.

26. My leaders are always honest.

27. My leaders would not compromise ethical principles in order to achieve success.

28. My leaders value honesty more than personal profit.

SOURCE: Reprinted (adapted version) from “Servant Leadership: Development of a Multidimensional Measure and Multi-level Assessment” by R.C. Liden, S.J. Wayne, H. Zhao, and D. Henderson, 2008, *The Leadership Quarterly*, 19, 161-177. Copyright © Elsevier Science

Appendix C

Socio-moral Climate (SMC) Scale

Indicate to what extent you agree or disagree to the following statements about your organization, ORU Mission:

Response scale: 1 = strongly disagree 2 = somewhat disagree 3 = neither agree nor disagree
4 = somewhat agree 5 = strongly agree

Open Confrontation with Conflicts

1. Here, different viewpoints regarding important matters are handled openly.
2. We deal openly with conflicts and disagreements in our meetings.
3. Tensions between the team leader and team members are discussed openly in our meetings.
4. If someone is treated unjustly, we address this openly.

Reliable Appreciation and Respect

1. In our organization, honest mistakes can be forgiven.
2. Mutual respect is a central value in our organization.
3. There is mutual trust in our organization.
4. Our members are treated with respect regardless of their qualifications or position.

Open Communication and Participative Cooperation

1. In our organization, you can speak your mind without fear of negative consequences.
2. Important decisions in our organization are made by just a few (R).
3. Here, we can question principles and practices that are no longer useful.

Trust/Responsibility

1. Here, every member is tasked according to his/her skill set.
2. Here, leaders don't have confidence in their members' ability to act responsibly (R).
3. In our organization, people are encouraged to stand up for one another.
4. In our organization, qualified members are given responsibility of helping to improve others.

Organizational Concern for the Individual

1. Our organization attempts to meet the needs of all its members.
2. When dealing with personal problems, members can count on the understanding of others in our organization.
3. There is little concern for personal needs in our organization (R).
4. Here, leaders consider the members' well-being when making important decisions.

SOURCE: Reprinted (adapted version) from "Psychometrische Eigenschaften einer englischen Version des Fragebogens zur Erfassung des sozio-moralischen Klimas in Unternehmen" by A. Pircher-Verdorfer, B. Steinheider, D. Burkus, T. Wuestewald & W. Weber, 2012, Kongress der Deutschen Gesellschaft fuer Psychologie, Beilefeld, Deutschland, 48.

Appendix D

Work-related Basic Need Satisfaction (W-BNS) scale

The following items concern your experience with team tasks. Please answer all items. For each item, please indicate how true the statement is for you, using the following scale as a guide:

1	2	3	4	5
Totally disagree		Neither agree nor disagree		Totally agree

Need for autonomy

1. In my team, I often feel like I have to follow other people's commands (R).
2. If I could choose, I would do my task differently (R).
3. I feel free to do my task the way I think it could best be done.
4. In my team, I feel forced to do things I do not want to do (R).

Need for competence

1. I really master my tasks in my team.
2. I feel competent in my team.
3. I am good at the things I do in my team.
4. I have the feeling that I can even accomplish the most difficult tasks in my team.

Need for relatedness

1. I don't really feel connected with other people on my team (R).
2. I feel part of my team.
3. In my team, I can talk with people about things that really matter to me.
4. Some people on my team are close friends of mine.

SOURCE: Broeck, A., Vansteenkiste, M., Witte, H., Soenens, B., & Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale. *Journal of Occupational and Organizational Psychology*, 83(4), 981–1002

Appendix E

Organizational Citizenship Behavior (OCB) Scale

Indicate to what extent you agree or disagree with the following statements about each team member's current behaviors:

Key: 1 = Strongly Disagree 2 = Disagree 3 = Slightly Disagree 4 = Neither Disagree or Agree
5 = Slightly Agree 6 = Agree 7 = Strongly Agree

Courtesy

1. Takes steps to try to prevent problems with other team members.
2. Is mindful of how his/her behavior affects other people's jobs.
3. Tries to avoid creating problems for team members.
4. Considers the impact of his/her actions on other team members.

Altruism

5. Helps others who have heavy work loads.
6. Willingly helps others who have work related problems.
7. Is always ready to lend a helping hand to those around him/her.

SOURCE: Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107–142.

Appendix F

Consent Form for Research Study for the Team Leaders

Would you like to be involved in research at the University of Oklahoma?

My name is Salome Pinto from the Psychology Department, and I invite you to participate in my research project entitled

The Role of Servant Leadership and Socio-Moral Climate on Organizational Citizenship Behavior: Examining the Mediating Effects of Self-Determination Theory's Work-related Basic Need Satisfaction.

This research is being conducted at **ORU's Missions and Outreach program**. You were selected as a possible participant because you are a **Summer missions team leader**. You must be at least 18 years of age to participate in this study.

The purpose of this research is to provide the ORU Missions program with an evidence-based model to help the program obtain grants and funding. About 58 team leaders will take part in this research.

If you agree to be in this research, you will participate in a survey. Your participation will take **5-7 minutes** of your time to complete the survey for each team member you will be evaluating.

Based on the type of survey questions and limited number of participants, it is likely that a specific participant could be deductively re-identified, which poses a minimal risk. The survey results will only be evaluated by the research investigators at the University of Oklahoma. All responses will remain confidential.

Your response will be entered into a raffle to receive a Starbucks gift card. In research reports, there will be no information that will make it possible to identify you. Research records will be stored securely and only approved researchers and the OU Institutional Review Board will have access to the records.

If you do not participate, you will not be penalized or lose benefits or services unrelated to the research. If you decide to participate, you don't have to answer any question and can stop participating at any time.

If you have questions, concerns or complaints about the research or have experienced a research-related injury, contact me at via e-mail at salome.pinto@ou.edu or phone at (918)-625-0694, or Dr. Robert Terry by email at rterry@ou.edu or phone at 405-325-4593.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu if you have questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than the researcher(s) or if you cannot reach the researcher(s).

Appendix G

Consent Form for Research Study for the Team Members

Would you like to be involved in research at the University of Oklahoma?

My name is Salome Pinto from the Psychology Department, and I invite you to participate in my research project entitled

The Role of Servant Leadership and Socio-Moral Climate on Organizational Citizenship Behavior: Examining the Mediating Effects of Self-Determination Theory's Work-related Basic Need Satisfaction.

This research is being conducted at **ORU's Missions and Outreach program**. You were selected as a possible participant because you are a **Summer missions team member**. You must be at least 18 years of age to participate in this study.

The purpose of this research is to provide the ORU Missions program with an evidence-based model to help the program obtain grants and funding. About 491 team leaders will take part in this research.

If you agree to be in this research, you will participate in a survey. Your participation will take **15-20 minutes** of your time to complete the survey for each team member you will be evaluating.

Based on the type of survey questions and limited number of participants, it is likely that a specific participant could be deductively re-identified, which poses a minimal risk. The survey results will only be evaluated by the research investigators at the University of Oklahoma. All responses will remain confidential.

Your response will be entered into a raffle to receive a Starbucks gift card. In research reports, there will be no information that will make it possible to identify you. Research records will be stored securely and only approved researchers and the OU Institutional Review Board will have access to the records.

If you do not participate, you will not be penalized or lose benefits or services unrelated to the research. If you decide to participate, you don't have to answer any question and can stop participating at any time.

If you have questions, concerns or complaints about the research or have experienced a research-related injury, contact me at via e-mail at salome.pinto@ou.edu or phone at (918)-625-0694, or Dr. Robert Terry by email at rterry@ou.edu or phone at 405-325-4593.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu if you have questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than the researcher(s) or if you cannot reach the researcher(s).

Appendix H

Letter of Approval from ORU Missions



October 12, 2016

To Whom It May Concern,

This letter serves to verify that Salome Pinto can conduct her research on the ORU Missions experience for ORU students.

The ORU Missions program emphasizes three outcomes: student development, contact investment and field impact. To facilitate student development, our program focuses on spiritual formation, student leadership, team growth/community, ministry training and ministry calling. Through encouragement, sustainability and ministry advancement, the program builds their contact investment. Thirdly, field impact is attained by emphasizing discipleship and community development.

By testing Salome's doctoral research on ORU Missions and should it have positive results, it will provide our organization with an evidence-based model that will prove beneficial to obtaining grants and endowments that will help ORU Missions make a greater impact in our community as well as with our partner organizations. Furthermore, this research will help test the effectiveness of our leadership training and socio-moral climate of our organization.

ORU Missions is sending out over __ student-led teams this year.

We believe this research will be beneficial to our organization and hopefully other organizations as well.

Please contact my office with any questions.

A handwritten signature in black ink that reads 'Augustine Mendoza'.

Augustine Mendoza

Director of ORU Missions & Outreach

918.495.7727

missionsoutreach@oru.edu



Appendix I

CITI Report

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Salome Pinto (ID: 5093141)
- **Email:** salome.pinto-1@ou.edu
- **Institution Affiliation:** University of Oklahoma (ID: 577)
- **Institution Unit:** Psychology
- **Phone:** 918-660-3228

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social Behavioral Modules
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 17370011
- **Completion Date:** 09/24/2015
- **Expiration Date:** 09/23/2017
- **Minimum Passing:** 70
- **Reported Score*:** 99

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	09/18/15	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	09/18/15	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	09/18/15	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	09/18/15	5/5 (100%)
Assessing Risk - SBE (ID: 503)	09/19/15	5/5 (100%)
Informed Consent - SBE (ID: 504)	09/19/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	09/19/15	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	09/19/15	5/5 (100%)
Research with Children - SBE (ID: 507)	09/19/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	09/19/15	5/5 (100%)
International Research - SBE (ID: 509)	09/20/15	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	09/21/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	09/22/15	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	09/24/15	4/4 (100%)
Hot Topics (ID: 487)	09/24/15	No Quiz
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	09/24/15	5/5 (100%)
Cultural Competence in Research (ID: 15166)	09/24/15	4/5 (80%)
University of Oklahoma (ID: 882)	09/24/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
Email: citisupport@miami.edu
Phone: 305-243-7970
Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Salome Pinto (ID: 5093141)
- **Email:** salome.pinto-1@ou.edu
- **Institution Affiliation:** University of Oklahoma (ID: 577)
- **Institution Unit:** Psychology
- **Phone:** 918-660-3228

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social Behavioral Modules
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 17370011
- **Report Date:** 10/07/2015
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	09/18/15	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	09/18/15	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	09/18/15	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	09/18/15	5/5 (100%)
Assessing Risk - SBE (ID: 503)	09/19/15	5/5 (100%)
Informed Consent - SBE (ID: 504)	09/19/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	09/19/15	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	09/19/15	5/5 (100%)
Research with Children - SBE (ID: 507)	09/19/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	09/19/15	5/5 (100%)
International Research - SBE (ID: 509)	09/20/15	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	09/21/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	09/22/15	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	09/24/15	4/4 (100%)
Hot Topics (ID: 487)	09/24/15	No Quiz
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	09/24/15	5/5 (100%)
Cultural Competence in Research (ID: 15166)	09/24/15	5/5 (100%)
University of Oklahoma (ID: 882)	09/24/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

Appendix J

IRB Approval



Institutional Review Board for the Protection of Human Subjects Approval of Initial Submission – Exempt from IRB Review – AP01

Date: February 13, 2017

IRB#: 7543

Principal Investigator: Salome L Pinto

Approval Date: 02/13/2017

Exempt Category: 1

Study Title: The Role of Servant Leadership and Socio-Moral Climate on Organizational Citizenship Behavior: Examining the Mediating Effects of Self-Determination Theory's Work-related Basic Need Satisfaction

On behalf of the Institutional Review Board (IRB), I have reviewed the above-referenced research study and determined that it meets the criteria for exemption from IRB review. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Request approval from the IRB prior to implementing any/all modifications as changes could affect the exempt status determination.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Notify the IRB at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

A handwritten signature in black ink that reads 'Aimee Franklin'.

Aimee Franklin, Ph.D.
Chair, Institutional Review Board

Appendix K

Frequency Table for Demographic Data

Table 5.1 *Frequency table for previous participants*

Previous participant	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	17	19.32	17	19.32
No	71	80.68	88	100.00

Table 5.2 *Frequency table for age*

Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Under 17	1	1.14	1	1.14
18-24	85	96.59	86	97.73
25-34	2	2.27	88	100.00

Table 5.3 *Frequency table for gender*

Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	25	28.41	25	28.41
Female	63	71.59	88	100.00

Table 5.4 *Frequency table for education level*

Education level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Freshmen	19	21.59	19	21.59
Sophomore	28	31.82	47	53.41
Junior	21	23.86	68	77.27
Senior	12	13.64	80	90.91
Graduate	8	9.09	88	100.00

Table 5.5 *Frequency table for race*

Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Caucasian	58	65.91	58	65.91
African-American	10	11.36	68	77.27
Hispanic	12	13.64	80	90.91
Asian	1	1.14	81	92.05
Two or more races	6	6.82	87	98.86
Other	1	1.14	88	100.00

Table 5.6 *Frequency table for nationality*

Nationality	Frequency	Percent	Cumulative Frequency	Cumulative Percent
American	80	90.91	80	90.91
Canadian	1	1.14	81	92.05
Honduran	1	1.14	82	93.18
Mexican	1	1.14	83	94.34
Papua New Guinean	1	1.14	84	95.45
Peruvian	1	1.14	85	96.59
Puerto Rican	1	1.14	86	97.73
Salvadorian	1	1.14	87	98.86
Vietnamese	1	1.14	88	100.00