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TRANSFORMATIONAL LEADERSHIP BEHAVIORS AS CATALYST TO INCLUSIVE LEADERSHIP: A MIXED METHODS STUDY ON LEADERSHIP AND WORK EXPERIENCES OF TRANSGENDER EMPLOYEES IN THE FEDERAL GOVERNMENT

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YASMIN A. ROSA

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A DISSERTATION APPROVED FOR THE
GRADUATE COLLEGE

BY THE COMMITTEE CONSISTING OF

Dr. Meeyoung S. Lamothe, Chair

Dr. Susan T. Marcus-Mendoza

Dr. Scott Lamothe

Dr. Trent Gabert

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DEDICATION

To my dad. A man of integrity, humility, high morals and values. A leader in his own right, who never knew the meaning of the words “I can’t.” He always encouraged me to be the best that I could be and to not let anything or anyone discourage me. While he went to join our Lord sooner than expected, I know his spirit is with me always. Dad I did it!

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ABSTRACT

Diversity and inclusion have been part of leadership research since the early 1980s. In 2011, President Obama signed Executive Order 13583 "Establishing A Coordinated Government-Wide Initiative to Promote Diversity and Inclusion in the Federal Workforce". As a result, agencies incorporated management training modules in their strategic plans and suggest specific skills for an inclusive leader. Building upon the extant leadership literature, this study sets out to explore whether and to what extent transformational leadership behaviors can serve as a foundation for an inclusive leadership model. Furthermore, the study concentrates on the effects transformational leadership behaviors have on transgender employees' job satisfaction, as well as their engagement, commitment to the organization, and turnover intention. The research employs mixed methods, analyzing quantitative and qualitative data to identify the influence leadership behaviors have on employees' work experiences. For the quantitative analysis, the 2015 Federal Employees Viewpoint Survey (FEVS) was used to investigate the effects of transformational leadership on LGBT federal employees. The qualitative data was collected through semi-structured interviews with ten transgender federal employees who volunteered for the study. To reduce the quantitative data to a manageable number of variables, a series of factor analyses were performed on the main leadership factors (independent variables) as well as employment outcomes (dependent variables). Multivariate regression and logistic regression analyses were used to estimate the transformational leadership effects on four employment outcomes (job satisfaction, engagement, commitment, intention to leave). Interaction terms (between leadership factors and LGBT status of employees) were included in all four models to evaluate whether the leadership factors have unique impacts on LGBT employees, as compared to their heterosexual counterparts. For the qualitative analysis, the researcher used thematic

analysis applying previously identified (a priori) codes. These pre-selected codes represent each of the attributes categorized in the literature as transformational and inclusive leadership behaviors. Using the qualitative analysis (MAXQDA) system's code and 'in-vivo' functions, sections of dialogue consistent with the theoretical framework were extracted, thoroughly organized and highlighted using color-coded coding strips to emphasize the coded text. Several fundamental themes (e.g., supportive, fair, open, trust) related to transformational leadership as well as the new inclusive quotient (New IQ) emerged from this analysis. Findings from the regression models revealed that transformational leadership traits are positively related to employees' overall job satisfaction. Moreover, it showed that the effects of transformational leadership relationship were higher on the LGBT employees. The findings were similar for commitment and engagement for the transformational leadership behaviors. The qualitative results broadly supported the findings from the quantitative analyses in terms of the transformational leadership behaviors. Limitations to the study included the availability of data on transgender employees, the structure of the survey, the secondary data set and the scarcity of volunteers to interview. Broader LGBT community outreach is suggested for future studies. The results of this research confirm that transformational leadership behaviors are favorable for positive organizational outcomes and conducive to inclusion. Additionally, the findings support the need for a review of leaders and managers' competencies and inclusion training programs. The results also call for more research regarding transgender employees and inclusive work environments.

Keywords: transformational leadership, individualized consideration, transgender; LGBTQ, diversity and inclusive leadership, job satisfaction, turnover intentions; Federal Employee Viewpoint Survey (FEVS); federal employees

TABLE OF CONTENTS

DEDICATION iv

ACKNOWLEDGMENT v

ABSTRACT vii

LIST OF TABLES xii

LIST OF FIGURES xiii

CHAPTER I. INTRODUCTION 1

- Statement of the Problem 1
- Significance of the Study 4
- Research Design 5
- Research Questions and Hypotheses 7
- Expected Findings 9
- Assumptions & Limitations 9
- Definition of Terms 10
- Organization of the Study 12

CHAPTER II. LITERATURE REVIEW 14

- Introduction 14
- Overview of Leadership Theories 14
- Transformational Leadership Theory 19
- Effects of Transformational Leadership 21
- Transformational Leadership and Inclusion 24
- Theoretical Model 28
- Summary 29

CHAPTER III. METHODOLOGY 31

- Introduction 31
- Research Questions 31
- Research Methods 32
- Data Sources and Instrumentation 35
  - Quantitative Data Phase 35
    - FEVS Data 36
    - Measurements 38
      - Dependent Variables 38
      - Independent Variables 43
      - Descriptive Statistics 47

Analysis 50
Qualitative Data Phase 51
Methodology 52
Analysis of Interviews 53
Researcher Position and Bias 56
Limitations to Validity and Reliability 57
Ethical Consideration 58
Summary 59

CHAPTER IV. RESULTS 60

Introduction 60
Interpretation of Findings 60
Quantitative Results 60
Qualitative Results 68
Mixed Methods Results (Integration) 73
Summary 74

CHAPTER V. DISCUSSION 75

Introduction 75
Overview & Significance of the Findings 75
Limitations 76
Recommendations for Future Research 77
Implications 79
Conclusion 82

REFERENCES 80

APPENDICES 106

Appendix A – Initial IRB Approval Letter 106
Appendix B – IRB Approval of Study Modification 107
Appendix C – Recruitment Templates 108
Appendix D – Outreach Letter to Organization 111
Appendix E – Consent Form 112
Appendix F – Interview Guide 114
Appendix G – Approval of use of OU Logo 116
Appendix H – FEVS Demographic Data Questions and Values 118
Appendix I – Complete 2015 FEVS Report Demographic Data 119

LIST OF TABLES

Table 1. Summary of the 2015 FEVS Demographic Data

Table 2. Factor Analysis – Job Satisfaction Variable 37

Table 2.1 Factor Loadings and Unique Variances 39

Table 3. Factor Analysis – Engagement Variable 40

Table 3.1 Factor Loadings and Unique Variances 41

Table 4. Factor Analysis – Commitment Variable 41

Table 4.1 Factor Loadings and Unique Variances 42

Table 5. Factor Analysis – Independent Variable 42

Table 5.1 Factor Loadings and Unique Variances 45

Table 6. Descriptive Statistics 45

Table 7. Summary of Study Variables 47

Table 8. Linear Regression – Job Satisfaction 48

Table 9. Linear Regression – Engagement 61

Table 10. Linear Regression – Commitment 64

Table 11. Logistic Regression – Turnover Intentions 67

LIST OF FIGURES

Figure 1. Inclusive Leadership Theoretical Model 28

Figure 2. Transformative Sequential Mixed Methods Design 34

Figure 3. FEVS New Inclusion Quotient (New IQ) 5-Year Trend 71

CHAPTER I

INTRODUCTION

> *An inclusive workplace is one where the human rights principles of fairness, respect, equality, dignity and autonomy are promoted and are part of the organization's everyday goals and behavior (*Equality and Human Rights Commission (2010, pg. 3).

Statement of the Problem

In 1987, Johnston's *Workforce 2000* predicted significant changes to America's labor force "raising a number of important policy issues" (p. 15). These changes would also present challenges to leadership's beliefs and behaviors. Moreover, the report sparked debates between leadership scholars; one side calling for the development of a diversity model/theory and the need for diversity management practices in organizational studies (Ivancevich & Gilbert, 2000; Janssens & Steyaert, 2003; Naff & Kellough, 1998) while others called the diversity model, a new version of affirmative action (Kelly & Dobbin, 1998).

The implementation of affirmative action plans (AAPs) and antidiscrimination laws emerged from the enactment of the Civil Rights Act of 1964, that was intended to create equal employment opportunity (EEO) for women and minorities through. Unfortunately, targeted recruitment in the AAPs prompted litigation, causing claims that the AAPs disadvantaged non-minority groups and thus created reverse discrimination (Kelly & Dobbin, 1998). In other words, AAPs were not effectively achieving the heterogeneous and harmonious workforce or an effective corporation. Additionally, changes in the political climate in the late '80s and '90s shaped the demise of affirmative action. Despite the negative publicity generated towards affirmative action, human resources (HR) and EEO specialists, together with employee and community groups, were determined to keep these AAP initiatives in place. Meanwhile, globalization and technology of the twenty-first century changed the culture and expectation in

America labor. Competition in global markets demanded knowledge-based recruitment strategies that made good business sense; distinctively, to help businesses succeed. A shift from targeted recruitment and hiring quotas to employing a skilled, diverse and inclusive workforce would provide organizations an edge to thrive and prosper (Thomas, 1990). Unlike enforcing AAPs, managing diversity requires a significant change in leadership behaviors. Leaders need to be supportive, accepting and open-minded, collaborative and willing to respect differences in culture, gender, and generations. Behaviors such as these have been identified as desirable attributes for leading and leveraging a diverse and inclusive workforce (Hollander, Park & Elman, 2008).

Responding to the demand for effective management, the U.S. Office of Personnel Management (herein OPM) made changes to the Federal Employee Viewpoint Survey (FEVS) to encourage other government agencies to explore ways to improve diversity throughout the civil service workforce. This annual climate survey ascertains employees' perception of their respective agency and leaders. The revised FEVS incorporated new questions that would ascertain leaders' diversity knowledge and inclusive behaviors. These leadership qualities became known as the "new inclusive quotient" or "New IQ" (Archuleta, 2014). The New IQ identifies five specific leadership behaviors (fair, open, cooperative, supportive, and empowering) that theoretically facilitate an inclusive work environment. Although the New IQ data delineating inclusive leadership has become available, only a few scholars (Sabharwal, Levine, D'Agostino, & Nguyen, 2019) have empirically studied the concept of inclusive leadership in federal organization.

Leadership is paramount in organizations. House, Hanges, Ruiz-Quintanilla, Dorfman, Javidan, Dickson, Gupta, & GLOBE (1999) define leadership as "the ability of an individual to

influence, motivate, and enable others to contribute toward the effectiveness and success of the organization" (p. 184). The core leadership theories are characterized under four main concepts: trait, behavioral, contingency and power and influence theories. From Weber (1947), Burns (1978) and Bass (1985), Hersey and Blanchard (1997) to Avolio, Gardner and Walumbwa (2005), leadership theories have emerged and evolved according to a particular period or event (e.g., industrial revolution and scientific method, and behavioral and human relations movements). Globalization and diversity in the twenty-first century transformed government and business operations, requiring skills and abilities not necessarily identified in these established models (Day & Antonakis, 2012; Hernez-Broome & Hughes, 2004).

Research has shown that leadership behaviors greatly impact organizational outcomes such as job satisfaction, engagement, commitment and employees' relationships with each other (Akdol & Arikboga, 2015; Luthans, 2002, 2007; Youssef & Madlock, 2008). Moreover, when gender equity and cultural diversity are embraced by management, creativity is encouraged, workplace conflict is reduced and talent (human capital) retained (Yukl, 2006). Transformational leadership theory has prevailed in the past three decades as the most influential and effective mediator in diverse teams and a possible model for inclusive leadership (Barling, Christie & Hoption, 2011; Bass & Riggio, 2006; Judge & Bono, 2000; Judge & Piccolo, 2004; Moon, 2016).

There are a few studies available that suggest that inclusive leadership behaviors are positively related to desirable employee outcomes. For example, Carmeli et al. (2010) theorized that supportive leadership behaviors (e.g., availability, openness and accessibility) lead to an inclusive environment. Moreover, the study found a positive connection between these inclusive behaviors and employee creativity. Sabharwal (2014) also found that when leaders asked

employees for feedback and comments, they felt valued and included thus increasing performance and improving organizational effectiveness. Utilizing the FEVS data, Paarlberg and Lavigna (2010) conducted a study on public service employees linking transformational leadership behaviors to employees' motivation and organizational performance. Recently, Jin and Park (2016) used data from the 2012 FEVS to conduct a study applying sexual orientation as moderating factor between work engagement and job satisfaction. The results showed that work engagement had significant impact on job satisfaction. Nonetheless, the results for sexual minorities were lower than the heterosexual employees (p. 4). Based on these outcomes, it is imperative to continue research on transformational leadership as a model for inclusion.

Whereas the above-mentioned studies attempt to address the ongoing changes in the workforce, there is a lack of significant leadership research addressing the unique issues faced by transgender employees relating to leader/follower relationship. Moreover, since the group is clustered under the umbrella of LGBT, accurate data collection for transgender employees continues to be a challenge (Brewster et al., 2012). Consequently, this research examines transformational leadership behaviors as inclusion-oriented leadership and the impact these behaviors have on transgender employees' job satisfaction, engagement, commitment and turnover/intention.

Significance of the Study

The U.S. Federal government is one of the largest, most diverse public establishment in the nation employing over two million employees (excepting the U.S. Postal Service and the Military) (OPM, 2018). However, it is facing challenges in recruitment and retention of most of its skilled workers. While some of these federal employees leave for higher pay work in the private sector (Jung, 2010), many, especially gender (related to sexual orientation and identity)

and racial minorities, resign their government positions due to perceived discrimination or the lack of diversity and inclusion policies (Jung, 2010). Therefore, to recruit, retain, and develop a high-performing federal workforce (OPM, 2011), the government must recognize the skills and talents of potential hires regardless of the gender, sexual orientation, gender identity or race. Moreover, leaders must inspire trust and foster an environment of support, thus creating an effective and successful organization (Asencio & Mujkic, 2016).

The purpose of this study is to gather and analyze data regarding the effects of transformational leadership behaviors as foundation for inclusive leadership model. Particularly, it focuses on the impact these transformational leadership behaviors have on transgender employees' job satisfaction, as well as their engagement and commitment to the organization and intentions to leave. The significance of this study lies on the fact that there are no existing studies specifically exploring leadership behaviors' impact on transgender employees' job-related outcomes (work engagement, job satisfaction, commitment to the organization). The results of this study assist in filling the gap in current literature regarding transgender-leader's work relations and contributes to inclusive leadership studies as well as to sexual orientation and gender identity research. Moreover, the facts and findings should be considered as contributing factors to improve leadership constructs to better addressed diversity management in organizations.

Research Design

Research design is the roadmap to obtain information, facts, measurement and analysis of data (Sekaran & Bougie, 2013). Mixed methods research has gained popularity because it combines data collected through quantitative and qualitative approaches to explain or clarify a specific phenomenon (Creswell, 2002; Green, Carracelli & Graham, 1989). The data collected

and analyzed through mixed methods, whether sequentially or concurrently collected, can help better understand the research problem, giving context to the findings (Tashakkori & Teddlie, 1998). Furthermore, Green (2007) describes mixed methods from the social inquiry approach point of view; namely, she claims that the intricacy of "social phenomena" necessitates information flow (p. 20). She posits that mixed methods offer "multiple ways of making sense of the social world and multiple standpoints of what is important to be valued and cherish" (p. 20).

While a mixed methods approach is helpful in assessing leadership behaviors and organizational outcomes, there has been extremely limited data available on the target population (transgender employees) to support this study. For this reason, the quantitative analysis will use the FEVS responses from the entire LGBT workforce rather than just the transgender population. Namely, the study uses historical quantitative data from the 2015 FEVS to explore the impacts of leaders' behavior on the federal workforce including the LGBT employees' work experiences. To compensate for the lack of separated quantitative transgender employees' data (bundled under LGBT), a survey instrument was created replicating the questions from the FEVS that addressed the study variables (e.g., leadership behaviors, job satisfaction, etc.). Regrettably, this method was not successful; however, it provided several participants for the qualitative phase of the study. The qualitative datum was gathered via semi-structured interviews conducted with contributors who volunteered and consented to a videoconferencing interview. The interviews were accurately transcribed, coded and categorized into specific themes relevant to the variables of the study using manual coding and the *Code System* featured in the qualitative data analysis software package MAXQDA.

Research Questions

The interest in social equity and work experiences of transgender and LGB employees has increased in the last few years. To ascertain the work issues of the LGBT federal workforce, public administration researchers and diversity management academics have used the FEVS to identify how sexual orientation influences engagement, job satisfaction and overall treatment of this group (Jin & Park, 2016; Lewis & Pitts 2015). While OPM has noted that FEVS is not a leadership assessment instrument, scholars have frequently used the FEVS to correlate employees' perception of their agencies and leaders with organizational outcomes (Asencio, 2016; Asencio and Mujkic, 2016; Jin & Park, 2016; Choi & Rainey, 2010; Kearney & Gebert, 2009). Researchers have also explored leadership practices and behaviors that could advocate for and manage a diverse workforce; namely, a leader who can engage subordinates in a positive and inclusive relationship (Jourian, 2014). Kearney and Gebert (2009) suggested that transformational leadership promotes "the benefits" of workplace diversity (p. 88), whereas Walumbwa, et al., (2005), hailed these leadership behaviors as positive driving forces on culturally diverse employees' work attitudes (e.g., commitment and satisfaction).

The central focus of the study is transformation leadership behaviors as foundation for an inclusive leadership model and the impact these behaviors have on transgender employees. It has been noted the transformational leadership behaviors are associated with employee job satisfaction (Asencio 2016; Asencio & Mujkic, 2016), increased productivity, engagement and commitment (Choi, 2010; Ismail et al, 2011; Kearney & Gebert, 2009; Sabharwal, 2014). Similarly, other studies related to work experiences (job satisfaction, engagement, etc.) found that LGBT employees were more likely to express negative work experiences and intentions to leave more often than their heterosexual colleagues (Jin & Park, 2016; Lewis & Pitts, 2015;

Sabharwal, Levine, D'Agostino, & Nguyen, 2019). Therefore, based on the scholastic research and leadership studies on federal employees and given the lack of transgender data, this mixed methods study will use the 2015 FEVS responses, including the LGBT employees for the quantitative portion of the study and qualitative data gathered through interviews with transgender workers to examine the following questions:

1. In what ways do transformational leadership behaviors contribute to an inclusive work environment?

2. To what extent do transformational leadership traits affect the work experiences and attitudes (job satisfaction, engagement and organizational commitment) of lesbian, gay, bisexual and transgender (LGBT)?

3. What specific norms and policy changes are necessary to create a genuinely all-inclusive, diverse and productive workforce?

While the qualitative interviews help to answer the overarching questions of this study, the quantitative hypotheses will generate the results to confirm or reject the postulated construct. Specifically, these hypotheses will determine the answers to research question two:

H1: Transformational leadership behaviors positively impact employees' job satisfaction. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H2: Transformational leadership behaviors positively impact employees' engagement. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H3: Transformational leadership behaviors positively impact employees' commitment. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H4: Transformational leadership behaviors negatively impact employees' turnover intentions. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

Expected Findings

The results of the study should demonstrate that transformational leadership contributes to positive work outcomes for employees, especially for transgender employees. This expectation is supported by previous studies that examined similar topics (Asencio 2016; Asencio & Mujkic 2016; Jin & Park 2016; Lewis & Pitts 2015). More specifically, this study expects to find positive relationships between the tenets of transformational leadership and Bass's four distinct behaviors (idealized influence, intellectual stimulation, individualized consideration and inspirational motivation) and employment outcomes such as employees' job satisfaction, engagement, commitment, and anticipates that transformational leadership will negatively impact employees' turnover intentions. Likewise, while qualitative findings are not predictable or conclusive, this study anticipates that the rich anecdotal data will provide a deeper understanding of the work experiences of transgender employees and their view of an inclusive leader. These results should support the quantitative findings and answer the research question.

Assumptions and Limitations

Given that the FEVS was established as an annual assessment tool in 2010 and has frequently been used in research, it is assumed that it (FEVS) is a valid and reliable instrument and the data collected is a fair, unbiased representation of the federal workforce. Namely, because of the diversity of the federal government it is assumed that the sample population

would be representative of different races, ethnicities, age and gender groups. Additionally, because the survey is voluntary and administered on-line, the assumption is that it complies with personally identifiable information (PII) guidelines, thus providing participants the freedom to respond truthfully without the fear of reprisal or harassment. Likewise, the participants for the qualitative phase were provided detailed information regarding the study and consented to be interviewed; therefore, it is assumed that the responses provided were honest and accurate to the best of their ability.

As with any study, there are several limitations to this study, which will be further elaborated in later chapters. One of the biggest limitations is the unavailability of transgender-specific data from the FEVS. The officially released FEVS data cluster transgender employees under the LGBT umbrella, preventing the researcher from identifying the target respondents. This forced the researcher to rely on the entire LGBT group as the study sample for quantitative analyses. Furthermore, the limited number of interviews (ten) for transgender employees negatively affects the generalizability of the study because the researcher was unable to discern clear patterns of relationship that can be broadly applicable to the whole transgender federal workforce. That said, the qualitative part of this investigation may present researchers with a novel approach for future LGBT inclusive leadership studies. Likewise, using the transformative approach, this paradigm can be used to examine other disadvantaged groups.

Definition of Terms

Bisexual: Refers to a person who is sexually attracted to both men and women.

Cisgender: Refers to people whose gender identity and expression matches the biological sex they were assigned when they were born (APA, 2015).

Commitment: The emotional connection and attitude an employee has for the institution because they can identify with its (organization) goals and values (Sheldon, 1971).

Diversity: The inclusion of different types of people (as people of different races, genders or cultures) in a group or organization (Thomas, 1990).

Engagement: An employee's sense of purpose that is evident in their display of dedication, persistence, and effort in their work or overall attachment to their organization and its mission (OPM, 2015 FEVS).

Federal Employee Viewpoint Survey: By collecting employee insights into the effectiveness of agency development strategies, FEVS is a valuable leadership tool for continuous improvements in the support of a high performing Federal workforce (FEVS, 2018)

Gay: Refers to an individual who is sexually attracted to someone who is the same sex.

Inclusion: A sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work.

Job Satisfaction: A positive feeling the individual has or perceives from his or her work experience (Spector, 1997).

Leader: An individual who manages, influences and drives other people, because of his or her ability or position (Taormina, 2008).

Leadership Behavior: Trait, skill or talent a person has which encourages others to achieve a specific goal or vision. These behaviors are the best predictor of his or her leadership influences and as a result, are the best determinants of his or her success (Kirkpatrick & Locke, 1991).

Lesbian: Refers to a woman who is sexually attracted to other women: a female homosexual.

New Inclusive Quotient (New IQ): The New IQ is an OPM initiative designed to help employees and managers foster diversity and inclusion in the workplace (OPM, 2015).

Queer: A term for sexual and gender minorities who are not heterosexual or are not cisgender (APA & NSPA, 2015).

Sexual minorities: A term used in the literature referring to a variety of gender and sexual identities and expressions that are non-conforming to the norm. Sexual minorities are mostly comprised of lesbian, gay, bisexual and transgender and queer individuals (Rodrigues, Leite, & Queirós, 2017)

Sexual orientation: Refers to the sex of those to whom one is sexually and romantically attracted. Categories of sexual orientation typically have included attraction to members of one's own sex (gay men or lesbians), attraction to members of the other sex (heterosexuals), and attraction to members of both sexes (bisexuals) (APA & NSPA, 2015)

Transformational Leadership: A style of behavioral leadership, transformational leadership goes beyond just the leader and follower paradigm and transcends to a level in which both, leader and follower, raise one another to higher levels of morality and motivation (Burns, 1978; Bass, 1985)

Transgender: A broad term that can be used to describe people whose gender identity is different from the gender they were thought to be when they were born (NCTE, 2016).

U.S. Office of Personnel Management (OPM): OPM serves as the chief human resources agency and personnel policy manager for the Federal Government providing human resources leadership and support government wide (OPM website).

Organization of the Study

The first chapter of the research provided a brief introduction to the problem and the background of the same. Moreover, it explicated the various components of the topic, the purpose of the research and the theoretical bases guiding the study. The rationale of the

investigation emphasizes the need for an innovative inclusive paradigm blending traits of the traditional transformational leadership model with behaviors recognized by diversity scholars. Chapter II presents an overview of existing leadership theories, reviews the existing literature regarding the conceptual model of this research as well as existing studies relevant to leader behaviors and the impact of these [behaviors] on transgender employees' work attitudes (satisfaction, engagement, commitment). Chapter III explains the study methodology, research design, research questions and hypotheses, analytical procedures, samples, participant selection, instruments used and data analysis. Chapter IV presents the outcomes of the analysis and discussion of the findings. Chapter V provides conclusions, challenges and/or limitations encountered, implications for current leadership theories and recommendations for future research.

CHAPTER II

LITERATURE REVIEW

Introduction

The race for global competition in the twenty-first century has forced organizations to change and evolve from being homogeneous, namely white males, to a diverse, culturally rich institutions. These changes (e.g., generational differences, exigence for diversity to improve efficiency) have presented challenges to existing leadership beliefs and behaviors while urging leadership scholars to search for new approaches that may effectively engage, lead and manage the workforce. Current leadership literature debates on which theory or behaviors are more favorable/conducive to diversity and inclusion in the workplace. Organizations continue to struggle to identify a model of leadership that promotes an inclusive approach that appreciates and respects all employees, while motivating them (followers) to do their best (Sabharwal, 2014). This leadership prototype requires a leader who is selfless and inspires trust and commitment to the organization. However, whereas some research studies have investigated the outcomes of an inclusive environment, none has outlined a specific inclusive leadership construct.

Overview of Leadership Theories

Leadership has been defined as a process in which an individual (leader) recruits or solicits others (followers) to aid him/her in carrying out a mission or completion of goals. The process can be carried out by enforcing authority and power, influencing, manipulating, encouraging and empowering (Northouse, 2010). While most people understand the practice, the overall definition of leader still eludes us (Yukl, 2010). Moreover, the question of what behaviors and characteristics set leaders apart have been debated since Plato's time.

Plato described a leader as a knowledge-seeking noble and moral individual with extraordinary virtues and abilities, who provides guidance to the people but is also a stern disciplinarian when needed (Plato & Jowett, 1901, as cited in Antonakis, 2011). Plato suggested that leadership is a responsibility and leaders are divinely gifted with charisma, high ethos, "mixing of power and wisdom", not self-serving but attending to the subjects' needs (Kotori, 2018, p.1). In other words, his philosophy was that these leaders or heroes were born, not taught. Although Plato planted the seed for the trait and charismatic leadership techniques, the approaches laid undeveloped for centuries to come.

The notion of the heroic leader with extraordinary skills and traits re-emerged in the 19th century giving way to Carlyle's "Great Man" theory (1840), which underscored the idea that only certain individuals possess noteworthy leadership abilities (e.g., charisma, ethics, empathy) (Early, 2017; Northouse, 2010). The trait leadership theory as explained under Carlyle's great-man concept existed until the 1940's when, Ralph Stogdill (1948) and other researchers challenged the theory as unpredictable. He posited that these so-called inherited capabilities were not properly identified (Early, 2017; Northouse, 2010). Stogdill categorized traits such as self-confidence, intelligence, responsibility and insight as leadership skills, noting that these traits must be "relevant to the situation" (Northouse, 2010, p.16). Furthermore, some argue that the theoretical concept of trait hinders the understanding of leadership effectiveness or how these traits correlate to organizational outcomes (Northouse, 2010; Yukl, 2010). The lack of specific criteria to identify specific leadership traits, led researchers to search for a more flexible approach such as leaders' styles and behaviors. Nevertheless, the trait approach resurfaced in the latter part of the 20th century and has gained momentum in leadership studies interested in charismatic and visionary leaders (Mouton, 2019; Northouse, 2010).

In the 1940s and 1950s, The Ohio State University and University of Michigan conducted two important leadership studies focusing on dimensions of leadership behaviors. The Ohio State University study identified two salient leadership behaviors necessary for effective leadership: (1) initiating structure—the leader focus on the work at hand; (2) consideration—centered on subordinates' needs. The University of Michigan also isolated behaviors related to effective and ineffective leadership (Yukl, 2010). The first two behaviors, task-oriented and relations-oriented behaviors are similar to The Ohio State research. However, the University of Michigan found that, to be successful, a leader should engage employees in group decisions. This third element called participative leadership promoted collaboration between leaders and employees to bring about team cohesion and effective problem solving (Yukl, 2010). The researchers of these studies developed various instruments to measure leadership behaviors. The Ohio State team, for example, designed the Leaders Behavior Description Questionnaire (LBDQ) intended to measure leader behaviors (e.g., employee oriented (consideration) and task oriented (initiating structure) consistent with the identified leadership styles). Likewise, Rensis Likert (1932) led a group of researchers from the University of Michigan to study doctrines and qualities of effective leadership behaviors using his own research survey questionnaire (Virkus, 2009). While there are critics calling this method of research flawed and possibly biased (Yukl, 2010), the Likert scale is the most popular research instrument used in surveys and questionnaires. These measuring tools have been modified throughout the years but are still being used today (Yukl, 2010).

While skills, abilities, behaviors and styles are essential in leadership, external occurrences and events may require the leader to change. Fiedler's contingency theory (1964) posits that the best leaders adapt to situations. His theory prompted other concepts on effective

leadership: House's path-goal theory (1971) and situational theory (Hersey-Blanchard, 2014). One criticism of contingency theory is that it "lacks face validity" and "is cumbersome to use in real-world settings" (Northouse, 2012, p. 117).

In 1975, Dansereau, Graen, Cashman, and Haga introduced the concept of leader-member exchange known as LMX theory. They argue that leadership is a process in which a leader's relationship with subordinates is individualized creating strong trust, emotional, and respect-based relationships (Rockstuhl, Dulebohn, Ang, & Shore, 2012). Leadership scholars have found that this leadership model has been linked to productive work performance (Graen & Uhl-Bien, 1995), empowerment (Harris, Wheeler, & Kacmar (2009), creativity (Atwater & Carmeli (2009) and other organizational outcomes (Gerstner, & Day, 1997; Northouse, 2010).

LMX has been recognized to be beneficial on employees' work experiences. However, this outcome depends on the quality of the relationship or exchange between leader and subordinate. For example, employees involved in a high-quality leader-member connection (in-group) enjoy affinity, support, mentoring, and open communication with the leader. These subordinates are generally high achievers, innovators, willing to do anything to succeed (Harris et al., 2009; Northouse, 2010, Yukl, 2010). This type of exchange may lead employees to have higher expectations from the leader; namely, the leader may promote or give the follower better projects and higher evaluations (Wayne & Ferris, 1990; Dockery & Steiner, 1990; Liden, et al., 1993). In contrast, employees who limit their performance to the duties of their job description or "fulfillment of contractual obligations" (Day & Antonakis, 2012, p. 3), have a low-quality exchange or association with the leader (out-group). In other words, the subordinates have limited communication, less support and coaching from the leader. Consequently, employees are

less trusting and resentful when the leader is perceived as treating coworkers more favorably, which may be assumed to be "unfair and discriminatory" (Northouse, 2010, p. 157).

In addition to the concerns of "fairness and justice in the workplace" (Northouse, 2010, p. 167), LMX research has been criticized for the tools used to measure and analyze the relationship factors. According to scholars (Northouse, 2010; Sheer, 2015; Yukl, 2010), the lack of clarity and conceptual definition has led to experimental approaches not specifically created to measure LMX components. Moreover, Yukl (2010) explains that the relationship factors "has relied too much on static field studies with questionnaires" (p. 127) while the growth or evolvement of the leader-member relationship has not been explored due to the scarcity of longitudinal or qualitative/interview studies. In a recent LMX study, Gottfredson, et al. (2020) state that, by clarifying the leader-member construct and developing acceptable measures that support and align with the theory, LMX researchers may "better assess the quality of leader-follower relationship and causally test their hypotheses in consequential settings" (p. 15).

While Graen and Uhl-Bien (1995) underscored that effective leadership is contingent on the relationship between the leader and follower, Yukl asserts that "power is essential" (Yukl, 2008, p. 151). People adopting the power and influence approach to explain leadership theorize that a leader's success depends on the behaviors he or she possesses and how these (behaviors) are used to influence subordinates, peers and senior leadership (Yukl, 2010). French and Raven (1959), proponents of the leader-centered [power-influence] theory, suggested five different forms of power: referent, expert (personal power), legitimate, reward and coercive (position power). Leaders use these power approaches to achieve goals, carry out a mission and task (Northouse, 2010). According to Yukl (2008), leaders' power will determine their "choice of influence tactics" (p. 177). A leader can use power to motivate followers negatively (bullying,

threat and coercion), or positively (using his/her influence to change the organization). Henman (2011) argues that "[r]ecognizing the power that the leader has and the power that the group members share helps leaders and followers more effectively share the leadership functions and contribute to overall productivity" (p. 11). The latter suppositions are at the core of transactional and transformational leadership paradigms.

From leader-centered to relationship driven, leadership theories have continued to evolve. Researchers recognized that a leader's actions, vision, emotions and values "change and transform people" (Northouse, 2010, p.171). These elements of leadership were previously identified by Max Weber (1947) as important characteristics of a charismatic leader. Weber hypothesized that the charismatic leader's influence depends on the strength, character and magnetism or appeal of the individual. A charismatic leader succeeds because he or she is perceived as exemplary, extraordinary, therefore people believe in him or her (Nikezic, Puric, & Puric, 2012; Waters & Waters, 2015; Yukl, 2010). Robert House (1976) continued Weber's concept of charismatic leadership adding that charismatic leaders are empathetic and effective motivators and will take risks to carry out their vision (Judge, Woolf, Hurst & Livingston, 2006).

In the 1970's, political scientist and researcher Joseph M. Burns took the notion of motivation and leader-follower relationship and introduced two new leadership models: transactional and transformational leadership (Burns, 1978). Burns' definition concentrated in leaders' morality and the relationship he or she has with the follower instead of the power exerted over them (Northouse, 2010).

Transactional leadership has been described as managerial, power driven, self-serving, reward/punitive based, and hierarchical in nature. Bass (1985) identified three salient behaviors of transactional leadership. First, contingent reward—motivates the followers with intrinsic

rewards or quid pro quo (e.g., promise of promotions, bonuses, etc.) to increase performance and achieve goals (Bass, 1990; Bass & Avolio, 1993; Chaundry & Javed, 2012). The second dimension, management-by-exception has two components: management-by-exception-active in which the leader constantly monitors employees' performance, concentrates on their errors and mistakes "then takes corrective action" (Northouse, 2010, p. 181). Micromanagers are a good example of this type of leader. Under the management-by-exception-passive component, the leader becomes involved only when problems arise, or goals are not met, which possibly is followed by punitive action (Harland, Harrison, Jones, & Reiter-Palmon, 2005). The last transactional leadership behavior is laissez-faire or hands-off leadership. Essentially, the leader does not interfere with subordinates' work, does not provide much guidance, feedback or role definition (Bass, Avolio, Jung, & Berson, 2003; Harland, Harrison, Jones, & Reiter-Palmon, 2005). Northouse (2010) defines this leadership style as "absence of leadership" (p. 182). Although transactional leadership may not be conducive to organizational morale, it has been found to be an effective tool in the context of budgetary and resource management, and in improving productivity (Bass, et al. 2003). To the opposite spectrum of transactional leadership is transformational leadership (Burns, 1978). Transformational leadership is one of the most researched leadership theories to date (Dinh, Lord, Gardner, Meuser, Liden, & Hu, 2014). It also ranks high in academic explorations with over five hundred articles and books on the subject (Ballard, 2014).

Transformational Leadership Theory

While Joseph Downton (1973) envisioned the premises of transformational leadership such as charisma, it was Burns (1978) who brought it to the forefront to theorize the concept (Northouse, 2010). According to Burns, a transformational leader has extraordinary morality,

values and charisma, attracting and motivating followers in the achievement of a common goal (1978). The transformational leader has the ability to influence and motivate others, focuses on the needs of the followers, is open-minded, supportive, cooperative, upholding a high level of emotional intelligence (Burns, 1978; Bass, 1985, 1990). These behaviors have been linked to employees' satisfaction, performance and commitment (Bass & Avolio 1994; Bass & Steidlmeier, 1999; Burns, 2003; Hassan, Wright and Yukl, 2014; Kearney & Gebert, 2009; Rowold & Scholtz, 2009).

Transformational leadership has transcended into the twenty-first century and has been greatly researched as relevant in diverse environments and inclusive organizational culture (Ashikali, & Groeneveld, 2015; Kearney & Gebert, 2009; Moon, 2016; Wang, Kim & Lee, 2016). Furthermore, the abilities of the transformational leader (e.g., change agent, visionary, motivator, etc.) empower employees to become involved and work hard to achieve the mission. Consequently, employees are more engaged, satisfied and committed to the organization, thus the organization becomes more productive (Northouse, 2010).

The Effects of Transformational Leadership

The ongoing research into transformational leadership theory explores the effects it has in change management, employee morale, diverse environments, and organizational outcomes (Ashikali, & Groeneveld, 2015; Eisenbach, Watson, & Pillai, 1999; Kerney & Gebert, 2009; Moon, 2016; Wang, Rode, Shi & Luo, 2009). Burns' (1978) transformational leadership concept involves change to people and the organization. Bass (1990) believes that "transformational leaders make the difference between success and failure" in the organization (p. 24). As Yukl (2010) indicates, leaders must have "a wide range of leadership behaviors" to connect with

subordinates, understand their needs, improve their work experiences and eventually, change to an organization (p. 317).

Bass' (1985) expanded Burns' theory to specifically focus on the leader's behaviors. He developed four components to measure how leaders influence their followers' inner values and attend to their needs and motivations (Bass, 1990). These components, sometimes referred to as the 4 I's, are inspirational motivation, idealized influence, intellectual stimulation and individualized consideration. According to Bass' (1985) explanation, through inspirational motivation and idealized influence, the optimistic and charismatic leader gives the followers a sense of security and purpose, generating a "collective sense of mission and value" (Rowold & Schlotz, 2009, p. 36). Intellectual stimulation transpires when the relationship between leader and subordinates promotes learning and creativity (Carmeli, Reiter-Palmon, & Ziv, 2010; Northouse, 2010). Finally, individualized consideration manifests when the leader encourages, empowers, mentors and helps followers to achieve their full potential (Bass, 1999). Moreover, under individualized consideration, the leader assists in times of need promoting an environment of fairness and mutual respect (Bass, 1999). In sum, transformational leaders inspire employees to go the extra mile for the benefit of the team and ultimately the organization (Avolio & Bass, 1995; Avolio, et al., 2004; Bass, 1985; Bass & Avolio, 1989; Burns, 1978).

The abilities and behaviors of transformational leadership have been extensively researched in the fields of human resources, public administration, education, business and the military (Balwant, 2016; Kane & Tremble; 2000; Mercurio, 2015; Wang, Oh, Courtright & Colbert, 2011). The current empirical evidence suggests that transformational leadership behaviors play a dominant role in employee motivation, satisfaction and commitment (Alzomia, Cready, & Andrew, 2018; Asencio, 2016; Asencio & Mujkic, 2016; Atmojo, 2015; Choi, 2012;

Park & Rainey, 2008; Piccolo, & Colquitt, 2006). Specifically, leaders who focus on fairness and employees' values and well-being, stimulate followers' trust by inspiring and facilitating them with collaborative working environments (Asencio & Mujkic, 2016: Bacha & Walker, 2011).

Decades of empirical transformational leadership research results suggest this type of leadership as a possible mediator of positive performance outcomes in diverse environments (Bass & Avolio 1994; Bass & Steidlmeier, 1999; Burns, 2003; Kearney & Gebert, 2009; Rowold & Scholtz, 2009). For example, transformational leadership has been associated with increasing organizational effectiveness as well as motivating employees and fostering task-oriented behaviors (Kumar, 2014). Other empirical studies tested the impact transformational leadership behaviors have on diversity and its influence on employees' empowerment, team performance, and organizational commitment. Ismail et al.'s (2011) study of employees in a U.S. subsidiary firm in Malaysia found a significant correlation between transformational leadership behaviors, employee empowerment and organizational commitment. In other words, leaders who are open with subordinates, and share their vision and enthusiasm, improve organizational climate therefore, creating a greater sense of inclusion (Ismail et al., 2011). Additionally, employees develop self-confidence and a sense of being able to conduct their task freely, thus increasing their motivation to work for the greater good and towards the goals and mission of the organization. In an empirical study analyzing senior employees, supervisors and lower managers, Sabharwal (2014) found that when employees at all levels (regardless of demographics or status) were involved in decision-making and received support and commitment from top leadership, they felt empowered, valued, accepted and able/free to perform

at their full potential. More than fifty percent of employees in this study identified commitment and support from top leadership as a behavior fostering inclusion (Sabharwal, 2014).

The effects of transformational leadership have also been examined in public service agencies, particularly, at the federal government level. Asencio and Mujkic (2016) conducted a leadership study regarding federal employees' trust in their leader and job satisfaction. By using the 2010 Federal Employee Viewpoint Survey (FEVS), they measured behaviors found in transformational leadership, theorizing that if employees perceive leaders as trustworthy, they "will be more satisfied in their jobs" (p. 235). According to their findings, government employees that place more trust in an inspirational and caring leader are more satisfied with their jobs (Asencio and Mujkic 2016). These results are consistent with previous studies focusing on leaders' commitment to diversity and inclusion which foster trust, organizational performance, and overall employee satisfaction (Asencio, 2016; Asencio and Mujkic, 2016; Choi & Rainey, 2010; Kearney & Gebert, 2009).

Scholars argue that the strong values of an inclusive and transformational leader encourage employee engagement, creativity and higher performance which in turn increases productivity and efficiency in the organization (Carmeli, et al. 2010; Ismail et al, 2011; Kearney & Gebert, 2009; Sabharwal, 2014). Likewise, since respect is key to inclusion, the transformational leader can build positive relationships with employees and create an inclusive work environment where every employee can achieve their full potential (Asencio, 2016; Asencio and Mujkic, 2016; Bacha & Waler, 2013).

Transformational Leadership and Inclusion

Given the beliefs and values of transformational leadership, it could be argued that the behaviors exhibited by transformational leaders may be the skills necessary to create an inclusive

work environment. In fact, scholars identify an inclusive leader to be a person who motivates, inspires and cares for employees' needs as well as empowers, supports, and works in partnership with followers (Kumar, 2015). Taking into consideration the similarities shared by these two models (transformational and inclusive) styles, it is reasonable to channel or borrow elements from the theories and existing findings and apply them to the exploration of an inclusive leadership model.

According to inclusive leadership theorists, inclusion goes beyond diversity management because diversity without inclusion is complying with minimum efforts to achieve affirmative employment (Vohra & Chari, 2015). Inclusion has been defined as the acceptance/invitation to participate and being recognized as part of the group; having access to information and resources; contributing to the decision-making process; and identifying obstacles and barriers to equality (Mor-Barak & Cherin, 1998; Sturm, 2006; Miller, 1998). The few existing inclusion leadership studies revealed that leaders who exhibit behaviors such as acceptance, support, openness (information sharing), availability (open-door policy), transparency and trustworthiness are perceived by their subordinates as inclusive (Avolio, Walumbwa & Weber, 2009; Law, 2016; Nembhard & Edmondson, 2006; Sabharwal, 2014; Vohra & Chari, 2015). The behaviors identified in these studies are also recognized under the FEVS New Inclusion Quotient (New IQ) which highlights five basic practices of inclusive leadership: empowerment, supportive, cooperative, open and fair (Archuleta, 2014). These behaviors are analogous to transformational leadership abilities and both paradigms support positive organizational outcomes (Bass & Avolio, 1994; Bass & Steidlmeier, 1999; Burns, 2003; Kearney & Gebert, 2009; Rowold & Scholtz, 2009).

Researchers continue attempts to connect specific leadership qualities to develop an inclusive leadership model. Carmeli, Reiter-Palmon & Ziv (2010) measured inclusion using openness, availability and accessibility of the leader to promote employee creativity, innovation and personal safety. Nishii and Mayer (2009) tested inclusiveness using the leader-member exchanged (LMX) theory focusing on the dyadic relationship between leaders and subordinates. According to these scholars, LMX promotes trust and positive experiences for the workforce resulting in organizational effectiveness. Most importantly, inclusion appeals to individuals' sense of belonging and self-value (Mor-Barak, 2000). Shore, Randel, Chung, Dean, Ehrhart and Singh (2011) proposed a model of inclusiveness focusing on the needs for belongingness and uniqueness of the followers. In 2009, Steve Echols posited that the combined behaviors found under servant and transformational leadership would be ideal to fashion an inclusive leadership paradigm. Additionally, he suggested that inclusive leaders recognized that marginalizing others is morally wrong and ineffective (Echols, 2009).

Earlier studies on inclusive leadership were specific to the field of education exploring ways to foster and support the inclusion of children with special needs in conventional classrooms. However, some of these studies provided an insight into leadership (principals and educators) behaviors that were conducive to the inclusive work environment. Garrison-Wade, Sobel, and Fulmer (2007) identified collaborative problem-solving, communication, transparency and personal involvement as desired traits for inclusive educational practices. Given the multi-cultural and linguistic diversity in educational institutions, research advocated commitment to equality, reciprocity, relationship building, trust and moral values as productive behaviors for inclusion (Fullan, 2001; Lambert et al, 1999; Riehl, 2000). Adapting these behaviors to workplace inclusion has been the mission of leadership scholars. However, within

the field of diversity management, the search for specific talents to effectively handle diversity and inclusion and their effects on organizational performance, whether direct or indirect, continues to be the topic of discussion in the leadership literature (Choi & Rainey, 2010).

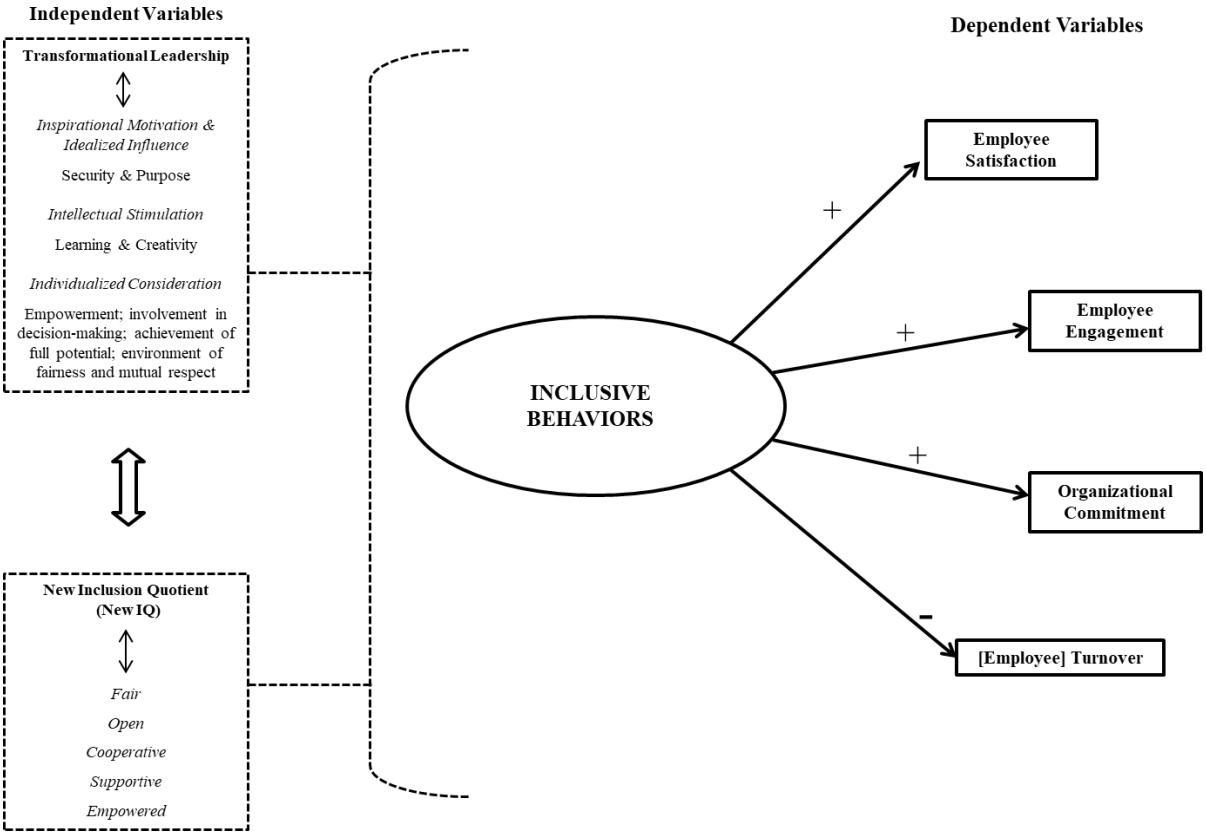
While existing leadership and diversity research recognizes that there is a link between an inclusive work environment, employee satisfaction and organizational commitment (Choi & Rainey, 2010), researchers have yet to address the concerns of vulnerable populations such as transgender employees. One of the reasons for this oversight may be that this employee group has not been effectively identified. In FEVS, transgender employees are clustered under the umbrella of sexual orientation (LGBT) group, posing a challenge for researchers as well as policymakers to recognize the potentially intimidating work environments faced by this subgroup of employees. Moreover, transgender employees claim their group should be under gender not sexual orientation, creating quantitative concerns with FEVS.

A handful of organizational studies have investigated LGBT's perception of fair treatment, supportive policies, inclusive practices and implications on employee engagement, turnover and job satisfaction (Jin & Park, 2016; King & Cortina, 2010; Lewis & Pitts; Pink-Harper & Davis; Sabharwal, Levine, D'Agostino & Nguyen, 2019). While the attention towards this unique group of employees has increased, much of the quantitative studies and research on just transgender people have concentrated on discrimination against transgender students (Beemyn, Curtis, Davis, M., & Tubbs, 2005; Brewster, Velez, DeBlaere & Moradi, 2012; Chatel, 2011; McKinney, 2005) or transgender's management (as leader) styles (Dietert, & Dentice, 2010; Fassinger, Shullman, & Stevenson, 2010). Also, there is a lack of qualitative data directly exploring the relationship between the leader and the transgender follower work experiences.

Therefore, conducting a mixed method study could provide a better understanding of the transformational leadership styles necessary in an inclusive and diverse work environment.

Drawing on theory and empirical evidence from transformational leadership as well as inclusive leadership studies, this study examines how these types of leadership behaviors affect transgender employees' job satisfaction, engagement, commitment and turnover/intention. In doing so, this research focuses on Bass' four "Is" (inspirational motivation, idealized influence, intellectual stimulation and individualized consideration) (1985) and the New IQ developed in the 2015 FEVS to craft a conceptual inclusive leadership model. Figure 1 outlines the theoretical model.

Figure 1. *Inclusive Leadership Theoretical Model*



Summary

The issue of diversity and inclusion may be addressed with executive actions and restructuring strategies, nevertheless without effective leadership some groups could be isolated. Explicitly, gender or sexual orientation studies testing job satisfaction, engagement, performance, et cetera, negate or exclude the work experiences of transgender employees, consequently, underscoring the need for research on the impact of leadership behaviors on this group.

Existing research has shown that diverse teams are more productive and employees who are motivated, engaged and cared for, express higher satisfaction in their jobs and remain committed to the organization. Furthermore, studies on transformational leadership have shown a connection to positive organizational outcomes. However, challenges, such as data deficiencies, have prevented a clear assessment of how these transformational leadership behaviors may impact transgender employees' work experiences.

As previously stated, to investigate the impact of transformational leadership behaviors on transgender employees' work experiences, this study uses a mixed method approach. This design allows the researcher to effectively answer the study's research questions:

1. In what ways do transformational leadership behaviors contribute to an inclusive work environment?

2. To what extent do transformational leadership traits affect the work experiences and attitudes (job satisfaction, engagement and organizational commitment) of lesbian, gay, bisexual and transgender (LGBT)?

3. What specific norms and policy changes are necessary to create a genuinely all-inclusive, diverse and productive workforce?

Additionally, by probing this study and examining the specific employment needs of transgender employees, lessons can be learned on how to create an authentically diverse and inclusive work environment.

The next chapter of this study explains the methodology, research design, research questions and hypotheses, analytical procedures, sample, participant selection, instruments used and data analysis.

CHAPTER III

METHODOLOGY

> *"You may have heard the world is made up of atoms and molecules, but it's really made up of stories. When you sit with an individual that's been here, you can give quantitative data a qualitative overlay."* – William Turner, 16th century British scientist and naturalist

Introduction

The purpose of this chapter is to present the research approach for this mixed method study relating to the impact transformational leadership behaviors have on transgender employees' work experiences (job satisfaction, engagement, commitment) as well as postulating these behaviors as foundation for a novel inclusive leadership model. The research design, sample population, selection criteria, procedure, ethical considerations and expected findings are essential aspects to discuss in this chapter.

Research Questions

Research design is the roadmap to obtain information, facts, measurement and analysis of data (Sekaran & Bougie, 2013). Naturally, the methodology depends on the questions and problem to be explored. Given the scarcity of data regarding transgender employees, the study will be conducted using a transformative mixed method approach. A transformative mixed method approach "provides a wider picture of the study phenomenon" (Mertens, 2012, p. 810) and centers "on research questions that call for real-life contextual understandings, multi-level perspectives, and cultural influences" (Creswell, Klassen, A. C., Plano Clark & Smith, 2011, p. 4).

The focus of the study is to examine transformational leadership as an inclusive leadership model and the effect these transformational leadership traits have on transgender

employees' work experiences (e.g., job satisfaction, engagement, commitment). Accordingly, the study explored the following questions:

1. In what ways do transformational leadership behaviors contribute to an inclusive work environment?

2. To what extent do transformational leadership traits affect the work experiences and attitudes (job satisfaction, engagement and organizational commitment) of transgender employees?

3. What specific norms and policy changes are necessary to create a genuinely all-inclusive, diverse and productive workforce?

Research Methods

To explore the three research questions previously mentioned, this study uses a transformative mixed methods approach. Creswell, Hanson, Clark Plano & Morales (2007) defined mixed methods as a research methodology in which data is collected incorporating quantitative and qualitative techniques. Saldaña (2015) adds that "[q]uantitative analysis calculates the means. Qualitative analysis calculates the meaning" (p. 10). In other words, the mixed methods approach gives voice to the numbers to augment the overall strength of the study (Creswell, 2002; Creswell & Clark, 2017; Creswell & Plano Clark, 2011; Johnson & Onwuegbuzie, 2004; Green, Caracelli & Graham, 1989; Ponterotto, Mathew & Raughley, 2013).

While mixed methods meticulously integrate data connecting different theoretical hypotheses and frameworks to handle the research problem, the transformative design brings attention to social issues and disparate treatment of marginalized communities (Creswell & Plano Clark, 2011; Mertens, 2007). Given the fact that the underlying issue is the inclusiveness of

transgender employees, the transformative theoretical perspective or worldview will guide the study (Creswell, 2008).

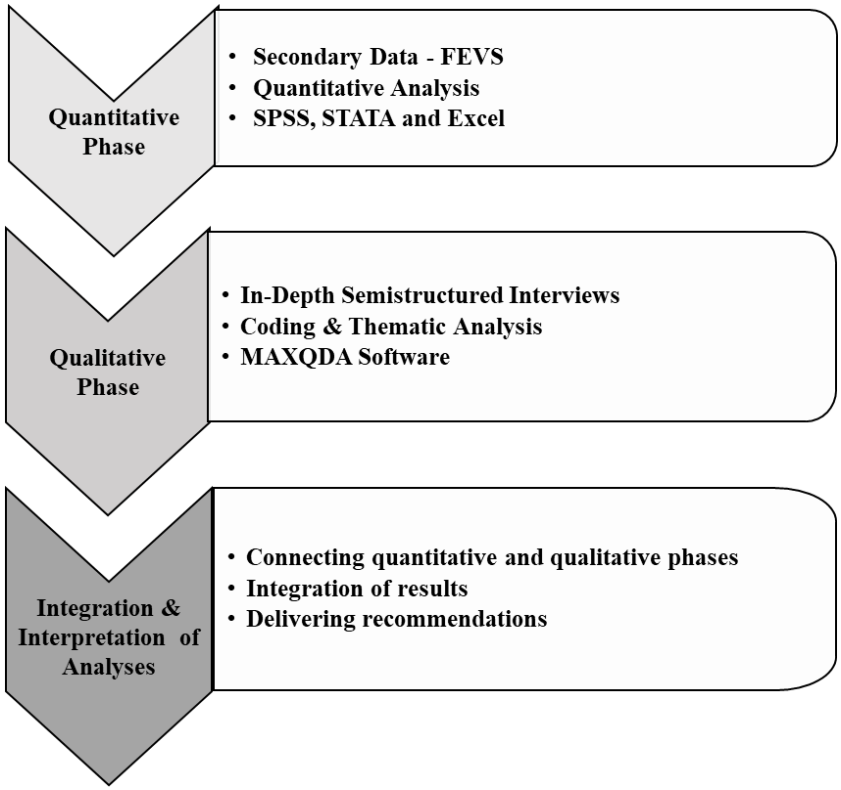
Creswell (2008) described the transformative paradigm or worldview as a "theoretical-based framework" (p. 96), which is political, and power- and change-oriented, addressing the issues of underrepresented groups. Mertens (2017) says this approach provides "an umbrella" (p. 20) for other theoretical viewpoints or design variants, related to disparity, discrimination and social inequities related to race (e.g., critical theory), gender (feminist theory), sexual orientation, disabilities (disability lens), and socioeconomic class. According to Gomez (2014),

> The attention being given to mixed methods and their role in addressing needs of marginalized groups is critically important for researchers who accept that research has a role to play in supporting transformative social change (p. 317).

This research is developed consolidating the advocacy and pragmatic mixed methods assumptions. The study has an advocacy standpoint because it is seeking and is concerned with change. The pragmatic view is based on genuine concern for the work experiences and inclusion of transgender employees and enables the researcher to consider different postulations, "as well as different forms of data collection and analysis" (Creswell, 2008, p.11). While the present investigation's stance is not about "issues of power and social justice" (Mertens, 2007, p. 213), the underlying concern is disparate treatment and inclusion of an underrepresented group. Additionally, the transformative mixed method approach "further adds validity and enables generalizability of the study to the population" (Sun, 2009, p. 28). The sequential transformative approach (the qualitative stage of the research follows the quantitative phase) provides a broader explanation of the phenomenon (Creswell et al., 2003). The sequential design allows the

researcher to recruit volunteers who participated in the quantitative phase for the qualitative part of the study. The design also permits prioritizing of the data. In other words, based on the availability and collection of the data, the researcher decides which method (quantitative or qualitative) has more weight (Creswell & Plano Clark, 2011; Plano Clark & Ivankova, 2016). To achieve the goal of this study the researcher places priority on the rich data acquired through interviews with transgender volunteers because of the restricted data collection. The amalgamation of the interviews data and information from the FEVS will improve the analytical structure and results. (*See* Figure 2)

Figure 2. *Transformative Sequential Mixed Methods Design*



Data Sources and Instrumentation

Quantitative Phase

The central focus of the quantitative analysis is to test the relationship between transformational leadership behaviors and employees' work experiences (e.g., job satisfaction, engagement, commitment). Specifically, the goal is to assess the relative importance of these leadership traits to transgender employees' job-related outcomes.

In order to conduct quantitative analyses, the Federal Employee Viewpoint Survey (FEVS hereafter) of 2015 is used. Given the lack of separation between lesbian, gay, bisexual and transgender employees in the FEVS data, which will be discussed in greater detail below, a supplementary online survey, exclusively targeting federal transgender employees, was attempted by the researcher to replicate the FEVS with the target population (e.g., transgender employees). Due to the low number of participants, however, the online survey was later modified to include not only transgender federal employees, but also LGB workers from the public and private sectors as well, resulting in inheriting the same limitations as the FEVS. For this reason, the online survey data were excluded from the analysis. It is important to note, therefore, that the data analyzed in the quantitative section of this study utilize information regarding LGBT federal employees overall work experiences, rather than transgender workers exclusively.

According to the literature, transformational leadership behaviors are associated with employee job satisfaction (Asencio 2016; Asencio & Mujkic, 2016), increased productivity, engagement and commitment (Choi, 2010; Ismail et al, 2011; Kearney & Gebert, 2009; Sabharwal, 2014). Similarly, other studies related to work experiences (job satisfaction, engagement, etc.) found that LGBT employees were more likely to express negative work experiences and intentions to leave more often than their heterosexual colleagues (Jin & Park,

2016; Lewis & Pitts, 2015; Sabharwal, Levine, D'Agostino, & Nguyen, 2019). Grounded on these findings this study offers the following hypotheses:

H1: Transformational leadership behaviors positively impact employees' job satisfaction. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H2: Transformational leadership behaviors positively impact employees' engagement. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H3: Transformational leadership behaviors positively impact employees' commitment. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

H4: Transformational leadership behaviors negatively impact employees' turnover intentions. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees.

FEVS Data

FEVS is a tool used annually by the federal government to collect employees' perceptions of the effectiveness of their agency and its leadership. According to the OPM**,** FEVS is a valuable leadership tool for continuous improvements in the support of a high performing federal workforce (2015). The survey is administered via email invitation to full and part-time federal employees across eighty-two different agencies. These employees hold different position levels (e.g., workers, supervisors, managers and senior leaders) and operate different occupations (e.g., administrative, professional, technical, etc.) comprising ninety-seven percent of the Executive branch of government. Implementing an executive order to develop diversity and

inclusion strategic plans in the federal government, the 2012 FEVS added sexual orientation to the demographic section of the report. Unfortunately, the data available from OPM collapses the sexual orientation self-identity of lesbian, gay, bisexual, transgender under a consolidated LGBT category, which creates a challenge to study the transgender population. Furthermore, the survey provides respondents with the option of "prefer not to say," which further obscures the exact size of the LGBT population responding to the survey. Table 1 provides descriptive statistics for the 2015 FEVS respondents (*See* full report under Appendix I).

Table 1. *Summary of 2015 FEVS Demographic Data*

Category	Frequency (*n*)	Percentage
Age	**41,9967**	
25 and under	2,779	0.01
26-29	12,786	0.03
30-39	75,052	0.18
40-49	111,172	0.26
50-59	152,977	0.36
60-older	65,201	0.16
Race/Ethnicity	**410,487**	
White/Caucasian	274,753	0.67
Non-White	135,734	0.33
Gender	**395,378**	
Male	205,866	0.52
Female	189,512	0.48
Sexual Orientation	**378,804**	
Heterosexual	319,320	0.84
Lesbian/Gay/Bisexual/Transgender	11,094	0.03
Prefer not to Say	48,390	0.13
Supervisory Status	**400,699**	
Leader/Supervisor	85,170	0.21
Non-Supervisor	315,529	0.79
Place of Employment	**398016**	
Headquarters	156,969	0.39
Field	241,047	0.61
Education	**397,514**	
2 Year Degree or Less	121,510	0.31
4 Year Degree	136,286	0.34
Advance Degree	139,718	0.35

Source: Excerpt of OPM 2015 FEVS *Governmentwide Respondent Characteristics*

Measurements

FEVS is comprised of ninety-eight Likert scale questions. Among these, eighty-four questions evaluate employees' personal work experiences, job satisfaction, opinions about the agency and leadership and work-life programs. The responses fall under six categories: *strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, and no basis to judge/do not know*. The officially released version of the 2015 FEVS data collapses these responses into three categories: 1 = negative responses [*disagree, strongly disagree*]; 2 = neutral answers [*neither agree nor disagree*] and 3 = positive responses [*agree, strongly agree*]. Additionally, the "*do not know" or "no basis to judge"* responses are dropped from the publicly accessible data and consequently, not included in this study. The remaining fourteen questions collect demographic information.

Dependent Variables.

The dependent variables for the quantitative analyses in this study are employee satisfaction in terms of job, recognition, and agency; work engagement; commitment, and turnover/intention to leave.

Job Satisfaction: FEVS uses sixteen questions to evaluate employees' job satisfaction. This study selects five of the sixteen FEVS questions to measure employees' job satisfaction. These five questions are chosen over the others based on prior studies using FEVS data to measure leadership, trust, and job satisfaction of federal employees (Asencio, 2016; Asencio & Mujkic, 2016) and to appraise LGBT employees' engagement and job satisfaction (Jin & Park's 2016). The results from these studies suggested strong correlations among the selected questions for job satisfaction. The actual questions included in the measure are as follows:

- *How satisfied are you with your involvement in decisions that affect your job?* (Q. 63)

- *How satisfied are you with the information you receive from management on what's going on in the organization?* (Q. 64)
- *How satisfied are you with your opportunity to get a better job in your organization?* (Q. 67)
- *Considering everything, how satisfied are you with your job?* (Q. 69)
- *Considering everything, how satisfied are you with your organization?* (Q. 71)

A factor analysis is conducted to integrate these five questions into fewer variables. Given the 3-point collapsed Likert scales used for the questions (e.g., negative, neutral, and positive), a polychoric correlation matrix is utilized instead of the typical principal component analysis in conducting the factor analysis. The factor analysis below shows that all five-job satisfaction related questions are heavily loaded onto factor 1 (eigen value of 3.64). Factor 1 (*sat_f1*) is used as a measure for the job satisfaction dependent variable in model 1.

Table 2. *Factor Analysis - Job Satisfaction Variable*

Factor	Eigenvalue	Difference	Proportion	Cumulative
Factor 1	3.64121	3.54029	1.0292	1.0292
Factor 2	0.10092	0.13184	0.0285	1.0577
Factor 3	- 0.03092	0.02512	- 0.0087	1.0489
Factor 4	- 0.05605	0.06106	- 0.0158	1.0331
Factor 5	- 0.11711	.	- 0.0331	1.0000

Table 2.1. *Factor Loadings (pattern matrix) and Unique Variances*

Variable	Factor 1	Factor 2	Uniqueness
Q63	0.8635	0.1362	0.2358
Q64	0.8257	0.1854	0.2839
Q67	0.7770	0.0031	0.3963
Q69	0.8891	- 0.1803	0.1771
Q71	0.9054	- 0.1245	0.1648

Engagement: To measure engagement, FEVS questions 8, 11, 16 and 20 are used. In an effort to conceptualize the term engagement, Howell and Costley (2006) elaborate that engaged employees are motivated, loyal to the agency, happier and empowered, thus contributing to the overall performance of the organization. Jin and Park (2016) use the same set of the FEVS questions (8, 11, 16, and 20) to measure the concept of engagement as an independent variable in their study, finding a moderate level of reliability among the questions (Cronbach's alpha = .63). The actual questions used in this study are:

- *I am constantly looking for ways to do my job better*. (Q. 8)
- *My talents are used well in the workplace.* (Q. 11)
- *I am held accountable for achieving results.* (Q. 16)
- *The people I work with cooperate to get the job done.* (Q. 20)

For data reduction, factors are identified based on polychoric correlation matrix. One main factor (*eng_f1)* is identified (eigen value=1.67) to be used as the dependent variable for employee engagement.

Table 3. *Factor Analysis - Engagement Variable*

Factor	Eigenvalue	Difference	Proportion	Cumulative
Factor 1	1.67299	1.66882	1.2510	1.2510
Factor 2	0.00418	0.15752	0.0031	1.2541
Factor 3	- 0.15334	0.03316	- 0.1147	1.1395
Factor 4	- 0.18651	.	- 0.1395	1.0000

Table 3.1. *Factor Loadings (pattern matrix) and Unique Variances*

Variable	Factor 1	Factor 2	Uniqueness
Q8	0.5430	0.0451	0.7031
Q11	0.7395	- 0.0098	0.4531
Q16	0.6952	0.0121	0.5166
Q20	0.5900	- 0.0435	0.6500

Commitment: To measure the level of commitment by employees, FEVS questions 7, 12 and 40 are used:

- *When needed I am willing to put in the extra effort to get a job done.* (Q. 7)
- *I know how my work relates to the agency's goals and priorities.* (Q. 12)
- *I recommend my organization as a good place to work.* (Q. 40)

These questions are selected based on the studies that examine the impacts of leaders' behaviors on employees' commitment to the organization (Hassan, Wright & Yukl, 2014; Ismail, et al. 2011). Jong and Ford (2016) specifically used several FEVS questions, including questions 12 and 40 from the 2010, 2012, and 2013 FEVS, to conduct a multi-level analysis to "capture employees' attitudes toward their organizations" (p. 481)

For data reduction, factor analysis is conducted based on polychoric correlation matrix. One major factor (*cmt_f1)* with eigen value of 1.50 is identified and used as the measure for the dependent variable that measures the level of employee commitment.

Table 4. *Factor Analysis - Commitment Variable*

Factor	Eigenvalue	Difference	Proportion	Cumulative
Factor 1	1.49395	1.63109	1.2665	1.2665
Factor 2	- 0.13714	0.04008	- 0.1163	1.1502
Factor 3	- 0.17723	.	- 0.1502	1.0000

Table 4.1. *Factor Loadings (pattern matrix) and Unique Variances*

Variable	Factor 1	Uniqueness
Q7	0.6681	0.5537
Q12	0.7246	0.4750
Q40	0.7229	0.4774

Turnover intention: The last employee outcome measure to discuss is an employee's intention to leave the agency. Several factors such as leader's ability to manage diversity, job satisfaction, career growth, age and job tenure impact employee retention or may lead to turnover (Cho & Lewis, 2012; Choi, 2012; Pitts, Marvel & Fernandez, 2011). Additionally, Pitts, Marvel and Fernandez (2011) hypothesized that perception of leadership approach to fair and equal treatment could determine the satisfaction of LGBT employees or influence their intention to leave the organization. FEVS question #89 (*Are you considering leaving your organization; if so why*?) is used to measure employee's intentions to leave (*leave_recode*) coding "1" for yes and "0" for no.

Independent Variables.

The overall expectation of this study is that inclusive leadership positively contributes to transgender employees' work experiences. Beginning 2013, FEVS included twenty questions to assess five basic practices of inclusive leadership, cataloguing them under the New IQ Index: empowerment, supportive, cooperative, open and fair. These inclusive behaviors are similar to the tenets of transformational leadership and therefore, adopted to measure the main leadership variable. Of the eleven questions selected to measure the transformational leadership concept, five questions (3, 32, 42, 46, and 48 identified with an asterisk) also measure inclusive leadership as identified by OPM New IQ. Several demographic control variables are also included as they may affect employee outcomes.

Transformational Leadership: Transformational leadership theory has prevailed in the past three decades as the most influential and effective in diverse environments (Barling, Christie & Hoption, 2011; Bass & Riggio, 2006; Judge & Bono, 2000; Judge & Piccolo, 2004; Moon, 2016). Researchers Asencio and Mujkic (2016) used several questions from FEVS to conduct a study on leadership behaviors and employees' trust in their leader and the impact these behaviors have on employees' job satisfaction. While FEVS measures the perception, not the actual behaviors of transformational leadership, they adopted Bass' conceptualization of transformational leadership (Bass' 4I's, 1985), and used FEVS questions to identify two to five factors to measure the concept. Asencio and Mujkic's (2016) used factor analysis to obtain the elements needed to measure the independent variables (leadership behaviors). The results yielded three factors (1) transformational leadership, explaining 22.88% of the variance (eigenvalue 4.35; Cronbach's $\alpha = 0.91$); (2) transactional leadership, accounting for 24.84% of the variance (eigenvalue 4.72; Cronbach's $\alpha = 0.92$) and (3) individualized consideration

explaining 24.06% of the variance (eigenvalue 4.57; Cronbach's α = 0.92) (Asencio and Mujkic, 2016, p. 165). Based on the findings for transformational leadership (1) and individualized consideration (3) the following questions from the FEVS are used to measure transformational leadership behaviors in this study:

Idealized influence

- "*My organization's senior leaders maintain high standard of honesty and integrity"* (Q. 54)
- "*I have high respect for my organization's senior leaders*" (Q. 61)

Inspirational motivation

- "*In my organization leaders generate high levels of motivation and commitment*" (Q. 53)
- "*Managers communicate the goals and priorities of the organization*" (Q. 56)

Intellectual stimulation

- "*I feel encouraged to come up with new and better ways of doing things*" (Q.3*)
- "*Creativity and innovation are rewarded*" (Q. 32*)

Individualize consideration

- "*My supervisor supports my needs to balance work and other life issues*" (Q. 42*)
- "*My supervisor provides me with opportunities to demonstrate my leadership skills*" (Q. 43)
- "*My supervisor provides me with constructive suggestions to improve my job performance*" (Q. 46*)
- "*Supervisors in my work unit support employee development*" (Q. 47)
- "*My supervisor listens to what I have to say*" (Q. 48*).

For data reduction, factor analysis based on a polychoric matrix is run to identify a manageable number of components that cut across the eleven transformational leadership related questions.

Table 5. *Factor Analysis for Independent Variable*

Factor	Eigenvalue	Difference	Proportion	Cumulative
Factor 1	7.34101	6.15870	0.8764	0.8764
Factor 2	1.18231	0.99868	0.1412	1.0176
Factor 3	0.18363	0.15304	0.0219	1.0395
Factor 4	0.03059	0.04651	0.0037	1.0432
Factor 5	- 0.01592	0.00281	- 0.0019	1.0413
Factor 6	- 0.01873	0.02221	- 0.0022	1.0390
Factor 7	- 0.04093	0.01198	- 0.0049	1.0341
Factor 8	- 0.05292	0.00659	- 0.0063	1.0278
Factor 9	- 0.05951	0.01666	- 0.0071	1.0207
Factor 10	- 0.07617	0.02109	- 0.0091	1.0116
Factor 11	- 0.09726	.	- 0.0116	1.0000

Table 5.1. *Factor Loadings (pattern matrix) and Unique Variances*

Variable	Factor 1	Factor 2	Uniqueness
Q54	0.8134	0.4240	0.1587
Q61	0.7931	0.4401	0.1773
Q53	0.8283	0.4483	0.1129
Q56	0.7623	0.2426	0.3600
Q3	0.8125	0.0167	0.3396
Q32	0.8133	0.0995	0.3286
Q42	0.7768	- 0.3394	0.2814
Q43	0.8462	- 0.3350	0.1717
Q46	0.8294	- 0.3443	0.1935
Q47	0.8727	- 0.2301	0.1855
Q48	0.8322	- 0.3740	0.1675

Two main factors (*f1 and f2)* are identified from this data reduction effort. Based on the patterns of individual questions related to each factor, factor 1 (*f1)* is, overall, associated with all aspects of transformational leadership (idealized influence, inspirational motivation and intellectual stimulation and individualized consideration – explaining 87.64% of the variance with eigenvalue = 7.34). What factor 2 (*f2*) (eigenvalue = 1.18; *leadership factor 2* hereafter) exactly captures is not certain, given the loading patterns of individual leadership questions. Considering that *f2* has an eigen value greater than one, it is included in the model for analysis. However, it is reasonable to treat this factor as a control variable rather than a separate leadership variable of interest. The results regarding *f1* are consistent with studies by prior leadership studies using FEVS (Asencio 2016; Asencio & Mujkic, 2016).

In addition to the main independent variables (*transformational leadership-f1; leadership factor 2-f2*), several demographic variables are considered for the analysis. To measure an employee's supervisory status (*dsuper_recode),* FEVS question #85 is used and coded "0" for non-supervisory status and "1" for supervisory status. To measure an employee's sex/gender (*dsex_recode*), FEVS question #86 is run and coded "0" for male and "1" for female. The minority status of an employee (*dminority_recode*) is measured by using FEVS question #87 and coding minority status as "1" and non-minority status as "2." For the measurement of an employee's tenure (*tenure_recode),* FEVS question #88 is recoded into "0" (for five or fewer years), "1" (for six to fourteen years), and "2" (for fifteen and more years).

Measuring age (*age_recode)* is performed by taking FEVS question #90 and coding it with "0" (under forty), "1" (forty to forty-nine), "2" (fifty to fifty-nine), and "3" (sixty and older). Lastly, LGBT status is based on FEVS question #91 and coded as "0" for heterosexual and "1" for LGBT.

The control variables, especially gender and sexual orientation, are included in this research to explore as possible predictors of negative/positive work experiences. Previous studies (Cech & Rothwell, 2020; Choi, 2008; Jin & Park, 2016; Lewis & Pitts, 2015; Pink-Harper, Davis & Burnside, 2017) theorized that LGBT employees are disparately treated and less satisfied, engaged, committed to the organization and more prone to leave for another agency as compared to their heterosexual employees. Also, diversity management and leadership studies use supervisory status, gender, race, location and tenure control variables to ascertain employees' trust in leaders and identify leadership behaviors conducive to inclusive work environments (Asencio & Mujcik, 2016; Choi & Rainey, 2010; Ozeren, 2014; Schmidt, Githens, Rocco, & Kormanik, 2012; Sabharwal, Levine, D'Agostino & Nguyen, 2019). Based on these findings, this study expects sexual orientation (LGB) and gender identity (transgender) status to negatively affect job satisfaction, engagement and commitment and consequently increase their intention to leave the organization. Table 6 below, provides the descriptive statistics for the variables.

Table 6. *Descriptive Statistics*

Variable	Obs	Mean	Std. Dev.	Min	Max
Job satisfaction (sat_f1)	398450	2.482954	.7276884	1.076796	3.230389
Engagement (eng_f1)	398930	2.855681	.5086217	1.091722	3.275165
Commitment (cmt_f1)	405293	2.730034	.430961	1.006724	3.020173
Transformational leadership (f1)	346150	2.83424	.6833463	1.179418	3.538254
Factor Leadership 2 (f2)	346150	- .3404983	.7831641	- 2.246632	2.386338
Supervisory status (dsuper_recode)	394650	.2102471	.4074845	0	1
Employee sex/gender (dsex_recode)	389364	.4789965	.4995593	0	1
Employee minority status (dminority_recode)	377640	.3445133	.4752099	0	1
Employee federal tenure (tenure_recode)	398862	1.256457	.7551179	0	2
Turnover Intention (leave_recode)	398056	.3351488	.4720431	0	1
Employee age group (age_recode)	413867	1.45641	.994741	0	3
Employee sexual orientation (lgbt_recode)	330414	.0335761	.1801355	0	1

Table 7 provides a summary of all the dependent, independent and control variables.

Table 7. *Summary of the Study Variables*

Variable Name	Description	Coding Scheme	Source - FEVS Questions
Sat_f1	Overall job satisfaction of an employee	Factor Score (eigen value-3.64)	Q63: How satisfied are you with your involvement in decisions that affect your job? Q64: How satisfied are you with the information you receive from management on what's going on in the organization? Q67: How satisfied are you with your opportunity to get a better job in your organization? Q69: Considering everything, how satisfied are you with your job? Q71: Considering everything, how satisfied are you with your organization?
Eng_f1	Engagement of employee	Factor Score (eigen value-1.67)	Q8: I am constantly looking for ways to do my job better. Q11: My talents are used well in the workplace. Q16: I am held accountable for achieving results. Q20: The people I work with cooperate to get the job done.
Cmt_f1	Employee commitment	Factor Score (eigen value-1.50)	Q7: When needed I am willing to put in the extra effort to get a job done. Q12: I know how my work relates to the agency's goals and priorities. Q40: I recommend my organization a good place to work.

leave_recode	Employee intention to leave organization	"1" for yes and "0" for no.	Q89: Are you considering leaving your organization within the next year?
f1	Transformational leadership behaviors (f1- idealized influence, inspirational motivation and intellectual stimulation; individualized consideration)	Factor Score (eigen value 7.34)	Q54: My organization's senior leaders maintain high standard of honesty and integrity. Q61: I have high respect for my organization's senior leaders. Q53: In my organization leaders generate high levels of motivation and commitment. Q56: Managers communicate the goals and priorities of the organization. Q3: I feel encouraged to come up with new and better ways of doing things. Q32: Creativity and innovation are rewarded. Q42: My supervisor supports my needs to balance work and other life issues. Q43: My supervisor provides me with opportunities to demonstrate my leadership skills. Q46: My supervisor provides me with constructive suggestions to improve my job performance. Q47: Supervisors in my work unit support employee development. Q48: My supervisor listens to what I have to say.
f2	Leadership Factor 2 (f2)	Factor Score (eigen value 1.18)	Same measurement as f1

CONTROL VARIABLES			
Variable Name	**Description**	**Coding & Label**	**Source - FEVS Questions**
dsuper_recode	Supervisory status	"0" for non-supervisory status and "1" for supervisory status.	Q85: What is your supervisory status?
dsex_recode	Employee sex/gender	"0" for male and "1" for female.	Q86: Are you?
dminority_recode	Employee race/national origin	"1" for minority status and "2 for non-minority status.	Q87: Minority status
tenure_recode	Employee federal tenure	"0" for five or fewer years "1" for six to fourteen years and "2" for fifteen and more years.	Q88: How long have you been with the Federal Government (excluding military service)?
age_recode	Employee age group	"0" for under forty, "1" for forty to forty-nine, "2" or fifty to fifty-nine and "3" for sixty and older.	Q90: What is your age group?
lgbt_recode	Employee sexual orientation	"0" for heterosexual and "1" for LGBT.	Q91: Do you consider yourself to be one or more of the following?

Analysis

To examine the effects of transformational leadership on LGBT federal employees' job satisfaction, engagement, commitment, and leaving intention, four separate models are tested. In order to investigate whether transformational leadership is relatively more important to LGBT employees, as compared to their heterosexual counterparts, two interaction terms (LGBT status x

two leadership factors) are included in each model. For the first three models (for job satisfaction, engagement, and commitment), multivariate regression techniques are employed, given the continuous nature of the factor scores as dependent variables. A logistic regression is used in the fourth model (turnover intentions) due to the dichotomous nature of the dependent variable. The equation for an overall model is provided as following:

Job Satisfaction (or Engagement, Commitment, Intention to Leave) = a + B_1Transformational Leadership + B_2Leadership Factor 2 + B_3Supervisory Status + B_4Gender + B_5Tenure + B_6Age + B_7Minority Status + B_8LGBT Status + B_9LGBT Status x Transformational Leadership + B_{10}LGBT Status x Leadership Factor 2 + e.

Qualitative Phase

The purpose of the qualitative section of the study is, first, to answer research questions one and two:

1. In what ways do transformational leadership behaviors contribute to an inclusive work environment?

2. To what extend does transformational leadership traits affect the work experiences and attitudes (job satisfaction, engagement and organizational commitment) of transgender employees?)

The researcher uses interview data of ten of the eleven participants to explore transformational leadership behaviors that affects transgender employees' work experiences. One of the participants' dialog was dropped from further analysis because it self-identified as "cross dresser" and military not a transgender civilian employee. The results from the combined data (quantitative and qualitative) provide answers to research question three and offered recommendations for future research:

3. What specific norms and policy changes are necessary to create a genuinely all-inclusive, diverse and productive workforce?

The interview transcripts will be examined using coding and thematic analysis.

Methodology

The qualitative part of the study allows the researcher to develop a clearer understanding of the experiences of the sample group and build rich data from these encounters to further explain the results of the study. By identifying ideas, topics and/or arguments in the collected data, the researcher can logically and effectively match the emerging themes to the codes already identified to simplify the story as related by the participants. This is achieved by using excerpts or examples from the participants' accounts to show the manifestation of each identified theme.

This section of the study involves ten participants, all current and former federal employees. The interviewees were not randomly selected but volunteered by contacting the researcher via email. Due to the low number of participants and personal identifiable information (PII) concerns, only general description is provided. Volunteers' ages ranged from 24 to 64 living in different parts of the country. Of the ten participants, nine self-identified as male-to-female (MTF) transgender and one affirmed as female-to-male (FTM) transgender. Nine of the participants claimed their race as White/Caucasian and one opted for more than one race. The average time spent in government service, to include the military, was 17 years, ranging from 3 to 31 years. Participants were accomplished professionals holding degrees in engineering, law enforcement, information and systems technology and the sciences. Four are in leadership positions, two in middle management-supervisory status and four were non-supervisory. To ensure their confidentiality was protected, participants' names, places of work,

or any other identifiable information is omitted during the analysis. Participants are coded as P1, P2, P3, etcetera. The codes assigned do not necessarily reflect the order of participation.

During the qualitative analysis, "the researcher becomes the instrument for analysis, making judgments about coding, theming, decontextualizing, and recontextualizing the data" (Nowell, Norris, White & Moules, 2017, p. 2). To conduct the qualitative portion of the study, the researcher developed a suitable interview protocol based on a large-scale review of transformational and diversity leadership literature and modification of interrogations from prior studies applying questions from FEVS to test transformational leadership behaviors and organizational outcomes. A field trial was conducted prior to the formal interviews to ensure the rationality and validity of the proposed interview questions. Additionally, the rubric was presented to two federal personnel research psychologists and a sociologist familiar with qualitative research and FEVS for their feedback. The questions were modified according to the recommendations from these professionals.

The participants are asked a total of ten questions that focused on their work experiences regarding their job satisfaction, work engagement, organizational commitment and opinions about leadership behaviors. The first two questions are designed to establish rapport with the participant and the remaining eight questions are more specific to the variables under study (leadership behaviors and work experiences). The data are gathered by the researcher through in-depth semi-structured interviews using video conference applications Skype and FaceTime. Each interview lasts approximately forty-five to sixty minutes scheduled at the participants convenience (*Interview Guide* can be found under Appendix F).

Analysis of Interviews

Several approaches are used to examine the qualitative data. First, notes of topics or themes that emerged repeatedly during the interviews are kept by the researcher to use as

possible codes. Next, the verbatim documents are methodically read line-by-line to identify words or phrases that would manifest essence in the data.

Interview transcripts analysis considers those arguments that would answer the research questions and strengthen the theoretical inclusive framework. During this cycle of the coding process the researcher seeks to identify codes that characterized the behaviors listed under transformational leadership behaviors (main independent variable) and employee's work experiences (dependent variables: job satisfaction, engagement, etc.). These codes (variables) are pre-selected based on the research questions, to represent each of the attributes categorized in the literature as transformational leadership behaviors, as well as constructs addressing organizational outcomes (e.g., job satisfaction, engagement, commitment and turnover intentions) and in accordance with the theoretical framework.

The manually reviewed transcripts and codes are imported in MAXQDA document depository or *Document System*. The *Code System* feature in MAXQDA is only used to identify key words (e.g., support/supportive, open, communication-behaviors) and themes (e.g., "very proud of my government service" – commitment; "I am very satisfied where I am at this point" – job satisfaction) related to the variables in the study. Additionally, in vivo codes and factual narratives are assembled from the data to gain better insight into participants' experiences with their leaders and personal comments regarding their organization. Dialogues that contained words advocating certain behaviors (e.g., honesty, support/supportive, transparency, satisfaction, engagement, etc.) are underscored and placed under each related code (e.g., transformational leadership, job satisfaction, engagement, commitment and turnover intentions). Additionally, themes from the interviews are tallied to look for patterns between the participants' statements and the behaviors identified under transformational leadership and its four subcodes (idealized

influence, intellectual stimulation, inspirational motivation, and individualized consideration). At the end of this process, a record of the behaviors is produced. The emergence of these behaviors starts to shape the answers to research questions (RQ) one and two.

RQ1. In what ways do transformational leadership behaviors contribute to an inclusive work environment?

The interview questions supporting RQ1 were:

5. *Tell me about your immediate supervisor. How do you feel he or she feels about your transgendered status*?

6. *Can you think of any instances where your leader has influenced others to feel in any particular way towards you*?

7. *Thinking about the traits and skills you feel are important in a supervisor, if you could select the perfect supervisor to work for, what would traits and skills would they possess*?

RQ2. To what extent do transformational leadership traits affect the work experiences and attitudes (job satisfaction, engagement and organizational commitment) of transgender employees?

The following questions of the interview are asked to address the work experiences and challenges of each participant:

3. *Tell me about your work experiences regarding (job satisfaction, engagement and organizational commitment)*

4. *What other specific challenges, if any, did you face or are still facing*?

Keeping in mind the overarching question of the study, transformational leadership behaviors as inclusion-oriented leadership, the researcher uses these questions to elicit profound thoughts about participants' relationship with their leader. Consequently, several fundamental

themes from the conversations related to transformational leadership are identified as well as the new inclusive quotient (New IQ). The interviewees are given flexibility to describe their leader's skills. This format facilitates further querying to clarify or elaborate on the response. Furthermore, it gives participants the opportunity to clearly establish the leadership traits they consider essential for diversity and inclusion and in the process, describe the impact these leadership behaviors had in their work experiences.

Only one question is asked to glean information regarding participants opinion about how to achieve or promote an inclusive environment:

9. *If you were the agency's director, what would you do to help your employees to become strong advocates for inclusion?*

Participants' responses and the integrated results from the quantitative and qualitative data provide answers to research question three and offered recommendations for future research.

Researcher Position and Bias

Creswell (2003) stated that "interpretations of the data always incorporate the assumptions that the researcher brings to the topic" (p. 83); therefore, this information provided as personal acknowledgement and rule out predispositions.

The researcher has over twenty years of government experience working as a full-time counselor, investigator in the fields of social services, housing, law enforcement and civil rights. This background experience coupled with education in public administration, leadership, cultural diversity and inclusion provide the abilities and expertise to complete this study. Additionally, as a federal employee since 2002, the researcher participated annually in the governmentwide survey (FEVS), and thus is familiar with the assessment.

At the time the study began, the researcher was employed by the Department of the Army. Shortly after, the researcher was recruited by the U.S. Office of Personnel Management (OPM). The researcher's duties included interviewing federal employees and addressing their equal employment rights. It was during this time the researcher became aware of the dilemma of transgender employees and decided to study the phenomena. While the researcher is not a member of the study population, the interest in equality and inclusion influenced the decision to study the subject.

Before the study started the researcher expected to gain a full understanding of the work experiences of transgender employees as it related to transformational leadership traits and consequently, an inclusive work environment. By using a mixed methods approach, the researcher would be able to remain open and flexible and consequently allowing a more holistic and factual view from the data. Additionally, during the qualitative phase of the study, the researcher expects volunteers to provide honest and clear responses which would be considered sincere and truthful.

Limitations to Validity and Reliability

There are two aspects in research to judge validity and reliability of a study: gathering of data and credibly presenting the findings (Bryman, 2006). While FEVS was not created to assess leadership styles, it adds reliability and validity to the study because it has gathered the data using the same methodology since 2010.

> The FEVS is an extremely valuable source of data for researchers in that the data are made available to the public, are released promptly, and can be used and shared by a large community of public management

researchers working on similar research topics (Fernandez, Resh, Moldogaziev, & Oberfield, 2015, p. 391).

While FEVS data provide insights into the work experiences of federal employees, it also has limitations. One of the biggest challenges is the quantitative data itself. According to OPM, the data results represent a "governmentwide snapshot" (FEVS 2012, p. 4) of civil service employees' perceptions of their agency (Fernandez et al., 2015). However, when providing raw data for public use (e.g., studies and research), the data collected is collapsed or grouped citing employees' individual protections. For instance, the sample of this study (transgender population) is clustered under the LGBT umbrella, thus preventing the researcher from obtaining an accurate number of transgender respondents. The threat to validity in this study involves the distinct sample, low representation and limited information available.

According to Creswell and Plano Clark (2011), in mixed methods research, validity consist of:

> …employing strategies that address potential issues in data collection, data analysis, and the interpretations that might compromise the merging or connecting of the quantitative and qualitative strands of the study and the conclusions drawn from the combination (p. 239).

The selection of a transformative sequential mixed methods design allows the researcher to increase the overall validity of the research. The actual accounts gathered from the interviewed participants together with the information from the FEVS provides a credible representation of their work experiences.

Ethical Consideration

During the study, every measure is taken to protect participants' identity. Review and approval from the University of Oklahoma's Institutional Review Board (IRB) is sought prior to

commencing the study. Ethical consideration follows the principles outline in the Belmont report (1979) regarding human subjects. Participants for the qualitative part of the study are provided clear information and instructions about the subject of the study and made aware that there was no monetary compensation of their participation. Interview volunteers are provided the name and contact information of the researcher and researcher's Chair, an introductory letter explaining the study, and an *Informed Consent* form in accordance with University of Oklahoma's IRB. Additionally, confidentiality and privacy agreements include statements regarding harm, benefit and choice of retracting from the study at any time.

Summary

The purpose of this mixed methods study is to examine the impact transformational leadership behaviors have on transgender employees' job satisfaction, as well as their engagement and commitment to the organization. To achieve this goal a transformative sequential design was selected. The 2015 FEVS is used as the quantitative data instrument followed by interviews with the study participants. A polychoric matrix is used to conduct the factor analysis to analyze the dependent and independent variables (job satisfaction, engagement and commitment, transformational leadership). The qualitative examination was completed using coding and thematic analysis. The following chapter will provide the findings of these processes along with the integration of the mixed methods.

CHAPTER IV

RESULTS

Introduction

The mixed methods transformative sequential design explores transformational leadership behaviors and the effect these behaviors have on transgender employees' work experiences (job satisfaction, engagement and commitment). Through quantitative data gathered from the 2015 FEVS and rich experiences provided by transgender participants during the interviews, this chapter will confer the findings associated with each of the methodologies, followed by the integration of the results to present a productive set of conclusions and recommendations in Chapter V.

Interpretation of the Findings

Collectively, the quantitative and qualitative data gathered during the study reveal several facts regarding the relationship between transformational and inclusive leadership traits and transgender and LGB employees/work outcomes (job satisfaction, engagement and commitment), some of which were not expected. Specifically, results show a strong association relating to these leadership behaviors and job satisfaction, consistent with previous research. The following explanations of the data provide a perspective on the impact of transformational leadership on transgender and LGB employees.

Quantitative Results

This study runs three multivariate regression models and one logistic regression model in order to examine the effects of transformational leadership on employee outcomes. While two main leadership variables are identified (transformational leadership (*f1*) and leadership factor 2 (*f2*)), the primary factor of interest is transformational leadership behaviors (*f1*). More importantly, two interaction terms (*lgbt_recode # c.f1* and *lgbt_recode # c.f2*) between the

leadership variables and employees' LGBT status are included in the models to ascertain differential impacts transformational leadership behaviors may have on LGBT employees, as compared to their heterosexual counterparts.

Job Satisfaction: The first model (table 8) shows that both leadership factors (e.g., transformational leadership (*f1*) and leadership factor 2 (*f2*)) are significant ($p < .000$) in positively influencing employees' overall job satisfaction, even though the degree of leadership factor 2 (*f2* (b=.106)) impact is considerably less than *f1*(b=.855).

Table 8. *Linear Regression for Job Satisfaction*

Number of obs. = 244508
F (10,244497) = 66121.11
Prob > F = 0.0000
R-squared = 0.6939
Root MSE = .39746

Job Satisfaction (sat_f1)	Coef.	Robust Std. Err.	t	P> | t |	[95% Conf.	Interval]
Transformational leadership (f1)	.8550882	.0011854	721.36	0.000	.8527649	.8574115
Leadership factor 2 (f2)	.1055059	.0013998	75.37	0.000	.1027623	.1082495
Supervisory status (dsuper_recode)	- .0012428	.0019938	- 0.62	0.533	- .0051507	.0026651
Employee sex/gender (dsex_recode)	- .0019966	.0016161	- 1.24	0.217	- .005164	.0011709
Employee federal tenure (tenure_recode)	.0136539	.0010455	13.06	0.000	.0116047	.0157031
Employee age group (age_recode)	- .0001441	.0008064	- 0.18	0.858	- .0017245	.0014363
Employee race/national origin (dminority_recode)	- .0197143	.0016952	- 11.63	0.000	- .0230369	- .0163917
Employee sexual orientation (lgbt_recode)	- .0789515	.0195611	- 4.04	0.000	- .1172907	- .0406124
Interaction term 1 (lgbt_recode # c.f1)	.018335	.0060728	3.02	0.003	.0064324	.0302375
Interaction term 2 (lgbt_recode # c.f2)	- .0058566	.0072963	- 0.80	0.422	- .0201571	.008444
Variables Constant (_cons)	.1434553	.0051641	27.78	0.000	.1333338	.1535769

It should be noted that these main leadership effects apply to only heterosexual employees' job satisfaction. An examination of the first interaction term (*lgbt_recode # c.f1*) suggests that transformational leadership behaviors have more positive effects on LGBT employees' job satisfaction than they do on heterosexual workers' job satisfaction (b=.873 (.855+.018), $p < .01$). This finding supports the first hypothesis (H1: Transformational leadership behaviors positively impact employees' job satisfaction. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees). In contrast, while leadership factor 2 (*f2*) has a positive coefficient (b=.106) and is statistically significant ($p < .001$) on heterosexual employees, its interaction term with LGBT group is not significant ($p = 0.422$). These results suggest that the effects of this second type of leadership factor on LGBT employees' job satisfaction is lower (b=.106 - .006), as compare to their heterosexual counterparts, although the difference is insignificant.

In terms of the effects of demographic factors on employees' job satisfaction, the tenure (*tenure_recode*) and minority (*dminority*) variables are statistically significant ($p < .000$). The longer tenure leads to a higher degree of job satisfaction (b= .014). Contrastingly, there is a significant negative relationship ($p < .000$; b= -.020) between job satisfaction and minority status. Namely, minority employees report lower job satisfaction than their non-minority colleagues.

It is also interesting to note that in the absence of transformational leadership factors, an employee LGBT status is negatively associated with job satisfaction (b= -.079, $p < .000$). This finding is consistent with prior research regarding this group. In 2014, the Merit System Protection Board (MSPB) published a report, *Sexual Orientation and the Federal Workplace*, based on the results of the 2012 FEVS. The findings showed LGBT employees FEVS responses

were lower (59.00%) than the heterosexual employees (65.00%). Jin and Park (2016) also found that LGBT employees were more likely to report lower levels of job satisfaction which may be caused by low work engagement (Pitts, 2009).

Engagement: The effects of transformational leadership (*f1*) and leadership factor 2 (*f2*) and their interaction terms with LGBT status (*lgbt_recode # c.f1 and c.f2)* are examined through a linear regression model to examine their effects on employee engagement. While both behaviors (*f1* and *f2*) are statistically significant ($p < .000$), the nature of its impact differs from the job satisfaction variable. According to the findings, transformational leadership (*f1*) positively influences employees' engagement (b= .536) for heterosexual employees; however, leadership factor 2 (*f2*) indicates a significant ($p < .000$) but negative impact on their job engagement (b= -024), namely, their engagement lessens. As mentioned in the previous chapter, the nature of this second leadership factor (*f2*) is not clear and thus a caution needs to be taken in substantively interpreting the effect.

The interaction term between transformational leadership and LGBT employee status is positive and significant (b= .24, $p < .000$), which means that transformational leadership behaviors have even more positive effects on LGBT employees' level of engagement (b= .536 + .024) than they do for heterosexual employees. This supports the second hypothesis of this study (H2: Transformational leadership behaviors positively impact employees' engagement. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees). As in the case of job satisfaction, the interactive relationship between leadership factor 2 (*f2*) and LGBT employee status (*lgbt_recode # c.f2*) is not significant ($p = .353$).

Table 9. *Linear Regression for Engagement*

Number of obs. = 237627
F (10,237616) = 18705.60
Prob > F = 0.0000
R-squared = 0.5092
Root MSE = .34789

Engagement (eng_f1)	Coef.	Robust Std. Err.	t	P> |t|	[95% Conf.	Interval]
Transformational leadership (f1)	.5357434	.0013287	403.22	0.000	.5331392	.5383476
Leadership factor 2 (f2)	- .0242053	.0012146	- 19.93	0.000	- .0265858	- .0218247
Supervisory status (dsuper_recode)	- .0005299	.0017713	- 0.30	0.765	- .0040015	.0029417
Employee sex/gender (dsex_recode)	- .0013698	.0014346	- 0.95	0.340	- .0041816	.001442
Employee federal tenure (tenure_recode)	.0284776	.0009343	30.48	0.000	.0266464	.0303089
Employee age group (age_recode)	.0006083	.000719	0.85	0.398	- .0008009	.0020175
Employee race/national origin (dminority_recode)	- .0034301	.001503	- 2.28	0.022	- .006376	- .0004842
Employee sexual orientation (lgbt_recode)	- .0946261	.0221802	- 4.27	0.000	- .1380987	- .0511534
Interaction term 1 (lgbt_recode # c.f1)	.0242605	.0068396	3.55	0.000	.0108552	.0376659
Interaction term 2 (lgbt_recode # c.f2)	- .006003	.0064659	- 0.93	0.353	- .018676	.00667
Variables Constant (_cons)	1.31478	.0052477	250.54	0.000	1.304495	1.325065

As far as the control variables, again, longer tenure is positively associated with employees' job engagement, while minority and LGBT status employees have a negative association with the engagement level.

Commitment: The results for the commitment model indicate positive and statistically significant results ($p < .000$) for both leadership factors (transformational leadership (*f1*) ($b= .407$, $p < .000$), leadership factor 2 (*f2*) ($b=.048$, $p < .000$)). This finding suggests that when

leaders possess transformational leadership behaviors, employees' commitment to the organization increases for heterosexual employees. For LGBT employees, the effects of transformational leadership behaviors on their level of commitment are greater (see the interaction term *lgbt_recode # c.f1*) between transformational leadership and LGBT status, b=.031, $p < .000$). Based on these results, the third hypothesis (H_3) of the study (Transformational leadership behaviors positively impact employees' commitment. Its impact is greater for lesbian, gay, bisexual and transgender (LGBT) employees, as compared to heterosexual employees) is supported. Nevertheless, just as with the other dependent variables (job satisfaction, engagement), leaders' behaviors related to leadership factor 2 are not significant or generate any additional positive effects on LGBT employees' commitment.

Absent these transformational leadership behaviors, however, the effects for LGBT status are negative and significant (b= - .103, $p < .000$) meaning LGBT status employees are less committed to the organization. Similarly, minority status is significant and negatively related to their commitment level (b= -.009, $p < .000$). These outcomes are consistent with studies (Avolio, et. al, 2004; Ismail, et. al, 2011) on the effects of transformational leadership on employees' organizational commitment. The remaining demographic variables (supervisory status, gender, age, and tenure) are not statistically significant in influencing employees' commitment. The linear regression results for commitment are captured on Table 10 below.

Table 10. *Linear Regression for Commitment*

Number of obs. = 244851
F (10,244840) = 13604.64
Prob > F = 0.0000
R-squared = 0.4694
Root MSE = .30167

Commitment (cmt_f1)	**Coef.**	**Robust Std. Err.**	**t**	**P> | t |**	**[95% Conf.**	**Interval]**
Transformational leadership (f1)	.4066598	.0012614	322.40	0.000	.4041876	.409132
Leadership factor 2 (f2)	.0478208	.0010779	44.36	0.000	.045708	.0499335
Supervisory status (dsuper_recode)	.000292	.0015068	0.19	0.846	- .0026612	.0032453
Employee sex/gender (dsex_recode)	- .0010073	.0012266	- 0.82	0.412	- .0034113	.0013968
Employee federal tenure (tenure_recode)	.0004287	.0007794	0.55	0.582	- .0010989	.0019563
Employee age group (age_recode)	.0010576	.0006144	1.72	0.085	- .0001466	.0022618
Employee race/national origin dminority_recode)	- . 0090675	.0012812	- 7.08	0.000	- .0115785	- .0065565
Employee sexual orientation (lgbt_recode)	- .1032793	.0219877	- 4.70	0.000	- .1463746	- .0601841
Interaction term 1 (lgbt_recode # c.f1)	.0311249	.0067648	4.60	0.000	.0178661	.0443837
Interaction term 2 (lgbt_recode # c.f2)	- .0072409	.0057296	- 1.26	0.206	- .0184709	.003989
Variables Constant (_cons)	1.622888	.0048355	335.62	0.000	1.613411	1.632366

Turnover Intentions: The turnover intention variable was examined as a dichotomous variable thus a logistic regression model was conducted. The table below presents the results of the model.

Table 11. *Logistic Regression for Turnover Intentions*

Number of obs. = 247972
Wald chi2 (10) = 27628.98
Log pseudolikelihood = -139566.58 **Prob > chi2 = 0.0000**
Pseudo R2 = 0.1007

Turnover intention (leave_recode)	**Coef.**	**Robust Std. Err.**	**Odds Ratio**	**z**	**P>|z|**	**[95% Conf. Interval]**	
Transformational leadership (f1)	-1.122685	.0071502	0.3254049	-157.01	0.000	-1.136699	-1.108671
Leadership factor 2 (f2)	-.0607343	.0058108	0.9410733	-10.45	0.000	-.0721232	-.0493453
Supervisory status (dsuper_recode)	-.0014845	.0114563	0.9985166	-0.13	0.897	-.0239384	.0209694
Employee sex/gender (dsex_recode)	-.0043166	.009283	0.9956927	-0.47	0.642	-.0225109	.0138777
Employee federal tenure (tenure_recode)	-.172065	.0061018	0.8419245	-28.2	0.000	-.1840243	-.1601056
Employee age group (age_recode)	.0008536	.004646	1.000854	0.18	0.854	-.0082525	.0099597
Employee race/national origin (dminority_recode)	.1574504	.0097119	0.8543192	-16.21	0.000	.1384155	.1764853
Employee sexual orientation (lgbt_recode)	.4035492	.110237	1.497129	3.66	0.000	.1874887	.6196098
Interaction term 1 (lgbt_recode# c.f1)	-.0792818	.0382292	0.9237796	-2.07	0.038	-.1542097	-.0043539
Interaction term 2 (lgbt_recode# c.f2)	.0459105	.0294685	1.046981	1.56	0.119	-.0118468	.1036677
Variables Constant (_cons)	2.509535	.0243431	16.85144	98.21	0.000	2.461824	2.557247

The outcomes in this model show that the presence of transformational leadership behaviors (*f1*) is less likely to be associated with employees' intention to leave among heterosexual employees (b= -1.12, p < .000). The interaction term between transformational leadership (*f1*) and LGBT (*lgbt_recode# c.f1*) status has a significant and negative impact (p= -.079, p < .000), indicating that the presence of transformational leadership behaviors further decreases employees' intention to leave among LGBT employees. This supports the fourth hypothesis of the study (H4: Transformational leadership behaviors negatively impact employees' turnover intentions. Its impact is greater for lesbian, gay, bisexual and transgender

(LGBT) employees, as compared to heterosexual employees). As is the case with some other dependent variables, leadership factor 2 behaviors are not meaningfully contributing to LGBT employees' intention to leave.

For demographic variables, longer tenure leads to lowering the likelihood of employees intending to leave their agencies. Interestingly, being minority is less likely to be associated with turnover intention, while being LGBT increases, without the presence of transformational leadership.

Qualitative Results

The interview data provide logical responses to the research questions and provide clarification and discernment into the work experiences (job satisfaction, engagement, commitment and turnover intentions) of the targeted (transgender) employees in relation to their direct leader (agency head, manager or supervisor). Furthermore, the participants were quick to emphasize the importance of positive leadership behaviors (e.g., respect, transparency, integrity) and agency support to create an inclusive and diverse work environment. While these results may have been skewed by the fact that most self-identified as transitioning from male-to-female (MTF) and nine identified their race/ethnicity as White/Caucasian, it corroborates the factors of transformational leadership as endorsed by Bass (1985).

During the conversations, the majority of the participants (80.00%) emphasized behaviors observed under *idealized influence* (honesty, integrity and respect) as important leadership traits as well as relating these behaviors to job satisfaction. P4, a senior manager in the federal government noted that she and her leader had "a deep respect for each other." Another theme emerging from the interviews is communication and dialogue. Bass (1985) stated that a leader's capacity to communicate the goals and priorities of the organization *inspires motivation*.

Additionally, an optimistic leader stimulates confidence in the follower, while lack of openness and ambiguity creates an environment of suspicion and skepticism (Asencio, 2016). During the interview, P10 stated "...[p]art of being a supervisor is being transparent. They (leaders) have to be transparent and have to be clear with expectations."

Themes such as openness, transparency and leading by example were brought up by several of the participants stressing that to have inclusion the leader needs to set the tone, speak with confidence and set a precedent of his or her commitment for inclusion. P4 explains that "leaders must lead by example, be open, educate and inform his employees to show his or her commitment." According to her statement, leaders who possess these traits empower followers to change the status quo. P6, provides the following example: "Our former admiral, who has now moved on, presented at the last LGBT Pride event. He was there all day long. He was totally on board and supportive." Likewise, P5 states that if leaders want "to hire the best, they need to have an open mindset and need to set the tone in the organization and make sure everybody understands it."

Traits such as being open and supportive are among the five habits of inclusion identified under the New IQ. Leaders who possess these leadership attributes encourage change in an organization by clearly communicating his or her vision of inclusion (Paalberg & Lavigna, 2010).

Leaders can stimulate employees' creativity and innovation by being open, accessible and inclusive (Carmeli, Reiter-Palmon & Ziv, 2010). Participants manifested *intellectual stimulation* as being appreciated for their talents and expertise. It was a topic that most participants were adamant about and according to their statements, their job satisfaction, engagement and commitment to the agency depended on it. P3 argues, "I would leave if my skills and talents

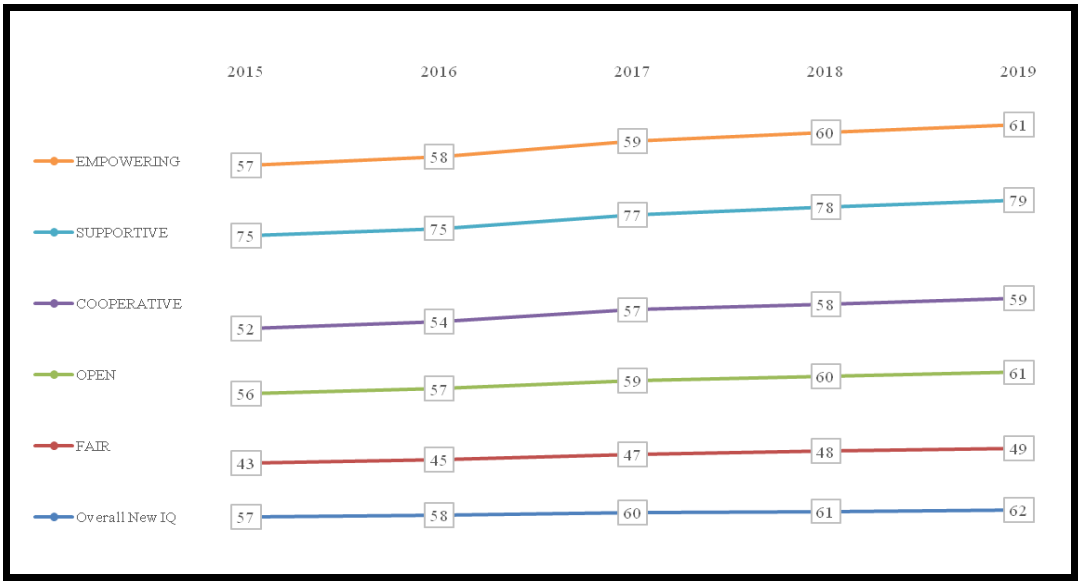
weren't seen and utilized." Additionally, leaders who collaborate and recognize his or her workers' talents, invite them to provide new ideas and involve them in problem solving, promote innovation and a culture of positive work experiences (Choi, Tran & Park, 2015). P7, maintains that, while it did not pay a lot, she transferred to a job related to her master's thesis, because it increased her job satisfaction, "I never knew this could happen so I'm very happy right now with my job."

Of the leadership behaviors mentioned in the interviews, transformational leadership traits such as support (65.7%), open (19.6%), communication (8.6%), honesty and transparency (5.1%) and fairness (1.0%) were highlighted by participants as leadership behaviors they considered critical for an effective inclusive environment. For some, just knowing that the leader's goal was to have the right people in place to accomplish the agency's mission, regardless of their sex or sexual orientation, encouraged them to stay in the organization thus increasing the contentment to their jobs. P8 indicates that her manager placed a lot of trust in her ability to perform her job for which she felt "honored." P4 states she felt like she had been "95-99% treated with respect and dignity, supported and allowed to do my job." Likewise, P6 describes her manager as "very empathetic." She (P6) was extremely excited when she described her manager's involvement in the Pride (LGBT) event and for his apology for being late. She said he told her he wanted to show his support and reassure her that "we've got your back."

Supervisory support is not only a significant trait of transformational leadership but is also identified under the New IQ. According to the 2015-2019 FEVS government-wide reports, approximately 70.00% of all respondents selected *support* as the most important of the inclusion

elements (OPM, 2019). Figure 3 below provides a five-year trend of the inclusive behaviors (New IQ) as identified by FEVS participants across government agencies.

Figure 3. *FEVS New IQ 5-Year Trend* **(**OPM)



Transformational leadership includes management support and encouragement to each, individual follower. These characteristics of transformational leadership found under individualized consideration have been suggested or referred to as supportive leadership (Wang & Howell, 2012) and consideration leadership (Chen, Hwang, & Liu, 2009). These authors found that behaviors (e.g., supportive, mentoring, empowering) under individualized consideration positively related to followers' satisfaction, commitment and trust. The participants/interviewees of this study provide responses validating the fact that a leader who shows concern and support for the employee's needs (support was mentioned 90 times) and wellbeing earns employees' trust, respect and loyalty consequently improving the subordinate's morale, engagement and satisfaction (Asencio & Mujkic, 2016; Cho & Lee, 2011; Cho, Park, & Michel, 2011; Cho, 2008; Bass, 1985; Avolio & Bass, 1995; Bass & Avolio, 1994). P7's account of her experience with her manager may explain it best; she calls her leader "her ally."

She said she confided in her (manager) and expressed to her she (participant) was afraid of discrimination and harassment in the Agency to which her manager responded:

> I am here to support you. You have every right to be whoever you want to be. If you receive any negative comments at any point, come to me because we will shut it down. I will not put up with that. I have learned to appreciate the culture we have in this organization and we need to increase this diversity.

The skills identified by participants (openness, respect, trust, honesty, integrity, support) align not only with the idealized influence, intellectual stimulation inspirational motivation and individualized considerations factors of transformational leadership (f1) but also match the behaviors posited in the conceptual inclusive leadership theoretical framework (*See* Figure 1, Chapter II).

While most participants expressed satisfaction with their leader, some interviewees complained about peer related exclusion (e.g., bathroom issues, and being excluded from a religious employee resources group (ERG). In spite of that, participants clearly establish the leadership traits they considered essential for diversity and inclusion and in the process, also describe the impact these leadership behaviors have in their work experiences. P10 offers the following response regarding job satisfaction: "Really, job satisfaction comes mostly from who you work with, more so than what you do."

For transgender employees, having a supportive and empathetic manager certainly impacts their work experiences including their commitment to the organization, tenure and/or the intention to leave. P8 claims she worked for the same organization for thirty years. She explains she informed the agency of her plans to transition (from male to female):

> They treated me exceedingly well when I told them what I was going to do. A woman in HR told me (I didn't even know her) she'd put her job on the line before she'd allow the company to discriminate against me in any form.

P5 points out that while a leader must lead by example, he or she should take "specific steps to educate and inform; talk openly about inclusivity and diversity and the values and benefits it brings to the organization."

Mixed Methods Results (Integration)

The integration of the surveys and interviews data in this transformative mixed methods investigation is intended to look closer into the leadership environment of transgender employees from the perspective of transformational leadership. The collected data yielded interesting results. Since FEVS clustered transgender employees under the umbrella of LGBT, the quantitative data used the LGBT as sample. This quantitative data suggested that while both identified leadership factors (transformational leadership (*f1*) and leadership factor 2 (*f2*)) are statistically significant and positively related to LGBT's overall job satisfaction, leadership factor 2 impact was not as significant.

The qualitative data supported the quantitative results and the proposed theoretical model. The qualitative results indicated that most of the participants were satisfied with their jobs because they had a supportive leader. Participants identified support, consideration, empathy and honesty as desirable behaviors from a leader. According to their statements, their work engagement and commitment to the organization highly depended on having a supportive leader and only mention leaving the organization (turnover intention) if their abilities and skills are not used or if being bullied or facing discrimination.

While the quantitative and qualitative data support the inclusion leadership model, we have to consider certain biases. For example, there were very few participants' comments, if any, that spoke negative about their leader. This could be attributed to the small sample in the qualitative analysis and the lack of diversity of the participants; namely, most (90.00%) were Caucasian as well as male-to-female transgender. Additionally, most participants had been in their jobs prior to transitioning (from male-to-female) which may account for their colleagues' acceptance and collaboration. As P10 stated:

> I was a white male, I had white privilege, male privilege, cis (non-transgender) privilege, and now, I've given up the male on the cis, but I'm fortunate because we interpret the present based upon the past.

Summary

The mixed methods exploration into transformational leadership as an inclusive model produced encouraging results. It provides the context needed to describe the effects transformational and inclusive leadership have on transgender and LGB employees. Furthermore, the theoretical standpoints under transformative design (e.g., disparate treatment, discriminations and social inequities) of the mixed methods applied in this study is highlighted and supported by the absence of racial and gender diversity and confirmed by participants' claims of fearing discrimination in the workplace. The significant quantitative results together with the qualitative data gathered from the intended sample (transgender) provides strong support the theoretical model. Basically, these findings suggest that transformational leadership reconciles the skills necessary to create an environment where transgender and LGB employees can work and perform to the best of their abilities.

The next chapter provides conclusions, challenges and/or limitations encountered, implications for current leadership theories and recommendations for future research.

CHAPTER V

DISCUSSION

Introduction

The main purpose of this research is to investigate the effects of transformational leadership as the foundation for an inclusive leadership model. Specifically, the study examines (1) ways transformational leadership behaviors contribute to an inclusive work environment; (2) the extent transformational leadership traits affect the work experiences (job satisfaction, engagement and organizational commitment) of transgender and LGB employees; and based on the results, (3) identifies specific norms and policy changes necessary to create a genuinely all-inclusive, diverse and productive workforce.

This mixed-methods study uses the philosophy of transformational leadership as theorized by Burns (1978) and Bass (1985) to identify the behaviors conducive for inclusive leadership. The amalgamation of the quantitative and qualitative outcomes postulates a productive interpretation of the results. The following segments in this chapter will provide an overview and significance of the findings, limitations, recommendations for future research, implications and conclusion.

Overview and Significance of the Findings

Overall, the result from this research reveals the value transformational leadership behaviors on employees' job satisfaction, engagement and commitment to the organization. Particularly, the study found these behaviors are pivotal to transgender and LGB workers' idea of an inclusive environment.

The quantitative results indicate that transformational leadership behaviors (inspirational motivation, idealized influence, intellectual stimulation and individual consideration) are a strong predictor of employees' overall satisfaction and have an even a higher impact on transgender and

LGB workers' job satisfaction. The findings are similar for the engagement, commitment and turnover variables. These findings are consistent with previous leadership studies (Avolio & Bass, 1995; Bass, 1985; Bass, 1998; Seltzer & Bass, 1990; Stone, Russell & Patterson, 2004) in which transformational leadership was highly effective on employees' development and job satisfaction.

The results of the qualitative analyses reveal some meaningful relationship between transformational leadership behaviors and transgender employees that was not directly examined in the quantitative models. The data from the interviews provide a deeper understanding of the impact of transformational leadership behaviors on the target population. Participants' testimonies support the conclusions from the quantitative data and are emphatic about their work experiences and expectations of a diverse and inclusive environment. Moreover, participants stressed behaviors displayed under the New IQ (supportive, open, communicative, collaborative and fair) as necessary leadership skills and as vital to changing the organization.

Lastly, the general findings of this research lend support to previous research suggesting transformational leadership as a model for effectively managing a diverse workforce and ideal for an inclusive leadership paradigm (Asencio & Mujkic, 2016; Bacha & Walker, 2011; Echols, 2009; Ismail et al, 2011; Kearney & Gebert, 2009; Sabharwal, 2014). Likewise, the results reinforce the idea that transformational and inclusive behaviors, such as support, respect and trust, foster job satisfaction and engagement in employees, particularly transgender and LGB personnel (Asencio & Mujkic, 2016; Jin & Park, 2016; Sabharwal, 2014).

Limitations

As with all research, this study faces challenges and limitations. First and foremost, the target population is not easily accessible. Even though the author invested substantial amounts

of time and effort to recruit participants via social media, community groups and LGBT organizations, the efforts to survey transgender employees did not produce a large number of participants; however, the attempts yielded a reasonable number of volunteers for the qualitative phase. Next, as stated in chapter III, the quantitative analysis is limited to a secondary dataset; to be precise, the 2015 FEVS. This survey instrument (FEVS) measures employees' perception of their organization and leader and not leadership skills; therefore, the results were reliant on prior research using the FEVS to measure transformational transactional leadership, contingent reward and individualized consideration (Asencio, 2016; Asencio & Mujkic, 2016). Furthermore, while FEVS surveys most of the federal workforce, the 2015 FEVS did not separately examine the transgender employees from the LGB group.

The participants for the qualitative phase presented additional limitations to the study. First, according to the information obtained from FEVS analysts (on condition of anonymity), the LGBT population in 2015 accounted for 3.0% (11,094) of the total workforce (421,748) who participated in the FEVS; transgender employees represented less than 0.05%. Despite this and citing possible violations to personally identifiable information (PII), OPM would not release the sample data, therefore participants were not pulled randomly from the FEVS data. Ten federal employees who self-identified as transgender volunteered to be interviewed instead. This qualitative sampling process might have introduced certain biases to the findings. Finally, the small sample coupled with the lack of diversity in the interviewee group (90.0% were Caucasian and 90.0% male-to-female transgender) impacted the generalizability of the findings.

Recommendations for Future Research

As indicated in chapter I, leadership studies evaluating the management and work experiences of transgender and LGB are limited. Moreover, there is insufficient, if any, research

on the impact of leadership behaviors on racially diverse transgender and LGB employees. Therefore, grounded on the results of the data analysis and limitations of this study, this researcher provides the following recommendations for future research. While the current research focused on federal transgender and LGB employees, future studies should broaden the sample outreach efforts to the private sector then compare the results to the federal transgender and LGB employees' work experiences. Additionally, the research method for collecting data and/or interviews should include questions for managers and leaders. Perhaps managers and leaders should be asked to take the Multifactor Leadership Questionnaire™ (MLQ) developed by Bass and Avolio (1989), which measures attributes of transformational and transactional leadership. A mixed method approach should be adopted to conduct the research where the survey instrument is followed by interviews with this group (managers and leaders) to query their own (managers and leaders) perceptions and attitudes towards diversity and inclusion and transgender and LGB employees. The results from this style of research could provide guidance to policy makers and leadership institutions to adapt and/or modify diversity and inclusions strategies, programs, and trainings.

The lack of racial and gender (90.0% were Caucasian and male-to-female) diversity in the transgender sample in this study sample should also be investigated. For example, do leaders' behaviors contribute to racially diverse transgender and LGB employees' job satisfaction? How do racially diverse transgender and LGB employees perceive transformational leadership skills? Do they see these behaviors as favorable and inclusive? If so, why? Furthermore, transgender and LGB employees' work environment should be assessed, specifically, is the work environment inclusive and diverse, or do racially diverse transgender

and LGB employees experience higher degree of discrimination when compared to their non-racially diverse (transgender and LGB employees) counterparts?

Finally, future research should also explore the different work experiences concerning transgender male-to-female employees as well as the female-to-male workers. According to statements from some of the interviewees they did not have problems at work prior to their transitioned from male-to-female because they were "white male, had white male privilege" (P10) however, [she] now understands the plight of women in the workplace. Consequently, with this comment in mind, a qualitative research may ask: how were you received/treated when you returned to work after your transition? Were you accepted by your leader and co-workers? When decisions were made, did your opinion count? Did you have support from management? Additionally, future studies, possibly a longitudinal research, should also investigate the experiences of male-to-female transgender before and after the transition then compare the results to the work experiences of female-to-male transgender employees. According to Abelson (2014), the experiences of male-to-female transgender are different and could also be dangerous.

Implications

This study is valuable for various reasons. First, it contributes to the transformational and inclusive leadership research and literature and promotes the proposed theoretical model of this research. The findings show that leadership behaviors such as supportiveness, fairness, open/transparency, good communication, honesty and empowerment positively affected employees' job satisfaction, engagement and commitment to the organization. Second, it reveals that transgender, as well as LGB employees are less satisfied, engaged or committed absent these leadership behaviors; therefore, it contributes to the literature regarding transgender and LGB employees' experiences in the workplace validating Lewis and Pitts (2015) and Jin and Park's (2016) conclusions. Lastly, and most importantly, the study is unique or at least among the first

to qualitatively explore the impact transformational and inclusive leaders' behaviors have on transgender and LGB employees' contentedness with their job.

The results of this study authenticate the need for the development and reimplementation of significant inclusive policies such as Executive Order 13583 (2011) that required federal agencies to institute proposals to promote diversity and inclusion in the federal workforce, equal opportunity and practical leadership education training modules. OPM *Changing the Game of Diversity and Inclusion in the Federal Government* (2012) course that teaches about the New IQ's five habits of inclusion (fair, open, cooperative, supportive, empowered). Another valuable training module is the *Privilege Walk Activity* adapted from McIntosh (1988) essay on white privilege are good examples of interactive training. OPM policy guidance regarding the employment of transgender individuals in the federal workplace (2014) need to be widely disseminated and enforced. P4 cites this guidance claiming that when she transitioned there was clear advice, which help her leader "do the right thing." She added, the guidance:

> …[m]ade things a lot smoother for everybody as he could set the tone, he could speak with confidence, and when people look to him for guidance, he had guidance he could provide. So, it's very helpful to have that written policy, written guidance.

Conclusions

This research set out to illustrate transformational leadership behaviors as cornerstones for an inclusive leadership model. Specifically, it investigates the way these leadership behaviors impact transgender employees job satisfaction, engagement, commitment to the organization and turnover intentions. Furthermore, it contrasts the impact these behaviors have on LGBT group and their heterosexual counterparts. The outcomes of the quantitative and

qualitative data analysis confirm that transformational leadership effectively mediates LGB and transgender employees' work experiences while counteracting their intentions to leave the organization. Furthermore, interview participants strongly reinforce the role of transformational leaders stressing the need for leaders who are honest, trustworthy, empathetic, supportive and committed to an inclusive work environment.

Finally, this leadership study is appropriate considering the recent events happening throughout the country such as, the Supreme Court affirmation of the Civil Rights Act (Title 7) as a venue for LGBT employees to file discrimination complaints and the negative changes in policies and protections (e.g., allowing social and human services agencies who are federally funded to discriminate against LGBTQ (NBC, Avery, 2021). Likewise, it broadens the understanding of how transformational leaders, for better or for worse, influence followers to bring about major change.

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APPENDIX A

Initial Approval Letter

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Exempt from IRB Review – AP01

Date: February 19, 2019 **IRB#:** 10363

Principal Investigator: Yasmin Rosa **Approval Date:** 02/19/2019

Exempt Category: 2

Study Title: Transformational [Leadership] Behaviors as Catalyst to Inclusive Leadership: A Mixed Methods Study on Leadership and Work Experiences of Transgender Employees In The Federal Government

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,

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

APPENDIX B

IRB Approval of Study Modification



Institutional Review Board for the Protection of Human Subjects

Approval of Study Modification – Expedited Review – AP0

Date: July 18, 2019 **IRB#:** 10363

Principal Investigator: Yasmin Rosa **Reference No: 694006**

Study Title: Transformational [Leadership] Behaviors as Catalyst to Inclusive Leadership: A Mixed Methods Study on Leadership and Work Experiences of Transgender Employees In The Federal Government

Approval Date: 07/18/2019

Modification Description:
Due to the low number of participants taking the pre-interview survey and available to interview, the approved survey instrument, on-line consent form and recruitment materials will be modify to include the LGBTQ group regardless of place of employment (not only Federal trans employees). The purpose is to cast a wider net to increase participants.

The review and approval of this submission is based on the determination that the study, as amended, will continue to be conducted in a manner consistent with the requirements of 45 CFR 46.

To view the approved documents 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.

If the consent form(s) were revised as a part of this modification, discontinue use of all previous versions of the consent form.

If you have questions about this notification or using iRIS, contact the HRPP office at (405) 325-8110 or irb@ou.edu. The HRPP Administrator assigned for this submission: Nicole A Cunningham.

Cordially,

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

APPENDIX C

Recruitment Templates

Recruitment Methods and Materials

The study will recruit volunteer employees across Federal government agencies who identify themselves as transgender male or transgender female, regardless of occupation, educational level or tenure for the qualitative phase. Invitations. announcements and emails advertising to the study will contain the researcher, professor and IRB's contact information such as email and telephone number, along with relevant information regarding the purpose of the study and instructions on how to participate. If necessary, participants who express interest in the study will be asked to disseminate the recruitment notice (e.g., peer esteem snowballing sampling) through their networks.

Contact Email for Organization:

Dear [Organization],

My name is Yasmin Rosa and I am a doctoral candidate at the University of Oklahoma, Norman Campus. I am currently working on my dissertation which focuses on the effects of inclusive leadership on transgender [federal] civil servants. Particularly, it will focus on how the behaviors of individuals in leadership positions impact transgender employees' job satisfaction, as well as their engagement and commitment to the organization. I am personally interested in the study as I am a firm believer of a healthy, safe and equitable work environment for all. I am confident that knowledge and understanding of the factors contributing to and/or influencing transgender employees' work experiences may improve leadership constructs to better address diversity management and real inclusion in organizations.

Attached you will find more information regarding this research, as well as my contact information. If you think the study may be of interest to you and others in your organization, I will greatly appreciated if you could disseminate the information through your networks. Additionally, I am available to answer any questions or concerns regarding the study. I could be reached via email at Yasmin.A.Rosa-1@ou.edu, or in person.

Thank you very much for your time and support.

Sincerely,

Yasmin A. Rosa

Reply to Interest in Research

Dear [Participant's first name],

Thank you very much for your interest in the study. Below you will find a link to the Pre-interview survey which will ask questions you may have already experienced/answered in FEVS. Additionally, I am enclosing a consent form for your review and signature and providing dates, times and preferred venues

IRB APPROVED
IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

for the interview. The interview may take between 45-60 minutes to complete. Please respond with your preference and selected date and time.

[Space reserved for List of available Dates and Times for Interviews]

Interview Options

_____ Secure Conference Room

_____ Other Location

_____ Electronic Media**

_____Phone

_____Skype

_____Face Time Interview

** The signed consent form must be received **prior** to the interview. Please email the signed consent form to yasmin.a.rosa-1@ou.edu. Additionally, if you have questions or concerns, you may contact me at any time.

IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

The UNIVERSITY of OKLAHOMA

Researcher: Yasmin A. Rosa, Doctoral Candidate

DISSERTATION STUDY:

Transformational Leadership: The Catalyst to Inclusion

I am investigating the impact of leadership behaviors on transgender employees in the Federal government

ARE YOU…..

- A current or former federal employee?
- Do you identify as transgender?
- Are you 21 years of age or older?

Participation Includes a 15-20 Minutes ***Pre-Interview Survey*** and a 45-60 Minutes ***Interview***



Use Your Smart Phone To Scan This QR Code For More Information

Scan me

IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

APPENDIX D

Outreach Letter to Organization

Dear ,

My name is Yasmin Rosa and I am a doctoral candidate at the University of Oklahoma, Norman Campus. I am currently working on my dissertation which focuses on the effects of inclusive leadership on transgender [federal] civil servants. Particularly, it will focus on how the behaviors of individuals in leadership positions impact transgender employees' job satisfaction, as well as their engagement and commitment to the organization. I am personally interested in the study as I am a firm believer of a healthy, safe and equitable work environment for all. I am confident that knowledge and understanding of the factors contributing to and/or influencing transgender employees' work experiences may improve leadership constructs to better address diversity management and real inclusion in organizations.

Attached you will find more information regarding this research, as well as my contact information. If you think the study may be of interest to you and others in your organization, I will greatly appreciate if you could disseminate the information through your networks. Additionally, I am available to answer any questions or concerns regarding the study. I could be reached via email at Yasmin.A.Rosa-1@ou.edu, or in person.

Thank you very much for your time and support.

Sincerely,

Yasmin A. Rosa

IRB NUMBER: 10363 1
IRB APPROVAL DATE: 02/19/2019

APPENDIX E

Consent Form

701-A-1

Signed Consent to Participate in Research

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

I am Yasmin A. Rosa from the Graduate College; Interdisciplinary Studies Department and I invite you to participate in my research project entitled *Transformational [Leadership] Behaviors as Catalyst to Inclusive Leadership: A Mixed Methods Study on Leadership and Work Experiences of Transgender Employees In The Federal Government*. This research is being conducted at the Norman Campus. You were selected as a possible participant because you are a Federal employee who has self-identified as Transgender. You must be at least 21 years of age to participate in this study.

Please read this document and contact me to ask any questions that you may have BEFORE agreeing to take part in my research.

What is the purpose of this research? The purpose of this research is to gather and analyze data regarding the effects of inclusive leadership on Federal civil servants who self-identify as Transgender. Particularly, the study will focus on how the behaviors of individuals in leadership positions impact Transgender employees' job satisfaction, as well as their engagement and commitment to the organization.

How many participants will be in this research? Given that the research is a mixed-methods study, the quantitative part will include approximately 422 Transgender employees (a subset of the 11,094 LGBT respondents) who contributed to the 2015 Federal Employee Viewpoint Survey (FEVS). The qualitative phase aims to recruit approximately 30 volunteers from the 422 employees who self-identified as Transgender to take part in this research.

What will I be asked to do? If you agree to be in this research, you will be asked to partake in an interview, preceded by an on-line survey. During the interview you will be asked a series of questions about your perception of leadership behaviors and practices, and how these perception(s) impact your job satisfaction, engagement and commitment to the organization. The pre-interview survey includes questions that parallel those asked the Federal Employee Viewpoint Survey (FEVS).

How long will this take? Your participation will take approximately 1.5 to 2 hours of your time (explanation and signing of *Consent Form* – 5-10 minutes; pre-interview (on-line) survey – 15-20 minutes and the interview – 45-60 minutes).

What are the risks and/or benefits if I participate? While there is no foreseeable risk, you could be identified due to the demographic questions being answered and various answer combinations; however, this risk is reduced since survey data will be reported in the form of statistics and individual information will not be included in reports. If at any time during the interview you experience discomfort or emotional distress, the researcher will offer comfort at which time you can pause or withdraw from the study without penalty. Additionally, there are no benefits associated with your participation in this study.

Will I be compensated for participating? You will not be reimbursed for your time and participation in this research.

Who will see my information? In research reports, there will be no information that will make it possible to identify you without your permission. Research records will be stored securely and only approved researchers and the OU Institutional Review Board will have access to the records.

You have the right to access the research data that has been collected about you as a part of

IRB NUMBER: 10363
APPROVAL DATE: 02/19/2019

this research. However, you may not have access to this information until the entire research has completely finished and you consent to this temporary restriction.

Do I have to participate? No. 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.

Will my identity be anonymous or confidential? Your name will not be retained or linked with your responses unless you specifically agree to be identified. Please check all of the options that you agree to:

I agree for data records to include my identifiable information. ___Yes ___ No

I agree to being quoted directly. ___ Yes ___ No

I agree to have my name reported with quoted material. ___Yes ___ No

I agree for the researcher to use my identifiable data in future studies. ___Yes ___ No

What will happen to my data in the future?

After removing all identifiers, we might share your data with other researchers or use it in future research without obtaining additional consent from you.

Audio Recording of Research Activities To assist with accurate recording of your responses, the interview may be recorded on an audio recording device. The audio files from the interview will be transcribed by a 3rd person not associated with the research. The transcriber will be asked to sign a confidentiality agreement prior to receiving the file. You have the right to refuse to allow such recording without penalty.

I consent to audio recording. ___Yes ___ No

Who do I contact with questions, concerns or complaints? If you have concerns or complaints about the interview, the student/interviewer conducting this study can be contacted at (571) 969-9056 or email at Yasmin.A.Rosa-1@ou.edu. You can reach my advisor, Dr. Meeyoung Lamothe at mlamothe@ou.edu or by phone at (405) 325-2061.

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).

You will be given a copy of this document for your records. By providing information to the researcher(s), I am agreeing to participate in this research.

Participant Signature	Print Name	Date
Signature of Researcher Obtaining Consent	Print Name	Date



IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

APPENDIX F

Interview Guide

Pre-Interview Introduction:

Thank you for agreeing to participate in my study. I'd like to find out more about your experiences at work. I'm specifically looking at how individuals in leadership positions have impacted your job satisfaction, your work engagement and your feelings of commitment your organization[1].

The questions I ask will focus on your individual experiences related to your job satisfaction, your work engagement, and your feelings of organizational commitment. While your responses are very important to the study, I would ask you to be keep them brief and relevant (5 minutes per question) to ensure we can cover every question.

Questions regarding the subject of the study:

1. First, I'd like to know more about you as a person. What are important things I should know to understand you and your views better?

2. "You indicated you are currently employed in public service sector. What factors influenced your decision to work in the public service or government?

Probes: Have you previously worked in the private sector?

3. Tell me about your work experiences that influenced how you feel about your job and workplace. I'm specifically interested in what experiences affected your:
   a) job satisfaction
   b) work engagement
   c) commitment to your organization

   Probe: Do you feel your experience(s) are related to your being transgendered?

4. What other specific challenges, if any, did you face or are still facing in your organization as a result of being transgendered? Are there any benefits to being transgender in your workplace?

5. Tell me about your immediate supervisor. How do you feel he or she feels about your transgendered status?

6. Sometimes supervisors can influence how individuals are perceived by others. Can you think of any instances where your leader has influenced others to feel in any particular way towards you?
   Probe: How did you feel about your supervisor's actions?

[1] Definitions may be found on page 2.

IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

7. Thinking about the traits and skills you feel are important in a supervisor, if you could select the perfect supervisor to work for, what would traits and skills would they possess?

Probe: What traits/skills does your current supervisor possess?

8. Sometimes people think about leaving their job. What would cause you to resign from your current agency?

9. If you were the agency's director, what would you do to help your employees to become strong advocates for inclusion?

10. In reflecting on the goals of this study – how supervisors and leaders influence your job satisfaction, work engagement and commitment to your organization, is there any other information you would like to add or share?

Definition of terms:

Job satisfaction - a positive feeling the individual has or perceives from his or her work experience

Engagement - employee's sense of purpose

Organizational commitment - the emotional connection and attitude an employee has for the institution because they can identify with its (organization) goals and values

IRB APPROVED
IRB NUMBER: 10363
IRB APPROVAL DATE: 02/19/2019

APPENDIX G

Approval of use of OU Logo

RE: Recruitment materials.

Canon, Denise

Tue 3/26/2019 1:27 PM

To:Rosa, Yasmin A. <Yasmin.A.Rosa-1@ou.edu>;

2 attachments (598 KB)

InterlockingOU201.eps; InterlockingOU201.pdf;

Hi Yasmin~

Attached is the interlocking OU for use only as described below. If you need to use the logo in any other way, please send an example of its use for further review.

Please let me know if you need anything else.

Thanks~

Denise Canon
Graphic Designer
Public Affairs
The University of Oklahoma
325-1701 | dcanon@ou.edu

-----Original Message-----
From: Public Affairs <pubaffairs@ou.edu>
Sent: Tuesday, March 26, 2019 9:38 AM
To: Canon, Denise <dcanon@ou.edu>
Cc: Public Affairs <pubaffairs@ou.edu>
Subject: FW: Recruitment materials.
Importance: High

Thanks,
Angela

-----Original Message-----
From: Rosa, Yasmin A. <Yasmin.A.Rosa-1@ou.edu>
Sent: Tuesday, March 26, 2019 7:46 AM
To: Public Affairs <pubaffairs@ou.edu>
Cc: Rosa, Yasmin A. <Yasmin.A.Rosa-1@ou.edu>

Subject: Recruitment materials.
Importance: High

Good morning.

I am a doctoral candidate at OU's Graduate Department, Extended Campus Europe. My study was recently approved by IRB and I am seeking guidance and approval for use of OU's logo in the "marketing" flyer (pg. 3 of enclosed attachment). Due to the sensitivity of the sample group, I need to make sure the flyer and other marketing materials look official. Please advise.

I look forward to hearing from you.

Respectfully,

Yasmin Rosa
Ross2812

APPENDIX H

FEVS Demographic Data Questions and Values

Q.#	VARIABLE	ITEM TEXT	DATA VALUE AND LABEL	
85	DSUPER	What is your supervisory status?		
			A	Non-Supervisor/Team Leader
			B	Supervisor/Manager/Senior Leader
86	DSEX	Are you:		
			A	Male
			B	Female
87	DMINORITY	Minority status		
			1	Minority
			2	Non-minority
88	DFEDTEN	How long have you been with the Federal Government (excluding military service)?		
			A	5 or fewer years
			B	6-14 years
			C	15 or more years
89	DLEAVING	Are you considering leaving your organization within the next year, and if so, why?		
			A	No
			B	Yes, to take another job within the Federal Government
			C	Yes, to take another job outside the Federal Government
			D	Yes, other
90	DAGEGRP	What is your age group?		
			A	Under 40
			B	40-49
			C	50-59
			D	60 or older
91	DLGBT	Do you consider yourself to be one or more of the following? (mark as many as apply)		
			0	Heterosexual or Straight
			1	Gay, Lesbian, Bisexual, or Transgender
			2	I prefer not to say

APPENDIX I

2015 FEVS Report Governmentwide Respondent Demographic Characteristics

Appendix D: Governmentwide Respondent Characteristics

	Number Responded	Percentage
Work Location		
Headquarters	156,969	39%
Field	241,047	61%
Supervisory Status		
Non-Supervisor	262,018	65%
Team Leader	53,511	13%
Supervisor	52,669	13%
Manager	24,425	6%
Senior Leader	8,076	2%
Gender		
Male	205,866	52%
Female	189,512	48%
Ethnicity		
Hispanic/Latino	34,074	9%
Not Hispanic/Latino	357,460	91%
Race/National Origin		
American Indian or Alaska Native	8,403	2%
Asian	18,755	5%
Black or African American	60,497	16%
Native Hawaiian or Other Pacific Islander	2,486	1%
White	274,753	72%
Two or more races	14,519	4%

For Excel version click here

Appendix D: Governmentwide Respondent Characteristics (continued)

	Number Responded	Percentage
Highest Level of Education Completed		
Less than High School	415	0%
High School Diploma/GED or equivalent	19,471	5%
Trade or Technical Certificate	9,624	2%
Some College (no degree)	60,499	15%
Associate's Degree (e.g., AA, AS)	31,501	8%
Bachelor's Degree (e.g., BA, BS)	136,286	34%
Master's Degree (e.g., MA, MS, MBA)	98,552	25%
Doctoral/Professional Degree (e.g., Ph.D., MD, JD)	41,166	10%
Pay Category		
Federal Wage System	12,724	3%
GS 1–6	22,098	6%
GS 7–12	167,199	42%
GS 13–15	162,989	41%
Senior Executive Service	5,728	1%
Senior Level (SL) or Scientific or Professional (ST)	1,546	0%
Other	25,733	6%
Time in Federal Government		
Less than 1 year	6,061	2%
1 to 3 years	28,371	7%
4 to 5 years	41,255	10%
6 to 10 years	88,183	22%
11 to 14 years	57,014	14%
15 to 20 years	49,014	12%
More than 20 years	128,964	32%

Appendix D: Governmentwide Respondent Characteristics (continued)

	Number Responded	Percentage
Time in Agency		
Less than 1 year	11,949	3%
1 to 3 years	44,739	11%
4 to 5 years	50,132	13%
6 to 10 years	96,231	24%
11 to 20 years	99,483	25%
More than 20 years	95,066	24%
Planning to Leave		
No	264,648	66%
Yes, to retire	24,265	6%
Yes, to take another job within the Federal Government	73,802	19%
Yes, to take another job outside the Federal Government	15,924	4%
Yes, other	19,417	5%
Retirement Plans		
Within one year	14,955	4%
Between one and three years	40,208	10%
Between three and five years	43,732	11%
Five or more years	295,987	75%
Sexual Orientation		
Heterosexual or Straight	319,320	84%
Gay, Lesbian, Bisexual, or Transgender	11,094	3%
I prefer not to say	48,390	13%

Appendix D: Governmentwide Respondent Characteristics (continued)

	Number Responded	Percentage
Military Service		
No Prior Military Service	282,727	72%
Currently in National Guard or Reserves	7,028	2%
Retired	43,542	11%
Separated or Discharged	59,884	15%
Disability Status		
With Disabilities	53,817	14%
Without Disabilities	340,571	86%
Age Group		
25 and under	2,779	1%
26-29	12,786	3%
30-39	75,052	18%
40-49	111,172	26%
50-59	152,977	36%
60 or older	65,201	16%