

UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECTS OF SUPERVISOR SUCCESSION ON EMPLOYEE ATTITUDES
AND BEHAVIORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF PHILOSOPHY

By

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Norman, Oklahoma

2021

THE EFFECTS OF SUPERVISOR SUCCESSION ON EMPLOYEE ATTITUDES
AND BEHAVIORS

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ACKNOWLEDGEMENTS

My journey through the doctoral program has been challenging and rewarding. I would like to thank the many people that helped me along the way and made me a better scholar. I am extremely grateful to my committee chair, Dr. Mark Bolino, for his guidance, patience, and encouragement. He was always there to answer my questions and challenge me to view things from different perspectives. I would also like to thank the members of my dissertation committee; Dr. Bret Bradley, Dr. Laku Chidambaram, Dr. Margaret Shaffer, and Dr. Mark Sharfman, for encouraging me to explore the ideas that were my passion from the start. Their feedback and advice have been invaluable.

I would like to thank my friends, family, and the friends that became family for the love and support they provided throughout my time at OU. It is said that it takes a village to raise a child. A village is also essential for completing a doctoral program. My village made it possible for me to balance the many roles in my life so I could focus on my work. They kept me connected to the world outside of Academia, which helped me maintain a more holistic view in my research projects. My parents deserve a special mention for their support and for encouraging me to always be true to myself and follow my dreams.

There are not enough words to express my gratitude to my husband, Chris, and my daughter, Sarah, for joining me on this adventure. They moved to Norman, Oklahoma sight unseen and never looked back. I never would have made it without their love, support, and understanding. Earning this degree was a Burink family endeavor that we completed together, and I wouldn't have it any other way.

TABLE OF CONTENTS

Acknowledgements	iv
Table of Contents	v
Abstract.....	vi
CHAPTER ONE.....	1
Introduction.....	1
Literature Review	9
CHAPTER TWO: Hypotheses	24
Employee Attitudes and Behaviors.....	24
Characteristics of the Change	32
Characteristics of the Employee	41
Characteristics of the Team	52
Chapter 3: Research Methodology	63
Data Collection Procedures	63
Sample	64
Measures	66
Chapter 4: Data Analysis and Results	79
Hypothesis Testing	80
Additional Analysis	105
Chapter 5: Discussion and Conclusions	109
References	123
Appendix A: Items for Study Variables	147
Appendix B: Survey – Change in Supervisor.....	158
Appendix C: Survey – No Change in Supervisor.....	188

ABSTRACT

For over sixty years, researchers have examined various facets of leader succession, mainly in terms of its implications for the leader and the organization. In the last fifteen years, scholars have started exploring the effects of leader and supervisor succession on the frontline employees who remain after the leader departs; nevertheless, our understanding of this issue remains incomplete. This is an important oversight for at least two reasons. First, the relationships between leaders and followers have important implications for organizational functioning; indeed, strong relationships between supervisors and subordinates are associated with several beneficial outcomes for organizations, including increased employee performance. Second, given that organizations are less stable, and people change jobs more frequently than in the past, the implications of supervisor succession are a continual challenge for organizations and their employees.

This dissertation explores how supervisor succession events affect employees by examining the attitudinal and behavioral outcomes associated with a change in supervisor, with particular attention on how the characteristics of the employee, the change itself, the employee's workgroup, and the employee's emotional reaction to the change influence those effects. Using data collected from 196 employees who had experienced a change in supervisor, the results indicate that the anticipated relationship with the new supervisor influence employee job attitudes (i.e., organizational commitment, job satisfaction, turnover intentions). The findings also suggest that employee personality traits (i.e., openness to experience, conscientiousness, agreeableness) are related to behavioral outcomes following a change in supervisor.

Finally, there is some evidence that strong task- and interpersonal-oriented relationships between workgroup members and coworkers can attenuate the negative or disruptive effects associated with a change in supervisor. The theoretical and practical implications of this dissertation are discussed. Limitations and directions for future research are also addressed.

CHAPTER ONE

INTRODUCTION

Leader succession describes instances where a leader leaves his or her followers and is replaced by another leader. Leader succession has important implications for organizational functioning, and for the employees who worked for the former leader and must work for a new leader; however, leader succession research has generally focused on the effects of the event on the organization as a whole, the workgroup, or the manager/supervisor (Ballinger & Schoorman, 2007). In contrast, scant research has focused on the effects that leader succession events have on employees. This is surprising given that supervisor-subordinate relationships have been identified as an important determinant of employee behavior (Dienesch & Liden, 1986; Gerstner & Day, 1997; Ilies, Nahrgang, & Morgeson, 2007; Liden, Sparrowe, & Wayne, 1997). In particular, the longevity of supervisor-subordinate dyadic relationships affects a number of important outcomes, including subordinate promotability (Harris, Kacmar, & Carlson, 2006), performance appraisals (Duarte, Goodson, & Klich, 1994), subordinate work performance (Wakabayashi, Graen, Graen, & Graen, 1988), and team performance (Naidoo, Scherbaum, Goldstein, & Graen, 2011), among others.

Previous theories about the development of leader-member relations suggest that they evolve over time (Day, Fleenor, Atwater, Sturm, & McKee, 2014); at the same time, though, research often depicts leadership as a stable or “timeless dimension” paying little attention to the effects of a new leader on followers, or the departure of a prior leader (Gordon & Rosen, 1981). For instance, extensive research on Leader-Member Exchange (LMX) theory describes how leader-follower relations can progress

from relatively low-quality to high-quality, but what happens when that special relationship ends, and the employee is faced with building a relationship with the new leader? It seems reasonable to assume that such a transition may be quite challenging and will be characterized by high levels of uncertainty, as employees must learn new ways of working and interacting with their new supervisor and the new dynamics within their workgroup as the result of change in leadership. Nevertheless, our understanding of leadership remains incomplete because LMX and other theories of leadership rarely address the implications of such transitions and the disruption they may create.

Employees often function with routines or habits throughout the business day when perceiving, interpreting, and responding to familiar social situations (Louis & Sutton, 1991), including their interactions with leaders and supervisors. Routinized behaviors are important as they allow employees to focus conscious, active cognitions on more complex tasks involving creativity, proactivity, and innovation (Ohly, Sonnentag, & Pluntke, 2006). When a disruption occurs, such as a change in supervisor, employees are forced to switch gears from automatic processing to conscious processing (Louis & Sutton, 1991), thereby diverting their attention from work tasks to how the new situation will affect the employee. As such, disruptions in leadership have the capacity to produce stress and uncertainty, and affect employees' ability to get work done (Morgeson, 2005). Further, employees who enjoyed the relative stability of the relationship with their supervisor may face a change in supervisor with apprehension and resistance (Hodgkinson & Healey, 2008). Meta-analyses of the LMX literature support the positive relationships between the quality of LMX relationships and employee behavioral outcomes, such as organizational citizenship behavior (OCB) and

job performance; attitudinal outcomes, such as organizational commitment, job satisfaction, and pay satisfaction; and perceptual outcomes, such as justice and empowerment (e.g., Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012; Gerstner & Day, 1997). Accordingly, a disruption in the LMX relationship has the potential to adversely affect employees' attitudes and behaviors.

Conversely, there are situations where disruptions caused by a change in leadership could be a positive experience for employees. For example, if an employee has a low-quality LMX, or even an adversarial, relationship with their supervisor, a new leader could be a welcomed change. This would be especially true if the employee wants or feels entitled to a high-quality LMX relationship or values close interpersonal relationships in the workplace (Bolino & Turnley, 2009). Although a disruption in their daily work routines and the need to learn the preferences of the new supervisor could initially be troublesome, the potential for a positive relationship with the new supervisor could eventually lead to improvements in the employee's attitudes and behaviors. Additionally, employees who have become complacent under a long-time supervisor may thrive under the challenge of a new supervisor, regardless of the quality of the LMX relationship they had with the prior supervisor. Ultimately, then, it is important to note that while a change in supervisor may initially be disruptive to most, if not all, employees, not all employees will be negatively affected. Indeed, there are factors that could lead to positive outcomes and opportunities for employees experiencing a change in leadership.

Leader succession is most often considered in the context of organization-level phenomena, and when the individual-level is examined, it is generally the perspective of

the leader that is considered. Early research did not initially focus on a particular level of leadership within organizations (see review by Gordon & Rosen, 1981); however, over the past 40 years, succession research gravitated to the executive level (see reviews by Kesner & Sebor, 1994; Giambatista, Rowe, & Riaz, 2005; Cragun, Nyberg, & Wright, 2016), focusing on the antecedents of succession; the succession process, including how successions come about and the successor selection process; firm-level outcomes; and successor-specific outcomes (Cragun et al., 2016). This shift in focus is understandable given the important implications that executive succession may pose for organizational strategy and success (Berns & Klarner, 2017). Nevertheless, limiting research to the executive level also limits our understanding of how succession influences phenomena throughout other levels in the organization.

Examining leader succession at lower levels within the organization is an important step in more fully understanding how succession events affect the entire organization at different levels, not just at the upper echelons. Turnover among frontline managers and middle managers often occurs more frequently than it does at other levels in the organization (e.g., Good, Page, & Young, 1996; Whithem & Scales, 2004). For instance, successful managers may transition upward due to their advancement or progression through training and rotation programs, or they may be hired away by the company's competitors. Conversely, unsuccessful managers may transition out of the organization due to their poor performance, poor fit with the organization, and so forth (Gordon & Rosen, 1981).

Given the high frequency of these changes, frontline employees are the ones who are most likely to be subjected to frequent leadership disruptions. As such, this

issue should be of particular interest to both management scholars and practitioners alike, considering that frontline employees are often “the face” of the organization and have more regular contact with customers than managers working in other positions in the organization. Indeed, when frontline employees’ attitudes and behaviors are adversely affected by leadership transitions, it may also have negative implications for customers’ experiences as well (Nishii, Lepak, & Schneider, 2008). In other words, negative outcomes among frontline employees may ultimately mean negative repercussions for the organization as a whole. For this reason, it is especially important to move beyond the macro perspective in the executive succession literature and more carefully consider the micro-level implications associated with leader succession events. To this end, my dissertation examines the effects of leader succession on those who are arguably most directly affected by these events—namely, subordinates.

It is argued here that when employees experience a change in supervisor, they experience attitudinal and behavioral changes that have important implications for both management scholars and practitioners alike. In the context of the larger work environment in which supervisor-subordinate relationships exist, I explore the influence that changes in supervisors (also referred to as supervisor succession) have on employee attitudes and behaviors. By changes in supervisors, I refer specifically to situations where an employee is working under a new supervisor because their prior supervisor is no longer in the position. In other words, I am focusing on changes that have been created because of the transition of a leader or supervisor—not changes in leadership that have occurred as a result of employees making a transition (e.g., due to a promotion or lateral job change). In this way, I can isolate the effects of changing supervisors

without the influence of the employee having a new role or joining a new workgroup or organization.

After decades of research, executive-level succession lacks a unifying theory (Cragun et al., 2016), as evidenced by the fact that several theories in the strategy literature are typically mentioned in studies of executive succession, including job-match theory, human capital theory, social network theory, game theory, power circulation theory, and upper echelons theory (for a review, see Giambatista et al., 2005). Therefore, in this dissertation, I draw upon multiple theories to develop a middle range theory¹ (Merton, 1968) that explains how changes in leadership affects employees. In exploring this issue, my dissertation attempts to contribute to the leader succession literature in three ways. First, whereas prior research has looked at organization- and executive-level outcomes resulting from changes in leadership (e.g., Giambatista et al., 2005, Kesner et al., 1994), this dissertation focuses on the implications of supervisor succession on frontline employees. Leader succession affects the leader, but it also affects the employees working under that leader, and our current understanding of leader succession is incomplete without considering how employees are affected. Examining these individual-level outcomes will deepen our understanding of the effects of changes in supervisor/leadership. While individual employees do not have the same influence over the organization as leaders in executive positions, negative individual outcomes resulting from leader succession could create problems with the organization including decreased customer service (Walker, Smither, & Waldman, 2008) and expenses associated with increased employee withdrawal

¹ Where grand theory relies on breadth for explanatory power, middle-range theory relies on depth to explain a more narrow range of phenomena, providing a bridge between theory and industry.

behaviors (Ferris, 1985; Graen, Liden, & Hoel, 1982), which can undermine organizational effectiveness. Understanding the effects of leader succession on employees will also increase our knowledge of leader succession by providing insight into how the succession process affects employees, not just the leader and the organization as a whole.

Second, by examining individual-level effects of supervisor succession on the employee, we should gain a better understanding of how employees are affected by this specific type of change at work. In contrast to prior research on workplace changes that affect the employee, such as job changes, where an employee experiences several changes at once, this dissertation focuses on a single, yet highly significant, transition. When experiencing a change in supervisor, employees are not learning a new skill or job, and employees are not adapting to a new organization. Instead, employees are adapting to the behaviors and expectations of the new supervisor, while continuing to work on familiar tasks and execute known routines. In this way, my dissertation explores another type of change that employees experience and will highlight the attitudinal and behavioral implications of a transition that is common in the workplace, but to date, has largely been overlooked.

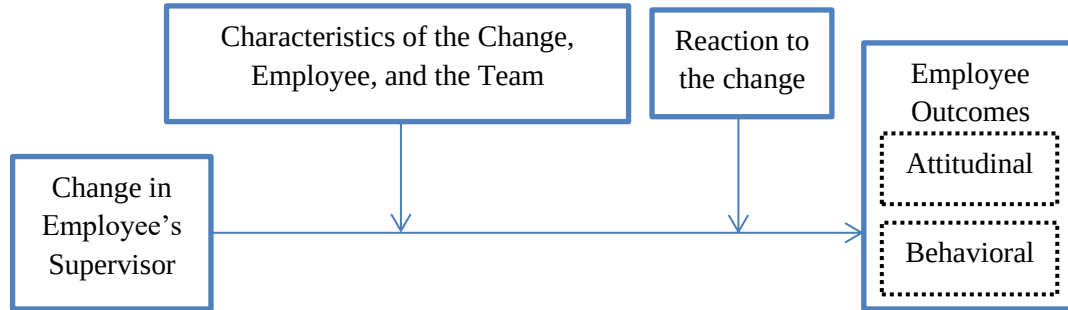
Third, and finally, by exploring moderators of the effects of changing supervisors on individual-level outcomes, scholars and practitioners alike can better understand how to more effectively manage the disruptions associated with leader or supervisor succession. Prior research highlights the disruptive nature of turnover in organizations (Carley 1992, Rao & Argote, 2006). Additionally, employee attitudes and behaviors are often influenced by their supervisors (Hay, 2002; Tims, Bakker,

Xanthopoulou, 2011); accordingly, the disruption associated with one supervisor leaving and another taking over is likely to affect employees. Some employees will react positively, and some will experience negative reactions. How an employee responds to supervisor turnover can be affected by any number of factors, several of which I will explore further in my dissertation. Specifically, I seek to identify when supervisor succession will be more (or less) disruptive to employees and organizations.

To further examine the effects of leader succession on employees, this dissertation proceeds as follows: First, the literature on leader and supervisor succession will be reviewed, beginning with the early succession research focused on general leader/supervisor succession events and continuing through the current literature focused on executive-level succession. Second, hypotheses are developed, focusing on the attitudinal and behavioral outcomes of leader succession on the employee, including characteristics of the succession event, the employee, and the workgroup as moderators. Next, I describe the methodology used to test the hypotheses and review the results of the study. Finally, I will conclude by discussing the theoretical and practical contributions of this dissertation and the avenues for future research to further our understanding of leader and supervisor succession.

The general theoretical framework for this dissertation is presented in Figure 1.1, with the full model presented in Chapter 2. As depicted here, the model shows that a change in supervisor can affect employees' job attitudes and behavior. This relationship is moderated by characteristics of the change event, the employee, the employee's team/workgroup, and the employee's reaction to the change in supervisor.

Figure 1.1



LITERATURE REVIEW

Researchers have been intrigued by leadership succession for decades, with the earliest studies taking place in the 1940s and 1950s (e.g., Gouldner, 1954). Grusky (1960, 1961) played a key role in moving succession leadership research forward by identifying key variables, establishing a research model, and testing hypotheses regarding the frequency of succession events; thus, his work provided a foundation for subsequent succession research to build upon (Giambatista et al., 2005; Kesner & Sebra, 1994). The following section will review the leader succession literature chronologically, highlighting the broad scope of the early literature, followed by the narrowing of the field into strategy and organization theory within the management literature. The review will conclude with a summary of the succession research focusing on individual-level outcomes, a topic that is only gaining traction in the last decade.

Early Succession Research

In his foundational work on succession, Grusky (1960, 1961) argued that leader succession is an important topic for three reasons: (1) succession leads to instability in workgroups and organizations, (2) all organizations experience succession, and (3) organizations must manage succession effectively to cope with the resulting instability.

Of course, all three of these reasons are equally true nearly sixty years later, and as noted earlier, given that employees are more mobile than ever, this topic is arguably even more important today.

One area of focus in early succession research was the relationship between organizational size and rate or frequency of succession. Both Grusky (1961) and Kriesberg (1962) found that organizational size was positively related to the frequency of succession. However, Gordon and Becker (1964) reexamined the relationship between organizational size and succession rate and found the relationship is not a simple, direct one. Kriesberg (1964) responded to Gordon and Becker's critique, suggesting that contextual factors, such as career paths within organizations and inter-industry differences influence the relationship. Gordon and Rosen (1981) later noted that differences in retirement policies may also influence the relationship between organizational size and succession rates.

Succession scholars also focused on the effects of successor origin. In a study of school superintendents, Carlson (1961) found that internal successors (i.e., those who were promoted internally) made fewer changes when compared to external successors (i.e., those who were brought in from the outside). Internal successors were also compensated less and achieved less inter-organizational status than outside successors. Another study found that hiring internal successors led to improved performance, while hiring outside successors led to no changes in performance (Grusky, 1964). Scholars also looked at other relationships with successor origin. For instance, one study found that organizations preferred hiring external candidates from similar industries to reduce the need for socialization to industry trends, as well as avoiding vertical promotions to

limit intergroup conflict within the organization (Birnbaum, 1971). Another study found that it may not be whether the candidate is an insider or outsider, but the traditions of the workgroup or organization hiring an insider or outsider into leadership positions that affect succession outcomes (Guest, 1962).

Early succession research also introduced three theories of succession relating succession to performance. The *vicious-cycle theory* (Grusky, 1960) explains that succession is a disruptive event and leads to a decrease in performance. Successors are often isolated in their new position of authority as they change policies, creating fear and doubt among subordinates. This leads to less communication and greater social distance between the successor and his/her subordinates, which contributes to decreasing support for the successor's new policies. The lack of support then leads the successor to manage with greater emphasis on rules and policies, which isolates the successor further. The cycle continues, and eventually the decreased performance and morale of the subordinates leads to another succession event. In essence, poor performance precedes succession events.

Grusky (1963) later introduced the *common-sense theory of succession* to explain why performance may increase following succession. As in the vicious-cycle theory, poor performance precedes the succession event; however, performance is expected to increase under the successor because a poor performing leader is being replaced with someone bringing in fresh ideas and enthusiasm. Additionally, following the poor performance associated with the prior leader, organization decision-makers would likely select a successor with the experience and expertise needed to improve performance.

In response to Grusky's theories, Gamson and Scotch (1964) described a *ritual scapegoating process of succession*. The authors agreed with Grusky that poor performance often precedes succession, but in contrast, they also argued that leaders are fired in response to the poor performance as an act to appease stakeholders. Often, the leader fired is not the person responsible for the poor performance, but a scapegoat that organizational leaders use to pass the blame. Since those responsible are still with the organization, the ritual scapegoating theory of succession predicts that performance will not change following a succession event.

Succession Research Growth in Organizational Theory and Strategy

Whereas early investigations of succession spanned all levels within organizations, subsequent research shifted its focus to executive-level succession. As described below, this line of work has concentrated on two key areas—succession frequency and successor characteristics (Kesner & Sebor, 1994)—and largely centered on organization-level outcomes of succession.

Research on succession frequency was important to better understand the complexity surrounding succession events because research had consistently demonstrated that frequent successions were detrimental to organizational performance (e.g., Allen, Panian, & Lotz, 1979; Eitzen & Yetman, 1972; McEachern, 1975). Helmich (1978a) investigated organizational performance as an antecedent of executive succession and found that succession was more strongly related to environmental contingencies rather than to internal causes. The same study also supported the relationship between succession and merger activity and higher debt-equity ratios (Helmich, 1978a; 1978b). Antecedents of succession frequency focused on

organization-level factors, finding that organizational age was inversely related to the rate of succession of executives (Helmich, 1975b), and organizational size was not related to succession frequency (Crain, Deaton, & Tollison, 1977).

Researchers focused on successor characteristics examined relationships with both organization and successor specific variables, showing interest in the origin of the successor, whether insiders or outsiders. It is important to note that, in the succession literature, outside successors could come from within the organization, but not be a member of the predecessor's in-group (Helmich & Brown, 1972). This distinction differentiates successors based on shared values with the organization and the predecessor, and familiarity with the formal and informal processes within the organization. Among the antecedents studied, the age (Helmich, 1975b) and size (Pfeffer & Salancik, 1977) of the organization were both positively related to the proportion of inside successors. The environmental context of the organization (e.g., competitive markets) was related to successor origin such that successors in more competitive organizations tended to come from the inside, where successors in less competitive organizations came from the outside (Pfeffer & Leblebici, 1973). Interestingly, predecessor tenure and organizational performance were unrelated to successor origin (Helmich, 1974b).

The outcomes associated with successor origin were inconsistent. Whereas one study showed that inside successors were related to higher return on investment and sales growth (Shetty & Perry, 1976), another study showed deteriorating performance under outside successors (Allen et al., 1979). Other studies demonstrated more negative effects associated with inside successors, including lower organizational growth

(Helmich, 1974a), less organizational change (Helmich & Brown 1972; Helmich, 1975a), lower group satisfaction with the new leader (Daum, 1975). In short, the contradictory nature of these findings suggest that the outcomes of succession events are complex and are likely to be influenced by other factors than the leader succession alone.

Other characteristics outside of successor origin have also received scholarly attention. One study showed that executives in organizations share similar job-relevant characteristics and only vary on criteria irrelevant in the selection process (March & March, 1977). Contradicting these findings, Pfeffer and Salancik (1977) found that the characteristics for a successor were related to organizational contingencies; thus, their findings suggest that the characteristics that lead to positive outcomes in one organization may not necessarily lead to positive outcomes in another. For example, organizational performance prior to a succession may influence the leadership style desired in the successor (Helmich & Brown, 1972). In particular, prior research has found that task-oriented leadership styles (Koch, 1978), and the range of individual needs the successor desires and is able to meet (Helmich, 1975a; 1977), both influence the degree of organizational change following succession. Thus, it is possible that a successor with a high need for achievement and task accomplishment may seek to remove lower-performing employees from the workgroup more quickly than a successor with a high need for affiliation and close relationships with subordinates.

While most of the characteristics focus on the successor and the effects on the organization or the successor, two studies arrived at results that suggest potential outcomes for subordinates. First, Gabarro (1979) found that post-succession leader-

follower interpersonal relationships moved through four stages: (1) *orientation*, where first impressions are formed; then (2) *exploration*, where the mutual expectations, motives, strengths, and weaknesses of the leader and follower are explored; followed by (3) *testing*, in which the other party's behaviors are compared against the expected behaviors formed in the exploration stage; and finally (4) *stabilization*, where both parties find a mutually agreeable set of role and behavior expectations. When and if stabilization occurs, little change in roles or behaviors occurs. The stabilization period may be difficult to achieve given that Helmich (1975b) found that successor's leadership style changed after two years in the position. Task-oriented leaders shifted to an employee-centered leadership style, and employee-centered leaders became more task-oriented. A shift in leadership style could disrupt the progression of the relationship, thereby creating conflict for the follower and/or leader.

Toward the end of this period, scholars began developing conceptual frameworks to better understand the entire succession process. The most comprehensive of these frameworks is one developed by Redlich (1977), who proposed a seven-stage succession process: anticipation, appointment, inauguration, honeymoon, assertion, working through, and new equilibrium. This framework is similar to the post-succession relationship process described earlier, but adds stages to address the attitudes and behaviors prior to the new leader and subordinate working together (e.g., anticipation, appointment) and extends the process where the supervisor and employee reach a place of mutual understanding in their working relationship moving forward (e.g., working through and new equilibrium). Gephart (1978) noted that how the predecessor departed the company (e.g., promotion, termination, resignation) would affect the succession

process and resulting outcomes. McGivern (1978) suggested additional factors that the succession process should consider, including the life-cycle stage of the organization, the goals and motivation of the executive level, the organizational climate, and the business environment.

After more than twenty years of succession research, scholars set out to review the literature and set the direction for future work. First, Gordon and Rosen (1981) summarized the early succession literature and proposed that the succession process could be divided into two phases: pre-arrival and post-arrival. During the pre-arrival phase, relevant factors consist of successor characteristics, the group's experience with succession, the screening procedures used in selecting the successor, and the new leader's mandate. During the post-arrival phase, relevant factors consist of the mutual observation process, the successor's actions and reactions, and the successor's sources of power and influence. The variables and process, as a whole, applied to multiple levels of leadership and management within organizations, thereby demonstrating the importance of examining more than just leader/successor and organization-level outcomes.

Kohler and Strauss (1983) focused their review on the top levels in organizations. The authors noted that, in the succession literature, "the terms corporate, executive, managerial, even supervisory succession are usually not distinguished" (p. 18), thereby contributing to the difficulty in comparing and integrating results from different studies to draw further conclusions about succession. Additionally, Kohler and Strauss called for researchers to more carefully address the level of the work-role in succession research to better understand the relationships within the succession process.

From the 1980s forward, leader succession remained fragmented throughout the literature of multiple disciplines including sociology (e.g., Thornton & Ocasio, 1999), education (e.g., Fink & Brayman, 2006), and social work (e.g., Gothard & Austin, 2013). Within the business literature, leader succession is examined in several areas including accounting (e.g., Bills, Lisic, & Seidel, 2017), healthcare management (e.g., Kim, 2012), and sports management (e.g., Soebbing & Washington, 2011). As noted earlier, though, in management field, the majority of the research on succession is in strategy and organization theory (Giambatista et al., 2005).

Succession research in the organizational behavior literature has been limited, but the extant studies have included investigations of gender (Dawley, Hoffman, & Smith, 2004), teams and groups (Worchel, Jenner, & Hebl, 1998) and leadership (Giambatista, 2004). Giambatista (2004) examined succession, leader tenure, and team performance in the context of leader life-cycle theory using leaders at two different levels, with the results of his study supporting a leader life-cycle of disruption, learning, and stagnation. His findings also suggest that understanding the effects of succession involves examining different levels of leadership, not solely top-level management. Further, the focus of a study should be the leader that is closest to the outcomes of interest. For example, if interested in team performance, the succession of the team leader will have greater influence than other levels. For individual-level outcomes, studying the succession of the employee's immediate supervisor would provide the most fruitful results.

Leader Succession Research in Other Areas

Leader succession has received scholarly attention in other areas, both within and outside of business contexts. Considering succession research as a whole, the field consists of studies from different areas and from scholars with different interests and backgrounds; as a result, research on succession in different fields has evolved fairly independently of one another (Farah, Elias, De Clercy, & Rowe, 2020). While each area has its unique qualities, there are several commonalities that can contribute to our understanding of the effects of leader succession. In this section, I review the literature on leader succession in areas outside of the management field that are most directly relevant to the research questions explored in this dissertation.

In family-owned businesses, the succession process is similar to that of businesses that are not family-owned, but family dynamics must also be taken into consideration. As stated in *The Economist*: “Family firms combine all the tensions of family life with all the strains of business life, and at no moment do both sorts of stress combine so forcefully as at that of generational change” (2004; p. 83). As such, studies in the family business field focus primarily on antecedents and consequences related to the attributes of the leader, successor, firm, and circumstances of the succession (Farah et al., 2020). Given that family businesses remain in the family through generations of succession, it is unsurprising that understanding the succession process carries additional importance to family business stakeholders. Less than 30% of family businesses are passed on to the second generation, and less than 10% are passed on to the third generation (Landsberg, 1999), which makes understanding the succession process a key area for scholars and practitioners alike. One facet that is gaining attention is gender in family business succession, although work in this area is still

limited (Farah et al., 2020). Vera and Dean (2005) found that female successors encountered rivalry from non-family employees and siblings, and they faced work-family conflicts that were heightened by the blurred lines between the family and the business. A more general examination of gender in leader succession found that neither gender outperformed the other, but that the genders of the predecessor and successor did moderate the relationship between gender and performance in the short term (Dawley et al., 2004), such that female successors promoted from within the organization performed better than male successors promoted from within.

Succession research in sport contexts is prevalent in both sport management and other fields. As stated by Wolfe and colleagues, sport “provides opportunities to observe, accurately measure, and compare variables of interest over time and to test hypotheses with highly motivated respondents in quasi-laboratory conditions” (2005, p. 185). The fields of these studies often overlap, as evidenced by authors pulling from other areas to better understand phenomena in their field of study. For example, an article in the *International Journal of Sports Science & Coaching* incorporates sport-related studies from management (Fizel & D’Itri, 1999), economics (Audas, Dobson, & Goddard, 1997; 2002), and sociology (Allen et al., 1979; Brown, 1982, Eitzen & Yetman, 1972) in a review of the effect of managerial succession on team performance in professional sports (Andersen, 2011). Another sports management article used on-field performance to measure how succession affected team performance, similar to other scholars using sports teams to measure performance (Wolfe et al., 2005), but also included the team financial performance in the performance measure (Dohrn, Lopez, & Reinhardt, 2015), which aligns with how organizational performance is often measured.

To my knowledge, there are no studies involving sports data examining succession and the effects on individual player performance. This suggests that there may be opportunities to examine individual effects of succession on individuals using sports data in the future.

Research in education has focused on similar factors as those examined in succession research in the management literature: specifically, leader/principal predecessors and successors, schools, and the related antecedents and consequences of succession. This line of work recognizes that teachers and school staff often experience a range of emotions in response to leader succession, including anticipation or apprehension, relief or fear, and even regret or abandonment (e.g., Cocklin & Wilkinson, 2011; Meyer, Macmillan, & Northfield, 2009). Hargreaves, Moore, Fink, Brayman, and White (2003) found that several key factors contributed to a successful transition between the predecessor and successor, including how the existing teacher culture responds to the principal succession, and how the teacher culture is affected by the succession event. In cases of repeated succession, prior research suggests that teachers can begin to ignore or resist leader efforts, leading to fluctuating school performance over time (Macmillan, 2000). Taken together, these findings support the importance of understanding how subordinates are affected in the succession process.

The Individual Effects of Leader Succession on Employees

Research on the effects of leader succession on individual employees has not received the same attention that the implications of executive-level succession on organizations have received. This could be attributed to the micro-macro divide in management research (e.g., Huselid & Becker, 2011) that has kept succession research

primarily focused on the executives and firm-level effects. However, in the late 2000s, scholars began to examine the micro-level implications of leader succession, focusing their attention on how employees react to leader succession events.

Most notably, Ballinger and Schoorman (2007) proposed a conceptual four-stage model, consisting of discovery, exit, entry, and stabilization, to delineate the relationships between affective reactions to leader succession events and individual outcomes based on the notion that leader-member relationships, trust, and group socialization all develop in stages. More specifically, the authors propose that the affective reaction to a leader's departure will influence the employee's initial trust in the new leader, organizational citizenship behaviors, job satisfaction, motivation, and turnover following the succession event. A subsequent empirical study examined several relationships in the model and found that employees' affective reactions to leadership succession influence the trust employees have in their new supervisors (Ballinger, Schoorman, & Lehman, 2009). In another study, the same authors sought to explore employee affective reactions to succession events and found that the quality of LMX relationships predicted both affective and cognitive reactions, and those reactions mediate the relationship between LMX and employee turnover (Ballinger, Lehman, & Schoorman, 2010). In short, this line of work indicates that employees who have high-quality relationships with their supervisors are more negatively affected when that supervisor leaves compared to employees with lower-quality relationships, highlighting the importance of considering employee characteristics and perceptions in order to fully understand supervisor succession events.

Employee reactions to the departure of a supervisor are not only affected by their relationship with the supervisor, but also influenced by their relationships with their coworkers. In particular, Shapiro and colleagues proposed a conceptual model that included both individual-level and organizational/group-level dynamics (Shapiro, Hom, Shen, & Agarwal, 2016). They suggest that the size of the turnover-contagion effect following the departure of the leader and the size of the subordinate's developmental network would influence an employee's identification with the organization and organizational attachment. In other words, an employee will be influenced by colleagues' reactions to a supervisor's departure, especially those colleagues with whom the employee shares a close personal or working relationship. By introducing a 360-degree relational perspective of subordinate's reactions to leader departures, the authors further support the complexity of the events surrounding leader succession events.

Throughout this chapter, I have reviewed the leader succession literature, specifically highlighting the progression of the literature away from examination of general leader/manager succession toward an emphasis on executive-level turnover. While this shift has identified many important considerations in executive-level succession and its organization-level effects, the extant literature largely ignores the importance of interpersonal relationships at lower levels in the organization and the influence those relationships have on employees. This is a critical oversight given that frontline employees are the ones who often most visibly represent the organization and most frequently interact with its customers. In the next chapter, I will develop hypotheses involving employee behavioral, attitudinal, and well-being-related outcomes

associated with supervisor turnover, and how characteristics of the employee, the employee's workgroup, and the change-event itself affect those outcomes.

CHAPTER TWO: HYPOTHESES

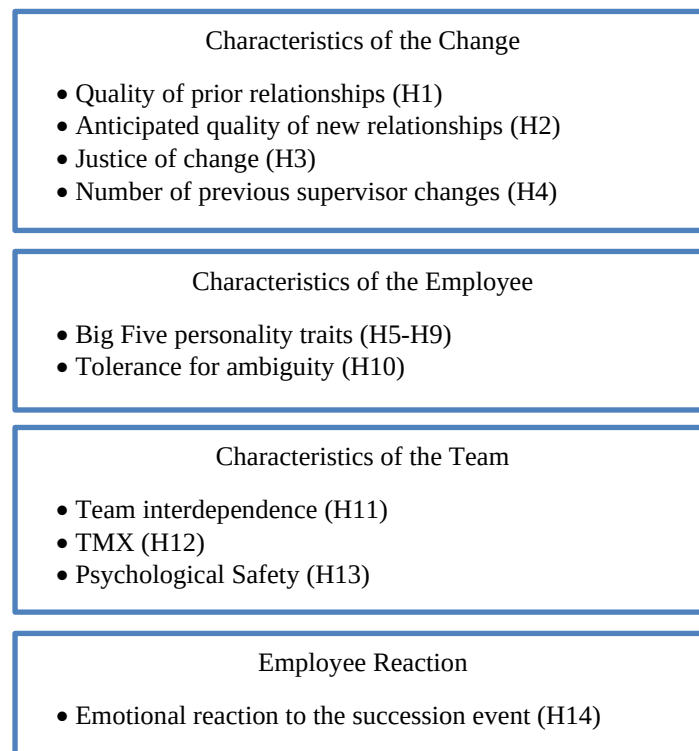
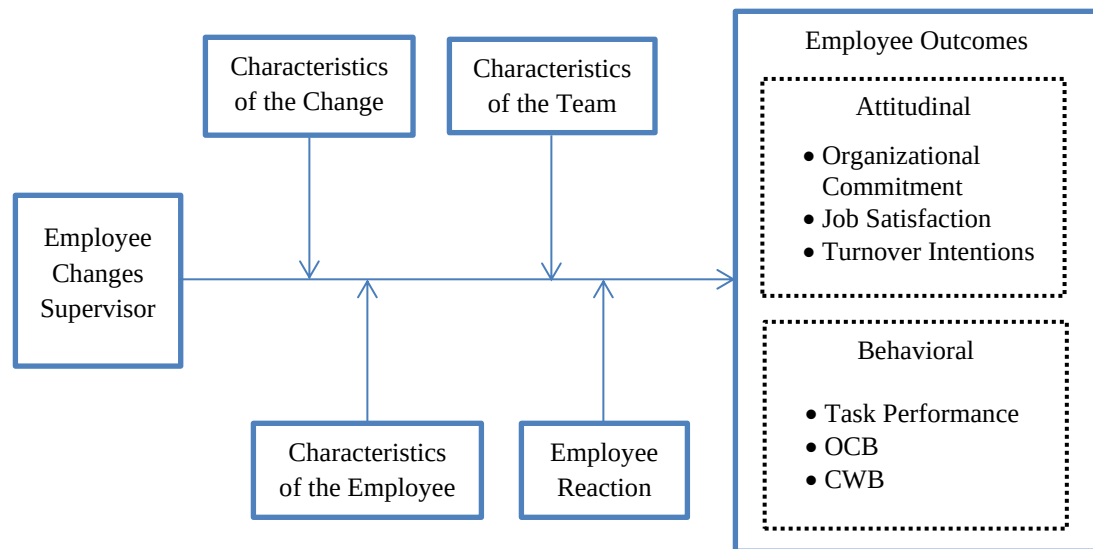
In the following sections, the relationships in the model and the hypotheses that were tested in the dissertation are presented. A model depicting these relationships is in Figure 2.1. As illustrated here and described in this chapter, I predict that changes in an employee's supervisor will lead to attitudinal (e.g., organizational commitment) and behavioral changes (e.g., task performance) in the employee, and these changes will be moderated by employee characteristics (e.g., number of previous supervisor changes), characteristics of the employee's workgroup (e.g., team interdependence), the characteristics of the change itself (e.g., quality of prior relationships), and the employee's reaction to changing supervisors.

EMPLOYEE ATTITUDES AND BEHAVIORS

Few people would dispute the argument that employees at all levels in the organization play an important role in contributing to the success of a company. Indeed, prior research has demonstrated a relationship between the attitudes and behaviors of employees and organizational performance (e.g., Schneider, Hanges, Smith, & Salvaggio, 2003). In other areas of the literature, research has shown the influence that attitudes and behaviors of frontline employees have on customer satisfaction (Bitner, 1990), and it is generally accepted that customer satisfaction is an important determinant of various indicators of organizational success (Keiningham, Perkins-Munn, & Evans, 2003), both inside and outside of the service industry (Bitner, Brown, & Meuter, 2000). Drawing on these findings, it is evident that understanding the drivers of employee attitudes and behaviors is important; accordingly, investigating how

employee attitudes and behaviors are influenced by changes in supervisors can help us better identify potential unintended consequences of supervisor turnover.

Figure 2.1



Employee Attitudes

Organizational Commitment

Organizational commitment refers to one's attachment to the organization.

While there are several frameworks that examine the different dimensions of an employee's commitment to the organization, one of the more commonly used perspectives is to consider three dimensions of commitment: affective, continuance, and normative (e.g., Allen & Meyer, 1990; Meyer & Allen, 1991). Simply put, these components address whether an employee's attachment to the company is driven by an emotional connection (i.e., affective commitment), a need to stay because the costs associated with leaving are too high (i.e., continuance commitment), or out of obligation to the organization (i.e., normative commitment) (Iverson & Buttigieg, 1999).

Affective commitment refers to an employee's emotional attachment to the organization, or an employee's desire to stay with their employer simply because the organization feels like part of their family (Shore & Wayne, 1993). This kind of attachment often stems from the alignment of the employee's goals and values with those of the organization; enjoying the work itself; or experiencing a sense of belongingness with coworkers, supervisors, and subordinates (Allen & Meyer, 1990). The disruption of a change in supervisor could affect how employees feel about the organization's goals and values, and influence their sense of belongingness, thereby undermining how emotionally attached employees feel to their organization. This effect could be positive or negative. Indeed, employees who perceive that their supervisor does not support their goals and professional development may feel more affectively committed to the organization once that supervisor is replaced. Conversely, employees whose supervisor demonstrates an active interest in their goals by presenting multiple

professional development opportunities may feel a decrease in affective commitment if the supervisor is replaced.

The factors commonly associated with the development of continuance and normative commitment (e.g., loss of seniority, training resources invested in the employee by the organization; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) are unlikely to be directly affected by a change in supervisor; however, they may be indirectly influenced by the emotional reactions that drive affective commitment (Meyer, Allen, & Gellatly, 1990; Sinclair, Tucker, Cullen, & Wright, 2005). Therefore, in this dissertation, I focus on affective commitment, and hypothesize that employees' organizational commitment will be influenced by changes in their supervisor.

Job Satisfaction

Job satisfaction is often considered the most universal or critical job attitude because it is correlated with several beneficial individual outcomes desired by organizations, including organizational citizenship behavior (Whitman, Van Rooy, & Viswesvaran, 2010) and turnover (Tett & Meyer, 1993). Job satisfaction and/or dissatisfaction result from the relationship between what an employee desires at work and what they actually experience (Lawler, 1973). For example, if an employee desires a close relationship with a supervisor and has this type of relationship with their current supervisor, the alignment between the employee's expectations and desires and their actual experience or reality would contribute positively to the employee's job satisfaction. If this relationship was disrupted because of a change in supervisor, and the employee no longer has a close relationship with the new supervisor, the mismatch between the employee's expectations and their reality would contribute to job

dissatisfaction. On the other hand, if an employee wanted a close relationship, and the relationship with the current supervisor was poor, an employee's job satisfaction may increase owing to the departure of that supervisor and the possibility of building a closer relationship with the new supervisor.

Turnover Intentions

Turnover intentions, or intentions to quit, represent an employee's thoughts and plans to leave their current job and seek employment elsewhere (Podsakoff, LePine, & LePine, 2007). Once an employee starts thinking about leaving their organization, they may begin looking at job opportunities elsewhere and weighing the costs of leaving the company versus the benefits of staying (Vandenberg & Nelson, 1999). If an employee quits, the employer loses the knowledge and experience of that employee, and also incurs the cost of replacing the employee, which can amount to one and a half times the employee's annual salary once recruiting and training are taken into account (Cascio, 2006).

Most employees with intentions to quit don't follow through on those intentions (Allen, Weeks, & Moffitt, 2005); however, turnover intentions are the best predictor of voluntary turnover in organizations (e.g., Hom, Caranikas-Walker, Prussia, & Griffeth, 1992). As such, it is important to understand the different factors that affect turnover intentions following the departure of a supervisor and a new supervisor starting. The antecedents of turnover intentions have been examined as intermediary factors, such as a response to individual attitudes that have developed over time, particularly low job satisfaction or organizational commitment (Podsakoff et al., 2007). For the purposes of this study, I follow prior research that focuses on a "shock to the system" or an event

that causes an employee to reevaluate their feelings about the job and desire to stay in their position (Lee & Mitchell, 1994; Lee, Mitchell, Holtom, McDaniel, & Hill, 1999; Lee, Mitchell, Wise, & Fireman, 1996), with a supervisor succession event causing a shock to the system.

Employee Behaviors

Task Performance

Job performance is a complex construct consisting of multiple dimensions (Campbell, 1999). In a review of employees' reactions to organizational change, Oreg, Vakola, & Armenakis (2011) considered performance to be a change consequence because performance can serve as an indication for how well employees have adjusted to new work situations and routines. For this study, two dimensions will be examined: task performance and extra-role performance, or OCB.

Task performance, also referred to as in-role performance, describes how well employees carry out their formal duties, tasks, and responsibilities, such as those listed in a job description (Williams & Anderson, 1991). While these duties would not necessarily change with a change in supervisor, a new supervisor may want to change the process by which those duties are completed. Employee possession or lack of knowledge, skills, or willingness to adapt to the new process can affect employee task performance following any organizational change (Shoss, Witt, & Vera, 2012), including a change in supervisor. In situations where the duties and processes remain the same, employees may experience increased or decreased motivation to perform their work, resulting in changes to task performance (e.g., George & Jones, 2001).

Organizational Citizenship Behaviors

OCBs are relatively discretionary actions that, while not required, enhance the social and psychological environment at work, thereby contributing to the effective functioning of the organization (Organ, 1997). Organ (1988) proposed a five-factor model of OCB including (1) *altruism*, or helping others at work; (2) *sportsmanship*, or tolerating inconveniences at work without complaint; (3) *civic virtue*, such as participating in organizational events or involvement in company activities; (4) *compliance*, or adhering to organizational policies beyond enforceable standards; and (5) *courtesy*, or showing consideration of others when making decisions or taking actions. The discretionary nature of citizenship behaviors may lead managers to underestimate the impact that OCBs have, but prior research indicates that citizenship behaviors lead to positive outcomes at the individual, workgroup, and organizational levels (Podsakoff, Whiting, Podsakoff, & Blume, 2009). At the individual level, OCBs have been shown to be positively related to manager ratings of employee performance and the rewards that managers allocate to employees (Allen & Rush, 1998; Werner, 1994), and negatively related to employee absenteeism and turnover (Chen, Hui, & Sego, 1998; Podsakoff et al., 2009). At the workgroup and organizational level, OCBs have been shown to be positively related to productivity, profitability, cost reduction, efficiency, and customer satisfaction (Koys, 2001; Podsakoff et al., 2009; Podsakoff & MacKenzie, 1997; Walz & Niehoff, 2000).

Citizenship behaviors have been considered mainly in a positive light; however, several studies have considered the possible negative outcomes associated with OCBs, such as job stress, work-family conflict, and moral licensing (Bolino & Turnley, 2005; Halbesleben, Harvey, & Bolino, 2009; Klotz & Bolino, 2013; Spector & Fox, 2010).

One aspect of citizenship behaviors that may be detrimental to workgroup and organizational performance is when employees reduce their citizenship behaviors. This shift could be especially detrimental if supervisors have come to depend on those OCBs for effective workgroup functioning. Individuals may reduce their OCBs for a variety of reasons, including citizenship fatigue (Bolino, Hsiung, Harvey, & LePine, 2015) or the desire to weaken psychological ties to the organization in anticipation of a change in the employment relationship, such as a retirement or voluntary turnover (Stamper, Masterson, & Knapp, 2009). Similarly, employees may also change their citizenship behaviors as the result of involuntary changes at work, including a change in supervisor.

Counterproductive Work Behaviors

In contrast to OCBs, counterproductive work behaviors (CWB) are employee actions that have a detrimental effect on the organization or its members, and include behaviors such as interpersonal conflict, aggression, theft, sabotage, or failing to complete work properly or follow directions (Spector & Fox, 2010). Interestingly, CWBs are related to many of the same antecedents and outcomes as OCBs, but inversely (Dalal, 2005). For example, as will be discussed later in the chapter, employees who perceive justice at work may more perform OCB (Colquitt, LePine, Wesson, Gellatly, 2011) and employees who perceive injustice may perform more CWB (Fox, Spector, & Miles, 2001).

Employees engage in CWB for a variety of reasons, including as a response to stressful situations at work (Fox et al., 2001) or an affective reaction to a perceived negative event at work (Dalal, Lam, Weiss, Welch, & Hulin, 2009; Spector & Fox, 2002), both of which could be the result of a change in supervisor. It is important to

note that while CWB and OCB share a negative relationship, they are not opposite ends of the same continuum (Cropanzano, Anthony, Daniels, & Hall, 2017; Dalal, 2005; Dalal et al., 2009; Spector, Bauer, and Fox, 2010). In other words, an employee may perform both OCB and CWB. As such, it is important to examine CWB in addition to task performance and OCB to fully understand the effects of supervisor turnover on employee performance.

CHARACTERISTICS OF THE CHANGE

When considering how employees respond to changes in the workplace, it is often their perceptions surrounding the event that drive changes in their attitudes and behaviors (Cullen, Edwards, Casper, & Gue, 2014); indeed, it is commonly said that “perception is reality” because people react to their perceived reality. More specifically, when employees discover that their current supervisor is leaving, they will consider their relationship with that supervisor. If it is a good relationship, the employee may not want to see that supervisor go; in contrast, if it is a poor or adversarial relationship, the employee may be excited about the supervisor leaving the position. Additionally, employees will anticipate how they will get along with their new supervisor, drawing conclusions from such sources as prior experience with that individual or information they have heard through the grapevine. How an employee finds out about the change in supervisor can also influence employee responses—specifically, whether finding out about a change in supervisor was expected, such as when the supervisor position is part of a job rotation, or unexpected, as in the termination or death of the supervisor. Accordingly, relationship quality with the prior supervisor, anticipated quality of relationship with the new supervisor, justice perceptions of the change in supervisor,

and succession frequency experienced are the four characteristics of the change explored in this section.

Quality of the Relationship with Prior Supervisor

A number of management theories argue that the relationship between supervisors and subordinates is important in shaping and directing employee behaviors and attitudes (Dulebohn et al., 2012; Harris, Li, & Kirkman, 2014; Ilies et al., 2007). For instance, Perceived Supervisor Support (PSS) suggests that employees' perceptions of support from their supervisor contribute to positive employee outcomes such as reduced turnover intentions (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, Rhoades, 2002), and increased task performance and citizenship behavior (Shanock & Eisenberger, 2006). Another commonly used perspective for examining the quality of leader-follower relationships is LMX theory. Originally termed vertical dyad linkage theory (Dansereau, Graen, & Haga, 1975), LMX proposes that leaders develop different types of exchange relationships with each follower, and the quality of these relationships, generally measured as low to high, can influence a number of important outcomes, including the employee's task performance, citizenship behavior, organizational commitment, job satisfaction, pay satisfaction, justice perceptions, turnover intentions, and actual turnover (for a meta-analysis of the LMX literature, see Dulebohn et al., 2012).

To explore the development of LMX relationships, and the transition from supervisor-subordinate to leader-follower, Graen and Uhl-Bien (1991) used a leader-making model that breaks this transition into three phases: the stranger phase, the acquaintance phase, and the partnership phase. In the stranger phase, which is

characterized as a low-quality LMX relationship, interactions rely heavily on the contractual obligations between the supervisor and subordinate, whereby the subordinate takes direction from the supervisor out of role and hierarchical expectations (Graen & Uhl-Bien, 1995). Exchanges are transactional, and the motives of the leader and the follower are more self-serving than driven by the greater interest of the workgroup or organization as a whole. The acquaintance phase begins when either the supervisor or subordinate makes an “offer” to share more resources or information than he or she is contractually obligated to do (Scandura & Pellegrini, 2008). Each party begins to trust the other more as interactions become less transactional and improve in quality to what is considered a medium-quality LMX relationship. For instance, the subordinate may look for additional ways to contribute to the group, or ways to assist the supervisor to further develop the supervisor-subordinate relationship. Motives in the acquaintance phase are less self-serving and begin to focus on the objectives of the group or organization (Graen & Uhl-Bien, 1995). High-quality LMX relationships are a result of the third phase, partnership, which is characterized by a high level of trust, respect, and mutual obligation to one another. In contrast to the one-way influence from leader to follower that is characteristic of the stranger phase, at this stage, the leader and the follower influence each other. In addition to the mutual obligation shared by the leader and follower, each party is also primarily concerned with the interests of the group and acts accordingly (Scandura & Pellegrini, 2008). The follower, with the leader’s support, will take on more responsibility to promote their own professional development and further contribute to the overall functioning of the group (Graen & Uhl-Bien, 1995).

The progression through the different phases of the leader-making model occurs over time, although there is no set timeline (Bauer & Green, 1996); furthermore, factors such as perceived similarity and liking can affect how quickly a dyad progresses through each phase (Dienesch & Liden, 1986; Harris et al., 2014; Liden, Wayne, & Stilwell, 1993). It is also important to note that not all dyads will progress to the partner phase and experience a high-quality LMX relationship. Some subordinates prefer to maintain a low-quality LMX relationship, to work within the role of their position, and do not seek out additional responsibilities or professional development (Bolino & Turnley, 2009; Vecchio, 1986). Thus, LMX theory predicts that, within a workgroup, a supervisor will have some subordinates, trusted hands, who are part of the supervisor's "in-group," while other subordinates could be considered "out-group" members.

Due to the idiosyncratic and interpersonal nature of LMX relationships, supervisors and subordinates will almost always revert back to the stranger phase with each new supervisor-subordinate dyad relationship. Employees may be challenged by shifting back to a low-quality LMX relationship with a new supervisor after enjoying the benefits and privileges associated with a higher-quality LMX relationship shared with a previous supervisor. Thus, it is expected that the quality of the relationship between the employee and the outgoing supervisor will affect employee attitudes following the change.

Eisenberger and colleagues (2002) suggested that when employees evaluate their feelings about the organization, leaders are seen as representatives of the organization and thus influence employee's evaluation of the organization. It is unsurprising, then, that prior research has found a relationship between LMX and

organizational commitment (Wayne, Coyle-Shapiro, Eisenberger, Liden, Rousseau, & Shore, 2009), and it is expected that this relationship would be affected by changing supervisors. Employees with high LMX relationships are also more satisfied in their jobs (e.g., Epitropaki & Martin, 2005); accordingly, losing the high LMX relationship is expected to decrease employee job satisfaction.

A similar finding is expected with regard to employees' intentions to quit. Research has shown that LMX quality is beneficial in employee retention such that employees with higher quality LMX relationships have lower intentions of quitting (Gerstner & Day, 1997); thus, the notion of losing a high-quality LMX relationship and reverting back to a low-quality LMX relationship with the new supervisor could increase intentions to quit. Additionally, a contagion-effect (Shapiro et al., 2016), as mentioned in the Literature Review, could increase turnover intentions for employees who wish to leave the organization to "follow" their prior supervisor.

Prior research on LMX has indicated that high-quality LMX relationships are positively associated with employee behavioral outcomes including task performance (Dulebohn et al., 2012, Gerstner & Day, 2007) and OCB (Ilies et al., 2007); therefore, when a high-quality LMX relationship is interrupted, it is expected to disrupt employee behaviors. Additionally, due to the affective nature of CWB, the use of CWB to react to negative situations at work (Spector & Fox, 2002), and the potential affective response to losing a high quality LMX relationship with their supervisor, and employee's CWB may increase following the departure of a supervisor with a high-LMX relationship.

Hypothesis 1: Among employees who have had a recent change in supervisor, those who had a high-quality LMX relationship with their previous supervisor will have (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task

performance, (e) lower OCB, and (f) higher CWB than those who had a low-quality LMX relationship.

Anticipated Quality of Relationship with New Supervisor

Individuals develop expectations of a new situation by drawing on past experiences and available information (Olson, Roese, & Zanna, 1996). In organizations, when developing expectations about a new situation, in this case a new supervisor, this information may come from an employee's superiors, coworkers, friends, through first impressions when meeting the new supervisor, and through any prior interactions with the new supervisor (Hart, Miller, & Johnson, 2003; Jablin, 2001). The individual considers all the information, both positive and negative, and forms their expectations, which then influence the employee's future interactions with the new supervisor. A prior study showed that employee expectations of the leader influence the actual quality of the relationship that subsequently develops (Liden et al., 1993). The authors reasoned that the expectations about the event would influence the actual outcomes through self-fulfilling prophecies (Merton, 1948). Accordingly, it is anticipated that the employee's expectations of the quality of the relationship with the new supervisor will influence his or her attitudinal and behavioral outcomes following a change in supervisor. While the relationships with the prior supervisor, as discussed in the previous section, and the new supervisor both influence how LMX quality affects employee outcomes, the effects resulting from the LMX quality of each relationship is different. Unlike the detrimental effects of losing a high-quality LMX relationship with a prior supervisor, the hope associated with anticipating a high-quality LMX relationship is expected to contribute to employee outcomes in a positive manner when compared to employees without the same high-quality relationship expectations.

Hypothesis 2: Among employees who have had a recent change in supervisor, those who anticipate a high-quality relationship with their new supervisor will have (a) higher organizational commitment, (b) higher job satisfaction, (c) lower turnover intentions, (d) higher task performance, (e) higher OCB, and (f) lower CWB than those who anticipate a low-quality relationship with their new supervisor.

Perceptions of Justice About the Change

Scholars have long agreed that justice perceptions are an important factor influencing employee outcomes (Adams, 1963, 1965; Greenberg 1993). Organizational justice has four dimensions (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). First, distributive justice, based in equity theory, is the perceived fairness of decision outcomes (Adams, 1965). Second, procedural justice is the perceived fairness in the decision-making process used to determine the distribution of outcomes (Leventhal, 1980). Third, interpersonal justice is perceptions of respect, dignity, and politeness in communications and treatment from others in discussing the distribution of outcomes (Bies & Moag, 1986). Lastly, informational justice is the perceived fairness and adequacy of communications from others about the circumstances surrounding decision outcomes (Bies & Moag, 1986).

According to justice theory (Colquitt et al., 2001), the information an employee receives surrounding events at work, such as information about why a change in supervisor is taking place, influences employee reactions, specifically reducing adverse reactions to, negative events (Greenberg, 1990). In times of uncertainty, individuals' concerns about fairness and justice are heightened (Lind & Van den Bos, 2002; Van den Bos & Lind, 2002). This is likely to occur in the event of a supervisor leaving because employees often lack information regarding the events contributing to the supervisor's departure, the changes that may occur in the transition, and what things will be like

working for the new supervisor. Therefore, it is expected that informational justice will be especially important in supervisor succession events.

Perceptions of justice are positively associated with organizational commitment (Colquitt et al., 2011) and job satisfaction (Masterson, Lewis, Goldman, & Taylor, 2000). Additionally, Shin, Seo, Shapiro, and Taylor (2015) found that a climate of informational justice in times of organizational change, meaning employees feel that they are being well-informed about the change, led to greater commitment to the change by the employees. The authors suggested that the information employees receive when they perceive higher levels of informational justice alleviates feelings of uncertainty, which in turn creates positive outcomes, or at least reduced negative outcomes such as lower turnover intentions. As previously mentioned, like other types of organizational change, when a supervisor leaves, the prospect of a new supervisor can make employees feel uncertain. Thus, it is expected that the relationships between perceived informational justice and employee attitudes will persist in the context of supervisor succession, and so this is the focus of Hypothesis 3.

Scholars often view justice through a social exchange lens (Colquitt, Scott, Rodell, Long, Zapata, Conlon, & Wesson, 2013), recognizing the reciprocity between employees and employers when justice is perceived. As such, prior research has established that justice perceptions are associated with both task performance and OCB (e.g., Colquitt et al., 2011; Masterson et al., 2000). Some researchers attribute this to the social exchange nature of employee-employer relationships, such that when employees feel that they are not being provided adequate information about situations at work, they will reduce their performance to compensate for the inequity. Indeed, when employees

receive information from their employers about a situation with unfavorable outcomes, employees are less likely to feel resentment about those outcomes (Folger, 1993). In line with this research, Kickul, Neuman, Parker, and Finkl (2001) found that employees' anti-citizenship behaviors (which are similar to CWBs) were lower in situations where informational justice was higher; therefore, in situations where employees feel they are receiving inadequate information about their change in supervisor, they may increase their CWB as an act of retribution. The effects of justice on employee outcomes following a change in supervisor are hypothesized as follows:

Hypothesis 3: Among employees who have had a recent change in supervisor, those who perceive informational injustice associated with the change will have (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower in-role performance, (e) lower OCB, and (f) higher CWBs than employees who perceived higher levels of informational justice.

Succession Frequency

A single supervisor succession event can be disruptive for a period of time; however, it is generally considered a discrete event. Multiple succession events, in contrast, reflect leadership instability which can signal more pervasive consequences, such as low morale, employment uncertainty, continual disruption in the work environment (Alexander, Fennell, & Halpern, 1993). From an employee's perspective, changing supervisors one time can be viewed as a single, discrete event with a beginning and an end (Glick, Huber, Miller, Doty, & Sutcliffe, 1990). In contrast, when employees experience several changes in supervisors in a relatively short period of time, rather than viewing each succession as an independent event, the repeated successions can become an extended event with no end in sight, creating uncertainty for employees (Rafferty & Griffin, 2006). Prior research has established that uncertainty at

work has negative effects on employee outcomes, such as satisfaction and performance (Cullen et al., 2014); therefore, repeated succession events are likely to have similar effects on employee outcomes.

Employees who have experienced few to no supervisor changes would likely be affected by the disturbance the succession event brings about. Employees that have experienced multiple successions will also be affected, but the nature of those effects are not as clear. One argument is that employees could experience succession-fatigue from continually adapting to change, leading to detrimental effects on employee attitudes and behaviors at work; however, prior research has not supported this argument (e.g., Rafferty & Griffin, 2006). The competing argument is that employees who have experienced several succession events may become accustomed to working through the uncertainty and turbulence brought about by succession effects; therefore, these employee outcomes will be minimally affected by the succession events. Given the lack of prior support for the first argument, the following hypothesis is proposed:

Hypothesis 4: Among employees who have experienced a recent change in supervisor, employees who have experienced fewer supervisor succession events will have (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB than employees who have experienced more supervisor succession events.

CHARACTERISTICS OF THE EMPLOYEE

Individual differences have been explored in the literature to further explain why employees often respond to the same situation in different ways, particularly in regard to organizational change. Supervisor succession could be considered a specific type of organizational change in that change challenges the status quo in organizations and

creates uncertainty (Vakola & Nikolaou, 2005), and succession events also challenge the way things have been done and have the potential to create uncertainty for employees working under a new supervisor. In the organizational change literature, Oreg (2006) found that both personality and contextual factors contribute to employees' resistance to change. In a review of individual differences and reactions to organizational change, Vakola, Armenakis, and Oreg (2013) found that, in reactions to change, employee characteristics influenced both personal and work-related consequences. With the importance of individual differences established in the broader organizational change context, examining employee characteristics in supervisor succession events is warranted.

Personality Traits

An individual's personality traits shape one's responses to cues and circumstances in the environment around them (Tett & Burnett, 2003). In the workplace, personality traits affect how employees respond to events that arise both expectedly and unexpectedly. As such, personality traits should influence how an employee responds to the departure of their supervisor and the arrival of a new supervisor. Generally, researchers agree that there are five dimensions of personality (Barrick & Mount, 1991): openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Norman, 1963), often referred to as the Big Five personality traits, or the five-factor model of personality (FFM). Each of the dimensions is discussed below in relation to supervisor succession.

Openness to Experience

Openness to experience is associated with being intellectual, broad-minded, imaginative, curious, and cultured (Barrick & Mount, 1991), and is most often expressed when an individual needs to learn new ways of doing things and accept other's ideas (Neal, Yeo, Koy, & Xiao, 2012). Prior research indicates that openness to experience should influence employees' response to change or conditions of uncertainty (Griffin & Hesketh, 2004; Thoresen, Bradley, Bliese, & Thoresen, 2004), which would suggest that openness to experience will affect employee responses to supervisor succession.

Prior research on the relationship between openness to experience and work attitudes has provided mixed findings. For example, Erdheim, Wang, and Zickar (2006) and Panaccio and Vandenberghe (2012) found that openness to experience was not related to affective commitment. A meta-analysis on the Big Five personality traits and job satisfaction found a weak relationship between the two (Judge, Heller, & Mount, 2002). A weak relationship between openness and turnover intentions was attributed to a lack of generalizability across situations (Zimmerman, 2008). In prior studies, the correlations between openness and employee performance have also been weak (Barrick and Mount, 1991; Barrick, Mount, & Judge 2001). Taken together, the weak relationships between openness to experience and employee attitudes suggest that there are contextual factors that may enhance this relationship (Moss, McFarland, Ngu, & Kijowska, 2007).

DeNeve and Cooper (1998) characterized openness to experience as “a double-edged sword that predisposes individuals to feel both the good and the bad more deeply” (p.199), which supports that contextual influences strengthen the relationship

between openness and employee outcomes. It is expected that changing supervisors will be one such contextual influence. Based on the uncertainty that changing supervisors brings about, individuals who are low in openness to experience may resist change and struggle with a succession event, whereas employees high in openness to experience may be more willing to adapt and flourish following a succession event.

Hypothesis 5: Among employees who have had a recent change in supervisor, those who are low in openness to experience will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB following a change in supervisor than those who are high in openness to experience.

Conscientiousness

Conscientiousness has two key facets: achievement and dependability (Mount & Barrick, 1995). Employees high in conscientiousness have the propensity to be dependable, responsible, organized, hardworking, persevering, and achievement oriented (Barrick & Mount, 1991). Some researchers have argued that conscientiousness is not significantly related to attitudes and well-being (Miller, Griffin, & Hart, 1999). For instance, Erdheim, Wang, and Zickar (2006) found that conscientiousness was not significantly correlated with affective organizational commitment, supporting the authors' assertion that conscientiousness is associated with work-related tendencies and not with organization-related tendencies. However, Furnham, Eracleous, and Chamorro-Premuzic (2009) found that conscientiousness was correlated with job satisfaction. They argued that conscientious employees are more driven and efficient in their work and receive more intrinsic and extrinsic rewards at work when compared to less conscientious employees, thereby explaining why conscientious employees tend to be more satisfied with their jobs. Their study further supported the relationship between

conscientiousness and job satisfaction found by Judge, Heller, and Mount (2002) in a meta-analysis of Big Five personality traits and job satisfaction. Following a change in supervisor, it is expected that job satisfaction will be higher for highly conscientious employees, but a difference in organizational commitment is not expected.

In times of stress, conscientious employees are more likely to respond in a productive manner (Cullen & Sacket, 2003) by using their work efforts as a coping mechanism. Therefore, the focused work efforts of highly conscientious employees are likely to benefit the employee's job performance following a change in supervisor. In other words, conscientious employees are more likely to respond to work stress thoughtfully with focus on their job duties to maintain job performance levels even when they have a new supervisor (Bowling & Eschleman, 2010; Yang & Diefendorff, 2009). The same drive that contributes to productivity in highly conscientious employees may also lead to an increase in turnover intentions. Prior research on turnover has found that some employees plan quitting in advance, and some quit impulsively or spontaneously (e.g., Ghiselli, 1974; Lee & Mitchell, 1997; Zimmerman, 2008). The organized and dependable nature of employees high in conscientiousness would lead to those individuals planning their departure from the organization and searching for alternative work rather than spontaneously quitting; therefore, it is turnover intentions would be higher in conscientious employees following a change in supervisor.

Hypothesis 6: Among employees who have had a recent change in supervisor, those who are low in conscientiousness will experience (a) lower job satisfaction, (b) higher turnover intentions, (c) lower task performance, (d) lower OCB, and (e) higher CWB compared to employees who are high in conscientiousness.

Extraversion

Extraversion represents the propensity of an individual to be sociable, talkative, assertive, active, and outgoing (Barrick & Mount, 1991), and is often beneficial in situations where there is a requirement to interact with others or work in a group environment (Tett & Burnett, 2003). Employees who are high in extraversion generally build interpersonal relationships with coworkers and superiors that generate energy and cohesion (Neal et al., 2012), and due to their social nature, they are likely to experience positive interactions with others and enact a positive work environment for themselves (Panaccio & Vandenberghe, 2012). The positivity associated with extraversion suggests that employees high in extraversion will experience emotional attachment and higher affective commitment with their organizations compared to employees who are low in extraversion (Erdheim et al., 2006), and it is expected that extraversion will act as a coping resource that buffers the effects of the change in supervisor, such that employees who are less extroverted will have lower organizational commitment following a change in supervisor compared to employees who are more extroverted. Judge, Heller, and Mount (2002) also drew on prior research of positive attitudes generally associated with extraversion, suggesting that extroverted individuals are happy in life and happy at work, thus contributing to increased job satisfaction among extroverts compared to introverts. Moreover, employees who are happy at work are more motivated to stay in their jobs (Maertz & Griffith, 2004); thus, turnover intentions are expected to be lower among employees high in extraversion following a change in supervisor compared to employees low in extraversion.

Prior research has supported the relationship between extraversion and team performance but has not found a consistent relationship with extraversion and task performance or OCB (Borman, Penner, Allen, & Motowidlo, 2001). While extraversion benefits team performance, extraversion may distract an employee from task performance and OCB. Additionally, prior research on the Big Five personality traits and CWB does not support a relationship between extraversion and CWB (Salgado, 2002). Therefore, performance-related outcomes are not expected to be affected by extraversion following a change in supervisor.

Hypothesis 7: Among employees who have had a recent change in supervisor, those who are high in extraversion will experience (a) higher organizational commitment, (b) higher job satisfaction, and (c) lower turnover intentions following a change in supervisor compared to employees who are low in extraversion.

Agreeableness

Agreeableness is the propensity to be good-natured, flexible, courteous, forgiving, trusting, and easy-going (Barrick & Mount, 1991). Individuals high in agreeableness are generally other-oriented and respond to situations by helping others, working to benefit the organization as a whole, cooperating with coworkers, and adapting to changes (Neal et al., 2012). Agreeable employees tend to be more understanding and compliant, contributing to their adaptability in challenging or negative situations (Zimmerman, 2008). As such, employees high in agreeableness should be able to weather the disruptions caused by a supervisor succession event better than less agreeable employees.

Employees high in agreeableness often try to form positive and harmonious relationships with colleagues, which can contribute to the affective attachments

associated with organizational commitment (Choi, Oh, & Colbert, 2015, Panaccio & Vandenberghe, 2012). Prior research on agreeableness and job satisfaction, as well as turnover intentions, has shown weak correlations, which indicates that the relationship is not generalizable across different settings (Judge et al., 2002; Zimmerman, 2008). Similarly, research on agreeableness and performance suggests that the relationship may not be generalizable across contexts, especially across occupations (Barrick et al., 2001). This could be due to varying degrees of agreeableness benefiting employees in different occupations in distinct ways. For example, agreeableness may contribute to job performance in customer service positions with frequent interpersonal interactions, whereas positions with little interpersonal contact do not see the same job performance benefits from agreeableness (Barrick & Mount, 1991). Research in personality and OCB has found similar inconsistent relationships (e.g., Organ & Lingl, 1995). Despite these inconsistencies, the forgiving and trusting nature of highly agreeable individuals should help counteract the disruption of a succession event and the potential effect on attitudinal and behavioral outcomes.

One area where the findings have been more consistent is in investigations of CWB, where agreeableness has been found to correlate negatively with such behavior (e.g., Farhadi, Fatimah, Nasir, & Wan Shahrazad, 2012; Salgado, 2002). This is unsurprising, as the behavioral tendencies associated with agreeableness—courtesy, good-naturedness, cooperativeness (Barrick & Mount, 1991) are at odds with the destructive nature of CWB. In that respect, following a change in supervisor, it is expected that employees low in agreeableness will engage in more CWB compared to employees high in agreeableness.

Hypothesis 8: Among employees who have had a recent change in supervisor, employees high in agreeableness will experience (a) higher organizational commitment, (b) higher job satisfaction, (c) lower turnover intentions, (d) higher task performance, (e) higher OCB, and (f) lower CWB than employees low in agreeableness.

Neuroticism

Neuroticism is the propensity for an individual to be anxious, depressed, worried, insecure, and emotional (Barrick & Mount, 1991), and this trait is associated with a general response to interpret situations as a potential threat, evoking an emotional response (Burke, Brief, & George, 1993). Accordingly, it could be assumed that a supervisor succession event would be viewed as a negative event and potential threat by someone high in neuroticism. Tett and Burnett (2003) suggested that a lack of control and uncertainty, two factors prevalent in succession events, would elicit expressions of neuroticism.

Individuals high in neuroticism generally have a negative perception of themselves and others and interpret information and events in a negative manner (Zimmerman, 2008). Accordingly, neuroticism is often found to be negatively correlated with organizational commitment (Panaccio & Vandenberghe, 2012) and job satisfaction (Judge et al., 2002). The negative self-image and self-doubt in their ability to perform tasks effectively also leads employees high in neuroticism to have higher intentions to quit (Zimmerman, 2008). Employees high in neuroticism are more likely to have a negative perception of changing supervisors; thus, it is expected that the event will be associated with higher intentions to quit, and lower job satisfaction and organizational commitment for high-neuroticism employees compared to low-neuroticism employees.

The traits associated with neuroticism also tend to hinder an individual's ability to accomplish tasks at work, and prior research has found neuroticism to be related to lower job performance (Barrick & Mount, 1991). Employees high in neuroticism may struggle balancing job performance with adapting to changes. Therefore, it is expected that individuals high in neuroticism will be more negatively affected by supervisor succession with respect to job performance. Conversely, employees high in neuroticism are not likely to change their OCB or CWB following a supervisor succession event, since prior research has not found either facet to be related to neuroticism (e.g., Organ, 1994; Salgado, 2002).

Hypothesis 9: Among employees who have had a recent change in supervisor, those who are high in neuroticism will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, and (d) lower task performance than employees low in neuroticism.

Tolerance for Ambiguity

Tolerance for ambiguity can be considered a personal resource employed by individuals to cope with uncertainty in the workplace (Schweiger & Ivancevich, 1985). Budner (1962) contrasted tolerance for ambiguity, "the tendency to perceive ambiguous situations as desirable," with intolerance for ambiguity as "the tendency to perceive ambiguous situations as sources of threat" (pg. 29). The ability to tolerate ambiguity has been associated with lower levels of stress in times of organizational change (Ashford, 1988), and it is expected to benefit employees when a change in supervisor occurs. Tolerance for ambiguity has also been shown to be positive correlated with job satisfaction and organizational commitment (Judge, Thoresen, Pucik, & Welbourne, 1999), and negatively related to turnover intentions (Frone, 1990). With the potential for a change in supervisor to create ambiguity and uncertainty for employees, tolerance

for ambiguity should lead to higher positive, and lower negative, attitudinal outcomes following a supervisor succession event.

Behavioral and performance outcomes related to employees' tolerance for ambiguity have seldom been examined in the literature. Thus, there is scant research on the direct relationships between tolerance for ambiguity and job performance, OCB, and CWB in the organizational behavior literature. However, the effects of tolerance for ambiguity on job performance have been examined in the international business literature. Specifically, research on expatriate adjustment has shown that tolerance for ambiguity is positively related to job performance (Gregersen, Morrison, & Black, 1998; Mol, Born, Willemssen, & Van Der Molen, 2005). These findings are intuitive given the uncertainty involved in international assignments (e.g., Black, Mendenhall, & Oddou, 1991), and the positive perceptions of uncertainty for those high in tolerance for ambiguity (Budner, 1962). With the potential feelings of uncertainty involved in changing supervisors, it is expected that tolerance for ambiguity will influence employee performance, such that employees who are low in tolerance for ambiguity will respond more negatively to a change in supervisor and will thus experience lower positive behavioral outcomes and higher negative behavioral outcomes than those who are more tolerant of ambiguity.

Hypothesis 10: Among employees who have had a recent change in supervisor, those who are low in tolerance for ambiguity will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) decreased task performance, (e) decreased OCB, and (f) increased CWB following a change in supervisor than those who are high in tolerance for ambiguity.

CHARACTERISTICS OF THE TEAM

Teams are becoming more prevalent in organizations as work shifts from individualized-based assignments to team-based activities (Kozlowski & Bell, 2003). Over time, as teams work together, they often develop close relationships with one another, and build an environment where members work together efficiently and effectively (Bolino, Turnley, & Bloodgood, 2002). In most settings, leaders are a critical part of team functioning, satisfying the needs of the team to facilitate goal achievement, as well as enhancing team effectiveness (Morgeson, DeRue, & Karam, 2010). When a change in leadership occurs, such as a supervisor leaving and a new supervisor taking over, it is expected that the dynamics of the team will also change. In this section, I explore three different aspects of work teams that should affect how an employee responds to a change in supervisor: team interdependence, focusing on the task and job related aspects of work teams, team-member exchange, focusing more on the social relationships within the team, and psychological safety, focusing on employee perceptions of security and confidence in being themselves, taking risks, and sharing ideas without negative repercussions from coworkers or superiors within the organization.

Team Interdependence

Organizations utilize teams to pool the knowledge, skills, and abilities of individuals to accomplish organizational goals in ways not achievable by individuals working alone. In this sense, interdependence is a defining characteristic of work teams and a common thread in within much of the literature on teams (Campion, Medsker, & Higgs, 1993; Kozlowski & Bell, 2003; Mathieu, Maynard, Taylor, Gilson, & Rudy,

2007). Specifically, interdependence refers to the degree team members rely on each other in the course of their work duties, whether team members develop and share common work goals, and if an employee's feedback, rewards, or compensation are based on individual or team performance (Campion et al., 1993, Wageman & Baker, 1997). Prior research has examined these dimensions separately (e.g., Allen, Sargent, & Bradley, 2003; Pearsall, Christian, & Ellis, 2010) and as a single interdependence variable (e.g., Barrick, Bradley, Kristof-Brown, & Colbert, 2007). Due to the cooperation, coordination, and interpersonal requirements, task interdependence will be used in this study.

Noting the level of interaction among group members required in highly interdependent teams, Humphrey, Nahrgang, and Morgeson (2007) examined interdependence as a social characteristic. In this light, interdependence could serve as a motivational purpose (Morgeson & Humphry, 2006), contribute to employee well-being through increased social interactions (Myers, 1999), and buffer against stressful events at work (Humphrey et al., 2007). Accordingly, through meta-analysis, Humphrey et al. (2007) found that interdependence was positively related to job satisfaction and organizational commitment, and negatively related to turnover intentions. As such, it is expected that interdependence will act as a buffer against the disruption caused by supervisor succession and the resulting effects on employee attitudinal and behavioral outcomes.

Employees in positions where little to no groupwork is required in day-to-day tasks and the focus is on individual goals (rather than on team performance) are working in highly independent or low task-interdependent positions (Wageman, 1995).

In these positions, employees generally have the information and resources available to complete their work with little or no input from their supervisor. Conversely, employees who work closely with and rely on team members to complete their work are in high team-interdependent positions. In highly interdependent positions, there are more interpersonal interactions and a greater level of coordination and cohesion among team members (LePine, Piccolo, Jackson, Mathieu, & Saul, 2008). Further, leaders are often more involved with employees who are members of interdependent teams because leaders must provide the team with the information necessary to ensure work is progressing toward organizational goals and that the team has access to the resources to accomplish its tasks. With a potential change in access to information and resources, a change in leadership is expected to negatively affect employee task performance, with the effects being more intense for employees on highly interdependent teams. Additionally, given the exchange nature of OCB, the potential reduction in resources and information may increase the likelihood that employees working on interdependent teams will reduce their OCB.

Interdependence in teams may also lead to employees to engage in higher levels of CWB following a change in supervisor compared to employees working in less interdependent teams. Trevor, Reilly, and Gerhart (2012) suggested that interdependence enhances teammates' awareness of their coworkers' activities, reducing the likelihood of engaging in CWB. In low-interdependence teams, where awareness of others' activities is lower, a change in supervisor may present an opportunity for employees to engage in CWB when the new supervisor is busy acclimating to their new position and not closely monitoring subordinate behaviors.

Hypothesis 11: Among employees who have had a recent change in supervisor, those who were on a highly interdependent team will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB following a change in supervisor compared to employees on a less interdependent team.

Team-Member Exchange

Team member exchange (TMX) describes an employee's perception of the exchange relationships within the workgroup as a whole; specifically, TMX is comprised of an employee's "willingness to assist other members, to share ideas and feedback and in turn, how readily information, help, and recognition are received from other members" (Seers, 1989, p. 119). More simply, it is a reflection of the cooperative spirit that an individual has with their team. Similar to LMX, which considers the effectiveness of the supervisor-subordinate relationship, TMX indicates the effectiveness of the employee's working relationship with the team as a whole (Seers, 1989). High quality TMX relationships indicate a support system for the team; support that could supplement the leader's support of individual employees. When a supervisor leaves a team, employees may turn to coworkers for support and guidance while the new supervisor gets acclimated to their new role.

As discussed previously, interpersonal relationships are an important aspect of an employee's experience at work. Individuals who are part of a high TMX workgroup likely have amiable and collaborative relationships with their coworkers, making work more enjoyable (Liden, Wayne, & Sparrowe, 2000). Indeed, a meta-analysis on TMX found that higher levels of TMX contributed to higher levels of positive outcomes, including organizational commitment and job satisfaction, and lower levels of negative outcomes, including turnover intentions (Banks, Batchelor, Seers, O'Boyle Jr, Pollack,

& Gower, 2014). Additionally, TMX has been found to ameliorate the negative effects associated with negative experiences at work (Major, Kozlowski, Chao, & Gardner, 1995). Following this logic, it is expected that high-quality TMX relationships will act as a buffer against the disruption a change in supervisor would cause in such a way that individuals working in a low TMX group should experience lower attitudinal outcomes following a change in supervisor compared to employees working in high TMX teams.

Higher levels of TMX should also contribute to performance outcomes following a change in supervisor. First, the collaborative nature of high-quality, trusting relationships facilitates the exchange of information and resources between employees, allowing teams to work together more effectively and efficiently (Banks et al., 2014). Additionally, employees who feel connected to their teammates through high-quality TMX relationships are more likely to engage in OCB to fulfil the norm of reciprocity associated with OCB and exchange relationships (Love & Forret, 2008). While prior work on TMX and CWB is limited (Shkoler, Rabenu, Tabak, & Lebron, 2019), CWB should be lower for employees on high TMX teams, as the high-quality relationships would reduce the negative feelings an employee may feel following the loss of one supervisor and a new one starting (Major et al., 1995). That is, without the buffer associated with high-quality TMX relationships, an employee may respond more negatively to the loss by engaging in CWB. In all, the additional support indicated by high quality TMX relationships should reduce the negative effect that changing supervisors has on employee attitudes and behaviors.

Hypothesis 12: Among employees who have had a recent change in supervisor, those who have low-quality TMX relationships will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher

turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB activities following a change in supervisor when compared to employees in teams with higher-quality TMX relationships.

Psychological Safety

Psychological safety refers to an individual psychological state stemming from the respect and trust felt among team members such that employees feel safe taking risks at work and navigating change without fear of rejection or ostracism from team members (Edmondson, 1999). The safe work environment associated with psychological safety fosters interpersonal relationships and social ties (Siemsen, Roth, Balasubramanian, & Anand, 2009). This is similar to TMX, but unlike TMX which focuses on cooperative working relationships between coworkers, psychological safety focuses on individuals' perception of how their behaviors will be received by others and the resulting consequences, either positive or negative (Edmondson, 1999). In their work on organizational change, Schein and Bennis (1965) suggested that psychological safety is necessary to effectively navigate new situations, highlighting that individuals develop psychological safety through the support and strength of group members. Extending these assertions to situations where an employee changes supervisors, the level of psychological safety an employee has cultivated with their workgroup could affect how their attitudes and behaviors are influenced by a change in supervisor.

The positive effects of psychological safety have been observed in prior studies (Frazier, Fainshmidt, Klinger, Pezeshkan, & Vacheva, 2017). Psychological safety creates an environment where employees feel that they can take chances without risks of punishment. From a social exchange perspective, employees may feel committed to their organizations (Chen, Liao, & Wen, 2014). Employees are more likely to develop

an emotional bond from the perceived safety, thereby resulting in increased affective commitment (Meyer & Allen, 1991). Additionally, employees who have the autonomy to complete their work in ways they deem best will experience increased satisfaction at work (Kahn, 1990). Studies have also found psychological safety to be negatively related to turnover (Chandrasekaran & Mishra, 2012; Chen et al., 2014), which may be due to the increased anxiety that employees experience due to the expectations of negative consequences related to behaviors when psychological safety is low (Kramer, 1991). Further, Chen and colleagues (2014) suggested the reduced stress and increased confidence dealing with the work environment stemming from psychological safety would contribute to increased job satisfaction, and to a lack of desire to look for other opportunities and leave the company. Since psychological safety plays an important role in employees navigating change effectively (Edmondson, 1999), these attitudinal relationships are expected in a situation where an employee experiences a change in supervisors.

Psychological safety is also associated with behavioral outcomes at work. Employees who experience high levels of psychological safety are able to focus on their work rather than their anxieties of the potential repercussions for their actions (Kahn, 1990). This sense of security within one's workgroup would likely act as a buffer when an employee changes supervisors such that an employee would continue to focus on their work tasks rather than be concerned with the opinions and perceptions of the new supervisor. Similar to performance, prior research on OCB and psychological safety suggests that employees are more likely to engage in OCB when they experience higher levels of psychological safety. This willingness to engage in extra role behaviors may

be because those employees are not worried about punishments or negative outcomes for stepping outside of their expected roles (e.g., Edmondson, 1999; Frazier & Tupper, 2018). The respect and trust associated among workgroup members that accompanies perceived psychological safety can also lead to lower instances of employees engaging in CWB. Specifically, an employee's perceptions of the group norms and potential punishments from workgroup members can act as a deterrent to CWB (Marcus & Schuler, 2004), which is an important aspect considering that a change in supervisor may be an event that triggers individuals to engage in CWB (Kelloway, Francis, Prosser, & Cameron, 2010). Taken together, psychological safety should reduce the influence of changing supervisors such that employees with lower levels of psychological safety would experience more negative effects on their attitudes and behaviors than employees higher in psychological safety.

Hypothesis 13: Among employees who have had a recent change in supervisor, those with lower levels of psychological safety will experience (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB activities following a change in supervisor when compared to employees with higher levels of psychological safety.

Reaction to the Succession Event

Changing supervisors at work sparks different responses for employees. "Things happen to people in work settings and people often react emotionally to these events. These affective experiences have direct influences on behaviors and attitudes" (Weiss and Cropanzano, 1996, p. 11). More specifically, employees evaluate events based on whether the effects on well-being and goal-attainment will be beneficial or detrimental, thus eliciting a positive or negative emotional reaction (Gross, Semmer, Meier, Kälin, Jacobshagen, & Tschan, 2011). This appraisal is consistent with the literature on role-

transitions where surprises, or differences between expectations and experiences associated with a change, can be perceived as positive or negative, based on the undermet or overmet expectations of the job, organization, or the individual's role in the job or organization (Louis, 1980).

Attitudes are often described as having both cognitive and affective components (Eagly & Chaiken, 1993). The emotional basis of affective organizational commitment suggests that an emotional reaction to changing supervisors would influence an employee's organizational commitment. As previously mentioned, job satisfaction involves a cognitive evaluation of what an employee wants versus what an employee experiences at work (Lawler, 1973). Additionally, job satisfaction has been described as an affective reaction an employee has toward their job (Cranny, Smith, & Stone, 1992; Spector, 1997), and as such, affective reactions to events at work are expected to influence job satisfaction (Weiss & Cropanzano, 1996). Negative reactions to work events can also contribute to an employee thinking about leaving the organization (Fisher, 2002). In line with Affective Events Theory (Weiss & Cropanzano, 1996), an employee's individual emotional reaction to events at work influences their work attitudes.

Prior research on affect and performance suggests that positive affect is beneficial in the workplace (Wagner & Ilies, 2008). Performance is improved because positive emotions "broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources" (Fredrickson, 2001, p.220). More simply, positive emotions have the capacity to broaden our focus improve our capacity to navigate the

work environment and negative emotions consume our cognitive resources and distracts from work tasks (Beal, Weiss, Barros, & MacDermid, 2005). A negative reaction to one supervisor leaving and a new one starting could lead to the employee focusing on regulating the negative emotions to the detriment of their task performance.

Due to the discretionary nature of OCB, OCB can be viewed as a gauge of an employee's feelings about the workplace (Zhao, Wayne, Glibkowski, & Bravo, 2007). When employees have positive reactions to changing supervisors, they may engage in more OCB as a means of expressing their approval of the succession event. In a situation where an employee has a negative emotional reaction to changing supervisors, they may withhold OCB in response. Additionally, a negative emotional reaction may lead to an increase in CWB. Prior research suggests that some employees engage in CWB as a way to cope with the emotions brought on by negative or stressful events at work (Krischer, Penney, & Hunter, 2010; Penney & Spector, 2007).

Another facet of emotional reactions to events to note is the human tendency to focus attention on negative events more so than positive events (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001). Taken together, it is expected that employees who perceive changing supervisors to be a negative event and have a negative reaction will experience the adverse effects in their attitudes and behaviors when compared to employees who perceive changing supervisors as a positive event and have a positive reaction.

Hypothesis 14: Among employees who have had a recent change in supervisor, those with more negative reactions to the succession event will have (a) lower organizational commitment, (b) lower job satisfaction, (c) higher turnover intentions, (d) lower task performance, (e) lower OCB, and (f) higher CWB activities following a change in supervisor when

compared to employees with more positive reactions to the succession event.

In this chapter, I explained how employee characteristics, characteristics of the workgroup, and circumstances of the change in supervisor can affect employee attitudinal and behavioral outcomes following a supervisor succession event. In the next chapter, the methodology to be used in testing these hypotheses is described in detail.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose of this study is to investigate the factors that affect employee attitudinal and behavioral outcomes following a change in supervisor. This chapter will describe the sample, data collection procedures, and the operationalization for each measure used in this study.

DATA COLLECTION PROCEDURES

Amazon's Mechanical Turk (MTurk) was used to recruit survey participants who were currently employed at the time of the study and in their current role for a minimum of 14 months to minimize effects from learning a new role and/or organizational socialization influencing participant responses (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). Additionally, participants selected had changed supervisors within the six months before the survey, while staying in the same role, to avoid responses influenced by learning new job duties in addition to adapting to a new supervisor.

Using MTurk provided a diverse sample of participants across multiple industries (Paolacci & Chandler, 2014), increasing the generalizability of the findings. While there have been some concerns about the quality of data sourced through MTurk, the benefits of accessing the specialized sample required for this study outweigh the potential drawbacks. Additionally, research has examined many of the common concerns and has found that many of them are not as problematic as initially thought. For instance, one common concern is that MTurk participants do not put in the time or effort to respond accurately to survey questions; however, MTurk participants have been found to be more attentive to instructions in online studies than college students

(Hauser & Schwartz, 2016) and community participants (Goodman, Cryder, & Cheema, 2013), and they also tend to be truthful when providing self-report data (Paolacci & Chandler, 2014). Further, MTurk provides the ability to sample only high-reputation participants, those participants with more completed and accepted tasks, increasing the quality of the responses received (Hauser & Schwartz, 2016).

SAMPLE

Initially, 313 surveys were returned from respondents residing in the United States. 117 (37.4%) of the surveys were removed from the sample for submitting incomplete surveys, spending too little time completing the survey (indicating a lack of attention to the questions), or not meeting the study criteria. Specifically, 77 of those respondents (24.6%) did not meet the initial selection criteria for the study or declined to participate in the study after reading the IRB cover letter. 20 respondents (6.4%) completed less than 95% of the survey or skipped 5 or more consecutive questions. 2 respondents (.63%) completed the survey in under 5 minutes. 3 respondents (.96%) indicated that they were promoted during the pandemic. 15 respondents (4.8%) indicated that they changed supervisors more than 26 weeks ago, contradicting the answer provided in the screening questions. With 117 surveys removed, the sample of useable data consisted of 196 participants, a response rate of 62.6%.

37.2% of the sample were female. 26.0% of the sample were age 45 and older, 36.7% were 35-44 years old, and 37.3% were ages 18-34. 92.4% of the sample attended at least some college, 46.9% had a four-year degree, and 22.4% had an advanced degree. In terms of work, 18.9% of the sample had been with their company 14 months -2 years, 36.2% had been with their company 3-5 years, and 44.9% had been with their

company six years or more. For time in their current position, 36.4% of the sample had been in their position under three years, 37.4% had been in their position 3-5 years, and 26.2% more than six years. 97.5% of the respondents were employed full-time (32 or more hours per week). 57.9% of the sample were salaried, and the remaining 42.1% were paid hourly.

On average, respondents experienced a change in supervisor 12.12 weeks prior to completing the survey. 22.4% of respondents reported that their supervisor transferred to another area of the company, and 19.9% said that their supervisor was promoted. 24.5% of the sample said their supervisor left the company for another job opportunity. 5.1% reported that their supervisor left voluntarily for reasons not disclosed. 12.8% of respondents indicated their supervisor retired. 6.6% reported that their supervisor left their position due to illness or death. 6.1% of the sample indicated that their supervisor was fired or involuntarily terminated. 2.6% of the sample said that their supervisor left for other reasons not specified. After their prior supervisor left, 76% of the sample reported that their new supervisor started right away. 9.2% indicated that they had a temporary or interim supervisor until the new supervisor started. 10.2% of participants indicated that the supervisor position remained vacant for a short period of time (less than three weeks), while 4.6% reported that the supervisor position remained vacant for a longer period of time.

The study occurred during the coronavirus pandemic. Beginning in March 2020, the pandemic affected jobs in a variety of ways, including transitions to working remotely, hours changed, furloughs, or flexible leave policies to compensate for personal illness or caring for a family member (U.S. Bureau of Labor Statistics, 2021).

30.1% of the respondents experienced a change in work hours due to the pandemic. 50% of the respondents worked from a different location during the pandemic, including changing offices and working remotely. 83.2% of the sample reported that their supervisor changed because of the pandemic. 15.8% of the sample experienced a change in their ability to complete their work because of family responsibilities (e.g., caring for children and/or supporting their virtual education while working from home), or adapting to new policies and procedures resulting from the pandemic. 95.4% of the sample were affected by at least one aspect of the pandemic mentioned above.

MEASURES

To measure the variables of interest, I used existing measures and previously established measures adapted to the retrospective nature of the survey. Those measures are described in detail below. The means, standard deviations, and alphas for all variables are displayed in Table 3.1 at the end of this section. All scale items are presented in Appendix A.

Characteristics of the Change

Quality of Relationship with Prior Supervisor

Six items from Liden et al.'s (1993) measure of Member View of LMX were used. The original measure assessed the subordinate's view of the LMX relationship with the current leader; therefore, the items were adapted to measure past feelings of the employee's perceptions of the LMX relationship with his/her supervisor. Each item was scaled from 1, "strongly disagree" to 5, "strongly agree." A sample item is: "My prior supervisor understood my problems and needs." Cronbach's alpha (α) for this scale was .90.

Anticipated Quality of Relationship with New Supervisor

Six items were used to measure the employee's expectations of the relationship with the new supervisor. Items were adapted from the same Liden et al. (1993) measure mentioned above, with changes to measure the employee's expectations of the relationship with their new supervisor. Participants rated their perceptions of the anticipated quality of the relationship with their new supervisor on a five-point scale range from 1, "strongly disagree" to 5, "strongly agree." A sample item is: "I expected that my new supervisor and I would see things the same way." The Cronbach's alpha (α) for this measure was .92.

Perceptions of Justice About the Change

Justice perceptions were measured with items from Colquitt's (2001) organizational justice scale. Specifically, five items assessing perceptions of informational justice were used. Items were reworded to reflect perceptions of the information received rather than evaluating the entity providing the information. Participants rated their agreement with each statement on a five-point scale, from 1, "strongly disagree" to 5, "strongly agree." A sample item is, "The explanations regarding the transition from one supervisor to another were reasonable." The value of Cronbach's alpha (α) was .87 for this measure.

Succession Frequency Experienced

Participants were asked how many supervisors they have had in the previous six months, one year, two years, and five years. Responses were in whole numbers starting at one. Since the mean amount of time in the same position was 3.67, and the mean

organizational tenure was 4.40 years, succession frequency was based on the number of supervisors the participant had in the two years prior to the study.

Characteristics of the Employee

Personality Traits

Each of the Big Five personality traits were measured using a ten-item scale from the International Personality Item Pool (IPIP; Goldberg, Johnson, Eber, Hogan, Ashton, Cloninger, & Gough, 2006). Participants indicated how accurately each statement reflects their personality using a five-point Likert scale, ranging from 1, “very inaccurate” to 5, “very accurate”. A sample item for openness to experience is “I spend time reflecting on things.” A sample item for conscientiousness is “I follow a schedule.” A sample item for extraversion is “I don’t mind being the center of attention.” A sample item for agreeableness is “I take time out for others.” A sample item for neuroticism is “I am easily disturbed.” The Cronbach’s alpha (α) value for openness to experience is .77. For conscientiousness $\alpha = .87$, extraversion $\alpha = .91$, agreeableness $\alpha = .89$, and neuroticism $\alpha = .93$.

Tolerance for Ambiguity

Tolerance for ambiguity was measured using two items from the Gupta and Govindarajan measure (1984), adapted from Lorsch and Morse (1974). Participants rated their agreement with each statement on a five-point scale from 1, strongly disagree to 5, “strongly agree.” A sample item is “The most interesting life is to live under rapidly changing conditions.” The Cronbach’s alpha (α) value for this measure was .70.

Characteristics of the Team/Workgroup

Team Interdependence

Team interdependence was measured using nine items from Campion et al.'s (1993) Work Group Design scale. Task, goal, and feedback and reward interdependence were measured with three items each and aggregated into a single rating of team interdependence. Participants rated their perceptions of team interdependence on a five-point scale ranging from 1, "very inaccurate" to 5, "accurate." A sample item is "I cannot accomplish my tasks without information or materials from other members of my team." The value of Cronbach's alpha (α) for this scale was .87.

Team-Member Exchange

A ten-item scale from Seers, Petty, and Cashman (1995) was used to measure TMX. Five items address the employee's perceptions of their own contributions to the team, and five items address perceptions of what the employee received from the team. Participants measured their perceptions of the exchange relationships with their workgroup on a five-point scale ranging from 1, "never," "not well at all," "not at all flexible," or "not at all willing" to 5, "always," "extremely well," "extremely flexible," or "extremely willing." A sample item is "How often do other members of your team let you know when you do something that makes their job easier (or harder)?" The value of Cronbach's alpha (α) was .85 for this measure.

Psychological Safety

A seven-item scale from Edmondson (1999) was used to measure psychological safety. Participants rated their perceptions of psychological safety within their workgroup on a five-point scale ranging from 1, "strongly disagree" to 5, "strongly

agree.” A sample item is “Members of this team are able to bring up problems and tough issues.” The value of Cronbach’s alpha (α) for this scale was .84.

Reaction to the Succession Event

Participants were asked “How did you feel when your supervisor left the position?” and responded using a five-point scale ranging from 1, “extremely unhappy,” to 5, “extremely happy.” This question was intended to capture the emotions associated with the succession event, rather than a broader affective state or mood not associated with changing supervisors (Pirola-Merlo, Härtel, Mann, & Hirst, 2002).

Employee Outcomes

Organizational Commitment

Organizational commitment was measured using Meyer, Allen, and Smith’s (1993) six-item scale for affective commitment. Responses were made on a five-point scale ranging from 1, “strongly disagree,” to 5, “strongly agree.” A sample item is “I would be very happy to spend the rest of my career with my organization.” The value of Cronbach’s alpha (α) was .94 for this measure.

Job Satisfaction

Job satisfaction was measured using a 3-item scale by Cammann, Fichman, Jenkins, & Klesh (1979). Participants measured their job satisfaction on a five-point scale, ranging from 1, “strongly disagree,” to 5, “strongly agree.” A sample item is “In general, I like working here.” The value of Cronbach’s alpha (α) was .94 for this measure.

Turnover Intentions

Turnover intentions were measured using three items from Meyer et al. (1993). Participants responded to each item on a five-point scale ranging from 1, “never” to 5, “always.” A sample item is “How frequently do you think about leaving your current employer?” The value of Cronbach’s alpha (α) was .91 for this measure.

Task Performance

Task performance was measured with Williams and Anderson’s (1991) performance scale using seven-items that tap in-role behaviors. Participants rated how well each statement describes their job performance on a five-point scale ranging from 1, “does not describe me,” to 5, “describes me extremely well.” A sample item is, “Meets formal performance requirements of the job.” The value of Cronbach’s alpha (α) was .78 for this measure.

OCB

OCB was measured using a 16-item scale from Lee and Allen (2002). Participants rated how often they engage in each behavior on a five-point scale ranging from 1, “never” to 5, “always.” A sample item is “Willingly give your time to help others who have work-related problems.” The value of Cronbach’s alpha (α) was .94 for this measure.

CWB

CWB was measured using the 10-item short version of the Counterproductive Work Behavior Checklist (CWB-C; Spector et al., 2010). Participants rated the frequency of each item on a five-point scale ranging from 1, “never,” to 5, “every day.”

A sample item is “Stayed home from work and said you were sick when you weren’t.” The value of Cronbach’s alpha (α) was .95 for this measure.

Control Variables

Time Spent with Supervisor

Participants were asked “On average, how much of the work week do you spend with your supervisor?” and responded using a six-point scale ranging from 1, “Never. My supervisor and I don’t work the same shift or in the same building,” to 6, “100% of my work week. My supervisor and I work together very closely.”

Task Complexity

Task complexity was measured using a four-item scale from Morgeson and Humphry (2006). Responses were made on a five-point scale ranging from 1, “strongly disagree,” to 5, “strongly agree.” A sample item is “The job requires that I only do one task or activity at a time.” The value of Cronbach’s alpha (α) was .90 for this measure.

Weeks Since Succession Event

Participants were asked “How many weeks ago did you change supervisors?” Responses were made in whole numbers 1-26, with an option to select more than 26 weeks ago.

Pay Type

Participants were asked “Are you salaried or paid an hourly wage?” and responded 1, “hourly” or 2, “salaried.”

Table 3.1 shows the means, standard deviations, and alphas for the variables in the study. The correlations are presented in Table 3.2.

Table 3.1 Means, Standard Deviations, and Alphas

	Mean	SD	Alpha (α)
1. Prior relationship quality	4.07	.83	.90
2. Anticipated relationship quality	3.64	.89	.92
3. Justice perceptions	3.87	.89	.87
4. Succession events	2.44	.90	-
5. Openness to experience	4.00	.55	.77
6. Conscientiousness	4.12	.69	.87
7. Extraversion	2.86	1.00	.91
8. Agreeableness	3.95	.73	.89
9. Neuroticism	2.27	.96	.93
10. Tolerance for ambiguity	2.86	.72	.70
11. Team interdependence	3.60	.75	.87
12. TMX	3.45	.62	.85
13. Psychological safety	3.77	.80	.84
14. Reaction to succession event	2.77	1.18	-
15. Organizational commitment	3.43	1.10	.94
16. Job satisfaction	3.84	.97	.94
17. Turnover intentions	2.37	1.09	.91
18. Task performance	4.40	.57	.78
19. OCB	3.48	.74	.94
20. CWB	1.57	.81	.95
21. Time spent with supervisor	3.43	1.27	-
22. Task complexity	3.46	1.21	.90
23. Weeks since succession event	12.12	6.22	-
24. Pay type (1=hourly 2=salaried)	1.58	.50	-

** $p < .01$, * $p < .05$

Table 3.2 Correlation Table

	1	2	3	4	5
1. Prior relationship quality	-				
2. Anticipated relationship quality	.07	-			
3. Justice perceptions	.24**	.32**	-		
4. Succession events	-.14*	.00	-.07	-	
5. Openness to experience	.26**	.12	.13	.00	-
6. Conscientiousness	.20**	.14	.21**	-.16*	.33**
7. Extraversion	.28**	.31**	.22**	-.03	.28**
8. Agreeableness	.35**	.27**	.25**	-.11	.38**
9. Neuroticism	-.22**	-.15*	-.15*	.14*	-.21**
10. Tolerance for ambiguity	.17*	.24**	.13	.06	.03
11. Team interdependence	.21**	.34**	.36**	.00	.12
12. TMX	.35**	.25**	.27**	.12	.18*
13. Psychological safety	.34**	.11	.31**	-.15*	.18*
14. Reaction to succession event	-.41**	.23**	.06	.12	-.06
15. Organizational commitment	.39**	.39**	.33**	-.03	.07
16. Job satisfaction	.34**	.34**	.27**	-.05	.07
17. Turnover intentions	-.20**	-.24**	-.23**	.14*	-.09
18. Task performance	.18*	.07	.14*	-.11	.44**
19. OCB	.40**	.36**	.27**	.02	.10
20. CWB	-.10	.09	-.06	.18*	-.21**
21. Time spent with supervisor	.16*	.24**	.19**	.13	-.09
22. Task complexity	.18*	-.12	.00	-.14	.30**
23. Weeks since succession event	.13	-.04	-.05	-.10	.04
24. Pay type (1=hourly 2=salaried)	.15*	.16*	.09	-.13	.07

** $p < .01$, * $p < .05$

Table 3.2 Correlation Table (continued)

	6	7	8	9	10
1. Prior relationship quality					
2. Anticipated relationship quality					
3. Justice perceptions					
4. Succession events					
5. Openness to experience					
6. Conscientiousness	-				
7. Extraversion	.17*	-			
8. Agreeableness	.50**	.35**	-		
9. Neuroticism	-.46**	-.35**	-.42**	-	
10. Tolerance for ambiguity	-.25**	.44**	-.01	-.09	-
11. Team interdependence	.12	.24**	.17*	-.19**	.25**
12. TMX	.15*	.41**	.21**	-.24**	.27**
13. Psychological safety	.25**	.32**	.35**	-.35**	.07
14. Reaction to succession event	-.09	.01	-.19*	.18*	.09
15. Organizational commitment	.18*	.39**	.37**	-.25**	.30**
16. Job satisfaction	.14*	.39**	.32**	-.31**	.30**
17. Turnover intentions	-.27**	-.15*	-.31**	.34**	.02
18. Task performance	.53**	.12	.48**	-.40**	-.18*
19. OCB	.24**	.49**	.34**	-.29**	.34**
20. CWB	-.46**	-.02	-.42**	.45**	.23**
21. Time spent with supervisor	-.15*	.13	-.06	.07	.34**
22. Task complexity	.25**	.16*	.29**	-.29**	-.10
23. Weeks since succession event	-.08	-.06	-.05	.06	.03
24. Pay type (1=hourly 2=salaried)	-.07	.21**	-.01	.06	.23**

** $p < .01$, * $p < .05$

Table 3.2 Correlation Table (continued)

	11	12	13	14	15
1. Prior relationship quality					
2. Anticipated relationship quality					
3. Justice perceptions					
4. Succession events					
5. Openness to experience					
6. Conscientiousness					
7. Extraversion					
8. Agreeableness					
9. Neuroticism					
10. Tolerance for ambiguity					
11. Team interdependence	-				
12. TMX	.40**	-			
13. Psychological safety	.15*	.31**	-		
14. Reaction to succession event	.13	-.10	-.28**	-	
15. Organizational commitment	.26**	.35**	.30**	-.10	-
16. Job satisfaction	.17*	.38**	.39**	-.18*	.76**
17. Turnover intentions	.04	-.13	-.37**	.29**	-.54**
18. Task performance	.13	.11	.34**	-.06	.00
19. OCB	.35**	.68**	.31**	-.06	.66**
20. CWB	.06	.07	-.33**	.27**	.01
21. Time spent with supervisor	.31**	.24**	-.14	.17*	.20**
22. Task complexity	.02	.03	.31**	-.23**	.04
23. Weeks since succession event	-.01	-.12	.06	-.04	-.04
24. Pay type (1=hourly 2=salaried)	.13	.18*	.11	-.04	.21**

** $p < .01$, * $p < .05$

Table 3.2 Correlation Table (continued)

	16	17	18	19	20
1. Prior relationship quality					
2. Anticipated relationship quality					
3. Justice perceptions					
4. Succession events					
5. Openness to experience					
6. Conscientiousness					
7. Extraversion					
8. Agreeableness					
9. Neuroticism					
10. Tolerance for ambiguity					
11. Team interdependence					
12. TMX					
13. Psychological safety					
14. Reaction to succession event					
15. Organizational commitment					
16. Job satisfaction	-				
17. Turnover intentions	-.59**	-			
18. Task performance	.00	-.18*	-		
19. OCB	.54**	-.30**	.09	-	
20. CWB	-.02	.38**	-.57**	.05	-
21. Time spent with supervisor	.09	.20**	-.27**	.21**	.36**
22. Task complexity	.08	-.20**	.34**	.07	-.43**
23. Weeks since succession event	-.11	.06	.00	-.07	.07
24. Pay type (1=hourly 2=salaried)	.18*	-.05	-.06	.23**	.17*

** $p < .01$, * $p < .05$

Table 3.2 Correlation Table (continued)

	21	22	23	24
1. Prior relationship quality				
2. Anticipated relationship quality				
3. Justice perceptions				
4. Succession events				
5. Openness to experience				
6. Conscientiousness				
7. Extraversion				
8. Agreeableness				
9. Neuroticism				
10. Tolerance for ambiguity				
11. Team interdependence				
12. TMX				
13. Psychological safety				
14. Reaction to succession event				
15. Organizational commitment				
16. Job satisfaction				
17. Turnover intentions				
18. Task performance				
19. OCB				
20. CWB				
21. Time spent with supervisor	-			
22. Task complexity	-.33**	-		
23. Weeks since succession event	-.05	.06	-	
24. Pay type (1=hourly 2=salaried)	.10	.17*	.15*	-
** $p < .01$, * $p < .05$				

CHAPTER 4: DATA ANALYSIS AND RESULTS

To examine the effects of employee characteristics, team characteristics, and characteristics of the change on employee outcomes among employees who had experienced a change in supervisor within the past six months, I used a series of hierarchical linear regression models. The dependent variables in my models were the following attitudinal and behavioral outcomes: job satisfaction, organizational commitment, turnover intentions, task performance, OCB, and CWB. The independent variables are the characteristics of the change (i.e., quality of prior relationship, anticipated quality of new relationship, justice of change, number of previous supervisor changes), characteristics of the employee (i.e., Big Five personality traits, tolerance for ambiguity), characteristics of the team (i.e., team interdependence, TMX, psychological safety), and the employee's emotional reaction to changing supervisors. I controlled for task complexity, time the employee spent with their supervisor, pay time (i.e., hourly, salaried), and the time (in weeks) since the change in supervisor occurred. These were all variables that could be expected to influence my dependent variables.

In all equations, the regression models were built as follows: in the first step, control variables were entered together; in step 2, the characteristics of the change were entered as a set; in step 3, the characteristics of the employee were entered as a set; in step 4, three characteristics of the team were entered; in step 5, the emotional reaction to the change in supervisor was entered. The results of the hierarchical regressions are presented in Tables 4.1 - 4.6 at the end of this section.

HYPOTHESIS TESTING

Characteristics of the Change

Hypothesis 1. Hypotheses 1 predicted that, among employees who experienced a recent change in supervisor, the quality of the LMX relationship with the employee's prior supervisor would be associated with attitudinal and behavioral outcomes.

Hypothesis 1a predicted that employees who had a high-quality LMX relationship with their previous supervisor would have lower organizational commitment. There was a positive, statistically significant relationship between the quality of the prior relationship and organization commitment; $\beta = .22, p = .010$. This relationship is in the opposite direction hypothesized; therefore, Hypothesis 1a was not supported.

Hypothesis 1b predicted that employees who had a high-quality LMX relationship with their previous supervisor would have lower job satisfaction. The relationship between quality of the prior relationship and job satisfaction ($\beta = .12, p = .165$) was not significant. Accordingly, Hypothesis 1b was not supported. Hypothesis 1c, which predicted that employees who had a high-quality LMX relationship with their previous supervisor would have higher turnover intentions, was not supported. The quality of the prior relationship was not significantly related to turnover intentions ($\beta = -.01, p = .926$). Hypothesis 1d predicted that employees who had a high-quality LMX

relationship with their previous supervisor would have lower task performance. The relationship between the quality of the prior relationship and task performance was not significant; $\beta = .01, p = .893$; therefore, Hypotheses 1d was not supported. Hypothesis 1e, which predicted that employees who had a high-quality LMX relationship with their previous supervisor would have lower OCB, was not supported. The positive, statistically relationship ($\beta = .15, p = .033$) was in the opposite direction hypothesized.

Hypothesis 1f predicted that employees who had a high-quality LMX relationship with their previous supervisor would have lower CWB. The relationship between the quality of the prior relationship and CWB was not statistically significant ($\beta = .08, p = .304$); therefore, Hypothesis 1f was not supported. In sum, no parts of Hypothesis 1 were supported.

Hypothesis 2. Hypothesis 2 predicted that, among employees who experienced a recent change in supervisor, the anticipated quality of the LMX relationship with the employee's new supervisor would be associated with attitudinal and behavioral outcomes. Hypothesis 2a predicted that employees who anticipated a high-quality LMX relationship with their new supervisor would have higher organizational commitment. There was a positive, statistically significant relationship between the quality of the anticipated relationship and organizational commitment; $\beta = .19, p = .011$; therefore, Hypothesis 2a was supported. Hypothesis 2b predicted that employees who anticipated a high-quality LMX relationship with their new supervisor would have higher job satisfaction. The relationship between the quality of the anticipated relationship and organizational commitment was significant; $\beta = .17, p = .027$; therefore, Hypothesis 2b was supported. Hypothesis 2c predicted that employees who had a high-quality LMX relationship with their new supervisor would have lower turnover intentions. There was negative, statistically significant relationship between the quality of the anticipated relationship and turnover intentions; $\beta = -.29, p < .001$; therefore, Hypothesis 2c was supported. Hypothesis 2d predicted that employees who had a high-quality LMX relationship with their new supervisor would have higher task performance. This relationship was not statistically significant ($\beta = .02, p = .820$); therefore, Hypothesis 2d

was not supported. Hypothesis 2e predicted that employees who had a high-quality LMX relationship with their new supervisor would have higher OCB. The relationship between the quality of the anticipated relationship and organizational commitment was not statistically significant ($\beta = .12, p = .056$); therefore, Hypothesis 2e was not supported. Hypothesis 2f predicted that employees who had a high-quality LMX relationship with their new supervisor would have lower CWB. This relationship was not statistically significant ($\beta = .02, p = .831$); therefore, Hypotheses 2f was not supported. Thus, overall, Hypotheses 2a, 2b, and 2c were supported.

Hypothesis 3. Hypothesis 3 predicted that, among employees who experienced a recent change in supervisor, the employee's perceptions of informational justice regarding the change would be associated with attitudinal and behavioral outcomes. Hypothesis 3a predicted that employees who perceived informational injustice associated with the change would have lower organizational commitment. The relationship between perceived informational injustice and organizational commitment was not significant ($\beta = .10, p = .177$); therefore, Hypothesis 3a was not supported. Hypothesis 3b predicted that employees who perceived informational injustice associated with the change in supervisor would have lower job satisfaction. The relationship between the perceived informational injustice and job satisfaction was not significant ($\beta = .08, p = .306$); therefore, Hypothesis 3b was not supported. Hypothesis 3c predicted that employees who perceived informational injustice associated with the change would have higher turnover intentions. The relationship between the perceived informational injustice and turnover intentions was not significant ($\beta = -.15, p = .053$); therefore, Hypothesis 3c was not supported. Hypothesis 3d predicted that employees

who perceived informational injustice associated with the change would have lower task performance. The relationship between the perceived information justice and task performance was not significant ($\beta = -.04, p = .535$); therefore, Hypothesis 3d was not supported. Hypothesis 3e predicted that employees who perceived informational injustice associated with the change would have lower OCB. The relationship between the perceived informational injustice and OCB was not significant ($\beta = -.02, p = .719$); therefore, Hypothesis 3e was not supported. Hypothesis 3f predicted that employees who perceived informational injustice associated with the change would have higher CWB. This relationship was not significant ($\beta = -.01, p = .891$); therefore, Hypothesis 3f was not supported. Overall, then, no parts of Hypothesis 3 were supported.

Hypothesis 4. Hypothesis 4 predicted that, among employees who experienced a recent change in supervisor, the number of supervisor succession events an employee had experienced would be associated with attitudinal and behavioral outcomes. Hypothesis 4a predicted that employees who experienced fewer supervisor succession events would have lower organizational commitment. This relationship was not significant ($\beta = -.01, p = .845$); therefore, Hypothesis 4a was not supported. Hypothesis 4b predicted that employees who experienced fewer supervisor succession events would have lower job satisfaction. This relationship was not significant ($\beta = -.03, p = .713$); therefore, Hypothesis 4b was not supported. Hypothesis 4c predicted that employees who experienced fewer supervisor succession events would have higher turnover intentions. The relationship between the quality of the number of supervisor succession events and turnover intentions was not significant ($\beta = .06, p = .437$); therefore, Hypotheses 4c was not supported. Hypothesis 4d predicted that employees who

experienced fewer supervisor succession events would have lower task performance. This relationship was not significant ($\beta = .04, p = .516$); therefore, Hypothesis 4d was not supported. Hypothesis 4e predicted that employees who experienced fewer supervisor succession events would have lower OCB. This relationship was not significant ($\beta = .02, p = .673$); therefore, Hypothesis 4e was not supported. Hypothesis 4f predicted that employees who experienced fewer supervisor succession events would have higher CWB. The relationship between the quality of the number of supervisor succession events and turnover intentions was not significant ($\beta = .00, p = .994$); therefore, Hypothesis 4f was not supported. In sum, no parts of Hypothesis 4 were supported.

Characteristics of the Employee

Hypothesis 5. Hypothesis 5 predicted that, among employees who experienced a recent change in supervisor, employee openness to experience would be associated with attitudinal and behavioral outcomes. Hypothesis 5a predicted that employees low in openness to experience would have lower organizational commitment. This relationship was not significant ($\beta = -.14, p = .068$); therefore, Hypothesis 5a was not supported. Hypothesis 5b predicted that employees low in openness to experience would have lower job satisfaction. This relationship was not significant ($\beta = -.12, p = .097$); therefore, Hypothesis 5b was not supported. Hypothesis 5c predicted that employees low in openness to experience would have higher turnover intentions. This relationship was not significant ($\beta = .02, p = .808$); therefore, Hypothesis 5c was not supported. Hypothesis 5d predicted that employees low in openness to experience would have lower task performance. There was a positive, statistically significant

relationship between openness to experience and task performance ($\beta = .21, p = .003$); therefore, Hypothesis 5d was supported. Hypothesis 5e predicted that employees low in openness to experience would have lower OCB. The negative, statistically significant relationship between openness to experience and OCB ($\beta = -.17, p = .006$) was in the opposite direction hypothesized. Accordingly, Hypothesis 5e was not supported. Hypothesis 5f predicted that employees low in openness to experience would have higher CWB. The relationship between openness to experience and CWB was not significant ($\beta = -.01, p = .872$); therefore, Hypothesis 5f was not supported. Here, then, only Hypothesis 5d, regarding openness to experience and task performance, was supported.

Hypothesis 6. Hypothesis 6 predicted that, among employees who experienced a recent change in supervisor, employee conscientiousness would be associated with attitudinal and behavioral outcomes. Hypothesis 6a predicted that employees who low in conscientiousness would have lower job satisfaction. The relationship between conscientiousness and job satisfaction was not significant ($\beta = .02, p = .862$); therefore, Hypothesis 6a was not supported. Hypothesis 6b predicted that employees who low in conscientiousness would have higher turnover intentions. The relationship between conscientiousness and turnover intentions was not significant ($\beta = -.05, p = .595$); therefore, Hypothesis 6b was not supported. Hypothesis 6c predicted that employees who low in conscientiousness would have lower task performance. There was a positive, statistically significant relationship between conscientiousness and task performance ($\beta = .26, p = .001$); therefore, Hypothesis 6c was supported. Hypothesis 6d predicted that employees who low in conscientiousness would have lower OCB. The

relationship between conscientiousness and OCB was not significant ($\beta = .12, p = .097$); therefore, Hypothesis 6d was not supported. Hypothesis 6e predicted that employees who in low in conscientiousness would have higher CWB. There was a negative, statistically significant relationship between conscientiousness and CWB ($\beta = -.18, p = .025$); therefore, Hypothesis 6e was supported. Thus, overall, Hypotheses 6c, and 6e were supported.

Hypothesis 7. Hypothesis 7 predicted that, among employees who experienced a recent change in supervisor, employee extraversion would be associated with attitudinal and behavioral outcomes. Hypothesis 7a predicted that employees high in extraversion would have higher organizational commitment. The relationship between extraversion and organizational commitment was not significant ($\beta = .03, p = .682$); therefore, Hypothesis 7a was not supported. Hypothesis 7b predicted that employees high in extraversion would have higher job satisfaction. The relationship between extraversion and job satisfaction was not significant ($\beta = .05, p = .577$); therefore, Hypothesis 7b was not supported. Hypothesis 7c predicted that employees high in extraversion would have lower turnover intentions. The relationship between extraversion and turnover intentions was not significant ($\beta = .09, p = .315$); therefore, Hypothesis 7c was not supported. Thus, no part of Hypothesis 7 was supported.

Hypothesis 8. Hypothesis 8 predicted that, among employees who experienced a recent change in supervisor, employee agreeableness would be associated with attitudinal and behavioral outcomes. Hypothesis 8a predicted that employees high in agreeableness would have higher organizational commitment. There was a positive, statistically significant relationship between agreeableness and organizational

commitment ($\beta = .19, p = .030$); therefore, Hypothesis 8a was supported. Hypothesis 8b predicted that employees high in agreeableness would have higher job satisfaction. The relationship between agreeableness and job satisfaction was not significant ($\beta = .12, p = .175$); therefore, Hypothesis 8b was not supported. Hypothesis 8c predicted that employees high in agreeableness would have lower turnover intentions. The relationship between agreeableness and turnover intentions was not significant ($\beta = -.04, p = .692$); therefore, Hypothesis 8c was not supported. Hypothesis 8d predicted that employees high in agreeableness would have higher task performance. There was a positive, statistically significant relationship between agreeableness and task performance ($\beta = .17, p = .038$); therefore, Hypothesis 8d was supported. Hypothesis 8e predicted that employees high in agreeableness would have higher OCB. The relationship between agreeableness and OCB was not significant ($\beta = .13, p = .065$); therefore, Hypothesis 8e was not supported. Hypothesis 8f predicted that employees high in agreeableness would have lower CWB. There was a negative, statistically significant relationship between agreeableness and CWB ($\beta = -.19, p = .019$); therefore, Hypothesis 8f was supported. Overall, then, Hypotheses 8a, 8d, and 8f were supported.

Hypothesis 9. Hypothesis 9 predicted that, among employees who experienced a recent change in supervisor, employee neuroticism would be associated with attitudinal and behavioral outcomes. Hypothesis 9a predicted that employees who are high in neuroticism would have lower organizational commitment. The relationship between neuroticism and organizational commitment was not significant ($\beta = .04, p = .651$); therefore, Hypothesis 9a was not supported. Hypothesis 9b predicted that employees high in neuroticism would have lower job satisfaction. This relationship was

not significant ($\beta = -.08, p = .362$); therefore, Hypothesis 9b was not supported.

Hypothesis 9c predicted that employees high in neuroticism would have higher turnover intentions. The relationship between neuroticism and turnover intentions ($\beta = .13, p = .134$) was not significant; therefore, Hypothesis 9c was not supported. Hypothesis 9d predicted that employees high in neuroticism would have lower task performance. The relationship between neuroticism and task performance was not significant ($\beta = -.11, p = .165$); therefore, Hypothesis 9d was not supported. In short, no part of Hypothesis 9 was supported.

Hypothesis 10. Hypothesis 10 predicted that, among employees who experienced a recent change in supervisor, employee tolerance for ambiguity would be associated with attitudinal and behavioral outcomes. Hypothesis 10a predicted that employees low in tolerance for ambiguity would have lower organizational commitment. This relationship was significant ($\beta = .21, p = .012$); therefore, Hypothesis 10a was supported. Hypothesis 10b predicted that employees low in tolerance for ambiguity would have lower job satisfaction. This relationship was significant ($\beta = .24, p = .004$); therefore, Hypothesis 10b was supported. Hypothesis 10c predicted that employees low in tolerance for ambiguity would have higher turnover intentions. This relationship was not significant ($\beta = -.03, p = .733$); therefore, Hypothesis 10c was not supported. Hypothesis 10d predicted that employees low in tolerance for ambiguity would have lower task performance. This relationship was not significant ($\beta = -.04, p = .569$); therefore, Hypothesis 10d was not supported. Hypothesis 10e predicted that employees low in tolerance for ambiguity would have lower OCB. This relationship was not significant ($\beta = .13, p = .058$); therefore, Hypothesis 10e was not supported.

Hypothesis 10f predicted that employees low in tolerance for ambiguity would have higher CWB. This relationship was not significant ($\beta = .00, p = .990$); therefore, Hypothesis 10f was not supported. Thus, here Hypotheses 10a and 10b were supported.

Characteristics of the Team

Hypothesis 11. Hypothesis 11 predicted that, among employees who experienced a recent change in supervisor, the level of team task interdependence would be associated with attitudinal and behavioral outcomes. Hypothesis 11a predicted that employees working in a group with high task interdependence would have lower organizational commitment. The relationship between the quality of the level of task interdependence and organizational commitment was not significant ($\beta = -.03, p = .661$); therefore, Hypothesis 11a was not supported. Hypothesis 11b predicted that employees working in a group with high task interdependence would have lower job satisfaction. The relationship between task interdependence and job satisfaction was not significant ($\beta = -.09, p = .231$); therefore, Hypothesis 11b was not supported. Hypothesis 11c predicted that employees working in a group with high task interdependence would have higher turnover intentions. There was a positive, statistically significant relationship between task interdependence and turnover intentions ($\beta = .20, p = .014$); therefore, Hypothesis 11c was supported. Hypothesis 11d predicted that employees working in a group with high task interdependence would have lower task performance. This relationship was not significant ($\beta = .11, p = .136$); therefore, Hypothesis 11d was not supported. Hypothesis 11e predicted that employees working in a group with high task interdependence would have lower OCB. The relationship between task interdependence and OCB was not significant ($\beta = .04, p = .552$); therefore, Hypothesis

11e was not supported. Hypothesis 11f predicted that employees working in a group with high task interdependence would have higher CWB. This relationship was not significant ($\beta = .02, p = .764$); therefore, Hypothesis 11f was not supported. Thus, only Hypothesis 11c was supported.

Hypothesis 12. Hypothesis 12 predicted that, among employees who experienced a recent change in supervisor, the level of TMX would be associated with attitudinal and behavioral outcomes. Hypothesis 12a predicted that employees working in a group with low TMX would have lower organizational commitment. The relationship between TMX and organizational commitment was not significant ($\beta = .13, p = .118$); therefore, Hypothesis 12a was not supported. Hypothesis 12b predicted that employees working in a group with low TMX would have lower job satisfaction. The relationship between TMX and job satisfaction was not significant ($\beta = .15, p = .085$); therefore, Hypothesis 12b was not supported. Hypothesis 12c predicted that employees working in a group with low TMX would have higher turnover intentions. This relationship was not significant ($\beta = -.05, p = .590$); therefore, Hypothesis 12c was not supported. Hypothesis 12d predicted that employees working in a group with low TMX would have lower task performance. This relationship was not significant ($\beta = -.00, p = .978$); therefore, Hypothesis 12d was not supported. Hypothesis 12e predicted that employees working in a group with low TMX would have lower OCB. There was a positive, statistically significant relationship between TMX and OCB; $\beta = .47, p < .001$; therefore, Hypothesis 12e was supported. Hypothesis 12f predicted that employees working in a group with low TMX would have higher CWB. The positive, significant

relationship ($\beta = .17, p = .028$) was in the opposite direction hypothesized; therefore, Hypothesis 12f was not supported. So, only Hypothesis 12e was supported.

Hypothesis 13. Hypothesis 13 predicted that, among employees who experienced a recent change in supervisor, the level of psychological safety would be associated with attitudinal and behavioral outcomes. Hypothesis 13a predicted that employees low in psychological safety would have lower organizational commitment. The relationship between psychological safety and organizational commitment was not significant ($\beta = .06, p = .492$); therefore, Hypothesis 13a was not supported. Hypothesis 13b predicted that employees low in psychological safety would have lower job satisfaction. The relationship between psychological safety and job satisfaction was not significant ($\beta = .15, p = .059$); therefore, Hypothesis 13b was not supported. Hypothesis 13c predicted that employees low in psychological safety would have higher turnover intentions. This relationship was not significant ($\beta = -.11, p = .196$); therefore, Hypothesis 13c was not supported. Hypothesis 13d predicted that employees low in psychological safety would have lower task performance. The positive relationship was significant ($\beta = .18, p = .020$); therefore, Hypothesis 13d was supported. Hypothesis 13e predicted that employees low in psychological safety would have lower OCB. The relationship between psychological safety and OCB was not significant; $\beta = .02, p = .771$; therefore, Hypothesis 13e was not supported. Hypothesis 13f predicted that employees low in psychological safety would have higher CWB. The negative relationship ($\beta = -.17, p = .026$) was significant; therefore, Hypothesis 13f was supported. Overall, Hypotheses 13d and 13f were supported here.

Hypothesis 14. Hypothesis 14 predicted that, among employees who experienced a recent change in supervisor, the employee's reaction to the change in supervisor would be associated with attitudinal and behavioral outcomes. Hypothesis 14a predicted that employees with more negative reactions to the succession event would have lower organizational commitment. The relationship between the emotional reaction and organizational commitment was not significant ($\beta = -.06, p = .436$); therefore, Hypothesis 14a was not supported. Hypothesis 14b predicted that employees with more negative reactions to the succession event would have lower job satisfaction. The relationship between emotional reaction and job satisfaction was not significant ($\beta = -.13, p = .119$); therefore, Hypothesis 14b was not supported. Hypothesis 14c predicted that employees with more negative reactions to the succession event would have higher turnover intentions. The positive, significant relationship was in the opposite direction hypothesized ($\beta = .247, p = .004$); therefore, Hypothesis 14c was not supported. Hypothesis 14d predicted that employees with more negative reactions to the succession event would have lower task performance. This relationship was not significant ($\beta = .08, p = .258$); therefore, Hypothesis 14d was not supported. Hypothesis 14e predicted that employees with more negative reactions to the succession event would have lower OCB. The relationship between the relationship and OCB was not significant ($\beta = .00, p = .947$); therefore, Hypothesis 14e was not supported. Hypothesis 14f predicted that employees with more negative reactions to the succession would have higher CWB. The relationship was not significant ($\beta = .06, p = .417$); therefore, Hypothesis 14f was not supported. In sum, no part of Hypothesis 14 was supported.

Table 4.1

Hierarchical Regression Analysis			
<i>Dependent Variable: Organizational Commitment</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	.18*	.02	-.01
Task complexity	.09	.01	.00
Weeks since change	-.07	-.11	-.07
Hourly/salaried	.19*	.13	.12
Characteristics of the Change			
Prior relationship quality (H1)		.37***	.29***
Anticipated relationship (H2)		.26***	.18*
Justice perceptions (H3)		.13	.11
Succession events (H4)		-.00	.01
Individual Characteristics			
Openness to experience (H5)			-.15*
Conscientiousness (H6)			.03
Extraversion (H7)			.06
Agreeableness (H8)			.21*
Neuroticism (H9)			-.00
Tolerance for ambiguity (H10)			.20*
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	3.71**	9.45***	7.19***
ΔF	3.71**	14.02***	3.16**
ΔR^2	.08	.24	.07
R^2	.08	.32	.39

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.1 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Organizational Commitment</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	.00	.00
Task complexity	.01	-.00
Weeks since change	-.06	-.05
Hourly/salaried	.09	.09
Characteristics of the Change		
Prior relationship quality (H1)	.24**	.22**
Anticipated relationship (H2)	.18*	.19*
Justice perceptions (H3)	.09	.10
Succession events (H4)	-.02	-.01
Individual Characteristics		
Openness to experience (H5)	-.14	-.14
Conscientiousness (H6)	.04	.05
Extraversion (H7)	.03	.03
Agreeableness (H8)	.20*	.19*
Neuroticism (H9)	.03	.04
Tolerance for ambiguity (H10)	.20*	.21*
Team Characteristics		
Team interdependence (H11)	-.04	-.03
TMX (H12)	.13	.13
Psychological safety (H13)	.07	.06
Reaction to the succession event (H14)		-.06
<i>F</i>	6.20***	5.88***
ΔF	1.31	.42
ΔR^2	.02	.00
R^2	.41	.41
<i>Adjusted R²</i>		.34

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.2

Hierarchical Regression Analysis <i>Dependent Variable: Job Satisfaction</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	.07	-.07	-.11
Task complexity	.10	.03	.01
Weeks since change	-.13	-.17*	-.13
Hourly/salaried	.18*	.13	.12
Characteristics of the Change			
Prior relationship quality (H1)		.33***	.24**
Anticipated relationship (H2)		.23**	.13
Justice perceptions (H3)		.11	.09
Succession events (H4)		-.03	-.01
Individual Characteristics			
Openness to experience (H5)			-.15
Conscientiousness (H6)			-.02
Extraversion (H7)			.09
Agreeableness (H8)			.16
Neuroticism (H9)			-.14
Tolerance for ambiguity (H10)			.21*
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	2.67*	6.57***	6.02***
ΔF	2.67*	9.90***	4.22**
ΔR^2	.06	.19	.10
R^2	.06	.25	.35

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.2 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Job Satisfaction</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	-.07	-.06
Task complexity	.01	-.01
Weeks since change	-.11	-.10
Hourly/salaried	.08	.08
Characteristics of the Change		
Prior relationship quality (H1)	.17*	.12
Anticipated relationship (H2)	.15*	.17*
Justice perceptions (H3)	.06	.08
Succession events (H4)	-.03	-.03
Individual Characteristics		
Openness to experience (H5)	-.14	-.12
Conscientiousness (H6)	-.00	.02
Extraversion (H7)	.03	.05
Agreeableness (H8)	.13	.12
Neuroticism (H9)	-.09	-.08
Tolerance for ambiguity (H10)	.24**	.24**
Team Characteristics		
Team interdependence (H11)	-.11	-.09
TMX (H12)	.15	.15
Psychological safety (H13)	.18*	.15
Reaction to the succession event (H14)		-.13
<i>F</i>	5.88***	5.74***
ΔF	3.73*	2.46
ΔR^2	.05	.01
R^2	.40	.41
<i>Adjusted R²</i>		.34

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.3

Hierarchical Regression Analysis <i>Dependent Variable: Turnover Intentions</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	.20*	.29***	.26**
Task complexity	-.14	-.10	-.06
Weeks since change	.08	.10	.08
Hourly/salaried	-.04	.03	-.03
Characteristics of the Change			
Prior relationship quality (H1)		-.19*	-.15
Anticipated relationship (H2)		-.24**	-.20*
Justice perceptions (H3)		-.14	-.12
Succession events (H4)		.08	.06
Individual Characteristics			
Openness to experience (H5)			.06
Conscientiousness (H6)			.01
Extraversion (H7)			.09
Agreeableness (H8)			-.10
Neuroticism (H9)			.19*
Tolerance for ambiguity (H10)			.02
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	3.50**	5.60***	3.74***
ΔF	3.50**	7.16***	1.21
ΔR^2	.08	.14	.03
R^2	.08	.22	.25

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.3 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Turnover Intentions</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	.17*	.17
Task complexity	-.08	-.05
Weeks since change	.07	.06
Hourly/salaried	-.01	.00
Characteristics of the Change		
Prior relationship quality (H1)	-.11	-.01
Anticipated relationship (H2)	-.26**	-.29***
Justice perceptions (H3)	-.13	-.15
Succession events (H4)	.06	.06
Individual Characteristics		
Openness to experience (H5)	.04	.02
Conscientiousness (H6)	-.02	-.05
Extraversion (H7)	.13	.09
Agreeableness (H8)	-.07	-.04
Neuroticism (H9)	.17	.13
Tolerance for ambiguity (H10)	-.02	-.03
Team Characteristics		
Team interdependence (H11)	.24**	.20*
TMX (H12)	-.05	-.05
Psychological safety (H13)	-.16	-.11
Reaction to the succession event (H14)		.25**
<i>F</i>	3.98***	4.43***
ΔF	4.07**	8.64**
ΔR^2	.06	.04
R^2	.31	.35
<i>Adjusted R²</i>		.27

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.4

Hierarchical Regression Analysis <i>Dependent Variable: Task Performance</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	-.18*	-.27**	-.15*
Task complexity	.30***	.26**	.08
Weeks since change	-.02	-.03	.03
Hourly/salaried	-.11	-.15	-.07
Characteristics of the Change			
Prior relationship quality (H1)		.18*	.01
Anticipated relationship (H2)		.16*	.03
Justice perceptions (H3)		.10	.03
Succession events (H4)		.02	.03
Individual Characteristics			
Openness to experience (H5)			.22**
Conscientiousness (H6)			.28**
Extraversion (H7)			-.04
Agreeableness (H8)			.16*
Neuroticism (H9)			-.13
Tolerance for ambiguity (H10)			-.04
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	7.92***	6.23***	9.57***
ΔF	7.92***	3.96**	10.91***
ΔR^2	.16	.08	.23
R^2	.16	.24	.47

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.4 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Task Performance</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	-.15*	-.15*
Task complexity	.06	.07
Weeks since change	.02	.02
Hourly/salaried	-.07	-.07
Characteristics of the Change		
Prior relationship quality (H1)	-.02	.01
Anticipated relationship (H2)	.03	.02
Justice perceptions (H3)	-.04	-.04
Succession events (H4)	.04	.04
Individual Characteristics		
Openness to experience (H5)	.22**	.21**
Conscientiousness (H6)	.27**	.26**
Extraversion (H7)	-.07	-.08
Agreeableness (H8)	.15	.17*
Neuroticism (H9)	-.09	-.11
Tolerance for ambiguity (H10)	-.04	-.04
Team Characteristics		
Team interdependence (H11)	.12	.11
TMX (H12)	-.00	-.00
Psychological safety (H13)	.16*	.18*
Reaction to the succession event (H14)		.08
<i>F</i>	8.64***	8.25***
ΔF	2.75*	1.29
ΔR^2	.03	.00
R^2	.50	.50
<i>Adjusted R²</i>		.44

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.5

Hierarchical Regression Analysis			
<i>Dependent Variable: Organizational Citizenship Behavior</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	.19*	.03	.02
Task complexity	.11	.04	-.01
Weeks since change	-.12	-.16*	-.09
Hourly/salaried	.26**	.20**	.21**
Characteristics of the Change			
Prior relationship quality (H1)		.37***	.25**
Anticipated relationship (H2)		.28***	.15*
Justice perceptions (H3)		.07	.04
Succession events (H4)		.09	.12
Individual Characteristics			
Openness to experience (H5)			-.17*
Conscientiousness (H6)			.14
Extraversion (H7)			.21**
Agreeableness (H8)			.14
Neuroticism (H9)			-.10
Tolerance for ambiguity (H10)			.15*
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	5.95***	10.51***	9.89***
ΔF	5.95***	13.28***	6.26***
ΔR^2	.13	.22	.13
R^2	.13	.35	.48

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.5 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Organizational Citizenship Behavior</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	-.04	-.04
Task complexity	-.01	-.01
Weeks since change	-.02	-.02
Hourly/salaried	.13*	.13*
Characteristics of the Change		
Prior relationship quality (H1)	.14*	.15*
Anticipated relationship (H2)	.12	.12
Justice perceptions (H3)	-.02	-.02
Succession events (H4)	.02	.02
Individual Characteristics		
Openness to experience (H5)	-.17**	-.17**
Conscientiousness (H6)	.12	.12
Extraversion (H7)	.11	.11
Agreeableness (H8)	.13	.13
Neuroticism (H9)	-.02	-.02
Tolerance for ambiguity (H10)	.13	.13
Team Characteristics		
Team interdependence (H11)	.04	.04
TMX (H12)	.47***	.47***
Psychological safety (H13)	.02	.02
Reaction to the succession event (H14)		.00
<i>F</i>	14.29***	13.41***
ΔF	18.70***	.00
ΔR^2	.14	.00
R^2	.62	.62
<i>Adjusted R²</i>		.57

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.6

Hierarchical Regression Analysis			
<i>Dependent Variable: Counterproductive Work Behaviors</i>			
	Model 1	Model 2	Model 3
Control Variables			
Time spent with supervisor	.21**	.24**	.14
Task complexity	-.40***	-.38***	-.26***
Weeks since change	.10	.11	.05
Hourly/salaried	.25***	.27***	.17*
Characteristics of the Change			
Prior relationship quality (H1)		-.07	.05
Anticipated relationship (H2)		-.04	.05
Justice perceptions (H3)		-.08	-.02
Succession events (H4)		.08	.05
Individual Characteristics			
Openness to experience (H5)			.00
Conscientiousness (H6)			-.15
Extraversion (H7)			.12
Agreeableness (H8)			-.21*
Neuroticism (H9)			.24**
Tolerance for ambiguity (H10)			.03
Team Characteristics			
Team interdependence (H11)			
TMX (H12)			
Psychological safety (H13)			
Reaction to the succession event (H14)			
<i>F</i>	18.29***	9.91***	9.66***
ΔF	18.29***	1.36	6.56***
ΔR^2	.31	.02	.14
R^2	.31	.33	.47

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4.6 (continued)

Hierarchical Regression Analysis		
<i>Dependent Variable: Counterproductive Work Behaviors</i>		
	Model 4	Model 5
Control Variables		
Time spent with supervisor	.08	.08
Task complexity	-.24**	-.23**
Weeks since change	.08	.07
Hourly/salaried	.16*	.16*
Characteristics of the Change		
Prior relationship quality (H1)	.06	.08
Anticipated relationship (H2)	.02	.02
Justice perceptions (H3)	-.00	-.01
Succession events (H4)	.00	.00
Individual Characteristics		
Openness to experience (H5)	.01	.01
Conscientiousness (H6)	-.17*	-.18*
Extraversion (H7)	.11	.11
Agreeableness (H8)	-.19*	-.19*
Neuroticism (H9)	.24**	.23**
Tolerance for ambiguity (H10)	.00	.00
Team Characteristics		
Team interdependence (H11)	.03	.02
TMX (H12)	.17*	.17*
Psychological safety (H13)	-.18*	-.17*
Reaction to the succession event (H14)		.06
<i>F</i>	8.90***	8.42***
ΔF	3.31*	.66
ΔR^2	.03	.00
R^2	.50	.50
<i>Adjusted R²</i>		.44

* $p < .05$ ** $p < .01$ *** $p < .001$

ADDITIONAL ANALYSIS

To explore between-group differences in a sample that experienced a change in supervisor and one that did not, additional data were collected from a second sample of participants who had not experienced a change in supervisor in the six months prior to the study. Efforts were made to ensure the survey distributed to the second sample was similar to the first; however, some questions were omitted, and the wording was changed in other questions to ensure the survey was applicable to the no-change scenario.

Specifically, the following modifications were made to the no-change survey:

- The wording of the questions regarding the quality of the relationship with the prior supervisor was adapted to address the quality of the relationship with the employee's current supervisor.
- The questions regarding the anticipated relationship with the new supervisor were removed.
- The questions addressing justice perceptions about the change in supervisor were removed.
- The question about the emotional reaction to the change in supervisor was removed.

Initially, 310 surveys were returned from respondents residing in the United States. 119 (38.4%) of the surveys were removed from the sample for submitting incomplete surveys, spending too little time completing the survey (indicating a lack of attention to the questions), or not meeting the study criteria. Specifically, 100 of those respondents (32.3%) did not meet the initial selection criteria or declined to participate

in the study after reading the IRB cover letter. 12 respondents (3.9%) completed less than 95% of the survey or provided nonsensical responses (e.g., responding “T” when asked to describe how the job title or job role changed as a result of the pandemic). 5 respondents (1.6%) completed the survey in under 5 minutes. 2 respondents (.65%) indicated that they were promoted during the pandemic. With 119 surveys removed, the sample of useable data consisted of 191 participants, a response rate of 61.6%.

41.4% of the sample were female. 32.5% of the sample were age 45 and older, 35.6% were 35-44 years old, and 31.9% were ages 18-34. 90.6% of the sample attended at least some college, 50.8% had a four-year degree, and 21.0% had an advanced degree. 16.4% of the sample had been with their company 14 months to two years, 38.6% had been with their company three to five years, and 34.6% more than six years. 99.0% of the respondents were employed full-time (32 or more hours per week). 54.5% of the sample were salaried, and the remaining 45.5% were paid hourly.

As with the first sample, the sample of individuals who did not experience a change in supervisor was collected during the coronavirus pandemic. 29.3% of respondents experienced a change in work hours due to the pandemic. 46.1% of the respondents worked in a different location during the pandemic, including working fully remotely and hybrid workweeks working in the office part of the week and remotely the rest of the week. 6.3% of respondents indicated that the pandemic led to a change in supervisor prior to a six-month window before the study. 12.0% of the sample indicated that their ability to complete their work changed, primarily due to caregiver responsibilities while working from home. 67.4% of the sample experienced at least one

of the changes above. 32.6% reported that the pandemic did not affect their job with respect to the aspects above.

To compare the between-group differences in individuals that experienced a change in supervisor and those that did not, t-tests were used to compare the attitudinal and behavioral dependent variables between the change and no change groups, and no differences were found. Next, a series of moderated regression analyses were used to determine if there was an interaction effect between a change in supervisor and the independent variables in the model (i.e., characteristics of the employee and the team characteristics) in predicting the attitudinal and behavioral dependent variables. Three of the interactions between a change in supervisor and the independent variables were significant and are discussed below.

Openness to Experience

Whether or not an employee experienced a change in supervisor influenced how openness to experience was related to task performance. In both groups, openness to experience was positively related to task performance; however, this relationship was more pronounced among those that experienced a change in supervisor ($\beta = .37, p < .001$) than those that did not experience a change in supervisor ($\beta = .14, p = .020$). Individuals low in openness to experience that experienced a change in supervisor reported lower task performance when compared to those that did not. Conversely, individuals that were high in openness to experience who experienced a change in supervisor reported higher task performance than individuals who did not experience a change in supervisor.

Tolerance for Ambiguity

There were two significant interactions between tolerance for ambiguity and changing supervisors: organizational commitment ($F(1,375) = 5.64, \Delta R^2 = .01, p = .018$) and job satisfaction ($F(1,378) = 10.68, \Delta R^2 = .03, p = .001$). First, among those that experienced a change in supervisor, tolerance for ambiguity was positively related to organizational commitment ($\beta = .23, p = .003$), while this relationship was not significant in the group that did not experience a change in supervisor ($\beta = -.02, p = .812$). Second, among those that experienced a change in supervisor, tolerance for ambiguity was positively related to job satisfaction ($\beta = .23, p = .001$). The relationship between tolerance for ambiguity and job satisfaction was not significant in the group that did not experience a change in supervisor ($\beta = -.08, p = .246$).

CHAPTER 5: DISCUSSION AND CONCLUSIONS

In this chapter, I discuss the findings of the study and the contributions to the succession literature. First, I summarize the research findings of this study. Second, I highlight the contributions of my dissertation to our understanding of how leader/supervisor succession events affect employees at work regarding individual-level attitudes and behaviors and discuss the theoretical and practical implications. Next, I address the limitations of this research. Then, I suggest several directions for future research that will further enhance our understanding of the effects related to supervisor succession events before providing some concluding thoughts in the final section.

SUPERVISOR SUCCESSION EVENTS

The results of the hypothesis-testing are discussed in this section. Specifically, this section highlights the important findings regarding the characteristics of the change in supervisor, the characteristics of the employee, the characteristics of the employee's workgroup, and the employee's reaction to changing supervisors on employee attitudes and behaviors when a supervisor succession event has taken place.

The characteristics of the change from the employee's perspective affected employee attitudes more than employee behaviors. The anticipated relationship with the new supervisor affected organizational commitment, job satisfaction, and turnover intentions as hypothesized. This influence could be the result of the employee's forward-thinking appraisal as to what they stand to lose or gain as a result of the change. This assessment is similar to the judgment that survivors of downsizing make following organizational downsizing where individuals determine whether the event is a threat or has the potential for harm, and whether the individual has the ability to cope

with the change and potential threats or opportunities presented by the downsizing (Mishra & Spreitzer, 1998). The relationships between the quality of the prior relationship and organizational commitment, job satisfaction, and OCB were significant, but in the opposite direction hypothesized. In other words, I actually found that employees who had a high-quality prior relationship were more committed, more satisfied, and engaged in more OCB. This could indicate that the hypothesized decrease in the attitudinal and behavioral outcomes is more nuanced such that the relationship would not drop from a positive to negative. Alternatively, it could be that people with high-quality relationships tend to have a more positive outlook in general, and this is also associated with more positive job attitudes and behaviors. Unexpectedly, the relationships of employee perceptions of justice about the change and the succession frequency experienced with the attitudinal and behavioral outcomes were not significant.

Overall, employee characteristics affected the behavioral outcomes more than the attitudinal outcomes in this study. The influence of agreeableness on an employee's organizational commitment was the only significant attitudinal outcome related to one of the Big Five personality traits. Agreeableness was also positively related to performance and CWB, as was conscientiousness. Openness to experience was related to performance, but not CWB. The hypothesized relationships between neuroticism and extraversion, and the attitudinal and behavioral outcomes were not found in this study. One of the relationships between the Big Five personality traits and OCB in this study was unanticipated. There was a significant, negative relationship between openness to experience and OCB. This was in the opposite direction that I hypothesized. This could

be due to the “double edge sword” of openness to experience, discussed in Chapter 2, where individuals that are high in openness to experience feel things deeply, which could lead individuals high in openness to feel more of a disruption following a change in supervisor than individuals low in openness to experience.

The relationships between tolerance for ambiguity and both organizational commitment and job satisfaction were significant. However, there were not significant relationships found in this study between tolerance for ambiguity and the proposed behavioral outcomes. While these relationships were hypothesized, these findings are not surprising given that there is little research on the direct relationships between tolerance for ambiguity and job performance, OCB, and CWB in the organizational behavior literature. Nevertheless, the findings with regard to satisfaction and commitment are important because they support the idea that tolerance for ambiguity plays a key role with regard to job attitudes in the context of supervisor transitions.

It was hypothesized that the relationships individuals shared with members of their workgroups would affect how an employee would respond to changing supervisors. In this study, turnover intentions were the only attitudes affected by team interdependence. This relationship was negative, as expected, meaning that higher levels of workgroup interdependence led to lower turnover intentions among employees that experienced a change in supervisor, indicating that the relationships between coworkers may act as a buffer such that when one supervisor leaves and another one starts those employees on highly interdependent teams may not feel the effects as much as employees on teams with lower interdependence. TMX was not related to the attitudes in this study, but there was a positive relationship with both OCB and CWB.

The association between TMX and CWB was unexpected given that a lower level of CWB seems intuitive in teams with strong interpersonal relationships characterized by trust and respect; however, this finding does support the argument that OCB and CWB are distinct constructs rather than opposite ends of the same spectrum (Sackett, Berry, Wiemann, & Laczo, 2006). At the same time, there could also be an issue with multicollinearity here, as TMX and CWB are not significantly related in the correlation matrix (cf. Table 3.2). Psychological safety was not significantly related to employee attitudes, but the hypothesized relationships with performance and CWB were supported. Thus, psychological safety in this context appears to be more relevant with regard to behaviors than attitudes.

Surprisingly, the only significant relationship involving the employee's emotional reaction to the succession event was with turnover intentions. This could suggest that how an employee feels about changing supervisors has limited effects on attitudinal and behavioral outcomes, or that the effects diminish over time within a matter of weeks or months following the change in supervisor. Another unexpected aspect of the relationship between the emotional reaction and turnover intentions is that the direction was counterintuitive, such that a more positive reaction to the change in supervisor led to higher turnover intentions. One possible explanation for this finding is that employees who are happy that their prior supervisor is no longer in the position may see the change as an opportunity to evaluate their own mobility options. This would be consistent with the literature on turnover contagion and collective turnover (e.g., Bartunek, Huang, & Walsh, 2008; Felps, Mitchell, Hekman, Lee, Holtom, & Harman, 2009). Another possible explanation is that an employee may seek to follow

the prior supervisor to their new job, similar to the research on former coworkers pulling employees out of their positions (see review by Porter & Rigby, 2021). In these situations, employees departing the organization may try to convince colleagues to join them in the transition to their job (Klotz & Zimmerman, 2015). While this turnover contagion phenomenon has not been explored between leaders and followers (Porter & Rigby, 2021), a leader may desire to have trusted followers join them in their new role to have trusted subordinates with high-quality LMX relationships on their new teams.

The results of the additional analyses showing a significant interaction between a change in supervisor and openness to experience, as well as tolerance for ambiguity suggest that there are characteristics of employees that would help them be more resilient to changes in supervisor. It is surprising that the between-groups analyses did not result in more significant differences between the group that experienced a change in supervisor and the group that did not. One possible explanation is that is that the effects are so nuanced that retrospective self-report data may not pick them up. Another possibility is that even though the comparison group did not change supervisors, with the data collection taking place during a pandemic, it is difficult to rule out the effects that the pandemic has caused in both the work and non-work experiences of study participants. Gruber et al. (2021) describe the pervasive nature of the pandemic, highlighting three ways that the pandemic has affected individuals and their mental health.

First, it is long term and widespread, with an uncertain end date; the stakes are high, the disruption to daily routines is severe, and the loss of resources to meet

both immediate (e.g., food, cleaning supplies) and future needs (e.g., due to unemployment) is significant.

Second, the COVID-19 pandemic is a multidimensional stressor, affecting individual, family, educational, occupational, and medical systems, with broader implications for the macrosystem, as it exacerbates political rifts, cultural and economic disparities, and prejudicial beliefs. Concerns regarding interpersonal disruption may be particularly relevant for understanding its psychological effects and both physical and psychological outcomes. Reduced social interaction is a notable risk factor for mental health difficulties and the negative impact of loneliness on mental and physical health is well-documented (Cacioppo, Grippo, London, Goossens, & Cacioppo, 2015). Many individuals are facing serious illness—and thus, prolonged separation or even death—of loved ones, made even more difficult by interruptions in typical modes of grieving (e.g., funerals, spending time with family, sitting shiva, religious services), or by ongoing concerns regarding one's own or one's family members' safety. Social disruptions during COVID-19 also include role confusion and conflict: Many parents are serving as both home-school teachers and care providers while also maintaining occupational responsibilities. These role changes thus increase parental stress and fatigue which, in turn, result in lower parenting satisfaction, self-efficacy, and distress tolerance (e.g., Kinnunen & Mauno, 1998). Strict stay-at-home guidelines also confer risk for sustained exposure to many interpersonal sources of adversity (e.g., marital discord, parent-child conflicts, interpersonal threat and deprivation, parental

psychopathology, addictive behaviors, unemployment and economic instability, and lack of social support), many of which are known risk factors for child abuse (Brown, Cohen, Johnson, & Salzinger, 1998; Stoltenborgh, Bakermans-Kranenburg, & Van Ijzendoorn, 2013) and the onset of psychopathology (McLaughlin, Green, Gruber, Sampson, Zaslavsky, & Kessler, 2012).

Third, the protections needed to safeguard against infection necessarily, but ironically, block access to protective factors that are known to reduce the effects of stress (e.g., enjoyable distractions, behavioral activation, social relationships) because they are difficult to employ while adhering to stay-at-home and social-distancing mandates. The lack of protective factors may be especially marked among socially isolated older adults who also are among the most vulnerable to the virus. (p. 412)

As part of this dissertation study, participants were asked how their jobs were affected by the pandemic. As explained in the excerpt above, many of the changes that people experienced were not specifically related to work, but would influence an individual's overall mental health, as well as their attitudes and behaviors. Determining how the pandemic affected participants' responses was outside of the scope of this study; however, it is important to note that the influence of the pandemic should not be ignored.

THEORETICAL IMPLICATIONS

Previous research on leader succession has increased our understanding of how succession events affect leaders and organizations, as well as the antecedents of succession events. How succession events affect employees, the followers of the leaders that change positions, has not received the same attention, leaving our understanding of

succession events incomplete. To gain more insight into the effects of leader and supervisor succession, this dissertation advances the research on leader succession in several ways. First, by focusing on the perceptions of employees affected by changing supervisors rather than the supervisor or organizations, we gained a more holistic understanding of leader succession events. The employee perspective is important to consider since frontline employees are the ones who are most likely to be subjected to frequent leadership disruptions since turnover among frontline managers and middle managers often occurs more frequently than it does at other levels in the organization (e.g., Good et al., 1996; Whithem & Scales, 2004). Since frontline employees have more contact with customers than managers working in other areas of the organization, understanding how leader succession events affect those workers is important to ensure that supervisor changes do not lead to unexpected consequences with negative customer experiences or outcomes leading to detrimental consequences for the organization.

The second theoretical contribution is examining individual-level effects of supervisor succession on the employee to gain a better understanding of how employees are affected by this specific type of change at work. Similar to leader succession, organizational change initiatives are often examined at the macro-level; however, a growing number of researchers have argued that understanding the success or failure of organizational change initiatives should focus on the individuals within the organization because of the essential role of individuals in the change process (Choi, 2011; Judge et al., 1999). In the same vein, the micro-level implications associated with leader succession events can have macro-level repercussions. The findings of this study suggest that there are specific factors that contribute to employee attitudes following a

change in supervisor (e.g., the relationships with the prior and new supervisors), and other factors contribute to employee behaviors following a change in supervisor (e.g., employee personality traits).

The third theoretical contribution of this dissertation is the knowledge gained from this study that can help scholars understand the factors that can minimize the negative effects associated with a change in supervisor. By exploring the different aspects of the change event, the employee, the employee's workgroup, and the employee's reaction to the change, and how they influence employee attitudes and behaviors following a change in supervisor, we can explain and predict how employees will respond to changing supervisors, as well as how successful the change in supervisor will be. Specifically, my findings suggest that the relationships employees have with prior supervisors and the relationships they anticipate with their new supervisors affect employee attitudes, while the personality traits of the employee affected more employee behaviors than attitudes. One exception is with tolerance for ambiguity which was related more to employee attitudes.

PRACTICAL IMPLICATIONS

In addition to the important theoretical implications, these findings have important practical implications for managers and organizations. The effects of the anticipated relationship with the new supervisor on employee organizational commitment, job satisfaction, and turnover intentions highlight the importance of facilitating relationship-building opportunities for employees with their new supervisors. To facilitate a smoother transition between supervisors for employees, it

may be beneficial to provide opportunities to build rapport and develop a new relationship prior to the old supervisor leaving.

The relationships between the characteristics of the employee and the behavioral outcomes suggest that when hiring for positions that may be prone to frequent changes in supervisors, managers should consider personality dimensions in hiring decisions. Conscientiousness is often deemed the primary, if not sole personality dimension used in predicting performance (Hurtz & Donovan, 2000); however, these findings suggest that consideration be given to other traits that focus on an employee's ability to be flexible and adapt to new situations, such as openness to experience, agreeableness, and tolerance for ambiguity. Doing so may help ensure that employees are suited to more frequent changes in supervision and lessen the disruption these changes often bring.

LIMITATIONS

While this dissertation enhances our understanding of how changing supervisors affects employee attitudes and behaviors at work, the study is not without its limitations. First, all of the data collected is self-reported. The individual perspectives provided by self-report data are beneficial in organizational behavior research (Spector, 1994), and employee perspectives are important in understanding how employees are affected by changing supervisors. However, self-reported ratings can be subject to biases, including social-desirability bias, which would lead the participant to respond in a more favorable manner than is accurate for the situation, or the emotions or mood of the participant at the time of the survey, which could lead to responses being influenced by the positive or negative mood state, something that is not related to the supervisor succession event (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). While the survey

was designed to direct the participants' attention to succession-related responses, it is not possible to remove all outside factors that could influence their responses.

Second, the diversity of this sample is a strength in that it provides information across several jobs, companies, and industries; however, this diversity also opens the door for other factors affecting participant responses contributing to alternative explanations that may not be adequately captured in this study. For instance, the organizational demands and accommodations associated with the pandemic vary widely based on the type of job and industry of the company. While these differences could affect the how participants responded in the study, the benefits of generalizability across a diverse set of organizational factors outweigh the disadvantages associated with this aspect of the study.

Lastly, collecting data during a global pandemic may have affected the results of the study in a manner that cannot be detected by the survey. As previously described, while participants indicated whether their job was not affected by the pandemic, or was only partly affected, the salience of the effects the pandemic had on individuals' day-to-day, non-work activities could have influenced how participants rated their work-related attitudes and behaviors. Thus, ideally, the data for this dissertation would have been collected during a more normal period of time rather than during an unprecedented event affecting workers around the world.

FUTURE RESEARCH

Exploring these relationships using field data collected in an organizational setting would enhance our understanding of the attitudinal and behavioral effects of

changing supervisors at work. Furthermore, it would be ideal to collect these data over time (e.g., months, years) in order to examine longitudinal changes in attitudes and behaviors that may manifest prior, during, and following supervisor transition events. Likewise, rather than using self-reported data, objective measures of job performance and turnover should be collected. Doing so would provide insight as to whether behavioral changes are temporary following the change, or if repeated changes in supervisor lead to lasting changes in behavioral outcomes. This type of research design and data collection would contribute to our understanding of when attitudinal and behavioral changes take place in the supervisor succession process and would also help reduce possible alternative explanations for these changes. Lastly, the objective measures that can be captured in an organizational setting could capture more nuanced changes in behaviors that could not be captured by retrospective, self-reported data.

Another avenue for future research is to incorporate multiple perspectives into this line of research. Capturing supervisor perspectives of employee changes in attitudes or behaviors during or after a succession event would reduce the single-source biases that exist in self-reported data and provide a more robust dataset from which to draw conclusions. Including all employees within a single work group would further expand our understanding of how work group dynamics affect employee responses to succession events, and whether group members experience similar changes in attitudes and behaviors or if there are other contributing factors. Likewise, such data could be used to explore the possible implications of group dynamics in such events. For instance, the social information processing perspective (Salancik & Pfeffer, 1978) suggests that job attitudes and behaviors can be contagious. Thus, when fellow group

members feel a certain way (i.e., positively or negatively) about a succession event, it may increase the likelihood that an employee will adopt similar attitudes.

Lastly, future research should explore different types of supervisor changes that an employee can experience to gain further understanding into how these differences affect employee outcomes. As previously mentioned, supervisor and leader succession events have been widely examined from the perspective of the leader, so transitioning to the effects of a succession event on the followers is a natural progression. However, there are several ways an employee can change supervisors at work that do not involve a succession event. For example, an employee can be pulled from an existing work group and placed onto a newly formed team with group members from other areas. In this situation, an employee is navigating new relationships with both the leader/supervisor and group members, and all group members are in a similar situation. By contrast, if an employee transitions onto an existing team where group members have an existing relationship with each other and their supervisor, but the employee is having to build new relationships, it could be akin to starting a new position even though the task requirements remain largely unchanged.

Likewise, it may also be useful to consider how similar or different the new leader is from the previous leader. This might not only include demographic differences (e.g., changing from a male supervisor to a female supervisor, changing from an older supervisor to a much younger supervisor), but also include differences in leadership (e.g., changing from a transformational leader to a transactional leader, changing from a participative leader to an autocratic leader). Exploring different types of supervisor changes would expand the breadth and depth of our understanding of how employees

are affected by changing supervisors. Exploring different types of supervisor changes would expand the breadth and depth of our understanding of how employees are affected by changing supervisors.

CONCLUSION

Leader and supervisor succession is a phenomenon that affects individuals at all levels of the organization; however, much of the succession literature has focused on executive succession. While it is important to understand the executive and organizational implications associated with succession events, broadening the scope of succession research to include lower-level employees furthers our understanding of how these events influence outcomes throughout organization, not just at the top. Accordingly, in this study, I examined how characteristics of the change in supervisor, characteristics of the employee, characteristics of the employee's workgroup, and the employee's reaction to changing supervisors influenced employee attitudes and behaviors at work. I found that the anticipated relationship with the new supervisor affected the employee's work-related attitudes (i.e., organizational commitment, job satisfaction, turnover intentions). The results of the study also suggest that employee personality traits (i.e., openness to experience, conscientiousness, agreeableness) are related to behavioral outcomes following a change in supervisor. Additionally, the findings of this study suggest that strong relationships between workgroup members and coworkers, both task-oriented (i.e., interdependence) and relationship-oriented (i.e., TMX) can attenuate the negative or disruptive effects of changing supervisors. It is my hope that these findings inspire additional research at the individual and workgroup level into the effects of leader and supervisor succession events.

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APPENDIX A: ITEMS FOR STUDY VARIABLES

Quality of relationship with prior supervisor (Liden et al., 1993)

Items

1. Regardless of how much power he/she had built into his/her position, my prior supervisor would be personally inclined to use his/her power to help me solve problems in my work.
2. I could count on my prior supervisor to “bail me out,” even at his/her own expense when I really needed it.
3. My prior supervisor understood my problems and needs.
4. My prior supervisor recognized my potential.
5. My prior supervisor had enough confidence in me that he/she would defend and justify my decisions if I were not present to do so.
6. I usually knew where I stood with my prior supervisor.

Response Scale

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neither agree nor disagree
- 4 = Somewhat agree
- 5 = Strongly agree

Anticipated quality of relationship with new supervisor (Liden et al., 1993)

Items

1. I thought my new supervisor would be an excellent superior.
2. I thought my new supervisor would be a high performer.
3. I thought my new supervisor would have a long successful career with the company.
4. I thought my new supervisor and I would see things the same way.
5. I thought my new supervisor and I would be alike in a number of areas.
6. I thought my new supervisor and I would be similar in terms of our outlook, perspective, and values.

Response Scale

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neither agree nor disagree
- 4 = Somewhat agree
- 5 = Strongly agree

Justice perceptions (Colquitt, 2001)

Directions: Thinking back to the communications you received about your last supervisor/manager leaving the position and the new supervisor/manager starting, indicate the extent that you agree with each statement.

Items

1. You received candid communication about the change in supervisor.
2. The process of changing supervisors was explained thoroughly.
3. The explanations regarding the transition from one supervisor to another were reasonable.
4. The details about your old supervisor leaving and new supervisor starting were communicated in a timely manner.
5. You received information about changing supervisors that was tailored to your individual/specific needs.

Response Scale

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neither agree nor disagree
- 4 = Somewhat agree
- 5 = Strongly agree

Number of previous supervisor changes

Item

1. How many supervisors have you had in the past six months?
2. How many supervisors have you had in the past year?
3. How many supervisors have you had in the past two years?
4. How many supervisors have you had in the past five years?

Response Scale

- 1, 2, 3, 4, 5, more than 5

Big Five personality traits (Goldberg et al., 2006)

Directions: Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. For each item below, indicate how accurately each statement describes you.

Items

Openness to experience

1. Have a rich vocabulary.
2. Have difficulty understanding abstract ideas. (RS)
3. Have a vivid imagination.
4. Am not interested in abstract ideas. (RS)
5. Have excellent ideas.
6. Do not have a good imagination. (RS)
7. Am quick to understand things.
8. Use difficult words.
9. Spend time reflecting on things.
10. Am full of ideas.

Conscientiousness

1. Am always prepared.
2. Leave my belongings around. (RS)
3. Pay attention to details.
4. Make a mess of things. (RS)
5. Get chores done right away.
6. Often forget to put things back in their proper place. (RS)
7. Like order.
8. Shirk my duties. (RS)
9. Follow a schedule.
10. Am exacting in my work.

Extraversion

1. Am the life of the party.
2. Don't talk a lot. (RS)
3. Feel comfortable around people.
4. Keep in the background. (RS)
5. Start conversations.
6. Have little to say. (RS)
7. Talk to a lot of different people at parties.
8. Don't like to draw attention to myself. (RS)
9. Don't mind being the center of attention.
10. Am quiet around strangers. (RS)

Agreeableness

1. Feel little concern for others. (RS)

2. Am interested in people.
3. Insult people. (RS)
4. Sympathize with others' feelings.
5. Am not interested in other people's problems. (RS)
6. Have a soft heart.
7. Am not really interested in others. (RS)
8. Take time out for others.
9. Feel others' emotions.
10. Make people feel at ease.

Neuroticism

1. Get stressed out daily.
2. Am relaxed most of the time. (RS)
3. Worry about things.
4. Seldom feel blue. (RS)
5. Am easily disturbed.
6. Get upset easily.
7. Change my mood a lot.
8. Have frequent mood swings.
9. Get irritated easily.
10. Often feel blue.

Note: (RS) is used to denote items which were reversed scored.

Response Scale

- 1 = Very Inaccurate
- 2 = Somewhat Inaccurate
- 3 = Neither Accurate nor Inaccurate
- 4 = Somewhat Accurate
- 5 = Very Accurate

Tolerance for ambiguity (Gupta & Govindarajan, 1984)

Items

1. The most interesting life is to live under rapidly changing conditions.
2. Adventurous and exploratory people go farther in this world than do systematic and orderly people.

Response Scale

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neither agree nor disagree
- 4 = Somewhat agree
- 5 = Strongly agree

Team interdependence (Campion et al., 1993)

Items

1. I cannot accomplish my tasks without information or materials from other members of my team.
2. Other members of my team depend on me for information or materials needed to perform their tasks.
3. Within my team, jobs performed by team members are related to one another.
4. My work goals come directly from the goals of my team.
5. My work activities on any given day are determined by my team's goals for that day.
6. I do very few activities on my job that are not related to the goals of my team.
7. Feedback about how well I am doing my job comes primarily from information about how well the entire team is doing.
8. My performance evaluation is strongly influenced by how well my team performs.
9. Many rewards from my job (e.g., pay, promotion) are determined in large part by my contributions as a team member.

Response Scale

- 1 = Very inaccurate
- 2 = Somewhat inaccurate
- 3 = Neither accurate nor inaccurate
- 4 = Somewhat accurate
- 5 = Very accurate

Team-member exchange (Seers et al., 1995)

Items

1. How often do you make suggestions about better work methods to other team members?
2. How often do other members of your team let you know when you do something that makes their job easier (or harder)?
3. How often do you let other team members know when they have done something that makes your job easier (or harder)?
4. In busy situations, how often do other team members ask you to help out?
5. In busy situations, how often do you volunteer your efforts to help others on your team?

Response Scale

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often

5 = Always

6. How well do other members of your team recognize your potential?
7. How well do other members of your team understand your problems and needs?

Response Scale

- 1 = Not well at all
- 2 = Slightly well
- 3 = Moderately well
- 4 = Very well
- 5 = Extremely well

8. How flexible are you about switching job responsibilities to make things easier for other team members?

Response Scale

- 1 = Not at all flexible
- 2 = Slightly flexible
- 3 = Moderately flexible
- 4 = Very flexible
- 5 = Extremely flexible

9. How willing are you to help finish work that had been assigned to others?
10. How willing are other members of your team to help finish work that was assigned to you?

Response Scale

- 1 = Not at all willing
- 2 = Slightly willing
- 3 = Moderately willing
- 4 = Very willing
- 5 = Extremely willing

Psychological Safety (Edmondson, 1999)

Items

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

Response Scale

- 1 = Strongly disagree
- 2 = Somewhat disagree
- 3 = Neither agree nor disagree
- 4 = Somewhat agree
- 5 = Strongly agree

Reaction

Item

1. How did you feel when your supervisor left the position?

Response Scale

- 1 = Extremely unhappy
- 2 = Somewhat unhappy
- 3 = Neither happy nor unhappy
- 4 = Somewhat happy
- 5 = Extremely happy

Organizational Commitment (Meyer et al., 1993)

Items

1. I would be very happy to spend the rest of my career with my organization.
2. I really feel as if the organization's problems are my own.
3. I feel a strong sense of "belonging" to the organization.
4. I feel "emotionally attached" to my organization.
5. I feel like "part of the family" at the organization.
6. The organization has a great deal of personal meaning for me.

Response Scale

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

Job Satisfaction (Cammann et al., 1979)

Items

1. All in all, I am satisfied with my job.
2. In general, I like my job.
3. In general, I like working here.

Response Scale

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

Turnover Intentions (Meyer et al., 1993)

Items

1. How frequently do you think about leaving your current employer?

Response Scale

- 1 = Never
 - 2 = Rarely
 - 3 = Sometimes
 - 4 = Often
 - 5 = Always
2. How likely is it that you will search for a job in another organization?
 3. How likely is it that you will actually leave your organization in the next year?

Response Scale

- 1 = Extremely unlikely
- 2 = Unlikely
- 3 = Neutral
- 4 = Likely
- 5 = Extremely likely

Task Performance (Williams & Anderson, 1991)

Items

1. Adequately completes assigned duties.
2. Fulfills responsibilities specified in the job description.
3. Performs tasks that are expected of me.
4. Meets formal performance requirements of the job.
5. Engages in activities that will directly affect your performance evaluation.
6. Neglects aspect of the job you are obligated to perform. (RS)
7. Fails to perform essential duties. (RS)

Note: (RS) is used to denote items which were reversed scored.

Response Scale

- 1 = Does not describe me
- 2 = Describes me slightly well
- 3 = Describes me moderately well

4 = Describes me very well
5 = Describes me extremely well

OCB (Lee & Allen, 2002)

Items

1. Help others who have been absent.
2. Willingly give your time to help others who have work-related problems.
3. Adjust your work schedule to accommodate other employees' requests for time off.
4. Go out of the way to make newer employees feel welcome in the work group.
5. Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.
6. Give up time to help others who have work or nonwork problems.
7. Assist others with their duties.
8. Share personal property with others to help their work.
9. Attend functions that are not required but that help the organizational image.
10. Keep up with developments in the organization.
11. Defend the organization when other employees criticize it.
12. Show pride when representing the organization in public.
13. Offer ideas to improve the functioning of the organization.
14. Express loyalty toward the organization.
15. Take action to protect the organization from potential problems.
16. Demonstrate concern about the image of the organization.

Response Scale

- 1 = Never
2 = Rarely
3 = Sometimes
4 = Often
5 = Always

CWB (Spector et al., 2010)

How often have you done each of the following things on your present job?

Items

1. Purposely wasted your employer's materials/supplies.
2. Complained about insignificant things at work.
3. Told people outside the job what a lousy place you work for.
4. Came to work late without permission.
5. Stayed home from work and said you were sick when you weren't.
6. Insulted someone about their job performance.

7. Made fun of someone's personal life.
8. Ignored someone at work.
9. Started an argument with someone at work.
10. Insulted or made fun of someone at work.

Response Scale

- 1 = Never
- 2 = Once or twice
- 3 = Once or twice/month
- 4 = Once or twice/week
- 5 = Every day

Time Spent with Supervisor

On average, how much of the work week do you spend with your supervisor?

Response Scale

- 1 = Never. My supervisor and I don't work the same shift or in the same building.
- 2 = Occasionally. I see my supervisor at work sometimes, but we don't work together.
- 3 = Around 25% of my work week. My supervisor and I work together sometimes.
- 4 = Around 50% of my work week. My supervisor and I work together a moderate amount.
- 5 = Around 75% of my work week. My supervisor and I work together often.
- 6 = 100% of my work week. My supervisor and I work together very closely.

Task Complexity (Morgeson & Humphry, 2006)

Items

1. The job requires that I only do one task or activity at a time (reverse scored).
2. The tasks on the job are simple and uncomplicated (reverse scored).
3. The job comprises relatively uncomplicated tasks (reverse scored).
4. The job involves performing relatively simple tasks (reverse scored).

Response Scale

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly agree

Pay Type

Are you salaried or paid an hourly wage?

Response Scale

1 = Hourly wage

2 = Salaried

APPENDIX B: SURVEY – CHANGE IN SUPERVISOR

Consent to Participate in Research at the University of Oklahoma

OU-NC IRB Number: 12920

Approval Date: 1/13/2021

You are invited to participate in research about how changing supervisors affects employees at work. Specifically, this study focuses on the attitudes and behaviors of employees after changing supervisors.

This study requires participants who have been in their current job for at least 14 months and have experienced a change in supervisor in the last six months.

If you agree to participate, you will **complete this online survey**.

There are no risks or benefits.

If you participate, you will receive this compensation: **\$2.75**

Your participation is voluntary and your responses will be anonymous.

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

Even if you choose to participate now, you may stop participating at any time and for any reason.

Data are collected via an online survey system that has its own privacy and security policies for keeping your information confidential. No assurance can be made as to their use of the data you provide.

If you have questions about this research, please contact Rebecca Burink at rebecca.burink@ou.edu or Mark Bolino at mbolino@ou.edu.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board at 405-325-8110 or irb@ou.edu with questions, concerns or complaints about your rights as a research participant, or if you don't want to talk to the researcher.

Please print this document for your records.

By providing information to the researcher(s), I am agreeing to participate in this research.

Are you 18 years of age or older?

☐ Yes

☐ No

How long have you worked for your current employer?

☐ Less than 14 months

☐ 14 - 23 months

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ 6+ years

How long have you been in your current position?

☐ Less than 14 months

☐ 14 -23 months

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ 6+ years

Have you changed supervisors in the last six months?

☐ Yes

☐ No

Do you agree to participate in this research project?

☐ I agree to participate

☐ I do not want to participate

How many weeks ago did you change supervisors?

- ☐ 1 week
- ☐ 2 weeks
- ☐ 3 weeks
- ☐ 4 weeks
- ☐ 5 weeks
- ☐ 6 weeks
- ☐ 7 weeks
- ☐ 8 weeks
- ☐ 9 weeks
- ☐ 10 weeks
- ☐ 11 weeks
- ☐ 12 weeks
- ☐ 13 weeks
- ☐ 14 weeks
- ☐ 15 weeks
- ☐ 16 weeks
- ☐ 17 weeks
- ☐ 18 weeks
- ☐ 19 weeks
- ☐ 20 weeks
- ☐ 21 weeks
- ☐ 22 weeks
- ☐ 23 weeks
- ☐ 24 weeks
- ☐ 25 weeks

- ☐ 26 weeks
- ☐ More than 26 weeks ago

How many hours a week do you work in your current position? If you have multiple jobs, please use only the job in which you recently experienced a change in supervisor.

- ☐ 40+ hours/week
- ☐ 32-39 hours/week
- ☐ 20-31 hours/week
- ☐ Less than 20 hours/week

Are you salaried or paid an hourly wage?

- ☐ Hourly wage
- ☐ Salaried

Thinking about the pandemic, from March 2020 until present, how did the pandemic affect the following aspects of your job?

	Was there a change?		If there was a change, please explain the differences.
	No	Yes	Details
Did your job title or job role change?	☐	☐	
Did the number of hours you work change?	☐	☐	
Did your work location change? (e.g., different office, different building, working from home)	☐	☐	
Did your supervisor change?	☐	☐	
Did the ability to complete your work change? (e.g., due to illness, caregiving responsibilities)	☐	☐	

How many supervisors have you had in the past six months?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past year?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past two years?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past five years?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

On average, how much of the work week do you spend with your supervisor?

- ☐ 100% of my work week. My supervisor and I work together very closely.
- ☐ Around 75% of my work week. My supervisor and I work together often.
- ☐ Around 50% of my work week. My supervisor and I work together a moderate amount.
- ☐ Around 25% of my work week. My supervisor and I work together sometimes.
- ☐ Occasionally. I see my supervisor at work sometimes, but we don't work together.
- ☐ Never. My supervisor and I don't work the same shift or in the same building.

My job requires that I only do one task or activity at a time.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

The tasks required in my job are simple and uncomplicated.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My job comprises relatively uncomplicated tasks.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My job involves performing relatively simple tasks.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

I am interested in learning about the experiences people have following a change in supervisor at work. For this survey, please think about the *last* time you changed supervisors, regardless of how many times you have changed supervisors.

Questions may refer to your "new" or "current" supervisor, meaning your current boss. Other questions may refer to your "prior" or "old" supervisor, meaning the boss that was replaced with the current or new supervisor.

Why did your prior supervisor leave the position?

- ☐ My prior supervisor was promoted to another position in the company
- ☐ My prior supervisor transferred to another area or department in the company
- ☐ My prior supervisor left the company for another job opportunity
- ☐ My prior supervisor left the company voluntarily, but I don't know the reason
- ☐ My prior supervisor was fired
- ☐ My prior supervisor left the company because of personal illness or death
- ☐ My prior supervisor left for a reason that is not listed. (Please indicate the reason below) _____

How did you feel when your prior supervisor left the position?

- ☐ Extremely happy
- ☐ Somewhat happy
- ☐ Neither happy nor unhappy
- ☐ Somewhat unhappy
- ☐ Extremely unhappy

After your prior supervisor left, did your new supervisor start right away?

- ☐ Yes, my supervisor started right away
- ☐ No, but we had a temporary or interim supervisor until the new supervisor started
- ☐ No, the position remained vacant for a short period of time (less than 3 weeks)
- ☐ No, the position remained vacant for a long period of time (more than 3 weeks)

Think about your relationship with your prior supervisor. Indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Regardless of how much power he/she had built into his/her position, my prior supervisor would be personally inclined to use his/her power to help me solve problems in my work.	☐	☐	☐	☐	☐
I could count on my prior supervisor to “bail me out,” even at his/her own expense, when I really needed it.	☐	☐	☐	☐	☐
My prior supervisor understood my problems and needs.	☐	☐	☐	☐	☐
My prior supervisor recognized my potential.	☐	☐	☐	☐	☐
My prior supervisor had enough confidence in me that he/she would defend and justify my decisions if I were not present to do so.	☐	☐	☐	☐	☐
I usually knew where I stood with my prior supervisor.	☐	☐	☐	☐	☐

Thinking back to the time when your previous supervisor left and you found out who your new supervisor would be, indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I thought my new supervisor would be an excellent superior.	☐	☐	☐	☐	☐
I thought my new supervisor would be a high performer.	☐	☐	☐	☐	☐
I thought my new supervisor would have a long, successful career with the company.	☐	☐	☐	☐	☐
I thought my new supervisor and I would see things the same way.	☐	☐	☐	☐	☐
I thought my new supervisor and I would be alike in a number of areas.	☐	☐	☐	☐	☐
I thought my new supervisor and I would be similar in terms of our outlook, perspective, and values.	☐	☐	☐	☐	☐

Thinking back to the communications you received about your last supervisor/manager leaving the position and the new supervisor/manager starting, indicate the extent that you agree with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
You received candid communication about the change in supervisor.	☐	☐	☐	☐	☐
The process of changing supervisors was explained thoroughly.	☐	☐	☐	☐	☐
The explanations regarding the transition from one supervisor to another were reasonable.	☐	☐	☐	☐	☐
The details about your old supervisor leaving and new supervisor starting were communicated in a timely manner.	☐	☐	☐	☐	☐
You received information about changing supervisors that was tailored to your individual/specific needs.	☐	☐	☐	☐	☐

Describe yourself as you generally are now, not as you wish to be in the future.
Describe yourself as you honestly see yourself, in relation to other people you know of
the same sex as you are, and roughly your same age. For each item below, indicate how
accurately each statement describes you.

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Have a rich vocabulary.	☐	☐	☐	☐	☐
Have difficulty understanding abstract ideas.	☐	☐	☐	☐	☐
Have a vivid imagination.	☐	☐	☐	☐	☐
Am not interested in abstract ideas.	☐	☐	☐	☐	☐
Have excellent ideas.	☐	☐	☐	☐	☐
Do not have a good imagination.	☐	☐	☐	☐	☐
Am quick to understand things.	☐	☐	☐	☐	☐
Use difficult words.	☐	☐	☐	☐	☐
Spend time reflecting on things.	☐	☐	☐	☐	☐
Am full of ideas.	☐	☐	☐	☐	☐
Am always prepared.	☐	☐	☐	☐	☐
Leave my belongings around.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Pay attention to details.	☐	☐	☐	☐	☐
Make a mess of things.	☐	☐	☐	☐	☐
Get chores done right away.	☐	☐	☐	☐	☐
Often forget to put things back in their proper place.	☐	☐	☐	☐	☐
Like order.	☐	☐	☐	☐	☐
Shirk my duties.	☐	☐	☐	☐	☐
Follow a schedule.	☐	☐	☐	☐	☐
Am exacting in my work.	☐	☐	☐	☐	☐
Am the life of the party.	☐	☐	☐	☐	☐
Don't talk a lot.	☐	☐	☐	☐	☐
Feel comfortable around people.	☐	☐	☐	☐	☐
Keep in the background.	☐	☐	☐	☐	☐
Start conversations.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Have little to say.	☐	☐	☐	☐	☐
Talk to a lot of different people at parties.	☐	☐	☐	☐	☐
Don't like to draw attention to myself.	☐	☐	☐	☐	☐
Don't mind being the center of attention.	☐	☐	☐	☐	☐
Am quiet around strangers.	☐	☐	☐	☐	☐
Feel little concern for others.	☐	☐	☐	☐	☐
Am interested in people.	☐	☐	☐	☐	☐
Insult people.	☐	☐	☐	☐	☐
Sympathize with others' feelings.	☐	☐	☐	☐	☐
Am not interested in other people's problems.	☐	☐	☐	☐	☐
Have a soft heart.	☐	☐	☐	☐	☐
Am not really interested in others.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Take time out for others.	☐	☐	☐	☐	☐
Feel others' emotions.	☐	☐	☐	☐	☐
Make people feel at ease.	☐	☐	☐	☐	☐
Get stressed out daily.	☐	☐	☐	☐	☐
Am relaxed most of the time.	☐	☐	☐	☐	☐
Worry about things.	☐	☐	☐	☐	☐
Seldom feel blue.	☐	☐	☐	☐	☐
Am easily disturbed.	☐	☐	☐	☐	☐
Get upset easily.	☐	☐	☐	☐	☐
Change my mood a lot.	☐	☐	☐	☐	☐
Have frequent mood swings.	☐	☐	☐	☐	☐
Get irritated easily.	☐	☐	☐	☐	☐
Often feel blue.	☐	☐	☐	☐	☐

Indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The most interesting life is to live under rapidly changing conditions.	☐	☐	☐	☐	☐
Adventurous and exploratory people go farther in this world than do systematic and orderly people.	☐	☐	☐	☐	☐

Thinking about your current workgroup or the group of people you work most closely with, please indicate how accurately each of the following statements describes you and the members of your current workgroup.

	Very inaccurate	Somewhat inaccurate	Neither accurate or inaccurate	Somewhat accurate	Very accurate
I cannot accomplish my tasks without information or materials from other members of my team.	☐	☐	☐	☐	☐
Other members of my team depend on me for information or materials needed to perform their tasks.	☐	☐	☐	☐	☐
Within my team, jobs performed by team members are related to one another.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate or inaccurate	Somewhat accurate	Very accurate
My work goals come directly from the goals of my team.	☐	☐	☐	☐	☐
My work activities on any given day are determined by my team's goals for that day.	☐	☐	☐	☐	☐
I do very few activities on my job that are not related to the goals of my team.	☐	☐	☐	☐	☐
Feedback about how well I am doing my job comes primarily from information about how well the entire team is doing.	☐	☐	☐	☐	☐
My performance evaluation is strongly influenced by how well my team performs.	☐	☐	☐	☐	☐
Many rewards from my job (e.g., pay, promotion) are determined in large part by my contributions as a team member.	☐	☐	☐	☐	☐

For the following questions, think about your current workgroup or the people that you work with most often.

How often do you make suggestions about better work methods to other team members?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How often do other members of your team let you know when you do something that makes their job easier (or harder)?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How often do you let other team members know when they have done something that makes your job easier (or harder)?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

In busy situations, how often do other team members ask you to help out?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

In busy situations, how often do you volunteer your efforts to help others on your team?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How well do other members of your team recognize your potential?

- ☐ Not well at all
- ☐ Slightly well
- ☐ Moderately well
- ☐ Very well
- ☐ Extremely well

How well do other members of your team understand your problems and needs?

- ☐ Not well at all
- ☐ Slightly well
- ☐ Moderately well
- ☐ Very well
- ☐ Extremely Well

How flexible are you about switching job responsibilities to make things easier for other team members?

- ☐ Not at all flexible
- ☐ Slightly flexible
- ☐ Moderately flexible
- ☐ Very flexible
- ☐ Extremely flexible

How willing are you to help finish work that had been assigned to others?

- ☐ Not at all willing
- ☐ Slightly willing
- ☐ Moderately willing
- ☐ Very willing
- ☐ Extremely willing

How willing are other members of your team to help finish work that was assigned to you?

- ☐ Not at all willing
- ☐ Slightly willing
- ☐ Moderately willing
- ☐ Very willing
- ☐ Extremely willing

If you make a mistake on this team, it is often held against you.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Members of this team are able to bring up problems and tough issues.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

People on this team sometimes reject others for being different.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

It is safe to take a risk on this team.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

It is difficult to ask other members of this team for help.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

No one on this team would deliberately act in a way that undermines my efforts.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Working with members of this team, my unique skills and talents are valued and utilized.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Indicate how much you agree with each of the following statements about the company you currently work for.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would be very happy to spend the rest of my career with my organization.	☐	☐	☐	☐	☐
I really feel as if the organization's problems are my own.	☐	☐	☐	☐	☐
I feel a strong sense of "belonging" to the organization.	☐	☐	☐	☐	☐
I feel "emotionally attached" to my organization.	☐	☐	☐	☐	☐
I feel like "part of the family" at the organization.	☐	☐	☐	☐	☐
The organization has a great deal of personal meaning for me.	☐	☐	☐	☐	☐

Indicate how much you agree with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
All in all, I am satisfied with my job.	☐	☐	☐	☐	☐
In general, I like my job.	☐	☐	☐	☐	☐
In general, I like working with my company.	☐	☐	☐	☐	☐

How frequently do you think about leaving your current employer?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How likely is it that you will search for a job in another organization?

- ☐ Extremely unlikely
- ☐ Unlikely
- ☐ Neither likely nor unlikely
- ☐ Likely
- ☐ Extremely likely

How likely is it that you will actually leave your organization in the next year?

- ☐ Extremely unlikely
- ☐ Unlikely
- ☐ Neither likely nor unlikely
- ☐ Likely
- ☐ Extremely likely

Thinking about the last six months, how well does each statement describe you at work?

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Adequately completes assigned duties.	☐	☐	☐	☐	☐
Fulfills responsibilities specified in the job description.	☐	☐	☐	☐	☐
Performs tasks that are expected of me.	☐	☐	☐	☐	☐
Meets formal performance requirements of the job.	☐	☐	☐	☐	☐
Engages in activities that will directly affect your performance evaluation.	☐	☐	☐	☐	☐
Neglects aspects of the job you are obligated to perform.	☐	☐	☐	☐	☐
Fails to perform essential duties.	☐	☐	☐	☐	☐

In the last six months, how often have you done each of the following things on your present job?

	Never	Rarely	Sometimes	Often	Always
Help others who have been absent.	☐	☐	☐	☐	☐
Willingly give your time to help others who have work-related problems.	☐	☐	☐	☐	☐
Adjust your work schedule to accommodate other employees' requests for time off.	☐	☐	☐	☐	☐
Go out of the way to make newer employees feel welcome in the work group.	☐	☐	☐	☐	☐
Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.	☐	☐	☐	☐	☐
Give up time to help others who have work or nonwork problems.	☐	☐	☐	☐	☐
Assist others with their duties.	☐	☐	☐	☐	☐
Share personal property with others to help their work.	☐	☐	☐	☐	☐
Attend functions that are not required but that help the organizational image.	☐	☐	☐	☐	☐

	Never	Rarely	Sometimes	Often	Always
Keep up with developments in the organization.	☐	☐	☐	☐	☐
Defend the organization when other employees criticize it.	☐	☐	☐	☐	☐
Show pride when representing the organization in public.	☐	☐	☐	☐	☐
Offer ideas to improve the functioning of the organization.	☐	☐	☐	☐	☐
Express loyalty toward the organization.	☐	☐	☐	☐	☐
Take action to protect the organization from potential problems.	☐	☐	☐	☐	☐
Demonstrate concern about the image of the organization.	☐	☐	☐	☐	☐

How often have you done each of the following things on your present job?

	Never	Once or twice	Once or twice a month	Once or twice a week	Every day
Purposely wasted your employer's materials/supplies.	☐	☐	☐	☐	☐
Complained about insignificant things at work.	☐	☐	☐	☐	☐
Told people outside the job what a lousy place you work for.	☐	☐	☐	☐	☐
Came to work late without permission.	☐	☐	☐	☐	☐
Stayed home from work and said you were sick when you weren't.	☐	☐	☐	☐	☐
Insulted someone about their job performance.	☐	☐	☐	☐	☐
Made fun of someone's personal life.	☐	☐	☐	☐	☐
Ignored someone at work.	☐	☐	☐	☐	☐
Started an argument with someone at work.	☐	☐	☐	☐	☐
Insulted or made fun of someone at work.	☐	☐	☐	☐	☐

How old are you?

- ☐ Under 18
- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ 65 - 74
- ☐ 75 - 84
- ☐ 85 or older

To which gender identity do you most identify?

- ☐ Female
 - ☐ Male
 - ☐ Other (Please specify)
-

What is the highest level of education you have completed?

- ☐ Less than high school
- ☐ High school graduate
- ☐ Some college
- ☐ 2-year degree
- ☐ 4-year degree
- ☐ Professional degree
- ☐ Doctorate

APPENDIX C: SURVEY – NO CHANGE IN SUPERVISOR

Consent to Participate in Research at the University of Oklahoma

OU-NC IRB Number: 12920

Approval Date: 1/13/2021

You are invited to participate in research about the relationships employees have with their supervisors. Specifically, this study focuses on how the attitudes and behaviors of employees are affected by their relationship with their work supervisor.

This study requires participants who have been in their current job for at least 14 months and who have been working under the same supervisor for the last six months.

If you agree to participate, you will **complete this online survey**.

There are no risks or benefits.

If you participate, you will receive this compensation: **\$2.75**

Your participation is voluntary and your responses will be anonymous.

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

Even if you choose to participate now, you may stop participating at any time and for any reason.

Data are collected via an online survey system that has its own privacy and security policies for keeping your information confidential. No assurance can be made as to their use of the data you provide.

If you have questions about this research, please contact Rebecca Burink at rebecca.burink@ou.edu or Mark Bolino at mbolino@ou.edu.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board at 405-325-8110 or irb@ou.edu with questions, concerns or complaints about your rights as a research participant, or if you don't want to talk to the researcher.

Please print this document for your records.

By providing information to the researcher(s), I am agreeing to participate in this research.

Are you 18 years of age or older?

☐ Yes

☐ No

How long have you worked for your current employer?

☐ Less than 14 months

☐ 14 - 23 months

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ 6+ years

How long have you been in your current position?

☐ Less than 14 months

☐ 14 -23 months

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ 6+ years

Have you changed supervisors in the last six months?

☐ Yes

☐ No

Do you agree to participate in this research project?

☐ I agree to participate

☐ I do not want to participate

How many hours a week do you work in your current position? If you have multiple jobs, please use only the job in which you recently experienced a change in supervisor.

- ☐ 40+ hours/week
- ☐ 32-39 hours/week
- ☐ 20-31 hours/week
- ☐ Less than 20 hours/week

Are you salaried or paid an hourly wage?

- ☐ Hourly wage
- ☐ Salaried

Thinking about the pandemic, from March 2020 until present, how did the pandemic affect the following aspects of your job?

	Was there a change?		If there was a change, please explain the differences.
	No	Yes	Details
Did your job title or job role change?	☐	☐	
Did the number of hours you work change?	☐	☐	
Did your work location change? (e.g., different office, different building, working from home)	☐	☐	
Did your supervisor change?	☐	☐	
Did the ability to complete your work change? (e.g., due to illness, caregiving responsibilities)	☐	☐	

How many supervisors have you had in the past six months?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past year?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past two years?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

How many supervisors have you had in the past five years?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

On average, how much of the work week do you spend with your supervisor?

- ☐ 100% of my work week. My supervisor and I work together very closely.
- ☐ Around 75% of my work week. My supervisor and I work together often.
- ☐ Around 50% of my work week. My supervisor and I work together a moderate amount.
- ☐ Around 25% of my work week. My supervisor and I work together sometimes.
- ☐ Occasionally. I see my supervisor at work sometimes, but we don't work together.
- ☐ Never. My supervisor and I don't work the same shift or in the same building.

My job requires that I only do one task or activity at a time.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

The tasks required in my job are simple and uncomplicated.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My job comprises relatively uncomplicated tasks.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My job involves performing relatively simple tasks.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Think about your relationship with your supervisor. Indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Regardless of how much power he/she has built into his/her position, my supervisor would be personally inclined to use his/her power to help me solve problems in my work.	☐	☐	☐	☐	☐
I can count on my supervisor to “bail me out,” even at his/her own expense, when I really need it.	☐	☐	☐	☐	☐
My supervisor understands my problems and needs.	☐	☐	☐	☐	☐
My supervisor recognizes my potential.	☐	☐	☐	☐	☐
My supervisor has enough confidence in me that he/she would defend and justify my decisions if I were not present to do so.	☐	☐	☐	☐	☐
I usually know where I stand with my supervisor.	☐	☐	☐	☐	☐

Describe yourself as you generally are now, not as you wish to be in the future.
 Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. For each item below, indicate how accurately each statement describes you.

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Have a rich vocabulary.	☐	☐	☐	☐	☐
Have difficulty understanding abstract ideas.	☐	☐	☐	☐	☐
Have a vivid imagination.	☐	☐	☐	☐	☐
Am not interested in abstract ideas.	☐	☐	☐	☐	☐
Have excellent ideas.	☐	☐	☐	☐	☐
Do not have a good imagination.	☐	☐	☐	☐	☐
Am quick to understand things.	☐	☐	☐	☐	☐
Use difficult words.	☐	☐	☐	☐	☐
Spend time reflecting on things.	☐	☐	☐	☐	☐
Am full of ideas.	☐	☐	☐	☐	☐
Am always prepared.	☐	☐	☐	☐	☐
Leave my belongings around.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Pay attention to details.	☐	☐	☐	☐	☐
Make a mess of things.	☐	☐	☐	☐	☐
Get chores done right away.	☐	☐	☐	☐	☐
Often forget to put things back in their proper place.	☐	☐	☐	☐	☐
Like order.	☐	☐	☐	☐	☐
Shirk my duties.	☐	☐	☐	☐	☐
Follow a schedule.	☐	☐	☐	☐	☐
Am exacting in my work.	☐	☐	☐	☐	☐
Am the life of the party.	☐	☐	☐	☐	☐
Don't talk a lot.	☐	☐	☐	☐	☐
Feel comfortable around people.	☐	☐	☐	☐	☐
Keep in the background.	☐	☐	☐	☐	☐
Start conversations.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Have little to say.	☐	☐	☐	☐	☐
Talk to a lot of different people at parties.	☐	☐	☐	☐	☐
Don't like to draw attention to myself.	☐	☐	☐	☐	☐
Don't mind being the center of attention.	☐	☐	☐	☐	☐
Am quiet around strangers.	☐	☐	☐	☐	☐
Feel little concern for others.	☐	☐	☐	☐	☐
Am interested in people.	☐	☐	☐	☐	☐
Insult people.	☐	☐	☐	☐	☐
Sympathize with others' feelings.	☐	☐	☐	☐	☐
Am not interested in other people's problems.	☐	☐	☐	☐	☐
Have a soft heart.	☐	☐	☐	☐	☐
Am not really interested in others.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate nor inaccurate	Somewhat accurate	Very accurate
Take time out for others.	☐	☐	☐	☐	☐
Feel others' emotions.	☐	☐	☐	☐	☐
Make people feel at ease.	☐	☐	☐	☐	☐
Get stressed out daily.	☐	☐	☐	☐	☐
Am relaxed most of the time.	☐	☐	☐	☐	☐
Worry about things.	☐	☐	☐	☐	☐
Seldom feel blue.	☐	☐	☐	☐	☐
Am easily disturbed.	☐	☐	☐	☐	☐
Get upset easily.	☐	☐	☐	☐	☐
Change my mood a lot.	☐	☐	☐	☐	☐
Have frequent mood swings.	☐	☐	☐	☐	☐
Get irritated easily.	☐	☐	☐	☐	☐
Often feel blue.	☐	☐	☐	☐	☐

Indicate the extent to which you agree with each of the following statements.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The most interesting life is to live under rapidly changing conditions.	☐	☐	☐	☐	☐
Adventurous and exploratory people go farther in this world than do systematic and orderly people.	☐	☐	☐	☐	☐

Thinking about your current workgroup or the group of people you work most closely with, please indicate how accurately each of the following statements describes you and the members of your current workgroup.

	Very inaccurate	Somewhat inaccurate	Neither accurate or inaccurate	Somewhat accurate	Very accurate
I cannot accomplish my tasks without information or materials from other members of my team.	☐	☐	☐	☐	☐
Other members of my team depend on me for information or materials needed to perform their tasks.	☐	☐	☐	☐	☐
Within my team, jobs performed by team members are related to one another.	☐	☐	☐	☐	☐

	Very inaccurate	Somewhat inaccurate	Neither accurate or inaccurate	Somewhat accurate	Very accurate
My work goals come directly from the goals of my team.	☐	☐	☐	☐	☐
My work activities on any given day are determined by my team's goals for that day.	☐	☐	☐	☐	☐
I do very few activities on my job that are not related to the goals of my team.	☐	☐	☐	☐	☐
Feedback about how well I am doing my job comes primarily from information about how well the entire team is doing.	☐	☐	☐	☐	☐
My performance evaluation is strongly influenced by how well my team performs.	☐	☐	☐	☐	☐
Many rewards from my job (e.g., pay, promotion) are determined in large part by my contributions as a team member.	☐	☐	☐	☐	☐

For the following questions, think about your current workgroup or the people that you work with most often.

How often do you make suggestions about better work methods to other team members?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How often do other members of your team let you know when you do something that makes their job easier (or harder)?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How often do you let other team members know when they have done something that makes your job easier (or harder)?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

In busy situations, how often do other team members ask you to help out?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

In busy situations, how often do you volunteer your efforts to help others on your team?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How well do other members of your team recognize your potential?

- ☐ Not well at all
- ☐ Slightly well
- ☐ Moderately well
- ☐ Very well
- ☐ Extremely well

How well do other members of your team understand your problems and needs?

- ☐ Not well at all
- ☐ Slightly well
- ☐ Moderately well
- ☐ Very well
- ☐ Extremely Well

How flexible are you about switching job responsibilities to make things easier for other team members?

- ☐ Not at all flexible
- ☐ Slightly flexible
- ☐ Moderately flexible
- ☐ Very flexible
- ☐ Extremely flexible

How willing are you to help finish work that had been assigned to others?

- ☐ Not at all willing
- ☐ Slightly willing
- ☐ Moderately willing
- ☐ Very willing
- ☐ Extremely willing

How willing are other members of your team to help finish work that was assigned to you?

- ☐ Not at all willing
- ☐ Slightly willing
- ☐ Moderately willing
- ☐ Very willing
- ☐ Extremely willing

If you make a mistake on this team, it is often held against you.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Members of this team are able to bring up problems and tough issues.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

People on this team sometimes reject others for being different.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

It is safe to take a risk on this team.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

It is difficult to ask other members of this team for help.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

No one on this team would deliberately act in a way that undermines my efforts.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Working with members of this team, my unique skills and talents are valued and utilized.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Indicate how much you agree with each of the following statements about the company you currently work for.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would be very happy to spend the rest of my career with my organization.	☐	☐	☐	☐	☐
I really feel as if the organization's problems are my own.	☐	☐	☐	☐	☐
I feel a strong sense of "belonging" to the organization.	☐	☐	☐	☐	☐
I feel "emotionally attached" to my organization.	☐	☐	☐	☐	☐
I feel like "part of the family" at the organization.	☐	☐	☐	☐	☐
The organization has a great deal of personal meaning for me.	☐	☐	☐	☐	☐

Indicate how much you agree with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
All in all, I am satisfied with my job.	☐	☐	☐	☐	☐
In general, I like my job.	☐	☐	☐	☐	☐
In general, I like working with my company.	☐	☐	☐	☐	☐

How frequently do you think about leaving your current employer?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

How likely is it that you will search for a job in another organization?

- ☐ Extremely unlikely
- ☐ Unlikely
- ☐ Neither likely nor unlikely
- ☐ Likely
- ☐ Extremely likely

How likely is it that you will actually leave your organization in the next year?

- ☐ Extremely unlikely
- ☐ Unlikely
- ☐ Neither likely nor unlikely
- ☐ Likely
- ☐ Extremely likely

Thinking about the last six months, how well does each statement describe you at work?

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Adequately completes assigned duties.	☐	☐	☐	☐	☐
Fulfills responsibilities specified in the job description.	☐	☐	☐	☐	☐
Performs tasks that are expected of me.	☐	☐	☐	☐	☐
Meets formal performance requirements of the job.	☐	☐	☐	☐	☐
Engages in activities that will directly affect your performance evaluation.	☐	☐	☐	☐	☐
Neglects aspects of the job you are obligated to perform.	☐	☐	☐	☐	☐
Fails to perform essential duties.	☐	☐	☐	☐	☐

In the last six months, how often have you done each of the following things on your present job?

	Never	Rarely	Sometimes	Often	Always
Help others who have been absent.	☐	☐	☐	☐	☐
Willingly give your time to help others who have work-related problems.	☐	☐	☐	☐	☐
Adjust your work schedule to accommodate other employees' requests for time off.	☐	☐	☐	☐	☐
Go out of the way to make newer employees feel welcome in the work group.	☐	☐	☐	☐	☐
Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.	☐	☐	☐	☐	☐
Give up time to help others who have work or nonwork problems.	☐	☐	☐	☐	☐
Assist others with their duties.	☐	☐	☐	☐	☐
Share personal property with others to help their work.	☐	☐	☐	☐	☐
Attend functions that are not required but that help the organizational image.	☐	☐	☐	☐	☐

	Never	Rarely	Sometimes	Often	Always
Keep up with developments in the organization.	☐	☐	☐	☐	☐
Defend the organization when other employees criticize it.	☐	☐	☐	☐	☐
Show pride when representing the organization in public.	☐	☐	☐	☐	☐
Offer ideas to improve the functioning of the organization.	☐	☐	☐	☐	☐
Express loyalty toward the organization.	☐	☐	☐	☐	☐
Take action to protect the organization from potential problems.	☐	☐	☐	☐	☐
Demonstrate concern about the image of the organization.	☐	☐	☐	☐	☐

How often have you done each of the following things on your present job?

	Never	Once or twice	Once or twice a month	Once or twice a week	Every day
Purposely wasted your employer's materials/supplies.	☐	☐	☐	☐	☐
Complained about insignificant things at work.	☐	☐	☐	☐	☐
Told people outside the job what a lousy place you work for.	☐	☐	☐	☐	☐
Came to work late without permission.	☐	☐	☐	☐	☐
Stayed home from work and said you were sick when you weren't.	☐	☐	☐	☐	☐
Insulted someone about their job performance.	☐	☐	☐	☐	☐
Made fun of someone's personal life.	☐	☐	☐	☐	☐
Ignored someone at work.	☐	☐	☐	☐	☐
Started an argument with someone at work.	☐	☐	☐	☐	☐
Insulted or made fun of someone at work.	☐	☐	☐	☐	☐

How old are you?

- ☐ Under 18
- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ 65 - 74
- ☐ 75 - 84
- ☐ 85 or older

To which gender identity do you most identify?

- ☐ Female
 - ☐ Male
 - ☐ Other (Please specify)
-

What is the highest level of education you have completed?

- ☐ Less than high school
- ☐ High school graduate
- ☐ Some college
- ☐ 2-year degree
- ☐ 4-year degree
- ☐ Professional degree
- ☐ Doctorate