THESIS

THE COMBINED EFFECTS OF LEADERSHIP STYLE AND ORGANIZATIONAL

CULTURE TYPE ON PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL

COMMITMENT

Submitted by

Steven D. Raymer

Department of Psychology

In partial fulfillment of the requirements

For the Degree of Master of Science

Colorado State University

Fort Collins, Colorado

Fall 2014

Master's Committee:

      Advisor: Jeanette Cleveland

      Kurt Kraiger
      Ernest Chavez
      Troy Mumford

ABSTRACT

THE COMBINED EFFECTS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE TYPE ON PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL COMMITMENT

While leadership and organizational culture types are suggested to affect one another, contextual issues and unstable conditions make these effects difficult to measure. Using organizational outcomes with previously demonstrated relationships to both leadership and culture types, we create a controlled environment to establish 4 possible leadership and culture combinations. Using regression analysis, we explore possible mediation, moderation, and main effects of each condition on psychological empowerment and organizational commitment. Results indicate a lack of significant main effect by leadership, while "flexible" culture type produced higher scores of both psychological empowerment and organizational commitment over the "stable" culture type.

TABLE OF CONTENTS

Introduction

The Importance of Context in Leadership Theory

The application of leadership theory within organizations has seen expansive growth since the emergence of transformational leadership, leading to an increased interest in accounting for contextual variables and the effects of mediators/moderators (Yukl, 1999). The initial concepts of transformational and transactional leadership as proposed by Burns (1978) have led to evolving perceptions of how leadership influences organizations in the modern workplace (Bass, 1999; Yukl, 2008). The potential for application has spread to all aspects of the organization, with an explicit link between organizational culture and leadership acknowledged throughout leadership theory (Ogbonna & Harris, 2000; Bass & Avolio, 1993; Schein, 1996). This study aims to explore the interaction of leadership type with culture type using organizational commitment and psychological empowerment as outcome variables, which have shown significant positive correlation to leadership style (Spreitzer, Janasz, & Quinn, 1999; Avolio, Zhu, Koh, & Bhatia, 2004; Joo & Lim, 2013).

The perception of organizational culture is influenced by leadership behavior in terms of its support or conflict with perceived organizational values (Lord & Brown, 2001, 2004). Organizational culture is tied to the display of its values (Schein, 2010) which is reflected through the perception of its leaders (Eisenberger, Karagonlar, Stinglhamber, Neves, Becker, Gonzalez-Morales, & Steiger-Mueller, 2010). Further work on the influence of leadership on organizational culture has been called for (Bass & Avolio, 1993) specifically with the goal of understanding the internalization of a company's values and beliefs by followers (Bass, 1999). Stites-Doe, Pillai, and Meindl (1994) investigated the relationship between transformational leadership and organizational culture and found a positive relationship between the dimension

individual consideration and acculturation activities. Further study of this interaction remains underdeveloped, likely from a lack of standard definition and modeling for organizational culture.

The development and evolution of transformational leadership has influenced many organizations across the spectrums of industrial business, the military, hospitals, and education (Bass, 1999). Transformational leadership has also been extensively linked to positive work outcomes such as psychological empowerment and organizational commitment. However, contextual variables have been shown to produce situational effects on the outcomes of transformational leadership application (Waldman & Yammarino, 1999). One of the least studied contextual variables is the interaction of culture and leadership. This interaction has been written about substantially in business articles, but the lack of agreement among definitions and measures of culture has impeded progress in the field (Schein, 1996). The use of an empirically demonstrated relationship for transformational leadership with outcome variables, combined with a developed measure and definition of culture, provides a model for identifying significance of the interaction between leadership and culture, furthering this field of research. Since organizational commitment and psychological empowerment have empirically demonstrated relationships on leadership and culture individually, they are useful in exploring new influences when leadership and organizational culture conditions are examined together.

The perception of organizational culture is influenced by leadership behavior in terms of its support or conflict with perceived organizational values (Lord & Brown, 2001, 2004). Organizational culture is tied to the display of its values (Schein, 2010) which may be reflected through the perception of its leaders (Eisenberger, Karagonlar, Stinglhamber, Neves, Becker, Gonzalez-Morales, & Steiger-Mueller, 2010). Further work on the influence of leadership on

2

organizational culture has been called for (Bass & Avolio, 1993), specifically with the goal of understanding the internalization of a company's values and beliefs by followers (Bass, 1999). Stites-Doe, Pillai, and Meindl (1994) investigated the relationship between transformational leadership and organizational culture and found a positive relationship between the leadership dimension *individual consideration* and acculturation activities. Further study of this interaction remains underdeveloped, likely from a lack of standard definition for organizational culture.

The build-up and meaningfulness of transformational leadership.

Leadership theory in the last 30 years has been rapidly evolving as it incorporates changes in technology, social values, and the shifting landscape of the workplace. Early theories explored leadership traits and behaviors, yet the link between situational demands and follower performance was inconsistent (Avolio, 2007). A proposal by Burns in 1978 and a follow-up model theory by Bass in 1985 provided formal definitions and a framework for research on transactional and transformational leadership.

In this leadership theory the first style, transactional leadership, treats the role between subordinate and supervisor with a "carrot and stick" mentality, equating the relationship with a series of rewards and punishment used to achieve organizational goals (Bass 1985). For instance, a leader may use a bonus (monetary stimulus) as incentive to perform better, while using administrative punishment (e.g. letter of counseling) to reprimand employees for violating organizational policies. The supervisor is considered to be using leadership qualities in the degree of engagement and responsiveness to their interaction with the subordinate measured by the level of exchange between the two. This leadership style has been largely observed in organizations with bureaucratic cultures (e.g. the government) with no emphasis on change or

creative thought (Bass, 1996). The role of the leader is to make the goals clear and to recognize and encourage the actions necessary in order for subordinates to achieve those goals.

The second style of leadership, transformational leadership, is comprised of four components; idealized influence, individual consideration, intellectual stimulation, and inspiration, which represents a spectrum of empirically determined effective leadership traits and behaviors (Bass & Avolio, 1990). Transformational leadership, sometimes referred to as the full range model of leadership, has been firmly established as the dominant leadership theory today (Brown & Keeping, 2005), encompassing the spectrum of leadership style from laissez-faire (absent leadership) to transactional (contingent-reward model) to transformational (inspirational leadership). Bass and Avolio used a blend of concepts that borrow from trait theory, behavioral theory, and crafted the final model with significant influence from charismatic leadership. Importantly, this theory blended the measuring of leadership qualities with the intended effect of "transforming" followers to more effectively and efficiently achieve organizational objectives (Bass, 1985). This model also presented a set of characteristics useful for further developmental analysis of leadership situations by observing organizational and work outcomes (e.g. performance, commitment) based on levels of transformational leadership perceived at different ranks within an organization (Kuhnert & Lewis, 1987).

Transformational leadership.

The theory of transformational leadership, first envisioned by Burns (1978) and modeled by Bass (1985), has grown to one of the most prolific paradigms of leadership study (Judge & Piccolo, 2004), and has been established as the most widely researched theory on leadership (Northouse, 2012). The overarching premise of the model states that characteristics and abilities of a leader will motivate, inspire, and "transform" followers by aligning their values, ideals, and

motives with a higher-order goal or purpose (Avolio & Bass, 1995). The full range model of leadership includes transformational leadership (4 dimensions), transactional leadership (2 dimensions) and one non-leadership factor, laissez-faire. Each of the four dimensions of transformational leadership were designed to capture the best qualities of leadership related to a specific set characteristics: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.

Differences between transactional and transformational leadership.

Transactional leaders are characterized by a system in which they lead through an exchange of rewards. The first dimension, *contingent reward*, focuses specifically on the use of resources as a tool for motivation, providing tangible support and resources in exchange for efforts or performance (Bass, 1985). The second dimension, *management by exception*, identifies leadership behaviors of performance monitoring and corrective actions used to maintain standards (Bass, 1990). Transactional leadership is focused on maintaining performance within the constraints of the working environment, influenced in part by B.F Skinner's theory of reinforcement and behaviorism and early models of contingency leadership such as Fiedler's (1967) trait model and House and Mitchell's (1974) path-goal theory. Transformational leaders differ in that they develop followers, motivating them to achieve objectives by breaking through boundaries, showing greater support for followers and greater effectiveness in leadership roles (Avolio & Bass, 1991). Transformational leadership theory shows influence from Maslow's (1970) motivational theory by appealing to a competing system of needs within a follower that affect ones level of motivation within a given domain.

According to Bass (1985), transformational leaders effectively communicate vision and goals to inspire confidence and motivation within followers towards achievement of these goals.

The first dimension of transformational leadership, *idealized influence*, describes leadership qualities that foster trust and identification with organizational values, providing a role model and instilling confidence in followers (Bass, 1990). The second dimension, *inspirational motivation*, builds confidence in followers through trust and the application and communication of a strong vision (Avolio & Bass, 1991). The third dimension, *intellectual stimulation*, challenges followers to think outside norms, encouraging innovation and maintaining fresh perspectives on operations in order to realize potential and identify solutions (Bass, 1985). The fourth dimension, *individual consideration*, describes leadership behavior that recognizes the growth potential and the need of followers for development and coaching (Bass, 1985).

These characteristics of transformational leaders encourage involvement in an organization by creating a culture of active thinking through stimulation (Tims, Bakker, & Xanthopoulou, 2011) and the projection of values and ideals that foster trust in the leader and a sense of commitment to the organization (Bass, 1990). The overall effect of transformational leadership behavior is the willingness of followers to work hard in support of organizational objectives. This impact is supported through several meta-analyses (Judge & Piccolo, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996) which highlight the effectiveness of transformational leadership using both subjective and objective performance criteria. Further evidence of transformational leadership effectiveness has been demonstrated in survey studies using the MLQ and similar questionnaires showing positive relationships with indicators of leadership effectiveness such as subordinate satisfaction, motivation, and performance (Avolio et al., 2004; Bass, 1998; MacKenzie, Podsakoff, & Rich, 2001; Podsakoff, Niehoff, Moorman, & Fetter, 1990).

Validity of transformational leadership measurement tools.

Full range leadership theory was first measured by the Multifactor Leadership Questionnaire (currently Form 5X). After initial development by Bass (1985), the model has evolved under Bass and Avolio based on research critiques and leadership theory development over the past 30 years. The model produces a subjective measure of leadership based on scoring on the separate measures meant to address some form of transformational, transactional, or laissez-faire styles of leadership. While interfactor ratings (rating differences between transformational and transactional) have shown mixed results, the model questionnaire shows high internal consistency on average (Avolio et al., 1999; Lowe et al., 1996). In response to mixed interfactor ratings, Avolio (1999) suggests that those ratings may be affected by the context in which data are gathered due to lack of formal distinction between transactional and transformational leadership. This lack of distinction is further clarified by Avolio (1999) indicating the intent was not to have an either/or measure, but rather capturing the extent to which transformational leadership built on transactional leadership.

The overall concept of the full range leadership model is well accepted (Bass, 1998) for its portrayal of leadership characteristics and application in the business environment. Criticism of the model is mostly directed towards the interfactor correlations among the sub dimensions of transformational leadership and its correlation with transactional leadership (Rafferty & Griffin, 2004), as well as its applicability in effectively capturing the most common forms of leadership (Antonakis & House, 2002). These concerns were addressed through the refinement of the Multifactor Form5X (Bass & Avolio, 1999) and through recommended controls to account for context variables within the situations where leadership is measured (Antonakis, Avolio, & Sivasubramaniam, 2003). Additionally, the model is not intended to separate transactional from

transformational leadership; some measure of correlation is expected. Transformational leadership adds to the effectiveness of transactional leadership rather than acting as a substitute. The empirical support for this augmentation effect (Waldman, Bass, & Yammarino, 1990) is in line with the original theoretical assumptions of the model. Finally, the full range leadership model was not intended to include all possible constructs for modeling leadership (Avolio, 1999), but rather provide a set of characteristics to define measures useful for identifying effects of leadership on other organizational factors or outcomes.

Refinement of transformational leadership theory has led researchers to focus on how leadership emerges within an organization, and the implications this has on work outcomes (Conger, 1999; Rouche, Baker, & Rose, 1989). Studies have shifted to the effects on organizational aspects rather than focusing on the interpersonal or intrapersonal aspects of leadership's ability to develop, communicate, and implement a vision (Tichy & Devanna, 1986). Controlling and accounting for contextual factors has had increasingly significant influence on development of transformational leadership (Avolio & Bass, 1988; Pettigrew, 1987). Initial efforts were aimed at addressing transformational leadership effectiveness in respect to issues in technical, political, and cultural aspects of an organization (Tichy & Devanna, 1986). Other studies have explored whether organizational culture and national cultures had significant effects of perceived leadership type and preference between transactional and transformational leadership (Singer & Singer, 1990).

Organizational Culture – A Definition and Brief Overview

The concept of organizational culture is one of the most complex issues in the workplace which, lacking formally agreed upon definitions and scope (Ogbonna & Harris, 1998), has been argued as one of the most important concepts to gain understanding of contextual variables

within the workplace (Alvesson, 1990). The importance of organizational culture stems from the interaction among roles, norms, and values within an organization that have deep casual aspects on how an organization functions (Shein, 1990).

The fundamental issues concerning the concept of organizational culture were captured by Ogbonna and Harris (2000) as they identified the linkages among culture, leadership, and performance. First, the quantitative and qualitative value of analyzing culture and its effects is potentially reduced when culture is treated as a unitary concept (Rose, 1998; Ogbonna & Harris, 1998; Pettigrew, 1979). Secondly, the value of culture goes beyond politics and is deeper than climate, with potential for sub-cultures throughout the organization (Denison, 1996; Sackmann, 1992; Schein, 1986). Third, the malleability of organizational culture suggests that it is not something easily or directly changeable (Legge, 1994; Ogbonna, 1993).

With its explicit link to shared values, the concept of organizational culture is often viewed as shaping value congruence within an organization. However, being difficult to assess, organizational culture often is linked to financial performance in an effort to capture the relationships associated with different types of culture (Harris & Ogbonna, 1999). Even so, the general consensus in academic literature remains that the shared acceptance of widely held values and beliefs is the strongest link between organizational culture and performance (Dennison, 1990; Kotter & Heskett, 1992). This study uses the Dennison (1995) model to measure organizational culture through highlighting value congruence as defined by "flexible" and "stable" culture types. The "flexible" culture type is a blend of adaptive and involving culture values, while the "stable" culture type is a blend of mission-oriented and consistency-based culture values.

Value-based models of organizational culture have demonstrated significant relationships between culture and work-based outcomes (Denison & Spreitzer, 1991; Ogbonna & Harris, 2000). For instance, bureaucratic culture produced a lack of value congruence which negatively affected organizational performance (Ogbonna & Harris, 2000) and was further supported by lack of long-term growth and in some cases the failure of the organization. That same study yielded positive linkages between positive organizational outcomes and cultures that were rated as innovative or competitive and were sensitive to external conditions; addressed by examining adaptability to external contingencies.

The concept of value congruence and organization outcomes, while theoretically understood, is still evolving as methods for capturing organizational culture are explored. A lack of value congruency has been shown to create conflict and impede goal achievement (House, Hanges, Javidan, Dorfman, & Gupta, 2004). Additionally, the stability and enduring qualities of an organization are more easily perceptible and can be linked to employee behaviors (Tagiuri & Litwin, 1968). However, the perceived values of an organization may be affected or even radically altered by leadership actions (Burke & Litwin, 1992; Jung & Avolio, 1998). Leadership actions, combined with a lack of what a company says it stands for and how it exercises that in day-to-day operations, may influence the perceived organizational culture, further influencing organizational outcomes.

Joint influences of organizational culture and leadership.

The past 30 years have pushed leadership theory from a concept of economic driven exchanges between leader and follower to a fully engaged, values driven, visionary leader who develops followers while achieving organizational objectives. For all this development, limited research has examined the joint effects of the larger organizational context (i.e. culture) and

leadership within an organization. Previous studies demonstrated relationships with leadership and organizational culture types on employee levels of organizational commitment and psychological empowerment provide a framework to explore the potential outcomes of combined effects (Spreitzer, Janasz, & Quinn, 1999; Avolio, Zhu, Koh, & Bhatia, 2004; Joo & Lim, 2013). This study investigated the combined effects of leadership type with organizational culture type upon perceptions of organizational commitment and psychological empowerment.

Leadership and culture relationships with organizational commitment.

Organizational commitment, defined by Mowday, Porter, and Steers (1982, p.27) as "the relative strength of an individual's identification with and involvement in a particular organization" has been indirectly linked to employee behaviors that are beneficial to the workplace (Mathieu & Zajac, 1990) and are attributed to an increase in positive work-related experiences within the company. The positive relationship of transformational leadership on organizational commitment has been demonstrated across multiple organizational settings and national cultures (Bono & Judge, 2003; Dumdum, Lowe, & Avolio, 2002; Koh, Steers, & Terborg, 1995; Lowe et al., 1996; Walumbwa & Lawler, 2003). Similarly, flexible organizational culture types have demonstrated positive influence on organizational commitment (Lok & Crawford, 1999) while stable types have been associated with negative influences on organizational commitment (Brown, 1995; Krausz et al., 1995; Martin, 1992; Trice & Beyer, 1993).

While these effects of leadership and organizational culture type on organizational commitment are recognized (Dvir, Eden, Avolio, & Shamir, 2002), managers and leadership theorists seek a greater understanding of the underlying processes associated with changes in work-related attitudes that can be attributed to specific characteristics of leadership and the

working environment created by the organization's culture (Avolio et al., 2004; Bass, 1999). Additionally, transformational leadership enhances commitment and loyalty among followers greater than transactional leadership, especially during periods of contingency and change within an organization (Bass, 1998), suggesting further contextual depth to the effects that organizational culture has on this interplay. Leaders are theorized to provide opportunity, challenge, and the proper structure necessary for followers to apply determination, which is reciprocated by increased levels of commitment (Wayne, Liden, & Sparrowe, 2000). An organization's culture projects an identity which employees may feel meets their needs and matches their personality, or may alienate the person from the organization (Odom, Boxx, & Dunn, 1990).

These relationships suggest that empowerment is acting as an additional factor tied to the types of leaders and organizational culture, establishing a situation where individuals with more control over certain aspects of their job develop a stronger commitment to it. This relationship is supported in research (Spreitzer, 1995; Thomas & Velthouse, 1990; Wayne, Liden, & Sparrowe, 2000; Wiley, 1999) that demonstrates higher levels of organizational commitment among employees who report higher levels of psychological empowerment.

Leadership and culture relationship with psychological empowerment.

The role of interpersonal behaviors on psychological empowerment has only recently been addressed (Spreitzer et al. 1999) and is specifically tied to identifying leadership characteristics which develop empowerment in others (Conger, 1989). Empowerment was defined by Thomas and Velthouse (1990) as "increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role: meaning, competence, self-determination, and impact." *Meaning*, derived from the job characteristics

model (Hackman & Oldham, 1980) captures the congruence between an individual's value, beliefs and behaviors with those of the organization and work role (Brief & Nord, 1990). *Competence* is a belief in one's ability to adequately perform work activities (Gist & Mitchell, 1992). *Self-determination* reflects autonomy with regards to one's work behavior, regulation of actions, and ability to process decisions about pace, effort, and work methods (Bell & Staw, 1989; Spector, 1986). The last cognition, *impact*, refers to the level of influence on operations, company direction, or processes based on one's contributions (Ashforth, 1989). The pivotal principle is that empowered individuals maintain an active orientation towards that work situation and exercise the belief in their ability to shape the work environment through action (Spreitzer 1996).

Empowerment is a central theme of building commitment to an organization's objectives and is specifically emphasized through transformational leadership behavior (Avolio, 1999; Bass, 1999; Jung & Sosik, 2002). Laschinger, Finegan, and Shamian, (2001) demonstrated enhancement of psychological empowerment by followers through identification with a leader and expectation of greater feelings towards objective accomplishment. Support for empowerment by a leader is characterized by behaviors, actions, and the qualities exhibited by that leader (Spreitzer et al. 1999). Certain leadership qualities, such as high moral standards and expectations, integrity, and optimism have been linked to perceived empowerment towards activities required for task accomplishment (Avolio, 1999; Bass & Avolio, 1994; Luthans & Avolio, 2003; Walumbwa, Avolio, Luthans, May, & Gardner, 2004).

The elements of transformational leadership associated with producing empowerment are change-oriented (Bennis & Nanus, 1985; Kotter, 1995). Conger and Kanungo (1987) proposed that leaders can: (1) develop innovative ideas for change, (2) influence bosses to enlist their

support for those ideas, and (3) inspire subordinates to make change happen. These elements are captured within the framework of transformational leadership and have been found to positively increase feelings of empowerment and perceptions of influence and inspiration by followers (Spreitzer et al. 1999). The behaviors of a transactional leader reflect a stark contrast to these ideals through the maintenance of status quo and the discouragement of change-oriented behavior (Bass, 1985; Singer & Singer, 1990). Leadership in this sense would monitor compliance of rules and procedures within the system, conveying a sense of control and micro-management to preserve stability (Kotter, 1990). This type of behavior does not support the factors of psychological empowerment, and may produce feelings of disempowerment among subordinates depending upon other contextual factors. The culture of the organization may affect the influence that leadership has on psychological empowerment.

An organization may influence perceived psychological empowerment through policies and procedures, which may portray organizational trust and transparency (Guzzo & Noonan, 1994; Iles, Mabey, & Robertson, 1990) and amount of flexibility offered in achieving organizational goals (Arthur, 1994). The conditions for these events are affected by organizational policies and the characteristics of the leadership in place who perpetuate or violate (for better or worse) the procedures impacting that organizations culture. The relationship between leadership, organizational culture, and the four factors of psychological empowerment was highlighted by Spreitzer et al. (1999) through conceptual modeling and was used to assist scenario development for this study. The differences in perception of empowerment on each dimension should be reflected in the perception of constraints, restraints, and compliance vs. flexibility between the combination of leadership and culture types.

A framework for creating a sense of psychological empowerment requires some key considerations. First, a positive probability of success (Mowday, 1978) and a responsive work environment (Tjosvold, 1989) are key conditions for fulfilling the *impact* and *competence* dimensions of empowerment. These dimensions are captured in this study using the establishment of past success, the positive encouragement of future success, and the recognition of work already accomplished. Second, the *meaning* dimension of empowerment is satisfied when individuals sense that intrinsic needs may be fulfilled through engagement in upward influence. In order to develop meaning for this scenario, participants are selected to a specialty team that represents great organizational impact. Third, individuals with a sense of control over their work environment will exhibit greater desire to influence decisions made at upper levels (Mowday, 1978). This study uses the latitude within one's workplace offered by leadership and human resources as the control mechanism for this self-determination dimension of psychological empowerment. Finally, the competence dimension is correlated to the level of self-confidence of an individual for their specific role within the organization (Mowday, 1978, 1979).

Interplay of organizational culture and transformational leadership.

Schein (1985) stated that "leadership and culture are so central to understanding organizations and making them effective that we cannot afford to be complacent about either one" (p. 327). This statement continues to bear weight today as organizations strive to become more effective in an ever-changing environment. While leadership theory has expanded greatly since Schein's comment, the study of organizational culture has lagged. However, one major critique of leadership theory is the difficulty in accounting for contextual circumstances when measuring leadership qualities (Conger, 1999; Yukl, 1999). Organizational culture reflects

context based on shared values, thereby providing an opportunity to assess leadership within a larger organizational context.

The perceptions of leadership by subordinates create a dynamic that affects the degree to which subordinate carry out orders and their level of obedience to that leader (Ashford, 1989). Perceived organizational support can be affected by leadership interaction and potentially differing organizational values, which in turn can decrease levels of organizational commitment (Eisenberger, Fasolo, & Davis-LaMastro, 1990). The organizational culture may create negative or incongruent perceptions of a leader which the leader is powerless to control. In other cases, leaders may be responsible for creating or maintaining certain types of culture within the organization, based on the realm of influence for that leadership position (Schein, 1992; Siehl, 1985). Often, the leader will come to personify the organization, seen as the initiator of policies and procedures, whether or not the leader has control over the creation of those policies and procedures or the culture which it supports (Burke, Sims, Lazzara, & Salas, 2007). The type of leadership in these situations is important as the interaction between leadership and culture could cause conflicted perceptions among employees, with potentially negative work outcomes.

The interaction between leader and follower under the full range model of leadership runs the range from an exchange-based process to motivating followers through shared vision and desire to succeed both personally and for the organization (Burns, 1978). If leaders behave in a manner that conflicts with organizational values, followers are less likely to identify with the organizations values, reducing the self-regulating behavior tied to the reinforcement of those values and potential work outcomes (Lord & Brown, 2001; Verplanken & Holland, 2002). This type of character formation is significant in organizations (e.g. military academies) striving to

develop strong leaders with values congruent to that organizations culture (Offstein & Dufresne, 2007).

If leadership and organizational culture conflict, the positive benefits from one of those variables may be significantly negated. For instance, a transformational leader may have a competing vision incongruent with the organization and its culture, which may lead to role ambiguity among employees and discontent among followers (Porter & Bigley, 1997). The immediate supervisor becomes a lens through which employees perceive the culture of an organization (Eisenberger et al., 2010). If perceived values of the supervisor conflict with values represented by the organizations culture then subordinates may become negatively affected by value incongruence outcomes may likely diminish (Schein, 2010).

In order to explore influences which may be competing, or may be complimentary, the dynamic of how each variable affects the other must be considered. For instance, the nature and impact organizational culture changes can be linked to actions taken by some form of leadership within the organization. Thus the concept of transformational versus transactional leadership styles supports the relationship between leadership ability to affect organizational culture, and the organizational culture's potential to affect perceptions of leadership (Nicholls, 1988; Quick, 1992; Simms, 1997). Conversely, if the actions of leaders are perceived as being driven by the organization, then leaders are considered molded by the culture, and culture is the driving force for change within the organization (Bass & Avolio, 1993; Schein, 1992). So do leaders shape the culture or does the culture impact how leaders behave?

This interplay between leadership and culture creates a dynamic process with leaders shaping culture and in turn being shaped by culture; a process agreed upon in both leadership and organizational culture literature (Bass & Avolio, 1993; Schein, 1992). Bass (1985), in his initial

introduction of transformational leadership, argued that transactional leaders were more appropriate for organizations with hierarchical, bureaucratic cultures while transformational leaders were better suited for adaptive, flexible cultures. Hennessey (1998) supported the concept of leader/culture congruence, suggesting that the most effective leaders work within the existing organizational culture to foster it and increase effectiveness and efficiency within that organizational cultures framework. Ogbonna and Harris (2000) found that focusing on leadership style was the most appropriate solution to difficulties associated with changes to organizational culture.

However, according to Yukl's (1999) critique of transformational leadership, the outcomes of transformational leadership studies look similar in all situations. The positive relationship between transformational leadership and effectiveness is generalized as being beneficial for followers and the organization and has been replicated throughout multiple types of organization, levels of authority (Bass 1996, 1997, 1998), and even in different countries (Avolio et al., 2004) supporting the notion for a positive relationship regardless of the situation. Still, contextual variables, specifically organizational culture, are believed to influence the effectiveness of transformational leadership and potentially moderate its effect on followers (Bass 1985; Bass 1996; Pawar & Eastman, 1997; Pettigrew, 1992). Several of the conditions suggested involve comparison of a "flexible" (adaptive/involving) culture against "stable" (stable/consistent) style of culture (Yukl, 1999). Studies which have explored the relationship between culture types and leadership (Bass, 1996; Podsakoff, MacKenzie, & Bommer, 1996) support the concept of joint effects produced by culture and leadership, reinforcing the need for continued investigation into their combined effects upon organizational outcomes.

Current Study: Joint Influences Of Organizational Culture And Leadership

The start of identifying these combined effects requires situational variables that increase the likelihood of observing effects on followers based on leadership styles (Bass, 1996; Pawar & Eastman, 1997). In order to determine the level of impact that culture has on leadership styles, we will explore already established relationships between transformational leadership and work outcomes. High levels of transformational leadership have been shown to produce positive ratings of psychological empowerment and organizational commitment; scores were significantly higher when compared to transactional leaders (Avolio et al., 2004). This model (see figure 1) provides an established relationship to explore the additional effects of organizational culture, its interaction with leadership, and the potential influence it would have on feelings of empowerment or commitment, as called for in earlier studies (Koberg, Boss, Senjem & Goodman, 1999; Spreitzer, 1996; Spreitzer, Janasz, & Quinn, 1999).
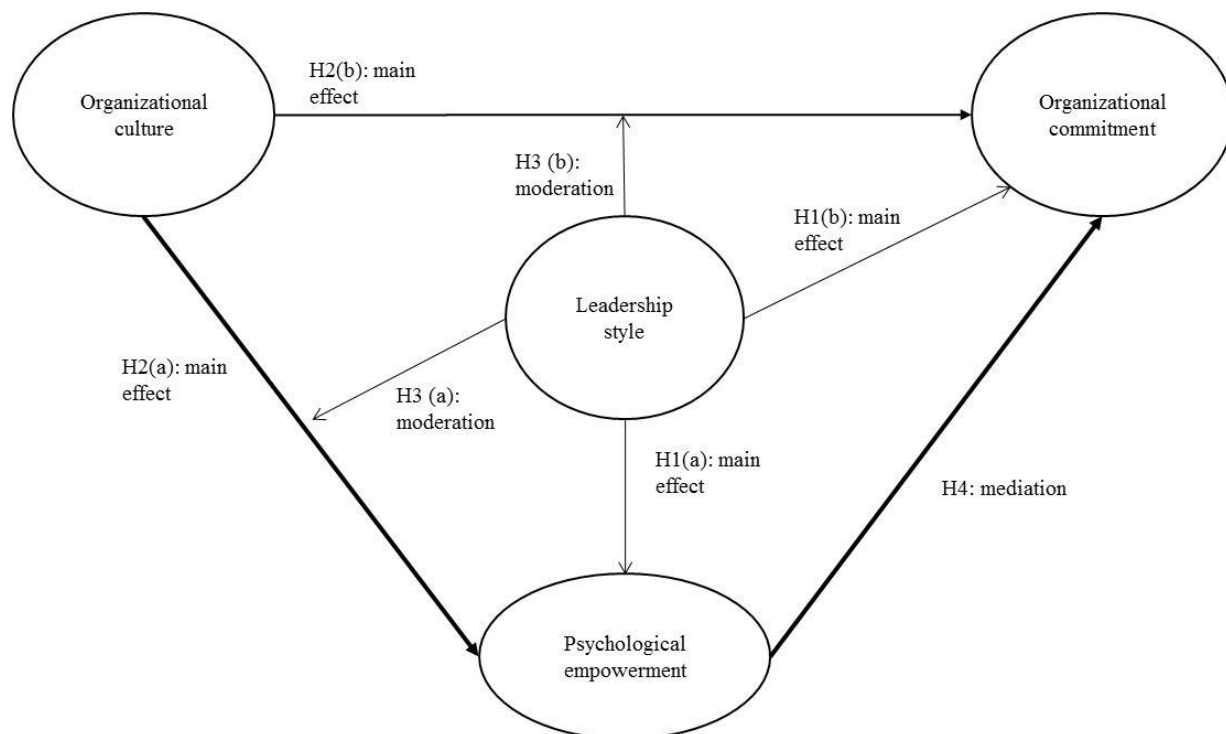

Figure 1. The hypothesized effects of leadership and organizational culture types on organizational commitment and psychological empowerment.

Findings from previous studies indicate that empowered employees are given more opportunity to create significance in their working environment, which would lead to higher levels of organizational commitment (Dvir, Eden, Avolio, & Shamir, 2002). With this interplay demonstrated at the leadership level, it is reasonable to assume that a culture that empowers employees should produce similar results, also assuming that a lack of congruency between leadership and culture does not negatively alter the commitment levels.

Early studies of leadership utilized work settings that varied in task structure and settings to account for organizational culture and climate as it affected leadership behavior (Conger, 1993). In order to account for the interplay between leadership and organizational culture, a set of contextual factors will be developed using suggested methods in literature based on the most applicable culture models and leadership characteristics. The inner context of organizational culture is the most applicable based on the internal policies and working environment needed to shape perceived structure, culture, and strategy of the organization manipulated within this study (Pettigrew, 1987; Pettigrew et al., 1992).Outer context elements, such as external constituents, and socioeconomic environment will not be included, as these are typically beyond control of immediate leadership within an organization.

Previous research implies that neither culture/context nor leadership is the key determinant in work outcomes (Conger, 1993) and that the interplay between the two causes them to influence one another. The hierarchy of a traditionally bureaucratic organization may prevent transformational leaders from fully engaging and empowering their followers, leading to lower levels of organizational commitment (Avolio et al., 2004). The interaction between leadership and culture is most likely to produce higher scores of commitment and empowerment

when positively perceived culture and leadership types are congruent. That is to say transformational leadership will be more effective in an adaptive/flexible organizational culture.

While the transactional style of leadership is hypothesized by Bass (1986) to be more congruent with a bureaucratic organizational culture, the interaction of that leadership type and culture is not congruent with perception of empowerment or the characteristics that build organizational commitment. Therefore, the combination of transactional leadership and stable culture, both of which separately score lower in levels of commitment and empowerment (Avolio et al., 2004; Dvir et al., 2002; Singer & Singer, 1990), is likely to be the combination with the lowest scores of organizational commitment and psychological empowerment.

The theoretical framework for the hypothesized relationships being examined is represented in figure 1.

Hypothesis 1: Regardless of organizational culture type, transformational leadership will be associated with (a) higher ratings of empowerment and (b) organizational commitment than will transactional leadership.

Hypothesis 2: Regardless of leadership style, a more flexible organizational culture will be associated with higher ratings of (a) empowerment and (b) organizational commitment than will a bureaucratic culture.

Hypothesis 3: Leadership style will moderate the relationship between organizational culture and (a) psychological empowerment and (b) organizational commitment such that transformational leader type will positively increase the effects of organizational culture scores on each outcome.

Hypothesis 4: Psychological empowerment will partially mediate the relationship between the organizational culture and organizational commitment.

21

Method

Overview

This study was conducted in two phases. The first phase utilized 10 subject matter experts (SMEs) to develop and calibrate the memos used to manipulate variables within the experiment. Following SME feedback, a group of nine undergraduate students were each assigned to a condition for memo rating. Phase 2 required participants to complete the online study based on their assigned condition (2 leader types by 2 organizational culture types), which included a 53 question survey.

Phase 1 – Stimulus Development

SMEs. Four memos were developed for this study. Drawing from leadership measures, two memos were constructed welcoming a new employee as coming from either a transactional or a transformational leader. In addition, for the culture manipulation, 2 memos were constructed using terms characterizing either a stable or flexible style organizational culture. Each memo was created utilizing the behaviors and definitions from scale development, capturing the essence of each component through the words of either the supervisor or the HR department.

The SMEs reviewed each of the four memos in random order. Using given definitions of leadership and organizational culture types SMEs then assigned a percentage rating representing how much each memo reflected its intended style. Written feedback was also provided to provide constructive criticism of each memo design. Each memo received a high average percentage rating for the intended manipulation; transformational leader ($M = 94.4$, $SD = 7.6$), transactional leader ($M = 89.8$, $SD = 16.6$), flexible culture ($M = 93.4$, $SD = 11.2$) and stable ($M = 77.6$, $SD = 24.4$). The nine undergraduate students were randomly assigned to one condition,

each student reviewing only one leadership memo and one culture memo. The full

Transformational Leadership Inventory (TLI) and Organizational Culture scales (described

below in measures) were used for these ratings. In support of the manipulation, the

transformational leader memo scored higher ($M = 5.61$) on the TLI than the transactional leader

memo ($M = 5.10$). Similarly, the flexible culture memo scored higher ($M = 5.63$) on the

Organizational Culture rating scale than the stable culture ($M = 4.25$). The resulting four

conditions were:

Transformational leader, flexible culture condition. This condition is created to produce

a complimentary effect between styles. The leadership memo utilizes the four components of

Bass's (1990) model of transformational leadership which have been linked to psychological

empowerment and organizational commitment (Avoilo et al., 2004). This type of empowerment

has been further attributed to the involving/adaptive style of organizational culture (Dennison &

Mishra, 1995). Therefore, the memo from HR should support the memo from the supervisor. The

two memos used to manipulate culture type can be found in Appendices B and C, while the two

memos used to manipulate leadership type can be found in Appendices D, and E.

Transformational leader, stable culture condition. Under this condition participants

encountered themes of empowerment and development within the leadership memo, yet

encounter constraints by the rules and regulations set forth in the memo from HR. The presence

of strict organizational rules and policy presents a lack of value congruency represented by the

difference in support between leadership and the organization.

Transactional leader, flexible culture condition. This condition presents another

potential conflict in perceived support from leadership versus the organization. The culture as

established by the HR memo presented greater flexibility while the supervisor set specific standards and conditions for reward that seemed rigid compared to the culture of the organization. The transactional leader memo was developed using the Contingent reward behaviors described by Podsakoff et al. (1990) and Bass's (1985) descriptions of a transactional leader.

Transactional leader, stable culture condition. This combination of culture and leadership was hypothesized to be more complimentary for an organization with more defined structure and chain of command (Avolio & Bass, 1993; Dennison & Mishra, 1995). Focus of the interplay between employee and organization and leaders is based on a contractual relationship built around rewards for performance and following rules and regulations. Avolio & Bass (1993) argued that a transactional style of leadership does not produce a shared vision or mission, which is one potential conflict within this condition. The articulation of vision or mission was purposely withheld in the transactional supervisor memo to allow for this difference between leader style and organizational culture.

Measures

The independent variables, used to manipulate conditions for the participants, consisted of 1) leadership type, either transformational or transactional, and 2) organizational culture, either Involving/adaptable (flexible) or Mission/consistent (stable) style. The personal preferences of each participants condition were also considered to explore potential individual differences. Upon checking for proper manipulation, independent variables were treated dichotomously in the main analysis.

Transformational leader inventory. Leadership behavior measures for this study are based on the full range leadership model (Avolio & Bass, 1991), which includes Transformational, Transactional, and Laissez Faire behavior measurements. In this experiment only Transformational and Transactional behaviors of leadership were used. Behaviors were measured using the Transformational Leadership Inventory (TLI) developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). The TLI was modeled after the Multifactor Form 5X questionnaire developed by Bass & Avolio (1997) to appropriately capture specific targeted dimensions from the full range leadership model. The TLI contains 28 items measured on a 7-point Likert scale ranging from (1) *Strongly Disagree* to (7) *Strongly Agree*. For this study the scale consisted of 24 items (4 items pertaining to transactional leadership behavior) after omitting measures irrelevant to this study. This scale measures all six transformational behaviors described by Podsakoff et al. (1990) and includes one transactional behavior measurement.

The first behavior, *Identifying and Articulation a Vision*, identifies new opportunities for the company and breeds motivation from followers through a clearly communicated vision for mission accomplishment. This component corresponds to the inspirational motivation component of Bass's transformational leadership theory. A sample item is "Inspires others with his/her plans for the future." The second behavior, *Providing an Appropriate Model*, provides congruency between the values espoused by a leader and their actions. This component falls in line with the idealized influence component of transformational leadership. A sample item is "Provides a good model for me to follow." The third behavior, *Fostering the Acceptance of Group Goals*, promotes cooperation and collaboration among individuals towards a common goal or purpose. This component corresponds to the Inspirational Motivation component of the transformational leadership theory. A sample item is "Develops a team attitude and spirit among employees."

The fourth behavior, *High Performance Expectations*, reflects the expectation by the leader for a standard of excellence amongst followers. This component is tied to the idealized influence component of transformational leadership. A sample item is "Shows that he/she expects a lot from us." The fifth behavior, *Providing Individual Support*, indicates that the follower respects the feelings and personal needs of followers. This component corresponds to the individualized consideration component of transformational leadership. A sample item is "Behaves in a manner thoughtful of my personal needs." The sixth transformational leadership behavior, *Intellectual Stimulation*, reflects the thought-provoking nature of the leader to derive greater thought beyond assumptions and foster new solutions to problems. This component was included by Podsakoff et al. (1990) in order to maintain alignment with Bass's transformational leadership theory, corresponding to the component of the same name. A sample item is "Has stimulated me to rethink the way I do things."

The transactional leadership behavior, *Contingent Reward*, focuses on the exchange of rewards by the leader based on the level of effort put forth from followers. The Contingent Rewards items were developed by Podsakoff et al. (1984) to capture the exchange notions fundamental to the transactional style of leadership as described by Bass (Avolio & Bass, 1998, Bass, 1985). A sample item is "Gives me special recognition when my work is very good".

Manipulation check. A manipulation check was performed using a shortened version of the TLI to ensure leadership conditions were presented properly in each memo. Participants receiving a memo from the transformational leader were expected to give higher scores to the Transformational leadership survey. Participants receiving the memo from the transactional leader were expected to score higher under the contingent reward section, and lower on all other components of transformational leadership.

Organizational culture. A sample portion of the Organizational Culture and Effectiveness survey developed by Denison and Mishra (1995) was used to confirm culture measures as manipulated by the memo from human resources. This measure contains four indices that address the effectiveness of the organization based on its characteristics. The theoretical model from which these traits drew has shown good convergent and discriminant validity (Takane et al. 1977). Each index contains two descriptive traits which were measured on a seven-point Likert scale ranging from (1) *Strongly disagree* to (7) *Strongly agree*. Appendix F includes a complete list of all these items.

The first index, *involvement*, suggests that higher levels of participation create a sense of ownership, which translates into greater organizational commitment and higher levels of effectiveness. A sample measure is "Cooperation and collaboration across functional roles is actively encouraged." The second index, *Consistency*, is based on establishing a normative integration of internalized values in order to increase effectiveness and develop an implicit control system. A sample measure is "Our approach to doing business appears very consistent and predictable." The third index, *Adaptability*, reflects the ability of the organization to react to changes in the environment while still maintaining its underlying character. A sample measure is "This organization appears very responsive and able to change easily." The fourth index, *Mission*, emphasizes the stability of an organization based on a central purpose which provides meaning and direction to its members. A sample measure is "This Company appears to have a long-term purpose and direction."

Manipulation check. A manipulation check was performed using the Organizational Culture survey to ensure conditions were presented properly in each memo. Participants receiving the memo establishing a flexible culture were expected to score higher on

organizational culture scores. Participants receiving the memo establishing a stable culture were expected to score lower on the organizational culture scores.

Phase 2 – Study execution

Participants. A sample of 214 completed the study. Participants consisted of undergraduate students. Additionally, ~33% of the participants consisted of cadets in the Air Force Reserve Officer Training Corps (ROTC), a study design intending to explore differences in leadership and culture preferences based on real world experiences in leadership and organizational culture above what is being manipulated within the experiment.

Military programs were chosen as participant pools because they place a distinct emphasis on the independent variables, leadership and organizational culture in this study. Officer ascension programs, being designed to develop future leaders, focus on leadership training and education (O'Reilly et al., 1991). Additionally, the organizational culture of the military is unique and strong, projecting a sense of mission, purpose, duty, and honor (Shamir, Zakay, & Popper, 1998). This unique situation provided a contrast between the military environment (stable and mission centered) with the flexible nature of undergraduate lifestyle, which may influence individual preferences for leadership and culture type.

Procedure. Participants were provided a link to an online survey website established through Qualtrics. All students received either course credit or extra credit points towards their psychology or leadership class (depending on student source) for participation in this study. The opportunity for participation was announced either by the course instructor or me. Participants had two weeks, with two possible reminders to complete the survey and receive credit.

Upon logging in participants were presented with an informed consent letter. Instructions followed explaining task completion and an introduction to the scenario, setting the scene for follow-up manipulations. The instructions given generated a role playing condition, informing participants of their need to complete the survey measuring their perceptions of the work situation based on the memos. Participants then received a randomly assigned leadership memo (transformational or transactional) which contained information about the purpose of the task. A similar memo from human resources followed, also randomly assigned to account for either flexible or stable organizational culture types. The survey questions and writing prompt appeared after both memos were reviewed. Upon completion of the survey the student were instructed to input their unique course user name and class information to properly compensate them for participation. No debriefing was provided as deception was not used during this experiment.

The prompt. Participants begin the experiment being informed that they have been selected to a newly developed specialty team for their organization. As part of the molding process for the new team, they are being asked to complete a survey measuring their perceptions of psychological empowerment and commitment in a given situation. The HR and leadership memos explain that the information will be used to help shape the new specialty team. The prompt that explains this scenario is located in Appendix A. The instructions explain that participants will receive a memo from their new supervisor and from human resources with more information detailing the purpose of the task. Participants were randomly placed in one of four conditions based on the combination of leadership and HR memo they receive.

Survey task. After seeing both memos, participants completed the survey measuring levels of psychological empowerment, organizational commitment, and perceived leadership style and culture type based on the memos they received. The importance of this task is further

reinforced in both types of leadership and HR memos by attributing the development and make-up of the new team as being dependent on the most accurate representation of the individual through their responses. As part of the survey, participants also provided their personal preference for the leader and culture type based on willingness to work for that individual or organization.

Dependent variables.

Psychological empowerment. The Psychological Empowerment scale developed by Spreitzer (1995) has made an impact on the nomological network of psychological empowerment in the workplace; namely its linkages to interpersonal outcomes and leadership (Spreitzer, De Janasz, & Quinn 1999). This 12-item scale consists of four empowerment dimensions with three items per dimension. Items are measured using a 7 point Likert scale ranging from (1) *No, I strongly disagree* to (7) *Yes, I strongly agree*. These items will be averaged to provide a single index of Psychological Empowerment. The wording of the measures was slightly modified to control for perceived feelings based on belonging to an abstract company and job responsibilities. For instance, the question "the work I do is meaningful to me" was modified to "This work seems meaningful to me." A complete list of all items can be found in Appendix F.

The first dimension, *competence*, represent a belief in one's ability to perform work with skill and utilized three items adapted from the self-efficacy scale established by Jones (1986). A sample measure is "I am confident about my ability to do my job." The second dimension, *Impact*, represents the degree that an individual feels they can influence outcomes, uses three modified items from Ashforth's (1989) helplessness scale. A sample measure is "I have

30

significant influence over what happens in my department." The third dimension, *meaning*, reflects a feeling of fit between an individual and his/her workplace responsibilities and is measured using three items developed by Tymon (1988). A sample measure is "The work I do is meaningful to me." The fourth dimension, *self-determination*, represents an individual's ability to regulate their own actions, and utilizes three items adapted from the autonomy scale presented by Hackman and Oldham (1980). A sample measure is "I have significant autonomy in determining how I do my job."

     Organizational commitment. Organizational commitment was measured using the nine-item short scale developed by Cook and Wall (1980), which measures three basic components of organizational commitment with subscales for each component. The items are measured using a Likert 7-point scale with scores ranging from (1) *No, I strongly disagree* to (7) *Yes, I strongly agree*. These items will be averaged to determine a single index of organizational commitment. The wording of some items was slightly modified to match the manipulation and context of the experiment. For instance, the wording "staff" has been changed to "team" in one question.

     The first component, *Identification*, represents identification with the values and goals of the company. A sample measure is "I would be proud to tell people who it is I work for." The second component, *Involvement*, explores the absorption of activities into one's roles within the organization. A sample measure is "I feel myself to be a part of this organization." The last component, *Loyalty*, captures the sense of belonging and attachment to the organization. A sample measure is "To know that my own work has made a contribution to the good of my organization would please me."

Demographics.

A short measure of demographics included at the end of the survey will serve to collect information on age, sex, race/ethnicity, current intended major, level of ROTC experience, and known military experience of either parent.

Additional Individual Differences.

Additional variables will be collected to assess leadership and organizational culture preferences. After completing the full survey, two questions asked the individual if they would prefer to work: 1) for the leader type they encountered and 2) for the organization they encountered. These questions were used to determine if leader and organization preferences caused any value congruencies between the individual and their assigned condition. Individuals were also asked if they would invest in the company they encountered, and if they think this company would be successful. This was used to assess if these perceptions of the organization were influential on organizational commitment in relation to the condition they were presented with. These questions all use a 7 point Likert scale ranging from (1) *I strongly do not prefer*, to (7) *I strongly prefer*. Finally, the task which individuals must perform was captured as a "word count" variable to determine if the time and energy (task involvement) used in completing the task affect any of the outcomes.

Results

Initial analyses

Table 1 presents the means, standard deviations, and ranges, along with the reliability of the psychological empowerment and organizational commitment scales as they were used in this study. The control variables (leadership and culture type) were represented in their combination of four conditions for correlation analysis and regression analysis. The manipulation check for leadership and culture indicated that differing leadership types were not strongly perceived; transformational leader memo ($M = 5.20$), transactional leader memo ($M = 5.26$). Differing culture types were more clearly perceived; flexible culture memo ($M = 5.53$), stable culture memo ($M = 4.31$).

Hypotheses testing

Simple regression analysis was used to explore the effect of leadership type on psychological empowerment and organizational commitment. Contrary to *H*1, leadership type did not have a significant main effect on psychological empowerment ($b = -0.06$, 95% CI -0.36, 0.24) and explained less than 1% of the variance in scores of psychological empowerment ($F(1,212)=0.15$, $p=0.70$). Means for transformational and transactional leadership were 4.98 and 5.02, respectively (table 3). Similarly, leadership type did not produce a significant main effect on organizational commitment ($b = -0.06$, 95% CI -0.38, 0.27) and explained less than 1% of the variance in scores of organizational commitment ($F(1,212)=0.12$, $p=0.73$). Means for transformational and transactional leadership were 4.92 and 4.94, respectively (table 4).

The effects of organizational culture on psychological empowerment and organizational commitment were also assessed using simple linear regression. In support of *H*2, organizational

culture type did have a significant main effect on empowerment. Compared to the flexible

culture type, stable culture type had a significant negative effect on feelings of psychological

empowerment ($b = -1.29$, 95% CI -1.53, -1.04) explaining 34% of the variance in the

psychological empowerment scores ($F(1,212)=107.7$, $p<.001$). Means for flexible and stable

organizational culture type were 5.64 and 4.35, respectively (table 3). A similar main effect was

found for culture type on organizational commitment. The stable culture produced a significant

negative effect on levels of organizational commitment ($b = -1.03$, 95% CI -1.33, -0.74)

compared to flexible culture type, explaining 19% of the variance in commitment scores

($F(1,212)=48.26$, $p<.001$). Means for flexible and stable organizational culture type were 5.45

and 4.41, respectively (table 4).

The proposed leadership effects in *H*4 were not supported due to the lack of significant

interaction effect by leadership type with organizational culture on either psychological

empowerment or organizational commitment (tables 3 & 4). Due to the lack of a statistically

significant relationship between these variables, no moderation was occurring on the mediation

effects between culture and commitment caused by empowerment. The interaction of leadership

and culture did not provide any increase or change to R^2 for either psychological empowerment

or organizational commitment.

Mediation analyses

Psychological empowerment was examined as a potential mediator in the relationship

between organizational culture (an independent variable) and organizational commitment. The

flexible style of organizational culture was hypothesized to produce higher levels of both

psychological empowerment and organizational commitment. Three regression models were

used to determine potential mediation of psychological empowerment on commitment. The first model regressed psychological empowerment on organizational culture to ascertain a main effect of culture on empowerment. The second model regressed commitment on culture to explore the main effect of culture on commitment. Finally, commitment was regressed on both culture and empowerment to determine potential mediation effects. Figure 2 provides a diagram which breaks down each path of the mediation model with the effects (direct and indirect) of each variable.

A main effect of organizational culture type on psychological empowerment existed such that empowerment scores are significantly lower for stable organizational cultures (b=-1.29, 95% CI -1.53, -1.04) consistent with $H2$. In support of $H4$, a main effect of psychological empowerment on organizational commitment existed such that higher scores of empowerment were significantly associated with higher scores of organizational commitment (b=0.86, 95% CI 0.75, 0.97), holding constant organizational culture. The main effect of organizational culture on organizational commitment, with stable culture producing lower scores, (b=-1.03, 95% CI -1.32, -0.74) was present before the inclusion of the mediator. However upon including psychological empowerment the main effect of organizational culture type on commitment was no longer significant (b=0.07, 95% CI -0.18, 0.33).The indirect effect was estimated at -0.89, which was significantly different from zero (SobelZ = 22.25, 95% CI .81, .97). Additionally, the R^2 increased 43 percentage points (to 61%) in the mediation model (F(2,211)=161.8, p<.001) over the model with culture predicting commitment alone (F(1,212)=107.7, p<.001). Figures 2 and 3 reflect the mediation relationships with each calculated path analysis. In this model, the main effect of organizational culture type on organizational commitment is accounted for (full mediation) by psychological empowerment.

Post Hoc Analyses

Regression analyses were conducted using all collected data to assess the potential impact of individual differences on the outcomes. In a model regressing all variables on psychological empowerment, two of the ten additional variables were found to create a significant effect. Holding all other variables constant, the word count variable, capturing how many words a participant used to describe ideal leadership and organizational traits, had a significant (p<.05) effect on psychological empowerment such that for every one word increase above the average of 26.41, scores of psychological empowerment decreased by -0.007 units ($F(11,199)=11.79$, $p<.001$). Additionally, holding all other variables constant, ROTC experience was significant in predicting psychological empowerment scores (p<.05) such that for every 1 year of ROTC experience greater than 0 empowerment scores increased by 0.13 units ($F(2,211)=161.8$, $p<.001$). Regressing all other variables in a full model on organizational commitment, no significant effects on organizational commitment were found by any of the additional variables.

Discussion

In exploring the combined effects of leadership and culture types on psychological empowerment and organizational commitment, the results showed that the leadership type was not having an effect on commitment or empowerment, while culture type did have a significant effect on commitment and empowerment. The lack of a leadership interaction meant that *H*3, the moderation hypotheses, was unsupported, while the effect of organizational culture on commitment was shown to be fully mediated by psychological empowerment.

The lack of a leadership effect is contrary to *H*1, and is not typical of a leadership studies using transformational leadership. However, transactional and transformational leadership types

are highly correlated in some settings (Judge & Piccolo, 2004), and likely contributed to the lack of significance on organizational outcomes in this scenario. While the SME evaluation and pilot study indicated a clear difference between each memo, the manipulation check performed during the study indicated no difference in perception of leadership. This may be a factor of multiple issues: 1) use of a shorter version on the leadership inventory for the manipulation check, 2) the effect of additional context on perception of leadership in the experiment, and 3) a weak dichotomy of leadership type represented within the manipulations. Additionally, the design of this study may highlight the lack of leadership impact in certain situations, a growing question within leadership theory today (Hackman & Wageman, 2007). Observed from within this specifically crafted situation the impact of leadership behavior makes no difference on organizational outcomes, supporting the concerns of contextual effects on leadership impact (Avolio, Walumbwa, & Weber, 2009; Chan & Brief, 2005; Hackman & Wageman, 2005; Vroom & Jago, 2007).

In this study, attitudes towards leadership at the immediate supervisory level may be different based on the age demographic ($M = 20.9$) of the participants, and may be an indication of a shift in perception and attitudes given the changing nature of the workplace (Cascio & Aguinis, 2008). With the rate of transitions among working adults, if a supervisor is disliked, people may feel that they only need to wait him/her out for a new one to arrive. Also, younger workers may feel more open to voice concerns and seek change in some way given the situation (e.g. request a transfer, address leadership incompatibility). These attitudes could be affecting short term effects of leadership on organizational outcomes, whereas the culture of an organization may be seen as a long term organizational trait (Schein, 2010); something less

easily changed and more difficult to overcome as an issue that would affect job attitudes (i.e. organizational commitment and psychological empowerment).

The mediation findings of psychological empowerment are substantial in adding to its nomological net, building a case for its importance in the relationship between organizational culture, leadership, and the outcomes of those variables. The phenomenon of empowerment's effects on these relationships is relatively new (Chen, Kirkman, Kanfer, Allen, & Rosen, 2007) and supports the generalizability of psychological empowerment under different forms of analysis (Kirkman & Rosen, 1999; Seibert et al, 2004). The perception of locus of control was clearly different between the leadership and organizational culture manipulations. In the case of the leadership, while the nature of the exchange/dialogue was different, each memo contained direction and inclusion in the decision making process. Conversely, the organizational culture memos were a stark contrast in the level of control offered to the individual, which would account for a decrease in perceived organizational support (Li, Chiabru, & Kirkman, 2014).

Further addition to the psychological empowerment literature from this study include the usefulness in capturing perceived empowerment even under conditions using electronic/written communication, adding to the already impressive generalizability across multiple population types (Maynard, Gilson, & Mathieu, 2012). Coupled with the influence from organizational culture, this suggests that an individual can perceive their level of empowerment as a function of the norms, values, and policies of the organization, and that these qualities may be perceive as more restrictive than the influence of an immediate supervisor. The influence of the organizational culture in this case likely drove the meaning and self-determination states of psychological empowerment. While leadership has consistently been demonstrated as an antecedent to psychological empowerment (Seibert et al., 2011), it has been found to be strong

for both transformational leader types and for the (similar to transactional) leader-member exchange model (Maynard et al., 2012). The positive influence of both leadership types on psychological empowerment, coupled with the large influence from organizational culture, add an important element to understanding the conditions in which psychological empowerment is occurring, and the context which influences it. This experiment provided further support for this context by controlling for the characteristics of a leader and organization for which an individual is perceiving empowerment from their work environment.

Limitations

The combination of leadership and culture types in this study was intended to examine the possibility of complimentary styles as examined by the organizational outcomes (Bass, 1985). However, the use of transformational and transactional leadership types may have been a weak manipulation of leadership type, creating a boundary condition which led to a lack of main effect on the outcomes. Although SMEs rated the transactional and transformational leader descriptions as different, the difference of leadership type was not as strong as the manipulation of the culture of the organization. This may have been representative of the dichotomous nature of a stable vs flexible culture, while transactional vs transformational leadership types share similarities, with one building on the other (Avolio, 1999). Had participants been presented with either a transformational leader or a destructive leader, vice a transformational or transactional leader, the effects of leadership may have been much stronger. The manipulations of the scenario were further restrained by the limited scope of the experiment.

Additionally, the use of one survey to capture all data from the participant at one time point makes this data susceptible to common method bias, potentially causing inflated or deflated

39

correlations. The survey could have been done in two parts, with different a different time point for collection of the dependent variables. Additionally, some procedural processes were used to alleviate the common method bias based on suggestions by Podsakoff, MacKenzie, Lee, and Podsakoff (2003). First, individuals were informed with the details of protecting their confidentiality, in order to improve response candidness. Also, the questions for each dependent variable were generated in random order for every participant to alleviate potential priming effects based on question order.

In order to restrict contextual contamination, the experiment was designed to be relatively brief, providing participants with enough stimulation for an adequate role playing scenario without losing their attention. With the study conducted online, it was not possible to control for any possible distractions participants may have faced while partaking in the survey which may have prevented them from fully immersing themselves in the scenario. With no prior feeling of investment in this fictional organization, the effects of the manipulations are likely not as strong as they would be in a situation within an actual organization. Finally, while exposure to military training and lifestyle was considered, the generalizability of the results are somewhat limited based on the population of university students whose work experience is limited.

Implications

The highest levels of organizational commitment and psychological empowerment were reported when the flexible organizational culture was present, regardless of leadership type. This builds on the understanding of contextual issues which may cause employees to react or perceive an organization or leader and how that is reflected on organizational outcomes. In particular, the impact of the leader in this situation was constrained, suggesting that the perception of an

organizations culture may be having an impact on the way in which leadership is viewed. Similar to the constraints on leadership in team environments proposed by Hackman and Wageman (2005), culture may ultimately constrain the effectiveness of a leader in a similar context.

This concept is important for organizations that desire to produce more positive outcomes driven by employee commitment and perceptions of empowerment. The culture of the organization may be rendering its leaders as less effective because of the perceptions caused by the organizations culture. Overbearing rules and regulations of an organization could cause leadership to appear less empowered and incapable of making changes for followers, providing tools or resources needed to foster growth and encourage employees. Conversely, an organization can overcome less positive leadership with a culture that promotes the ideals of innovation and involvement. The characteristics of this type of culture may promote feelings of empowerment by the employees, especially when leadership types are not significantly different.

The finding of psychological empowerment as a mediator is in line with previous studies (Avolio et al., 2004; Wayne et al., 2000) and support the role of empowerment on commitment within the framework of an organizations culture (Sigler & Pearson, 2000). Theoretically, further research on organizational culture would benefit from exploring how an organization makes empowerment a part of its culture, and how much empowerment accounts for the positive perceptions of that organizations culture. Practically, organizations would benefit from supporting empowerment by identifying how it fits within the framework or model of the organization. By making empowerment a concept that is part of an organizations culture, employees may more naturally find meaning in their work and take on greater responsibility or ownership of their duties.

The focus for change and development within an organization may be ineffective when combined effects are not considered. For instance, the military emphasizes leadership training and development, yet maintains its stable culture with little introspection into the effects of its culture in a dynamic environment and shifting civilian perspectives. Adaptability is a hot topic in the business world, emphasizing flexibility for long term company health and growth. Understanding the combined effects of leadership and culture in the aspect of a changing business environment would help organizations understand where to focus developmental efforts for optimal organizational outcomes.

Direction for further research

If this study were to be performed again I would suggest some key changes. First, the leadership memos need greater impact. One change would possibly be to have the memo coming from a higher level leader, one whose impact is seen at an organizational level; making the contribution of that memo on par with the organizational culture manipulation. Second, the use of leadership types with stronger differences (e.g. transformational vs destructive), plus a non-leadership condition, would likely show a greater effect on organizational outcomes, likely producing a stronger leader effect when paired with culture than in the current study. Additionally, while this sample did make use of two groups with differing experiences in the same age range, the use of additional populations with greater working experience (e.g. an MTurk sample or sample from an organization) could help explain potential individual differences in reaction to the manipulations. Finally, I would have included either a forced break or a follow on questionnaire to create artificial space from the independent measures prior to measuring the dependent variable of organizational commitment.

The combined effects of leadership and culture type on organizational outcomes would benefit from additional attention as culture and leadership theory continue to grow and develop. A stronger main effect of leadership would assist in exploring the potential moderating effects of leadership or culture on one another as it relates to organizational outcomes. Additionally, the role of psychological empowerment has been demonstrated as a key variable in the relationship between the employee and their perceptions and reactions to the organization. Further research would benefit from continuing to explore the effects of psychological empowerment on leadership and organizational culture as it relates to other organizational outcomes. Finally, further examination of differing organizational culture types and the effect on leadership would contribute to explaining the potentially cumulative effects of leadership and organizational culture on organizational outcomes.

TABLES AND FIGURES

Table 1. *Ranges of Scores, Mean, Standard Deviation, and Reliability for all variables*

Variables	N	Minimum	Maximum	Mean	SD	Cronbach's α
Psychological Empowerment	214.00	1.67	7.00	4.99	1.11	.93
Organizational commitment	214.00	1.22	7.00	4.93	1.20	.95
Word count	214.00	.00	117.00	26.41	19.60	N/A
Leader preference	214.00	1.00	7.00	4.82	1.60	N/A
Org preference	214.00	1.00	7.00	4.80	1.50	N/A
Performance of company	214.00	1.00	7.00	5.01	1.27	N/A
Potential investment	214.00	1.00	7.00	4.41	1.38	N/A
Sex	212.00	1.00	2.00	1.59	.49	N/A
Age	214.00	18.00	39.00	20.93	2.59	N/A
Parents military experience	213.00	1.00	2.00	1.73	.44	N/A
ROTC experience	214.00	.00	5.00	.92	1.40	N/A
Work experience	214.00	1.00	4.00	2.43	.67	N/A

Note. For Sex, 1 = Male, 2 = Female

Parents military experience, 1 = Yes, 2 = No

Work experience 1 = Full time, 2 = mix of full and part time during school year, 3 = part time only, 4 = no work experience

Table 2. *Correlations among all variables*

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Psych empowerment	-											
2. Org commitment	.78**	-										
3. Word count	-.12	.01	-									
4. Leader preference	-.02	-.01	.13	-								
5. Org preference	.05	.03	.10	.64**	-							
6. Performance of company	.09	.04	.03	.55**	.65**	-						
7. Potential investment	.03	-.02	.04	.53**	.66**	.62**	-					
8. Sex	.02	.10	.13	.00	-.02	-0.4	-.03	-				
9. Age	-.14*	-.10	.09	-.02	-.08	-.11	-.13	-.07	-			
10. Parents military experience	.03	.05	-.03	-.04	-.02	-.17*	-.07	.17*	-.03	-		
11. ROTC experience	.09	.01	.03	.08	-.01	.08	.03	-.41**	.02	-.42**	-	
12. Work experience	.01	-.02	-.07	.05	.02	.01	.09	-.01	-.19**	-.01	.10	-

Table 3. *Means of leadership and culture conditions as predictors of psychological empowerment*

Leadership type	Culture type		
	Stable Culture	Flexible culture	Total
	M (SD)	*M(SD)*	*M*
Transformational leadership	4.31 (1.07)	5.64 (0.74)	4.98
Transactional leadership	4.39 (1.47)	5.64 (0.83)	5.02
Total	4.35	5.64	5
N	108	106	214

Table 4. *Means of leadership and culture conditions as predictors of organizational commitment*

Leadership type	Culture type		
	Stable Culture	Flexible culture	Total
	M(SD)	*M(SD)*	*M*
Transformational leadership	4.35 (1.35)	5.49 (0.81)	4.92
Transactional leadership	4.47 (1.25)	5.41 (0.86)	4.94
Total	4.41	5.45	4.93
N	108	106	214

Table 5. *Summary of regression results of leadership and culture on psychological empowerment*

Step	R square	Adjusted R square	Std error of estimate	Change statistics				
				R square change	F change	df1	df2	Sig F change
1- Leadership	<0.01	-0.01	0.15	<0.01	0.15	1	212	0.70
2- Org Culture	0.34	0.34	0.12	0.34	53.52	2	211	0.69
3- Leader * Culture	0.34	0.33	0.25	0.00	-18.16	3	210	0.70

1 Predictors: Leadership

2 Predictors: Leadership, culture

3 Predictors: Leadership, culture, interaction of leadership and culture

Table 6. *Summary of regression results of leadership and culture on organizational commitment*

Step	R square	Adjusted R square	Std error of estimate	Change statistics				
				R square change	F change	df1	df2	Sig F change
1- Leadership	<0.01	-0.01	0.16	<0.01	0.12	1	212	0.73
2- Org Culture	0.19	0.18	0.15	0.19	23.90	2	211	0.72
3- Leader * Culture	0.20	0.18	0.30	0.00	-7.78	3	210	0.21

1 Predictors: Leadership

2 Predictors: Leadership, culture

3 Predictors: Leadership, culture, interaction of leadership and culture

Table 7. *Outcome effects of organizational culture on commitment, with and without mediation*

	Effects without mediator			Effects with psychological empowerment mediating		
	F^1	p	Effect size	F^2	p	Effect size
organizational culture	161.8	<.001	1.03	48.26	0.56	0.07

Note: The significance of organizational culture will decrease as the influence of a mediator increases

[1] no mediator df=1 and 212

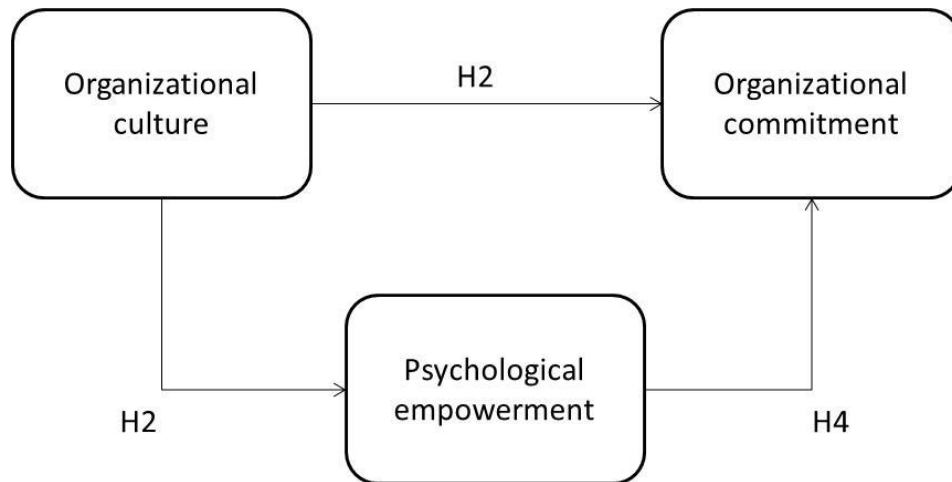[2] with mediator df=2 and 211

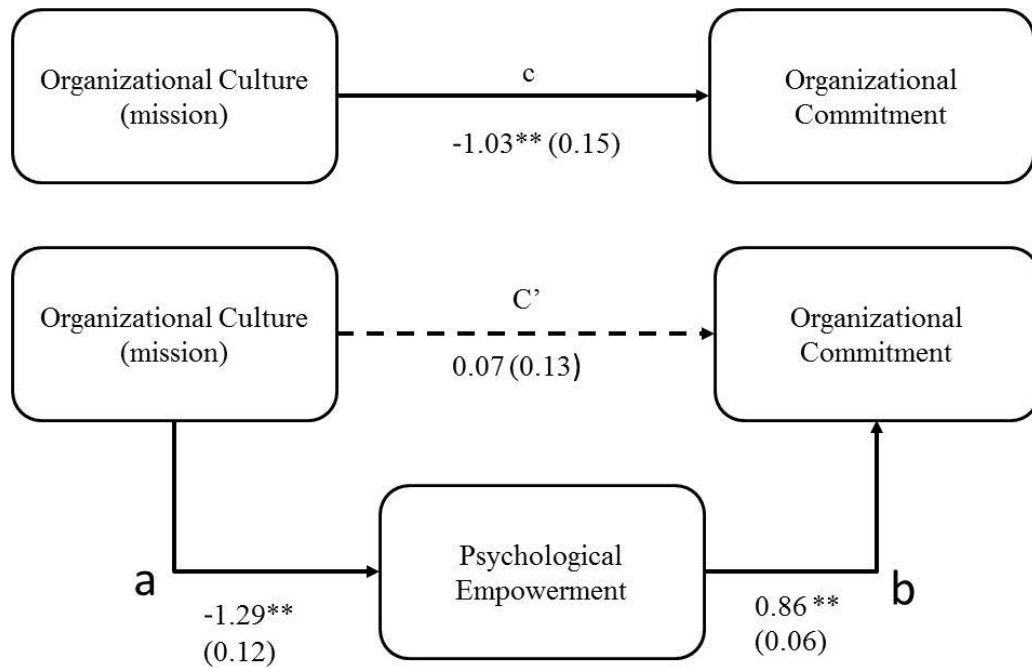*Figure 2.* Hypothesized partial mediation model

Figure 3. Mediation model displaying the relationships between organizational culture and empowerment ("a" path), psychological empowerment and organizational commitment ("b" path) and the difference in relationship between culture and empowerment with and without mediation (C' and c, respectively). Each path is represented by its standardized regression weight with respective standard error.

** *p*<.001

References

Alvesson, M. (1990). On the popularity of organizational culture. *Acta Sociologica*, *33*, 31-49.

Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly*, *15*, 5-32.

Antonakis, J., & House, R. J. (2002). An analysis of the full-range leadership theory: the way forward. In B. J.Avolio, & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: the road ahead* (pp. 3 – 34). Amsterdam: JAI Press.

Antonakis, J., Avolio, B.J., & Sivasubramaniam, N. (2003). Context and leadership: an examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14: 261-295.

Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management journal*, *37*, 670-687.

Ashford S. (1989). Self-assessments in organizations: A literature review and integrative model. *Research in Organizational Behavior*, 11, 33-174.

Ashforth, B. (1994). Petty tyranny in organizations. *Human Relations*, *47*, 755-778.

Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Thousand Oaks, CA: Sage.

Avolio, B. J., & Bass, B. M. (1987). Charisma and beyond. In J. G.Hunt (Ed.), *Emerging leadership vistas* (pp. 29– 49). Boston: Lexington.

Avolio, B.J., & Bass, B.M. (1988). Transformational leadership, charisma, and beyond. J.G. Hunt, B.R. Baglia, H.P. Dachler, C.A. Schriescheim (Eds.), *Emerging leadership vistas*, (pp. 29–50). Lexington, MA: Lexington Books.

Avolio, B.J., & Bass, B.M. (1991). *The full range of leadership development: Basic and advanced manuals*. Binghamton, NY: Bass, Avolio, & Associates.

Avolio, B. J., & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The Leadership Quarterly*, *6*(2), 199-218.

Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional using Multi-factor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 72, 441–462.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of organizational behavior*, *25*, 951-968.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, *60*, 421-449.

Bass, B. M. *Leadership and Performance Beyond Expectations*. New York: Free Press, 1985.

Bass, B. M. (1996). *A new paradigm of leadership: An inquiry into transformational leadership*. Washington, DC: U.S. Army Research Institute for the Behavioral and Social Sciences.

Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries?. *American psychologist*, *52*, 130-139.

Bass, B.M. (1998) Transformational leadership: *Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum & Associates.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, *8*, 9-32.

Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, *14*(5).

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public administration quarterly*, *17*, 112-121.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Bell, N. E., & Staw, B. M. (1989). People as sculptors versus sculpture: the roles of personality and personal control in organizations. *Handbook of career theory*, *11*, 232-250.

Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, *46*, 554-571.

Brief, A. P., & Nord, W. R. (1990). Work and meaning: Definitions and interpretations. *The meaning of occupational work*. (pp. 1-19) Lexington, MA: Lexington Books.

Brown, A. (1995), *Organizational Culture*, Pitman, London.

Brown, D. J., & Keeping, L. M. (2005). Elaborating the construct of transformational leadership: The role of affect. *The Leadership Quarterly*, *16*, 245-272.

Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of management*, *18*, 523-545.

Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *The Leadership Quarterly*, *18*, 606-632.

Burns, J. M.(1978). *Leadership.* New York: Harper & Row.

Cascio, W. F., & Aguinis, H. (2008). Staffing Twenty-first-century organizations. *The Academy of Management Annals*, *2*, 133-165.

Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology*, *92*, 331-346.

Conger, J. A. (1989). Leadership: the art of empowering others. *Academy of Management Executive,* 3, 17–24.

Conger, J. A. (1993). Training leaders for the twenty-first century. *Human Resource Management Review*, *3*, 203-218.

Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *The Leadership Quarterly*, *10*, 145-179.

Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review*, *13*, 471-482.

Denison, D. R. (1990). *Corporate culture and organizational effectiveness*. John Wiley & Sons.

Denison, D. R., & Spreitzer, G. M. (1991). Organizational culture and organizational development: A competing values approach. *Research in organizational change and development*, *5*, 1-21.

Denison, D. R., & Mishra, A. K. (1995). Toward a theory of organizational culture and effectiveness. *Organization science*, *6*, 204-223.

Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management review*, *21*, 619-654.

Dumdum, U. R., Lowe, K. B., & Avolio, B. (2002). A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: an update and

extension. In B. J. Avolio, & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (Vol. 2, pp. 35–66). Oxford,U.K.: Elsevier Science.

Dvir, T., Eden, D., Avolio, B., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: a field experiment. *Academy of Management Journal*, 45, 735–744.

Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology*, 75, 51–59.

Eisenberger, R., Karagonlar, G., Stinglhamber, F., Neves, P., Becker, T. E., Gonzalez-Morales, M. G., & Steiger-Mueller, M. (2010). Leader–member exchange and affective organizational commitment: The contribution of supervisor's organizational embodiment. *Journal of Applied Psychology*, *95*, 1085.

Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management review*, *17*, 183-211.

Guzzo, R. A., & Noonan, K. A. (1994). Human resource practices as communications and the psychological contract. *Human Resource Management*, *33*, 447-462.

Hackman, J.R., & Oldham, G. (1980). *Work redesign*. Reading, MA: Addison-Wesley.

Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review*, *30*, 269-287.

Hackman, J. R., & Wageman, R. (2007). Asking the right questions about leadership: Discussion and conclusions. *American Psychologist, 62*, 43-47.

Harris, L. C., & Ogbonna, E. (1999). Developing a market oriented culture: a critical evaluation. *Journal of Management Studies*, *36*, 177-196.

Hennessey Jr, J. T. (1998). "Reinventing" government: does leadership make the

    difference? *Public Administration Review*, *58*, 522-532.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004).*Culture,*

    leadership, and organizations. Thousand Oaks, CA: Sage.

Iles, P., Mabey, C., & Robertson, I. (1990). HRM practices and employee commitment:

    possibilities, pitfalls and paradoxes. *British Journal of Management*, *1*, 147-157.

Joo, B. K. B., & Lim, T. (2013). Transformational leadership and career satisfaction: the

    mediating role of psychological empowerment. *Journal of Leadership & Organizational*

    Studies, *20*, 316-326.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-

    analytic test of their relative validity. *Journal of applied psychology*, *89*, 755.

Jung, D., & Avolio, B. (1998). Effects of leadership style on follower's cultural orientation on

    performance in group and individual task condition. *Academy of Management Journal*,

    42, 208–219.

Jung, D., & Sosik, J. (2002). Transformational leadership at work groups: the role of

    empowerment, cohesiveness, and collective-efficacy on perceived group performance.

    Small Group Research, *33*, 313–336.

Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences

    of team empowerment. *Academy of Management Journal*, *42*, 58-75.

Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects of transformational leadership on

    teacher attitudes and student performance in Singapore. *Journal of Organizational*

    Behavior, *16*, 319-333.

Koberg, C. S., Boss, R. W., Senjem, J. C., & Goodman, E. A. (1999). Antecedents and outcomes of empowerment empirical evidence from the health care industry. *Group & Organization Management*, *24*, 71-91.

Kotter, J.P. (1990). *Force for change: How leadership differs from management*. Free Press: New York.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, *73*(2), 59-67.

Kotter, J.P. & Heskett, J.L. (1992) *Corporate culture and performance*. New York: The Free Press.

Krausz, M., Koslowsky, M., Shalon, N. & Elyakim, N. (1995). Predictors of intention to leave the ward, the hospital and the nursing profession: a longitudinal study. *Journal of Organizational Behaviour, 16*, 277-288.

Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, *12*, 648-657.

Laschinger, H. K. S., Finegan, J., & Shamian, J. (2001). The impact of workplace empowerment, organizational trust on staff nurses' work satisfaction and organizational commitment. *Healthcare Management Review*, *26*, 7-23.

Li, N., Chiaburu, D., & Kirkman, B. (2014). Cross-level influences of empowering leadership on citizenship behavior: Organizational support climate as a double-edged sword. *Journal of Management*. Advance online publication. doi: 10.1177/0149206314546193

Legge, K. (1994) Managing Culture: Fact or Fiction. In Sisson, K. (Ed.) *Personnel Management: A Comprehensive Guide to Theory and Practice in Britain*. Oxford: Blackwell, 397–433.

Lok, P., & Crawford, J. (1999). The relationship between commitment and organizational culture, subculture, leadership style and job satisfaction in organizational change and development. *Leadership & Organization Development Journal*, *20*, 365-374.

Lord, R. G., & Brown, D. J. (2001). Leadership, values, and subordinate self-concepts. *The Leadership Quarterly*, *12*, 133-152.

Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: a meta-analytical review of the literature. *Leadership Quarterly*, 7, 385–425.

Luthans, F., & Avolio, B. (2003). Authentic leadership: a positive development approach. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship* (pp. 241–258). San Francisco, CA: Berrett-Koehler.

MacKenzie, S. B., Podsakoff, P. M., & Rich, G. A. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the Academy of Marketing Science*, *29*, 115-134.

Martin, J. (1992). *Cultures in Organizations - Three perspectives*, New York: Oxford University Press.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108, 171–194.

Maynard, M., Gilson, L., & Mathieu, J. (2012). Empowerment – Fad or fab? A Multilevel review of the past two decades of research. *Journal of Management, 38*, 1231-1281.

Mowday, R. T. (1978). The exercise of upward influence in organizations. *Administrative Science Quarterly*, 137-156.

Mowday, R. T. (1979). Leader characteristics, self-confidence, and methods of upward influence

in organizational decision situations. *Academy of Management Journal*, *22*, 709-725.

Mowday, R.T., Porter, L.W., & Steers, R.M. (1982). *Employee-organization linkages: The*

psychology of commitment, absenteeism, and turnover. New York: Academic Press.

Nicholls, J. (1988). Leadership in organisations: Meta, macro and micro. *European Management*

Journal, *6*, 16-25.

Northouse, P. G. (2012). *Leadership: Theory and practice*. Thousand Oaks: Sage.

Odom, R. Y., Boxx, W. R., & Dunn, M. G. (1990). Organizational cultures, commitment,

satisfaction, and cohesion. *Public Productivity & Management Review*, *14*, 157-169.

O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A

profile comparison approach to assessing person-organization fit. *Academy of*

management journal, *34*, 487-516.

Offstein, E. H., & Dufresne, R. L. (2007). Building strong ethics and promoting positive

character development: The influence of HRM at the United States Military Academy at

West Point. *Human Resource Management*, *46*, 95-114.

Ogbonna, E. (1993) Managing organizational culture: fantasy or reality? *Human Resource*

Management Journal, *3*, 42–54.

Ogbonna, E., & Harris, L. C. (1998). Managing organizational culture: compliance or genuine

change? *British Journal of Management*, *9*, 273-288.

Ogbonna, E., & Harris, L. C. (2000). Leadership style, organizational culture and performance:

empirical evidence from UK companies. *International Journal of Human Resource*

Management, *11*, 766-788.

Pawar, B. S., & Eastman, K. K. (1997). The nature and implications of contextual influences on

    transformational leadership: A conceptual examination. *Academy of Management*

    Review, *22*, 80-109.

Pettigrew, A. M. (1979). On studying organizational cultures. *Administrative Science*

    Quarterly, *24*, 570-581.

Pettigrew, A. M. (1987). Context and action in the transformation of the firm. *Journal of*

    management studies, *24*, 649-670.

Pettigrew, A. M. (1992). On studying managerial elites. *Strategic Management Journal*, *13*, 163-

    182.

Podsakoff, P. M., Todor, W. D., Grover, R. A., & Huber, V. L. (1984). Situational moderators of

    leader reward and punishment behaviors: fact or fiction? *Organizational behavior and*

    human performance, *34*, 21-63.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational

    leader behaviors and their effects on followers' trust in leader, satisfaction, and

    organizational citizenship behaviors. *The Leadership Quarterly*, *1*, 107-142.

Podsakoff, P. M., MacKenzie, S.B., & Bommer, W.H. (1996) Transformational leader behaviors

    and substitutes for leadership as determinants of employee satisfaction, commitment,

    trust, and organizational citizenship behaviors. *Journal of Management*, 22: 259-298.

Podsakoff, P.M., MacKenzie, S.B., Lee, J, & Podsakoff, N.P. (2003). Common method biases in

    behavioral research: A critical review of the literature and recommended remedies.

    Journal of Applied Psychology, 88, 879-903.

Porter, L. W., & Bigley, G. A. (1997). *Motivation and transformational leadership: Some*

    organizational context issues. Unpublished paper, University of California at Irvine.

Quick, J. C. (1992). Crafting an organizational culture: Herb's hand at Southwest
      Airlines. *Organizational Dynamics*, *21*, 45-56.

Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual
      and empirical extensions. *The Leadership Quarterly*, *15*, 329-354.

Rouche, J. E., Baker, G. A., & Rose, R. R. 1989. *Shared vision: Transformational leadership in
      American community colleges*. Washington, DC: Community College Press**.**

Rose, R. A. (1988), Organizations as multiple cultures: a rules theory analysis. *human relations,
      41*, 139-170.

Sashkin, M. (1988). The visionary leader. In J. A. Conger & R. A. Kanungo (Eds.), *Charismatic
      leadership: The elusive factor in organizational effectiveness* (pp. 122–160). San
      Francisco, CA: Jossey-Bass.

Sackmann, S. A. (1992). Culture and subcultures: An analysis of organizational
      knowledge. *Administrative science quarterly*, 140-161.

Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Schein, E. H. (1986). What you need to know about organizational culture. *Training &
      Development Journal*, *40*, 30-33.

Schein, E. H. (1990). Organizational culture. *American psychologist*, *45*(2), 109-119.

Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco, CA:
      Jossey-Bass.

Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative
      science quarterly*, *41,* 229-240.

Schein, E. H. (2006). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Schein, E. H. (2010). *Organizational culture and leadership.* San Francisco: Jossey-Bass.

Seibert, S. E., Silver, S. R., & Randolph, W. A. (2004). Taking empowerment to the next level:
A multiple-level model of empowerment, performance, and satisfaction. *Academy of Management Journal*, *47*, 332-349.

Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, *96*, 981-1003.

Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: subordinates' attitudes, unit characteristics and superiors' appraisal of leader performance. *Academy of Management Journal*, *41*, 387–409.

Siehl, C. (1985). After the founder: An opportunity to manage culture. In Frost, P.. (Ed); Moore, L. (Ed); Louis, M. (Ed); Lundberg, C. (Ed); Martin, J (Ed). *Organizational culture*, (pp. 125-140). Thousand Oaks, CA: Sage.

Sigler, T. H., & Pearson, C. M. (2000). Creating an empowering culture: examining the relationship between organizational culture and perceptions of empowerment. *Journal of Quality Management*, *5*, 27-52.

Silverthorne, C. (2004). The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan. *Leadership & Organization Development Journal*, *25*, 592-599.

Sims, R. R. (2000). Changing an organization's culture under new leadership. *Journal of Business Ethics*, *25*, 65-78.

Singer, M. S., & Singer, A. E. (1990). Situational constraints on transformational versus transactional leadership behavior, subordinates' leadership preference, and satisfaction. *The Journal of Social Psychology*, *130*, 385-396.

Spector, P. E. (1986). Perceived control by employees: A meta-analysis of studies concerning autonomy and participation at work. *Human relations*, *39*, 1005-1016.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: dimensions, measurement and validation. *Academy of Management Journal*, *38*, 1442–1465.

Spreitzer, G. M. (1996). Social structural characteristics of psychological empowerment. *Academy of Management Journal*, *39*, 483-504.

Spreitzer, G. M., Janasz, S. C., & Quinn, R. E. (1999). Empowered to lead: the role of psychological empowerment in leadership. *Journal of Organizational Behavior*, *20*, 511–526.

Stites-Doe, S., Pillai, R., & Meindl, J.R. (1994). *Leadership style as a predictor of leaders' acculturating activity*. Unpublished Paper, Southern Academy of Management, New Orleans, LA, 3, 246.

Litwin, G. H., & Barnes, L. B. (1968). *Organizational climate: Explorations of a concept*. In R. Tagiuri (Ed.). Division of Research, Graduate School of Business Administration, Harvard University.

Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of Management Review*, *15*, 666-681.

Tims, M., Bakker, A. B., & Xanthopoulou, D. (2011). Do transformational leaders enhance their followers' daily work engagement? *The Leadership Quarterly*, *22*, 121-131.

Tjosvold, D. (1989). Interdependence and power between managers and employees: A study of the leader relationship. *Journal of Management*, *15*, 49-62.

Trice, H. & Beyer, J.M. (1993). *The Cultures of work organization*, Prentice-Hall, Englewood

Cliffs, NJ.

Verplanken, B., & Holland, R. W. (2002). Motivated decision making: effects of activation and self-centrality of values on choices and behavior. *Journal of personality and social psychology*, *82*, 434.

Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. .*American Psychologist*, *62*, 17.

Waldman, D. A., Bass, B. M., & Yammarino, F. J. (1988). *Adding to leader-follower transactions: The augmenting effect of charismatic leadership*. State University of New York at Binghamton Center for Leadership Studies.

Waldman, D. A., & Yammarino, F. J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review*, *24*, 266-285.

Walumbwa, F. O., & Lawler, J. J. (2003). Building effective organizations: transformational leadership, collectivist orientation, work-related attitudes, and withdrawal behaviors in three emerging economies. *International Journal of Human Resource Management*, 14, 1083–1101.

Walumbwa, F. O., Avolio, B. J., Luthans, F., May, D. R., & Gardner, W. L. (2004). *Unlocking the mask: Understanding the multiple influence of authentic leadership*. Presented at the University of Nebraska Gallup Leadership Institute Authentic Leadership Conference, Omaha, NE, June 2004.

Wayne, S., Liden, R., & Sparrowe, R. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, work outcomes. *Journal of Applied Psychology*, 85, 407–416.

Wiley, D. M. (1999). Impact of locus of control and empowerment on organizational commitment. Doctoral dissertation, United States International University.

Yukl, Gary. (1999). An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories. *Leadership Quarterly*, 10, 285-305.

Yukl, G. (2008). How leaders influence organizational effectiveness. *The leadership quarterly*, *19*, 708-722.

Appendix A: Explanation of Study and Participant Instructions

Scenario and Instructions

In this study you will be given a scenario in which you must imagine yourself working for a large company in which you are being transferred to a new specialty team. Past work will be referenced to help establish the scenario along with memos addressed to you that provide additional information about your role in the organization. Once the scenario has been established you will receive instructions which now treat you as the employee of this organization, officially beginning this portion of the study. Your task is to complete a 53 question survey, broken down into 4 different categories, along with an indication of your preference of leadership and culture style based on a given scale. Upon completion of the survey your participation will be annotated and you will be finished with the study.

The scenario:

In this scenario you are currently working for "Solutions without boundaries", a large organization with an international reach that provides tools and design solutions to help businesses achieve greater levels of productivity and efficiency. While working for this company over the past few years, you have grown to be recognized as a subject matter expert in your field. The list of accomplishments during your time here has been included below.

List of accomplishments while working for "Solutions without boundaries":

- Distinguished graduate (top 10%) of your training team for initial development training.
- Expedited design of a networking display and integration tool resulting in $4 million in revenue.
- Handpicked to author the new operating procedures for your specialty area.
- Led the first ever joint planning group for the integration of new technology in an old business model, achieving a higher level of flexibility and precision for operational planning.

Following the recommendation of your previous supervisor, you have been selected for a special assignment on one of this company's most important projects. This small specialty team for this project is currently being assembled under the guidance of the human resources department.

Instructions:

The Human Resources department is in the process of matching expertise with the character traits they seek that will form a cohesive, high performing team. For this final step, you have been asked to complete a short survey which assesses levels of performance based outcomes based on the working environment. Additionally, you will be asked to identify your personal preference of leadership style and organizational culture type. You will be receiving a memo from your supervisor and from Human Resources with additional information about the new assignment. Following the memo's your survey will appear for your completion.

Good luck!

Appendix B: Stable Culture Type Human Resources Memo

MEMO FROM: Director, Personnel Department

TO: Specialty team candidate

SUBJECT: New assignment

Congratulations on your new assignment. During this process of forming a new team we will lay out some ground rules to maintain a smooth transition. With a small team of specialists there are some non-standard processes which will have to be followed to maintain consistency with the organization.

First and foremost – remember that you are still a part of this organization. Although you will not be engaged in the normal day-to-day operations, you will still be responsible for maintaining your training proficiencies. Additionally, a leader will need to be appointed over your team for ensuring administrative matters do not fall behind. Your normal administrative support structure will not exist and it is crucial that important documentation (e.g. time sheets) are maintained and accounted for in order to prevent delays.

Next, resource management is critical. You must fill out a Form 1337 in order to request resources and staff it through your leadership chain as well as through the personnel department. Additionally, you will need to generate a request to re-arrange furniture and machines in your new office area, which will be shared with other people from the operations department. If your new team desires close proximity as part of your working environment please work that out with the Director of Operations. Time and money are limited and we want to stress the importance of everyone being a good steward of company resources.

Third, knowing your approval chain will be paramount. Your boss and your bosses boss will be the biggest factor of how work efforts move through the system. The team lead will attend a daily morning meeting to stay up-to-date on normal Operational issues. The team will have a weekly meeting every Friday to update the Operations director on your progress.

Finally, the team can expect to present an update to the CEO every other Wednesday, assuming it is approved by his assistant on Monday, being approved by the operations Director the previous Friday.

Last, there are some personnel guidelines to be aware of. Your team should have all the expertise required for success. Engagement with other members outside your team is prohibited unless you have received permission from your director and the director of the team you wish to work with. We must be very careful with our information security and do not want to risk potential security incidents. Additionally, with the pace of work here cross-team conversations are discouraged out of respect for everyone's time.

Congratulations again on your new position. Please ensure the timely completion of your current task (don't forget to use standard company format with the correct cover letter). When finished you may present a copy to your current supervisor for signature, then send it through your new supervisor on to the Personnel department.

Thank you for your time and consideration. Please contact the Personnel help desk with any questions or concerns you may have.

Respectfully,

Director, Personnel Department
Solutions without boundaries

Appendix C: Flexible Culture Type Human Resources Memo

MEMO FROM: Director, Personnel Department

TO: Specialty team candidate

SUBJECT: New assignment

Congratulations on your new assignment! Acceptance onto this special team is an honor and reflects highly on your contributions to this organization. The high trust and confidence placed in you for this selection will translate into some important changes to your current role.

First and foremost – you are an important reflection of our organization. You and your team will be at the forefront for change and progress, and will be a representation to the public of the best our organization has to offer. We have designed a new leadership structure for your team to provide maximum flexibility in your efforts and reduce any obstacles or burdens that may encumber your mission.

Second, your hard work is valued by the organization. Your team is a building block on our recent success in developing specialty teams. These teams show increased productivity and maximize speed and flexibility reacting to outer-organizational demands in the constantly changing worldwide market. Your success will help drive the creation of new specialty teams and provide critical feedback to how the vision and mission of the organization will be accomplished.

Next, the functioning of your team will depend on proper resource and decision flexibility. Your team will be positioned in a new area that has been configured for immediate functionality, allowing you to hit the ground running. Budget constraints will be of no concern to you, your immediate leadership will work those issues as necessary, allowing you to stay mission focused. You are encouraged to engage with

members from other departments, as they will likely have expertise or process knowledge that may be of assistance.

Last, be aware that your approval chain has been flattened, and that decision making authority has been delegated as far down as possible. This should allow you ample room to continue work without constant interruptions for progress-checks or awaiting decisions of senior leadership. Please be cognizant of the incredible responsibility this comes with. Your ability to represent the company was part of the reason we chose you for this elite team.

Please be as accurate and descriptive as possible on your current task reporting traits and values. Your inputs will be crucial for proper team construction in order to enhance productivity and creativity, building as collaborative an atmosphere as possible. Your supervisor will collect the responses and route them as necessary.

Thank you for your hard work and dedication. We are proud to have you represent this company in such a strategic endeavor. Please let us know if you have any questions or concerns.

Respectfully,

Director, Personnel Department
Solutions without boundaries

Appendix D: Transactional Leader Type Supervisor Memo

MEMO FROM: Chief, Solutions specialty team

TO: Inbound team member

SUBJECT: new assignment

Congratulations on your new assignment. You have performed above the norm and are being rewarded accordingly. I am excited to welcome you to the team and I look forward to the performance that will come from our future efforts. As you prepare for the transition I wanted to share some thoughts with you on my strategy and how things will run.

First, as noted above I have high expectations for you and the team. Based on the qualifications that you bring I am confident you will be more than capable of achieving the high standards established for you. The responsibility of this project is immense, and my expectations are for error-free performance. Errors reflect poor quality work that we cannot afford given the task placed before us. In order to avoid potential mistakes I will lay out clear criteria that should be met for assigned tasks.

- Responsibilities will be divided appropriately among team members and members will be held accountable for their actions. I feel that this is the most fair and appropriate way to establish accountability and ensure we are making progress. I have been given latitude to reward high performers, and I take care of those who can take care of business.

- I trust you understand the importance of your current task. This will affect your placement within the specialty team and can influence the interactions you have with teammates. Your past performance indicates that I can expect a well-constructed description of how your values will benefit my team and the organization. The task should be completed expeditiously so we can get the ball rolling as soon as possible. Any late submissions will not be accepted, and will be grounds for dismissal from the project and the specialty team.

- Additionally, please review the policies and procedures applicable to your new position. A checklist will be available for download upon task completion that will present you with all the steps required to complete your transition. We won't have time to go over the administrative minutia when the team arrives and I need everyone prepared to hit the ground running.

Finally, if you have not already received the authorization document you should shortly. You will need this as part of your orientation onto my team and your new office area. This should provide a standardized method for making requests and create a smooth flow of information for me to process work updates and resource requests.

Good luck with the transition, I look forward to working with you soon.

Respectfully,

Chief, Solutions specialty team

Appendix E: Transformational Leader Type Supervisor Memo

MEMO FROM: Chief, Solutions specialty team

TO: Inbound team member

SUBJECT: your special assignment

Congratulations on your selection to the specialty team! Your place on this team is well-deserved and you will bring invaluable strengths to the team. I know of your commitment and your accomplishments, which reflect great credit upon you and our company. That is why I advocated for your placement on my team. I requested you by name, informing the personnel department not only of the things you have done to enhance this organization, but also of the quality work we can expect from you.

First, I wanted to give you some pointers for working on a specialty team.

- Your subject matter expertise is your greatest asset; this is what made you a contender for the position.
- Also, your ability to collaborate with others, specifically your talent at bringing together multiple concepts, is what sets you apart from your peers. Use this in a constructive way to build up your teammates and keep projects moving forward.
- I know the work coming from this team will be tremendous, which is why I have also set aside time during the schedule to encourage recuperation. I would like to balance the times when we are under pressure to deliver with some time for us to focus on development and balance to ensure our lives are in order before the next deadline.

Your current assignment is very important. Your beliefs and perceptions about leadership and work environment are critical in helping us properly assemble this team. As you complete this assignment ask yourself; what about my skills and work values, behaviors and skills will best foster team success? Think about what you need from leaders and the organization to be successful.

I recently completed this activity and found it valuable. Identifying those leader and organizational characteristics that I value contributed to my self-awareness. It is a first step in successfully transitioning to a new team. For example, I identified leader integrity as important for me, as well as an organizational culture that was flexible to the demands of our working environment. I believe that we can create enormously successful teams by giving them the guidance, resources, and flexibility necessary to overcome the most challenging tasks.

Finally, I want you to know that I will pave the way for you and your team to the greatest extent possible. I have already prepared your new work area, and will personally see to it that administrative annoyances do not interrupt your work. You and your teammates are here to make great things happen, I am here to make sure nothing gets in the way of your progress.

Please feel free to contact me if you have any questions or need further assistance with your transition. My door is always open and my coffee pot is always full!

Very respectfully,

Chief, Solutions specialty team

Appendix F: Repository for Survey Construction

Your survey will be comprised of the following scales with associated questions per scale:

1. Organizational Commitment – 9 questions
2. Psychological Empowerment – 12 questions
3. Transformational Leadership Inventory – 24 questions
4. Organizational Culture – 8 questions

Organizational Commitment
Please respond to the following questions regarding your commitment towards the organization. Please base your answers on the interaction between Human Resources, your supervisor, and your role within the organization.

1. No, I strongly disagree
2. No, I disagree quite a lot
3. No, I disagree just a little
4. I'm not sure
5. Yes, I agree just a little
6. Yes, I agree quite a lot
7. Yes, I strongly agree

When I reflect on this organization…
1. I would be proud to tell people about the work I do for this company.
2. I don't think I would enjoy continuing to work here.
3. I would not feel inclined put myself out to help the organization.
4. Even if the company began to seem less stable, I would be reluctant to change to another employer.
5. I feel like I am part of the organization
6. I feel like my efforts are not just for myself but for the organization as well.
7. The offer of a bit more money with another employer would not seriously make me think of changing my job.
8. I would not recommend a close friend to join our staff.
9. To know that my own work had made a contribution to the good of the organization would please me.

Psychological Empowerment

Please respond to the following questions which seek how empowered you felt to accomplish tasks within the situation developed in this study.

1. No, I strongly disagree
2. No, I disagree quite a lot
3. No, I disagree just a little
4. I'm not sure
5. Yes, I agree just a little
6. Yes, I agree quite a lot
7. Yes, I strongly agree

When I reflect on my role in this organization…
1. I believe this work will be very important to me
2. My new job activities seem personally meaningful to me
3. The work I expect to do seems meaningful to me
4. I feel confident about my ability to do my job
5. I have self-assurance about my capabilities to perform my work activities
6. I feel that I would have the expertise necessary for my new role
7. I feel like I will have significant autonomy in determining how I do my job
8. I feel the freedom to decide how to go about doing my work
9. It appears there is considerable opportunity for independence and freedom in how I do my job
10. My impact on the team and its success seems large
11. I feel a great deal of control over the impact I'll have on my team
12. It appears that I can have significant influence on the impact my team will have on the organization

Transformational Leadership Inventory (Short version)

Please respond to the following questions regarding your interaction with leadership. Please base your answers on the memo received from your new supervisor.

1. No, I strongly disagree
2. No, I disagree quite a lot
3. No, I disagree just a little
4. I'm not sure
5. Yes, I agree just a little
6. Yes, I agree quite a lot
7. Yes, I strongly agree

The chief of the specialty team at solutions without boundaries seems to…

1. Show that he expects a lot from me
2. Act without considering my feelings
3. Give me special recognition when my work is very good
4. Insist on only the best performance
5. Treat me without considering my personal feelings
6. Foster collaboration among work groups
7. Personally compliments me when I do outstanding work
8. Frequently does not acknowledge my good performance
9. Lead by example
10. Develop a team attitude and spirit among employees

Organizational Culture Survey (short version)

Please respond to the following questions regarding the type of culture this organization exudes. Please use all memos received as the basis for answering your questions.

When I consider the current operating environment of this organization…

1. Cooperation and collaboration across functional roles seems actively encouraged.
2. Changes in the marketplace appear to lead to alterations in this organization.
3. This organization appears very responsive and able to change easily.
4. This company appears to have a long-term purpose and direction.

Transformational Leadership Inventory (long version)
Please respond to the following questions based on the level that you would desire to work for a leader exhibiting the given quality.

1. No, I strongly disagree
2. No, I disagree quite a lot
3. No, I disagree just a little
4. I'm not sure
5. Yes, I agree just a little
6. Yes, I agree quite a lot
7. Yes, I strongly agree

I prefer working for a leader who can…

1. Show that he expects a lot from me
2. Always give me positive feedback when I perform well
3. Act without considering my feelings
4. Paint an interesting picture of the future
5. Lead by "doing" rather than simply by telling
6. Give me special recognition when my work is very good
7. Show respect for my personal feelings
8. Provide a good model for me to follow
9. Behave in a manner thoughtful of my personal needs
10. Insist on only the best performance
11. Treat me without considering my personal feelings
12. Have a clear understanding of where the company is going
13. Not settle for second best
14. Foster collaboration among work groups
15. Personally compliments me when I do outstanding work
16. Frequently does not acknowledge my good performance
17. Inspire by sharing his plans for the future
18. Be able to get me to commit to his dreams
19. Ask questions that prompt me to think
20. Encourage others to be team players
21. Stimulate me to rethink the way I would do things
22. Get the group to work together for the same goal
23. Lead by example
24. Develop a team attitude and spirit among employees

Organizational Culture Survey (long version)
Please respond to the following questions based on the level that you would desire to work for an organization exhibiting the given characteristics.

1. No, I definitely would not want to work in this organization
2. No, I would prefer not to work in this organization
3. I do not have a preference
4. Yes, I would prefer to work in this organization
5. Yes, I definitely would want to work in this organization

I would prefer to work in an organization where…
1. People appear to have opportunity for input into the decisions that affect them.
2. Cooperation and collaboration across functional roles seems actively encouraged.
3. A high level of agreement exists about the way things are done in the company.
4. The approach to doing business is very consistent and predictable.
5. Changes in the marketplace to lead to alterations in the organization.
6. The organization is very responsive and able to change easily.
7. The company has a long-term purpose and direction.
8. A shared vision is apparent of what the organization will be like in the future.