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**A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR  
AND VOLUNTARY TURNOVER IN A PUBLIC SECTOR ORGANIZATION**

by

**George A. Stalliard, Sr.**

**A DISSERTATION**

submitted to  
**School of Business and Entrepreneurship  
Nova Southeastern University**

in partial fulfillment of the requirements  
for the degree of

**DOCTOR OF HUMAN RESOURCE MANAGEMENT**

1997

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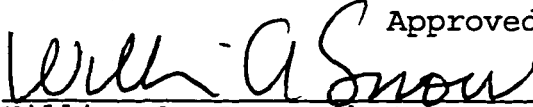
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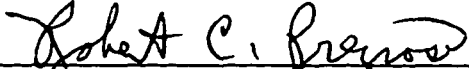
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We hereby certify that this Dissertation submitted by George Stalliard, Sr. conforms to acceptable standards, and as such is fully adequate in scope and quality. It is therefore approved as the fulfillment of the Dissertation requirement for the degree of Doctor of Business Administration (Human Resource Management specialty).

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George A. Stalliard, Sr.

## ABSTRACT

### A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR AND VOLUNTARY TURNOVER IN A PUBLIC SECTOR ORGANIZATION:

by

George A. Stalliard, Sr.

The purpose of this research study was to examine the relationship between leadership behavior and voluntary turnover in a public sector organization. Broward County government was selected for this study.

The researcher mailed out 400 questionnaires to active and non-active employees for this study and 126 were returned by the respondents in order to conduct the research. The rate of return was 32%. The study was divided into two groups, active and non-active employees.

The Leader Description Questionnaire-Form XII was used in the study. The Leader Description Questionnaire-Form XII has 100 questions. Within the 100 questions there are twelve sub-scales that were calculated using the LBDQ component items. The Sub-scales are: Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation.

The Job Descriptive Index (JDI) was also used in the research. The JDI has 90 questions of which six sub-scales scores were calculated. The sub-scales are Opportunities for Promotion, Supervision, Co-Workers, Job in General, Work on Present Job and Present Pay.

Frequency distributions were completed for the demographic variables, and the scale scores for both the Leader Behavior Description Questionnaire-Form XII and Job Descriptive Index (JDI) sub-scales.

Multivariate analysis of variance and analysis of variance comparative techniques were utilized to determine whether there was a treatment effect by the independent variables on the dependent variables.

In the Manova analysis for active and non-active employees in the Job Description Index (JDI) there was a significant difference when investigating the dependent variable of Work on Present Job, Present Pay, Supervision, and Job in General, the mean for active employee is  $X=35.25$  and the non-active is  $X=23.20$ .

The survey revealed that the average tenure with Broward County government for active employees is 9.5 years and the non-active is 4.5 years.

The study also revealed that for active employees, the average time under the same supervisor is four years.



## ACKNOWLEDGEMENTS

This dissertation reflects the contributions of many persons from both my personal and professional encounters. My appreciation is extended to all of them, but I wish to specifically acknowledge the contributions of selected individuals.

My appreciation to my Dissertation Committee, Dr. William Snow, Dr. Robert Preziosi, and Dr. Gene Brady, for their support and guidance throughout this process. Special thanks to Ms. Judith M. Ricketts, Mr. James Kilgore, Ms. Trudy Stone and Dr. T. Wilson, D.P.A. for their technical support and consultations.

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CHAPTER 1  
INTRODUCTION

Background

The rationale for this study is that leadership behavior in the public sector agency can affect the work environment and turnover.

All jobs require from individuals some degree of effort and use of their capacities. At the same time, all jobs or positions provide some degree of return to individuals in terms of need fulfillment (Haire, Ghiselli & Porter, 1966).

Lawler (1973) stated that satisfaction is related to absenteeism and turnover, both of which affect the profitability of a business or group. Thus, there is a very practical economic reason for organizations to be concerned with job satisfaction, since it can influence their effectiveness. However, organizations can influence job satisfaction and prevent absenteeism and turnover only if they can pinpoint the factors causing and influencing these affective responses.

The work environment of leadership behavior in the public sector is this researcher's area of interest. The question of retention has haunted the private and public sector for centuries. According to Jackofsky (1984), previous research on the relationship between job performance and turnover has been inconsistent. For example,

it has been shown that the lower the performance, the greater the likelihood of turnover (p. 74). Bluedorn and Abelson (1980), for example, tested for a possible nonlinear relationship between performance and voluntary turnover. They found no such effect. Rejection of the nonlinear hypothesis may be premature, given that this one study which the measure of performance utilized was a one-item scale.

Mobley (1982) stated that from a managerial perspective it would seem apparent that the organizational consequences of turnover are associated with the performance level of the leavers (p. 114). The limited empirical evidence seems to suggest that leavers are predominantly better performers (Martin, 1981). However, there are several studies that contradict this generalization. Past research has been conducted predominantly in a nonbusiness setting, and at times, the criteria were frequently questionable, according to Mobley (p. 493).

Keller (1984) has suggested that absenteeism is a precursor to turnover. Keller further stated that being absent can allow an employee to search for another job or to avoid a stressful or dissatisfying job situation that the employee would like to leave (Mobley, 1982; Steers & Mowday, 1981, p. 177). According to Mobley, economic factors and dissatisfaction that contribute to turnover are well

established. However, they are conceptually simplistic and empirically deficient as a basis for understanding of the employee turnover process (p. 493).

Larson and Fukami (1985) state that ease of movement, employee absenteeism, withdrawal process, conceptual process and poor performers explains turnover in the workplace. However, limited or no research has been done on turnover in the public sector (p. 465).

Giles (1994) states that leadership has always perplexed, confounded and confronted students of management as they struggle to understand why organizations do not function as effectively as they should. There have been many attempts by organizational scholars to analyze leadership and its impact (or lack thereof) on organizational operations. In spite of all of the studies, the questions of how one becomes an effective and capable leader, and how one maintains a position of leadership in an organization have not yet been fully determined. Some progress has been made in describing these characteristics, qualities and situations that are necessary for effective and inspiring leadership (p. 87).

The study by Gran and Ginsburgh (1977) is of particular interest, because it indicated that leadership was significantly associated with turnover. The leadership



variable, however, was not limited to just satisfaction with supervision, but specific aspects of the leader-member exchange. Contrasted with the conclusions of recent studies using satisfaction with supervision as the independent variable, the Gran and Ginsburgh results suggest the need for more detailed study of the leader-member exchange rather than generalized supervision affect measures (p. 500).

The above research shows that turnover in public sectors has many factors associated with it. According to Quimby and Parker (1991), the problem with turnover is that the organizations frequently fall short because they don't understand how to communicate effectively. Influencing executive behavior ought to be the early focus of a quality communication strategy. Naff and Rijn (1990) stated that, in the federal sector turnover has often been blamed on uncompetitive salaries, and the obvious solution to this problem, namely raising pay, is not only costly but requires governmental implementation. The early 1990's represent downsizing, rightsizing and early retirement in compensation, packages have begun to look more attractive to older workers in the private sector. The public sector environment has begun to feel the same effect too.

### Statement of the Problem

This researcher seeks to address the following concern: The relationship between leadership behavior and turnover in the public sector organization; in other words, to explore the relationship between turnover in the public sector and leadership organization traits. These traits may play an important role in employee retention in today's workplace.

According to Petreyak (1994), to help attain their objectives of profitability, productivity and customer and employee satisfaction, some supermarket operators are exploring a more people-oriented approach to management. By this approach management feels that employees will develop self-esteem (p. 24).

Gupta (1983) states that business is an economic institution; it must make a profit if it is to survive. Making a profit has always been considered a legitimate goal; and productivity has direct economic value to businesses and, presumably, to society at large. Unquestionably, survival or failure of businesses is directly linked to profitability, and profitability, in turn is directly linked to productivity (p. 4). Public sector managers were never in the same mind set as private sector managers; making a profit was never a priority in the public sector. Now that taxpayers are refusing to support higher

taxes, and are demanding more accountability from management, elected officials are forced to do more with less resources. Managers are now forced to demonstrate their leadership abilities and get the job done. Public sector managers are aware that the future job market will increasingly require a high level of technical skills and educational training. Therefore, recruitment and retention are very important commodities in the public sector environment.

According to Naff and Van Rijn (1980), the Volcker Commission spoke of an impending "crisis" in the civil service. The crisis is an erosion in the ability of the federal government to recruit and retain those with the education and skills it needs to carry out diverse and complex missions. Civil Service 2000 (prepared in the Hudson Institute in 1988) further warns that competition with other employers will grow more intense as the labor market tightens during the 1990's and that policy makers are, and should be, concerned with attracting and retaining a competent workforce (p. 39). A report by the Congressional Budget Office in 1986 (Employee Turnover in the Federal Government) estimates that the direct cost of filling vacancies in the federal government is from \$300 for a secretary to \$22,200 for a medical officer.

These figures do not even include indirect costs such as training, loss of productivity while the replacement gets "up to speed" and other impacts the disruption may have on the work unit (p. 39) Naff and Van Rijn, (1990).

There is little in research about voluntary turnover and leadership traits in the public sector organization.

Hence, the objectives of this study are as follows:

1. To conduct research in the field of turnover and leadership traits in the public sector organization, with the goal of showing that a relationship exists between them.
2. To explore the effect of leadership in the public sector environment.
3. To assess the influence of turnover in the public sector organization, if any, among individuals based on age, length of service, salary, and education.
4. To expand the body of knowledge between leadership behavior and turnover in the public sector organization.

Table 1-1 shows Employee Flow Chart that depicts the variables active in the voluntary turnover process.

#### Theory to be Tested

A different perspective for explaining voluntary turnover was introduced by Gavin (1990). He theorized that

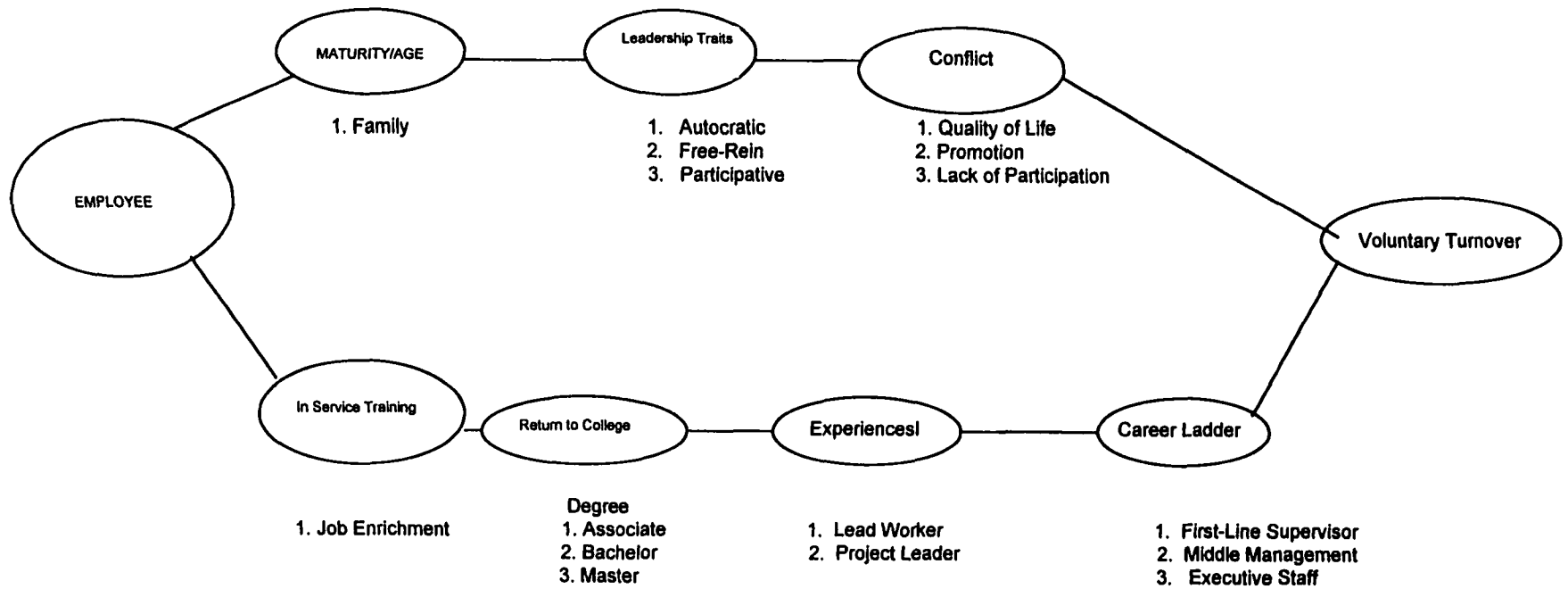
there is a correlation between leadership and turnover rather than pay benefit issues. Studies by Jackofsky (1984), Keller (1984), Lewis (1991), Blank and Green (1990) and Mobley (1982) have all found support for this theory.

Lewis (1991) found through a variety of techniques, that age, experience, education, and sex distributions of the federal work force have hidden a pattern of rising propensity to leave the public sector.

According to Stucker (1990) of Personnel Decisions, Inc., high turnover is the reason many companies are facing poor customer service, work force instability, and low productivity. Organizational concern, however, most often focuses on the direct costs of turnover. According to an annual survey done by the Employment Management Association, the hiring of one hourly or production worker costs over \$880, up significantly over previous years. So how can companies reduce turnover? Needed first is some insight into the causes of turnover. A conceptual model has been developed which shows the various causes of employee turnover and the relative distribution among the causes. As the model indicates, some turnover under employee control is justifiable. Life changes such as returning to school, taking a better job, or leaving for personal reasons cannot be predicted at the time of hiring.

# EMPLOYEE FLOW CHART

TABLE 1-1



source: George A. Stalliard, Doctoral Student, Nova Southeastern University (1995)

Other voluntary turnover, however, resulting from personal characteristics such as irresponsibility, motivation or general instability, can be considered counterproductive.

### Purpose of the Study

The purpose of this study is to gain more knowledge and understanding into the relationship between leadership behavior and turnover in a public sector organization.

Today the public sector agency is providing tuition reimbursement for staff to continue their education, hence many employees are becoming more marketable. With these newly acquired skills many are testing the work environment arena. The study is based upon theoretical assumptions, that first, a relationship exists between turnover and leadership traits in the work environment; and second, that there can be other influences that contribute to turnover in the public sector agency (for example, salary, career opportunity, job dissatisfaction and education).

Jackofsky (1983) states that employee turnover decisions are a partial function of both; first, the perceived desirability of one's present job and secondly, the perceived ease of movement from one's present job to another job. Thus, they argued that turnover decisions depend on both wanting to leave and being able to do so

(p.46).

Mobley (1986) states that at the individual level, satisfaction is the most frequently studied psychological variable thought to be related to turnover. However, the satisfaction turnover relationship, although inconsistent usually accounts for less than 16 percent of the variance in turnover (Locke, 1976; Porter & Steers, 1973). What the Locke, Porter and Steers research failed to address is the cost associated with the 16 percent turnover. When advertisement, physical examinations, staff time, overtime and staff morale are taken into consideration, the cost can climb.

#### Significance of the Study

The relevance of this study is to provide a greater understanding of voluntary turnover in the public sector and examine the leading factors associated with it. There has been a limitation on research undertaken in the state and local government. The Congressional Budget Office reported that employee turnover in the federal government estimated the direct cost of filling vacancies in the federal government from \$300 for a secretary to \$22,000 for a medical officer.

There appears to be little disagreement among



government officers, entrepreneurs, managers, and first-line supervisors that accountability, pay-for-performance and leadership traits are the keys to revitalizing public sector government operation. Under these circumstances, any study which focuses its attention on improving the public sector with the hope of seeking different avenues to decreasing or identifying turnover is not only desirable, but can be used as a guide-post for more study.

Another motivation for this study is that there is little empirical evidence available. There is evidence showing employee turnover associated with sexual harassment, low pay, retirement, spouse relocation and discharges. However, this researcher cannot find research that examines the relationship of turnover and leadership traits in the public sector.

Government officials are fully aware that their workplace will go through a "culture shock," whenever any change occurs, and people will try to determine how that change will affect them. Work Force 2000 will be a force of cultural diversity and managers must be ready to adjust to the changing workforce. The way to prepare for this change is to prepare the managers and develop good leadership practices. Government resources are very limited; therefore, monitoring turnover activity can be a very

important element in their operation.

Ben Dror (1989) stated that the turnover rate of employees in the mental health field exceeds 60 percent each year. Community nursing homes, which serve mental patients, face 100-300 percent yearly turnover. Within mental health services, residential services suffer the highest rate of staff turnover, up to 100 percent yearly.

Most studies have focused only on pay and fringe benefit issues from the 1930's and 1980's and disregard the most recent issue of the 1990's, which is "Quality of Life." Naff (1990) stated that policy-makers are, and should be, concerned with attracting and retaining a competent workforce. A vital segment of this workforce is the cohort of "young" professionals, who represent the next generation of leaders. What does their exodus from federal and local government employment say about the future of the public sector? According to Dr. Thomas Pinder (1994) an adjunct professor at Barry University, night college has increased by ten percent in public administration programs. This is in support of the Lewis theory that education is important to the young professional in order to control his/her career.

### Leadership Theory Evolution

According to Kessler (1993), leadership research has been an important part of management and organizational behavior literature for the past 50 years. The Handbook of Leadership (3rd ed.) by Bass (1981) cites more than 7,500 leadership research studies, most focused on various dimensions of transactional leadership involving an exchange between leaders and followers. Transactional leadership is based on the premise that followers will successfully cooperate and complete tasks when there is an expectation that they will be rewarded or punished Bass (1981).

Bass (1981) observed that leadership theories have evolved from trait to situational theories. He noted that research emphasis has shifted from study of interaction of leader-group relationships to lead-follower relationships. Yukl (1989) categorized most transactional leadership theories as having a primary focus on power-influence, initiating structure and consideration, leader traits, or situational factors that interact with behavior, traits, or power.

Power-influence leadership studies analyze leader effectiveness relative to the amount, types and uses of power Yukl (1989). Use of power often determines the extent to which leadership results in enthusiastic commitments,

passive compliance, or stubborn resistance (Yukl, 1989). When position and personal growth are used in ways that minimize status differentials and pose no threat to subordinate self-esteem, the response is enthusiastic commitment Yukl (1989). Arrogant and manipulative use of position and personal power, however, are often met with resistance Yukl (1989).

Initiating structure and consideration leadership behaviors have been a principal focus on post-World War II leadership studies. Initiating structure reflects the extent to which a leader defines and structures roles to achieve goal attainment and consideration reflects the extent to which a leader, by fostering mutual trust and demonstrating respect for subordinates' ideas, shows consideration for their feelings Korman (1966). Despite widespread research interest in initiating structure and consideration, Yukl (1989) found that, except for a generally positive relationship between consideration and subordinate satisfaction, initiating structure and consideration research findings have been contradictory and inconclusive.

Leader trait studies have focused on leaders' personal attributes. Early studies attempted to correlate leader success with traits such as tireless energy, intuition,

foresight, and irresistible persuasive powers. Yet, hundreds of studies failed to successfully correlate traits and success Bass (1981). McCall and Lombardo (1983) interviewed middle and top managers and identified a consistent pattern of traits that related to leadership success including self-confidence, energy, initiative, emotional maturity, and ability to deal with stress. Successful managers also tended to be pragmatic and result oriented; they enjoyed activities that required initiative and posed a challenge (Bass, 1985; Yukl, 1989). Yukl (1989) concluded that leadership success was closely correlated with the following skills: verbal and analytical abilities, persuasion, detail retention, empathy, tact, and charm.

Considerable research has been devoted to various situational leadership theories and models that emphasized the use of different leadership behaviors depending on circumstances. For example, role theory Kahn, Wolfe, Quinn, and Snoelk (1964) suggested that role expectations from superiors, peers, subordinates and external parties influenced leader behavior. Leaders must adapt their behavior to the role requirements, constraints, and demands of the leadership situation. Stewart (1982) presented the demands-constraints-choices theory which stated that

interaction patterns and amount of time spent with subordinates, peers, superiors, and outsiders depended on the nature of the work and whether it was self-generating or reactive, repetitive or variable, uncertain or predictable, fragmented or sustained, and hurried or unhurried. Yukl (1989) suggested that managerial effectiveness depends in part on how well a manager understands demands and constraints, copes with demands, overcomes constraints, and recognizes opportunities.

Hersey and Blanchard (1982) stated that situational leadership is based on an interplay among (1) the amount of guidance and directive (task behavior) a leader give, (2) the amount of socioemotional support (relationship behavior) a leader provides, and (3) the readiness level that followers exhibit in performing a specific task, function or objective. This concept was developed to help people attempting leadership, regardless of their role, to be more effective in their daily interactions with others. It provides leaders with some understanding of the relationship between an effective style of leadership and the level of readiness of their followers.

Thus, while all the situational variables (leader, follower(s), supervisor(s), associates, organization, job demands, and time) are important, the emphasis in

Situational Leadership will be on the behavior of a leader in relation to the followers.

Path-goal theory is the most well-known situational theory, describing leader behaviors that clarify the path to a goal for subordinates and remove obstacles in order to increase satisfaction and improve performance Ehart (1991). The leader plays an important role in providing rewards such as financial incentives, promotions, increased responsibility, recognition, and personal development opportunities, but the leader must consistently use these and other means to reward achievement to ensure path-goal effectiveness Ehart(1991).

A new genre of leadership research, transformational leadership, has recently received considerable attention (House, Spangler, and Woycke, 1991). Transformational leadership is attributed to exceptional leaders who are able to inspire followers and change entire work environments (House, Spangler, and Woycke, 1991). Transformational leaders elicit personal sacrifices by followers to achieve missions championed by leaders and produce extraordinary work efforts and accomplishments (House, Spangler, and Woycke, 1991). Followers become committed to the interests of the group and are willing to sacrifice personal interests (House, Spangler, and Woycke, 1991).

The primary difference between transactional and transformational leadership theories is the focus on specific leader behaviors and follower motivations. Transactional leaders use traditional formal authority and techniques to appeal to follower cognition while charismatic leaders use personal emotions, leadership-by-example, and enhancement of follower self-esteem to achieve desired results (Conger and Kanungo, 1988).

#### Definition of Terms

Applicable terminology was needed for an appropriate understanding of this literature. These were compiled from several sources:

Employee turnover - the actual movement of workers from one firm to another (Pomes, 1954, p. 20). A reorganization with a view to a shift in personnel the number of persons hired within a period to replace those leaving or dropped from a workforce.

Voluntary turnover - implies freedom and spontaneity of choice or action without extinct comprehension; acting, made or done of one's own free will without valuable consideration or legal obligation (The New Lexican, Webster Dictionary, p. 1103).

Involuntary turnover - done contrary to or without choice, not subject to control of the will (The New Lexican, Webster



Dictionary, p. 508).

Leadership - Thomas Lloyd (1984) stated that there are many theoretical applications describing leadership. Models have been constructed to describe leadership as a motivational tool to influence others toward some described outcome or objective. Leadership involves two or more people, proper communication and understanding which must be clearly denoted between leader and subordinate. Leadership is an important variable and is dependent upon the culture, philosophy and business policies/procedures that are practiced within the firm.

Maturity - the ability and willingness of people to take responsibility for directing their own behavior.

Avoidable turnover - Ben Dror (1989) stated that separations could have been prevented with a reasonable level of intervention ("Reasonable" is defined by perception). Separations not included in the avoidable group are: temporary or summer worker, education, health, family commitment or personal reasons.

Dysfunctional turnover - is a term used to indicate that the organization does not have a negative evaluation of the individual (Dalton et al 1981).

Public sector - pertaining to or engaged in the affair or service of the taxpayers.

Private sector - belonging to some particular person or persons, not holding public office or employment.

Leadership style (Telling) - high-task/low-relationship. At this readiness level, the follower and/or group is given a high degree of guidance of designed task.

Leadership style (Selling) - high-task/high relationship. The leader/instructor recognizes that individuals and/or groups are able, usually in various situations, to complete tasks.

Leadership style (Participation) - low task/high-relationship. This readiness level is perceived by the leader/instructor as an individual or group is able and willing to complete tasks through self-direction.

Leadership style (Delegating) - low-task/high-relationship. This readiness level of individual or groups is perceived by the leader/instructor as willing and able and demonstrating confidence.

Table 1-2 shows Hersey and Blanchard, Situational Leadership Model.

Autocratic - "One man rule." Take all responsibility for decision making, actuating, communicating, motivating and controlling subordinates. Individuals have little or no opportunity to be creative in their work Pukle and Abrahamson (1980).

Participative - The leader practices leadership by consulting with workers, seeking their comments, opinions, suggestions, and ideas. Effective participative leaders seriously review the ideas of subordinates and accept their suggestions whenever possible.

Free-Rein - The leader delegates authority for decision making to employees rather completely, assigning work to employees and then letting them decide how they will complete the job (Pukle and Abrahamson (1980), Introduction to Business, 4th Edition, Goodyear Publishing Co., Inc., p. 93-96).

#### Research Questions

This study is designed to investigate the following questions:

1. Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?
2. Do promotional opportunities, tenure, age, salary and leadership behavior influence staff to leave Broward County government?
3. How are leadership behaviors associated with voluntary turnover in Broward County government?

In order to obtain this information, data from Broward

County workforce was collected and questions were presented, which were grouped under specific areas in the questionnaire (See Appendix B). Patricia C. Smith, Ph.D., from Bowling Green State University has granted the use of the Job Descriptive Index instrument for this study.

Public sector data was collected from Broward County government staff.

### Organization of the Dissertation

In chapter two the researcher presents a review of the relevant literature regarding turnover, leadership behavior model and factors related to turnover in the public sector organization. A listing of Leadership Traits theories is presented, as well as graphs and models.

In chapter three the researcher describes the model to be tested, the problem statement and research hypotheses, the sample selection, the administration of the instruments, and the research design used to test and evaluate the accuracy of the model used. In chapter four the researcher discusses the results of the study. Finally, in chapter five the researcher reviews the conclusions and limitations of the study and practical implications, as well as suggestions for future research.

In the following chapter the researcher reviews the

literature related to field research of relationship between leadership behavior and voluntary turnover in the public sector agency. The terms used in this study, such as voluntary and involuntary turnover and leadership styles, are used in everyday conversation. However, their meaning to each researcher depends on that individual's definition of the term, as will be seen in the review of the literature and in Chapter III as part of the methodology discussion.

**SITUATIONAL LEADERSHIP MODEL**

**Table 1-2**

**Task Behavior**

The extent to which the leader engage in defining roles telling what, how, when, where and more than one person, who is to do what in

- Goal-setting
- Organizing
- Establishing times lines
- Directing
- Controlling

**Relationship Behavior**

The extend to which a leader engages in two way (multi-way communication listening facilitating behaviors.

**socioemotional support**

- Giving Support
- Communicating
- Facilitating
- Interactions
- Active Listening
- Providing Feedback

<b>3-Participating</b> Share ideas & facilitate in decision making	<b>2-Selling</b> Explain decisions and provide opportunity for clarification
<b>4-Delegating</b> Turn over responsibility for decision & implementation	<b>1-Telling</b> Provide specific instructions and closely supervise performance

(low)-----Task Behavior-----(high)

**Decision Styles**

1. **Leader-Made Decision**
2. **Leader-Made Decision with Dialogue and/or Explanation**
3. **Leader/Follower-Made Decision or Follower Made Decision with Encouragement**
4. **Follower-Made Decision**

**Follower Readiness**

<b>HIGH</b> R4 Able and Willing or Confident	<b>MODERATE</b> R3 Able but Unwilling or Insecure R2 Unable but Willing or Confident	<b>LOW</b> R1 Unable and Unwilling or Insecure
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When a Leader Behavior is used appropriately with its corresponding level of readiness. It is termed a High Probability Match. The following are descriptions that can be useful when using Situational Leadership specific applications:

<b>S1</b> Telling Guiding Directing Establishing	<b>S2</b> Selling Explaining Clarifying Persuading	<b>S3</b> Participating Encouraging Collaborating Monitoring Committing	<b>S4</b> Delegating Observing Fulfilling
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**SOURCE:** Paul Hersey and Kenneth H. Blanchard, (1982) MANAGEMENT OF ORGANIZATIONAL BEHAVIOR Fifth Edition, Situational Leadership Model, p 182-183.

## Chapter II

### REVIEW OF THE LITERATURE

#### Overview

Turnover is a silent cancer in the public human resource management system. It is recognized as a problem from time to time, considered a "fact of life" by management, but is seldom subjected to rigorous analysis of its impact on organization resources, according to Gavin (1990). The federal government has not been very concerned about the fiscal impact of turnover. A review of the management literature shows a distinct dearth of information about the cost impact on government operations. Private sector managers have always been more concerned about turnover/retention because of the "bottom line" profit or return on investment to shareholders.

Gavin (1990) stated that managers in the private sector are fully aware that depending on the type of position being filled, the cost of recruitment, lost productivity, administrative time, advertising, re-training/training, and orientation, ranges from \$5,000 to \$18,000 for replacement. In addition, there is no guarantee that the new hire will stay or become a peak performer in the organization.

All managers, including human resource professionals, understand that high turnover will cut deeply into an organization's operating budget and profit ratio.

Gavin (1990) stated that the "cost of doing business" in the public sector has not been of much concern to management officials. Application of a simple formula, however, can illustrate why attention should be on major issues of concern for public sector agencies.

Number	Multiply (x) cost	Equal (=) impact on agency
losses	of replacement	operating budget

Using the example of an agency with a strength of approximately 12,000 employees, experiencing a separation of 900 personnel (7.5 percent) in one year, and using the median cost projected (\$1,200), one can easily visualize the impact on an agency's budget (p. 53).

Number	Multiply (x) cost	Equal (=) Impact on
losses	of replacement	agency operating budget
900	1,250	\$1,125,000

Managers are examining data with regards to turnover and addressing it. Add to these figures the replacement costs related to the increased retirements over the next decade and you have an even more dramatic impact on agency operating budget to replace and train higher qualified personnel. Managers must consider the "psychic" costs of



turnover to any organization. As employees see colleagues marching in and out of the organization, this puts pressure on remaining staff to do more with less. Employees' morale will become a factor for the organization or agency. In addition, they will start to question the effectiveness of the leader or policy makers of the organization.

Leadership is a process that can contribute or detract from turnover in the public or private sector. During the past decades, researchers have thoroughly scrutinized leadership effectiveness, reported voluminously on this topic, and have developed and tested theories to guide the leader who desired to emerge from the group and/or improve management technique. The situational approach to leadership has been researched along with the trait approach to leadership. Findings suggest that 50 years of study have failed to produce one personality trait or set of qualities that can be used to discriminate leaders from nonleaders Jennings (1960). County, city and district managers pay close attention to their turnover and retention information received from human resource staff in order to address this "costly" disease.

Several studies of turnover rates in the United States were conducted by the U.S. Bureau of National Affairs (BNA) based upon a national sample of 500 of its organizational

members. The BNA, which published a report of employee turnover, computed the average monthly ratio of separation for the period of 1978-1982. Their studies were based upon the size, type, and regional location of organizations throughout the country.

The average separation rate for 1978-79 was 1.9 percent, .5 percent higher than the data reported for 1980. The lowest separation rates were found among private sector manufacturers. The highest average separation rates were found among small organizations, (less than 250 employees) and finance companies in the Western United States (BNA, March 1978 through 1981).

Only recently has attention been drawn to the importance of gaining an understanding of the potential impact on employee turnover processes. Indeed, although research on various determinants of turnover has been extensive, the potential effect on job performance, as one of those determinants has been both limited and unsystematic Jackofsky (1984). This is surprising for several reasons: job performance is highly relevant to both the organization in terms of overall effectiveness, and the individual in terms of being hired for a job, maintaining the job, and receiving various records. The significance of turnover to an organization is dependent on the performance levels of

those who stay versus those who leave the work group. A case in point; if the organization is losing its poorer performers, turnover may indeed be having a positive effect on overall organizational effectiveness Jackofsky (1984). But if it is losing good performers, turnover will have a negative on overall organizational effectiveness.

Naff and Van Rijn (1990) stated that it is desirable for low performers to leave and even the exit of high performers can open up opportunities for promotion and infusion of a fresh perspective. However, in these economic hard times, when funds are tight, it is important to understand the factors which impel employees to leave an organization so that undesirable turnover can be eliminated. The decision to leave is usually based on multiple factors. The exit survey gave respondents a list of possible reasons for leaving and asked them to rate the importance of each of them. Table 2-1 shows the reasons why at least half of them rated as a "least somewhat important". Any reason considered as important component by a majority of professionals is certainly worth the attention of management.

Table 2-1 also gives the "weighted average score" for each reason. This score is weighted for the respondents rating multiple reasons, and considers the number of

respondents who rated each reason, as well as the level of importance to each reason. Therefore, the higher the score, the more importance the reason had in the decision of professionals as a whole to leave the government, according to Naff and Van Rijn (1990).

As indicated by the chart, an overwhelming majority of professionals who completed the survey believed that the federal government did not present enough opportunity for career advancement. In fact, almost three-quarters of those who rated this as important in their decision to leave indicated that it was extremely important.

Table 2-1  
Reasons for Leaving

Reasons for Leaving	Somewhat or Extremely Important	Weighted Average Score
Desire to improve career opportunities	77.2%	6.17
Desire to earn more money	68.5%	5.05
Desire for more meaningful work	66.2%	4.62
Few opportunities for advancement	61.1%	3.73
Low morale of my work group	60.6%	3.51
Insufficient pay	60.3%	4.20
Poor cooperation between upper level management and employees	59.6%	3.47
Inconsistent policies or procedures	56.8%	3.09
My job did not make good use of my skills and abilities	54.7%	3.45

Note: The overall weighted average score is 2.17.

Source: Naff, C.K. and R. VanPaul (1990). The next generation: Why are they leaving. The Bureaucrat, Summer, 39-44.

### Type of Turnover

In the business environment there are two types of turnover: voluntary and involuntary.

Voluntary turnover - implies freedom and spontaneity of choice or action without extinct comprehension; acting, made or done of one's own free will without valuable consideration or legal obligation (The New Lexican, Webster Dictionary, P. 1103).

The New Lexican, Webster Dictionary (p. 1103) stated that voluntary turnover implies freedom and spontaneity of choice or action extinct comprehension; acting, made or done of one's own free will without valuable consideration or legal obligation. However, involuntary turnover is done contrary to or without choice, not subject to control of the will.

Turnover is defined as a reorganization with a view to a shift in personnel; the number of persons hired within a period to replace those leaving or dropped from a workforce.

Both private and public managers prefer voluntary turnover, because employees leave at his/her own free will, in the cost of voluntary turnover managers typically prefer this type, because company cost effectiveness is lower. On the other hand, involuntary turnover could cost the company thousands of dollars in legal fees and public embarrassment.

In the public sector, this can put elected officials and management in a deep financial crisis. In 20 percent of involuntary turnover cases the employee received back wages and was re-assigned to another division in the agency. This is why managers want to address the issue of turnover within their organization, according to Gavin (1990).

#### Turnover and Federal Government

The federal government has not been very concerned about the fiscal impact of turnover. A review of the management literature shows a distinct dearth of information about the cost impact in government operations. The private sector is much more aware and concerned about turnover/retention because of the "bottom line" Gavin, (1990).

Corporations project that the cost of recruitment depending on the type of position being filled can range anywhere from \$5,000 to \$18,000 per replacement. In a 1986 report, the Congressional Budget Office roughly estimates the administrative costs to replace federal sector employees to be from \$300 to \$2,200 per occurrence, depending on the type of position being filled. High turnover, therefore, cuts deeply into an organization's operating budget and profit summary.

A computation of the federal governments "loss" due to employee turnover in 1987 (120,000) produces a staggering figure of \$264,000,000! And indicators are that this estimate is somewhat conservative Gavin (1990).

Lewis (1991) stated that three key factors have repeatedly been shown to influence quit and retirement decisions: age, amount of experience, and pay level. Young people are the least attached to a particular employer, career or location. The early years of the career frequently involve experimentation and frequent turnover. As people age, they generally get a clearer idea of what they want to do, establish stronger ties to a community that discourage geographical moves and become more attached to a particular employer. Turnover rates are very high in the early twenties and in the first few years with a particular employer.

Employees usually change jobs when an alternate job offers greater rewards. Pay is among the most silent of these alternative rewards, so that the higher one's current pay, especially holding constant one's qualifications, the less likely one is to find a higher paying job elsewhere. Two key qualifications that have repeatedly been shown to raise compensation are job experience and education.



Education has been hypothesized to influence quit rates, but that has not been demonstrated for the federal government.

Another factor widely believed to affect turnover is sex, although this hypothesis has been largely debunked by studies that examine individuals rather than industries (Viscusi, 1980; Blau & Klan, 1981; Lewis & Park, 1989). Although turnover is costly for the federal government, it also had some benefits in bringing "fresh blood" into an organization and in offering promotion opportunities for lower-level employees Lewis (1991). Naff (1990) stated that all turnover is not bad. Certainly it is desirable for low performers to leave and slow the exit of high performers that can open up opportunities for promotion and the infusion of a fresh perspective. However, in a time when budgets leave little room for unwanted costs, it is important to understand the factors which impel employees to leave so that undesired turnover can be limited. In the federal sector, turnover has often been blamed on uncompetitive salaries, and the obvious solution to this problem, namely raising pay is not only costly but requires government-wide implementation. The other factors contributing to turnover, however, may be within the control of an individual organization or manager.

The higher turnover rates are among employees with less

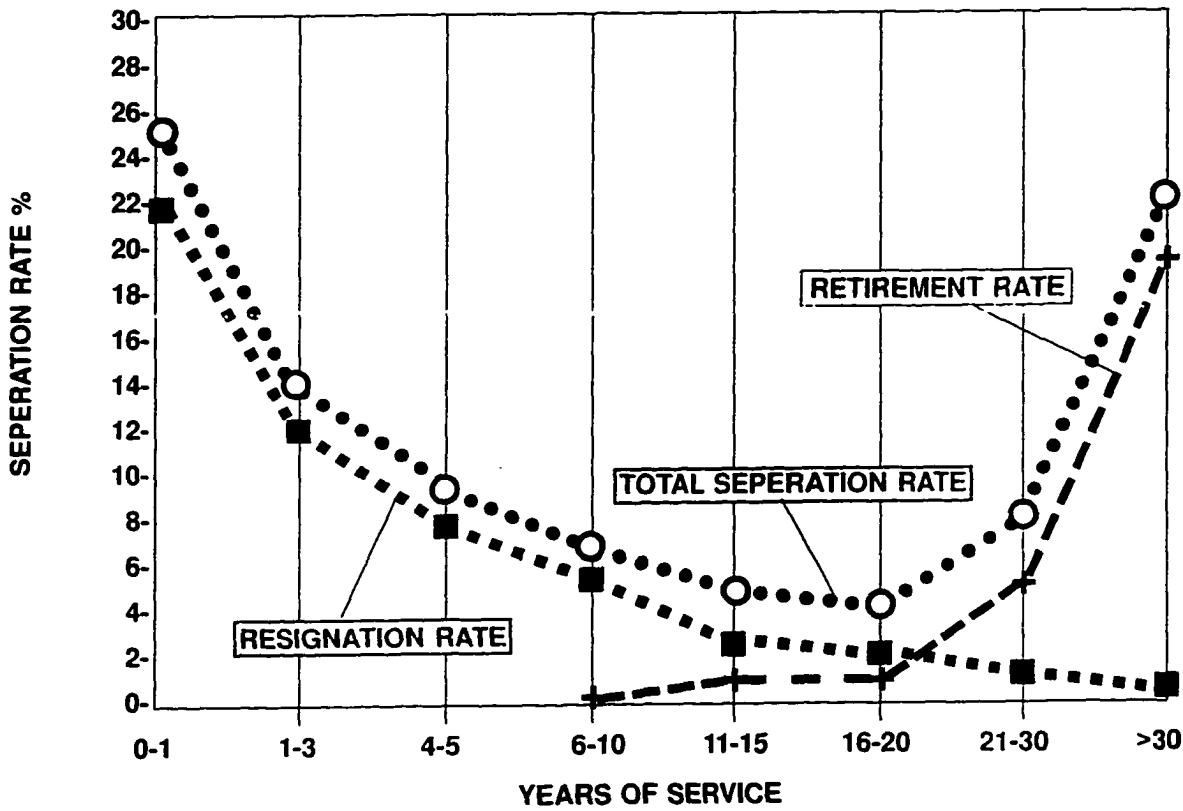
than ten years and those with more than 30 years of service. As is shown by the graph, turnover patterns in the government form a U-shaped curve (Table 2-2) (Federal Civil Service Separation Rates) The latter, of course, are primarily those who are eligible for retirement. While their loss may be a low to an organization, it is, some sense, inevitable. The young professional cohort represents the greatest cost to the government in terms of placement and training, particularly if they do not stay long enough or the organization to reap the benefits of these investment costs. As recruitment becomes more difficult, retention becomes even more essential, according to Kathrine Naff (1990).

#### Situation Leadership Theory

Situational leadership theory, according to Hersey and Blanchard (1982), is to assess the maturity level of the Table 2-3 followers and to behave as the model prescribes. The concept is that a leader should help followers grow in maturity as far as their capabilities and willingness permits. Leadership Effectiveness was developed by Hersey and Blanchard in 1973. Developed from studies conducted at the Center for Leadership Studies, the theory proposes two types of leadership behavior to identify four styles of leadership. Table 2-3 shows Situational Leadership Model.

TABLE 2-2

FEDERAL CIVIL SERVICE SEPERATION RATES BY LENGTH OF SERVICE



Source: By Kathleen Naff and P. Van Rijin, *The Next Generation: WHY ARE THEY LEAVING?* 19 (2) (3), 463-522.

**SITUATIONAL LEADERSHIP MODEL**

**Table 2-3**

**Task Behavior**

The extent to which the leader engage in defining roles telling what, how, when, where and more than one person, who is to do what in

- Goal-setting
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- Directing
- Controlling

**Relationship Behavior**

The extent to which a leader engages in two way (multi-way communication listening facilitating behaviors.

**socioemotional support**

- Giving Support
- Communicating
- Facilitating
- Interactions
- Active Listening
- Providing Feedback

**Decision Styles**

1. Leader-Made Decision
2. Leader-Made Decision with Dialogue and/or Explanation
3. Leader/Follower-Made Decision or Follower Made Decision with Encouragement
4. Follower-Made Decision

<b>3-Participating</b> Share ideas & facilitate in decision making	<b>2-Selling</b> Explain decisions and provide opportunity for clarification
<b>4-Delegating</b> Turn over responsibility for decision & implementation	<b>1-Telling</b> Provide specific instructions and closely supervise performance

(low)-----Task Behavior-----(high)

**Follower Readiness**

<b>HIGH</b> R4 Able and Willing or Confident	<b>MODERATE</b> R3 Able but Unwilling or Insecure or R2 Unable but Willing or Confident	<b>LOW</b> R1 Unable and Unwilling or Insecure
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When a Leader Behavior is used appropriately with its corresponding level of readiness. It is termed a High Probability Match. The following are descriptions that can be useful when using Situational Leadership specific applications:

<b>S1</b> Telling Guiding Directing Establishing	<b>S2</b> Selling Explaining Clarifying Persuading	<b>S3</b> Participating Encouraging Collaborating Monitoring Committing	<b>S4</b> Delegating Observing Fulfilling
--	--	--	--

**SOURCE:** Paul Hersey and Kenneth H. Blanchard, (1982) MANAGEMENT OF ORGANIZATIONAL BEHAVIOR Fifth Edition, Situational Leadership Model, p 182-183.

1. Leadership Style (Telling): High-task/low-relationship. At this readiness level the follower and/or group is given a high degree of guidance of task design, but is, very low in support behavior. The leader/instructor is aware of the low maturity of individuals and/or groups.

2. Leadership Style (Selling): High task/high-relationship. The leader/instructor recognizes that individuals and/or groups are able, however unwilling in various situations, to complete tasks.

The leader is very supportive and attempts to encourage individuals to ask questions and get clarification even though guidance is provided. The followers demonstrate a low to moderate maturity perception by the leader/instructor.

3. Leadership Style (Participating): Low-task/high-relationship. This readiness level is perceived by the leader/instructor as an individual or group is able and willing to complete tasks through self-direction. However, the individual or group lacks the motivation and needs the support of the leader for goal achievement. The appropriate behavior would be a high degree of two-way communication and maintenance behavior, but a low degree of guidance. The maturity level is moderate to high as perceived by the leader/instructor.

4. Leadership Style (Delegating): Low-task/low-relationship. This readiness level of individuals or groups is perceived by the leader/instructor as willing and able and demonstrating confidence. Individuals are committed and motivated for task accomplishment and demonstrate the highest maturity level perceived by a leader/instructor.

#### Steers and Mowday Model

According to Ben-Dror (1989), Steers and Mowday (1981) developed their model of turnover based upon Mobley et al. In some ways they note similarities between few of the previous models and this one. They propose a sequence of variables that encourage an employee to stay with or leave an organization. (Table 2-4 shows Steers and Mowday Model): This sequence, however, may deviate among individuals.

Significant effective responses to job and organization according to Steers and Mowday, include job satisfaction, job involvement, and organizational commitment. Nevertheless, the interactions of job expectations and values, organizational characteristics and experiences, conceptualized as an individual's "experienced organizational reality," and job performance, are considered to have most direct influences on affective responses. They also hypothesized that individual characteristics, available

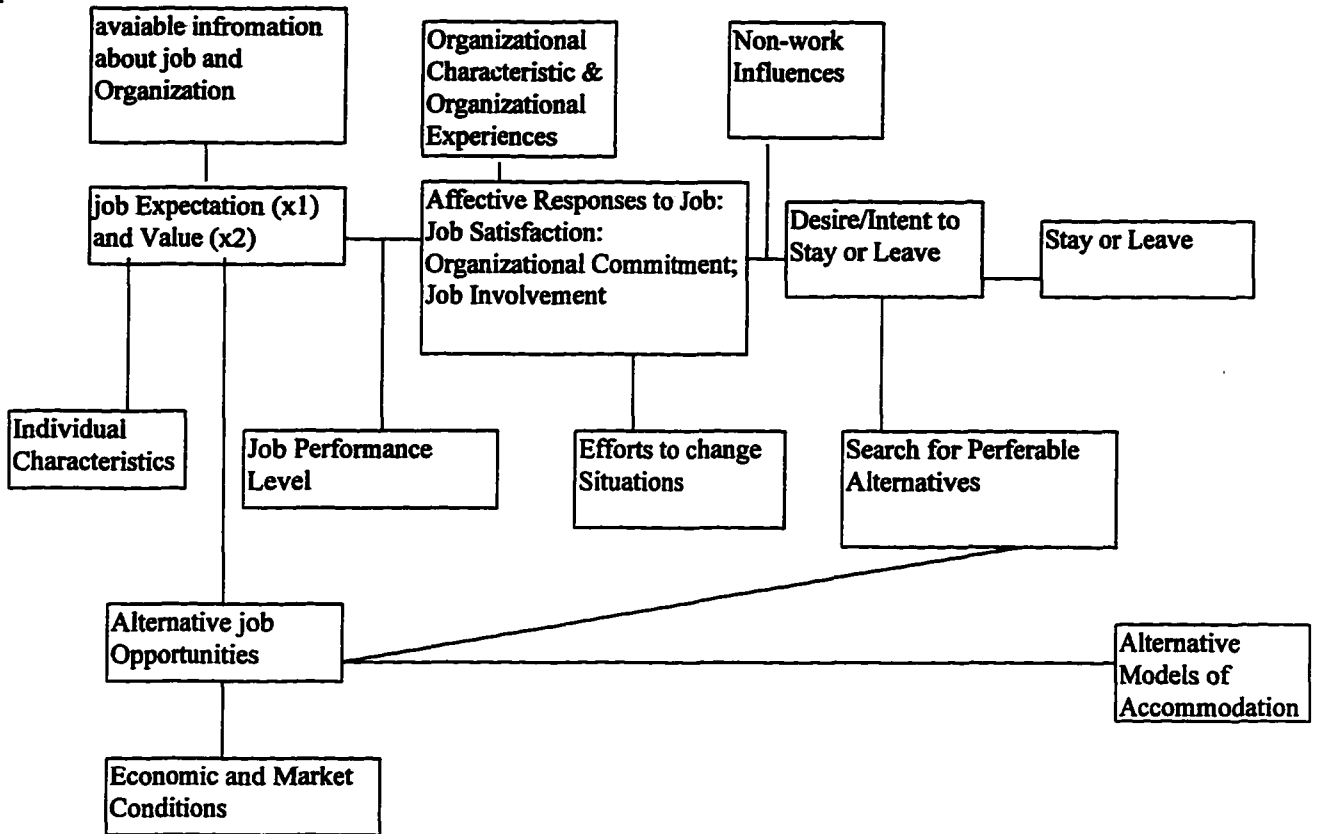
information about a job and an organization, conceptualized as the "degree of complete information", and alternative job opportunities influenced job expectations and values.

Underlying this model there are two propositions: First, the immediate antecedent of an employee's leaving is the interaction of intention to leave and alternate job opportunities. Second, organizational characteristics and experience influence job satisfaction as part of a larger interaction involving job expectations, values, and performance.

The Steers and Mowday model (1981) adds few concepts to earlier models. They find the role of available information about jobs or organizations: their job performance influences affective responses, and that job attitudes to job satisfaction as it relates to an employee's leaving, they contribute greater emphasis to nonwork influences, and they recognized the possibility that disaffected employees may try to change the environment before leaving an organization.

## Steers and Mowday Model

Table 2-4



Source: Steers and Mowday Model (1981)

Ben-Dror Raphael, Employee Turnover in Community Mental Health Residential Services, Major Applied Research, UMI Dissertation Services, P 80-81 (Mobley et al)



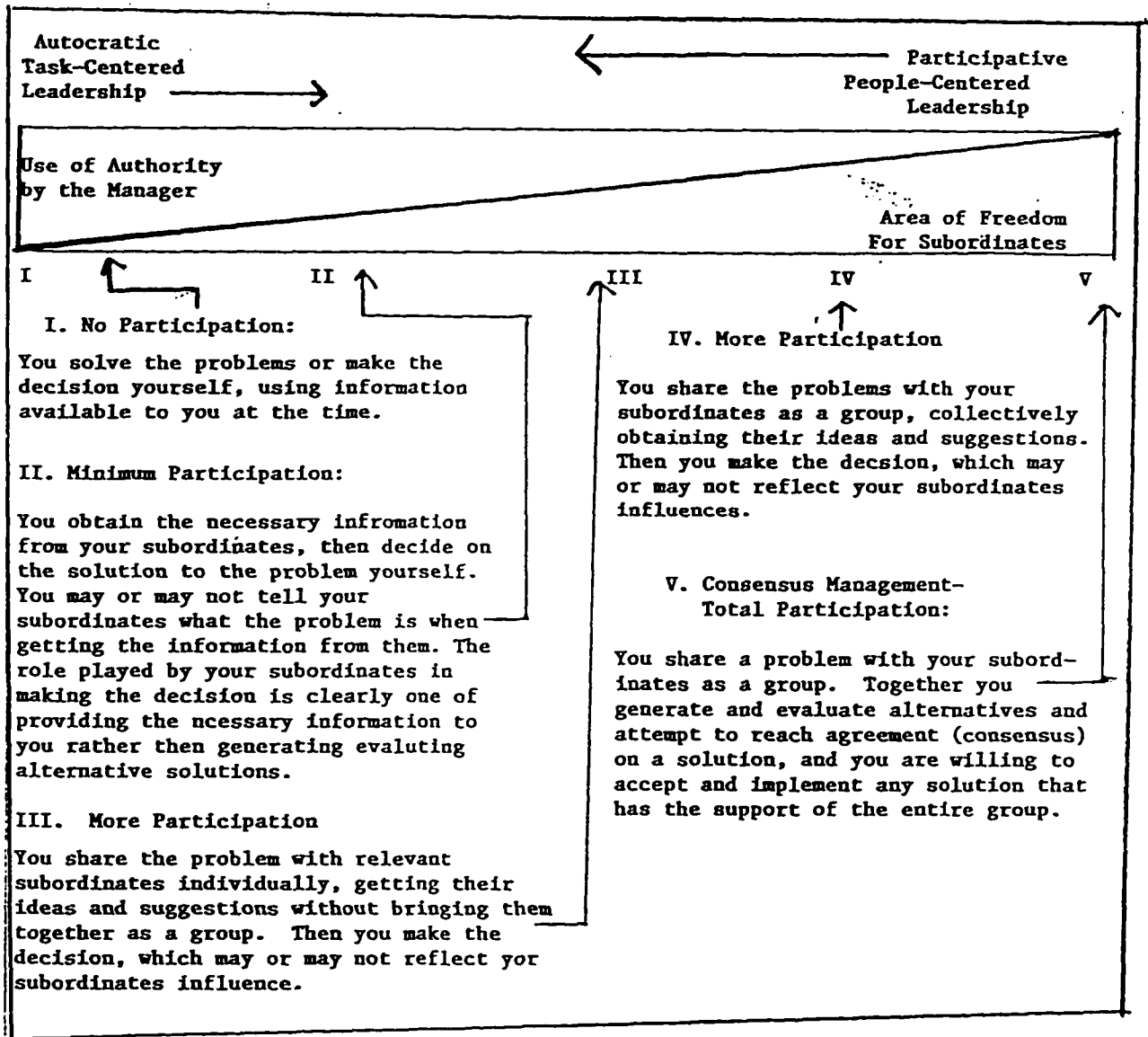
### Vroom-Yetton Leadership Model

The Vroom-Yetton leadership model was developed to determine the degree to which subordinates should be allowed to participate in decision making. The authors states that there are several degrees of participation, ranging from no participation to consensus management, or total participation Field (1982). (Table 2-5 shows the model.)

According to Field (1982), the Vroom-Yetton normative model of leadership is important to managers because it provides a model of how leaders should use different decision-making methods in different situations to be effective. The full model deals with both individual problems that concern a leader and one subordinate, and group problems that concern a leader and two or more subordinates (Vroom and Jago, 1974; Vroom & Yetton, 1973). The model is composed of seven rules derived from the decision-making literature: three designed to protect decision quality and four to protect decision acceptance. Their rules (Table 2-6) deal with seven characteristics of the problem situation and eliminate one or more decision processes that threaten decision quality or acceptance (p. 523).

Table 2-5

## VROOM-YETTON: MODEL OF LEADERSHIP



Source: Field R.H. (1982) A test of Vroom-Yetton normative model of leadership  
 Journal of Applied Psychology, vol 67, no 5. (Mobley et al)

Table 2-6

## RULES TO PROTECT THE QUALITY OF THE DECISION

**LEADER INFORMATION RULE.** Eliminates AI from the feasible set when the quality of the decision is important and the leader does not have enough information or expertise to solve the problem alone.

**GOAL CONGRUENCE RULE.** Eliminates GII from the feasible set when the quality of the decision is important and subordinates are not likely to pursue the organization goals in their efforts to solve the problem.

**UNSTRUCTURED PROBLEM RULE.** Eliminates AI, AII, and CI from the feasible set when the quality of the decision is important, then leader lacks the necessary or expertise to solve the problem alone, and the problem is unstructured.

## RULES TO PROTECT THE ACCEPTANCE OF THE DECISION

**ACCEPTANCE RULE.** Eliminates AI and AII from the feasible set when acceptance of the decision by subordinates is critical to effective implementation and it is not certain that an autocratic decision would be accepted.

**CONFLICT RULE.** Eliminates AI, AII, and CI from the feasible set when acceptance of the decision is critical, an autocratic decision is not certain to be accepted, and disagreement among subordinates in methods of attaining the organization goal is likely.

**FAIRNESS RULE.** Eliminates AI, AII, CI and CII from the feasible set when the quality of the decision is unimportant, but acceptance of the decision is critical and not certain to result from an autocratic decision.

**ACCEPTANCE PRIORITY RULE.** Eliminates AI, AII, CI, and CII from the feasible set when acceptance of the decision is critical, not certain to result from an autocratic decision, and subordinates share the organization goals of the problem.

Note: A = autocratic; C = consultative; G = group.

Source: Field, R.H. (1982). A test of Vroom-Yetton normative model of leadership. Journal of Applied Psychology, Vol. 67, No. 5.

### Douglas M. McGregor's Work - The Human Side of Enterprise

Douglas M. McGregor was one of the first management theorists who categorize people, and developed two categories: Theory X and Theory Y. Table 2-7 shows his Human Side of Enterprise Model.

One important factor is that a manager's assumption about people will influence how he/she behaves as a leader. This assumption will also affect his/her judgment about the performance of the individual under his/her supervision. When staff believe that they are treated unfairly by their immediate supervisor this can contribute to voluntary turnover in that work group. This will cause additional morale problems because remaining employees will have to do more with less. Leadership style, therefore, plays a very important role in any organization; that is why the question needs to be addressed regarding turnover.

### Porter and Steers Model

Based upon past review of the literature Porter and Steers concluded that job satisfaction is a central factor in withdrawal. They define withdrawal behaviors as both employee turnover and absenteeism. Throughout their review they emphasize the potential role that "met expectations" may have on withdrawal behavior. "The concept of met expectations may be viewed as the discrepancy between what a person encounters on his job in the way of positive and negative experiences and what he expected to encounter" (1975, p. 277).

Theodore A. Thomas, former Director of Operations for Virgin Islands Hospital, states in an interview that one factor contributing to turnover is conflict with "Quality of Life." When managers start to put demands on staff that interfere with "quality of life," the result can be costly for all parties involved. Another factor that contributes to turnover is "job expectation." If the interviewer built up the position and the position turns out to be actually different, this can contribute to low morale and absenteeism, which will lead to turnover.

Table 2-7

DOUGLAS MCGREGOR  
THE HUMAN SIDE OF ENTERPRISE MODEL

<u>Traditional View-Theory X</u>	<u>Management of Human Resource-Theory Y</u>
The average person has an inherent dislike and will avoid it if possible.	The expenditure of physical and mental efforts in work is as natural as play or rest.
Most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward achievement of enterprise objective because of their characteristic dislike of work.	External control and threat of punishment are not the only means for bringing about effort toward enterprise objectives.
The average person prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.	<p>People will exercise self-direction and self-control in the service of objectives to which they are committed.</p> <p>Human beings learn, under proper conditions, not only to accept but also to seek responsibility.</p> <p>The capacity to exercise a relatively high degree of imagination, and creativity in the solution of enterprise problems is widely, not narrowly, distributed among the population.</p> <p>The intellectual potentialities of the average person are partially utilized under the conditions of modern life.</p>

Source: Daniel Wren (1987). The Evolution of Management Thought, John Wiley and Son, p. 376.

### The Model and Interventions

Porter and Steers conclude from their research findings that the concept of met expectations in the withdrawal decision is a central causal factor. Different individuals predictably would have different expectations. Therefore, other factors would be considered in their decision to leave. Porter and Steers postulate that if an organization doubled the salary for an employee for whom salary increase is not a primary expectation, the salary increase might not be an incentive for the employee to remain on the job.

Porter and Steers base their model upon two significant findings related to expectations. Ross and Zander (1957), Katzell (1968), and Dunnette et al. (1970) found that the mean levels of initial expectations of those who remained and those who later decided to leave essentially were the same. However, those who left reported significantly lower levels of met expectations as time went on.

Conversely, Weitz (1956), Youngberg (1963), and Macedonia (1969), found distinctive differences in the initial expectations of employees who remain and those who leave upon initial study in organizations. Those who decided to remain exhibit more realistic levels of expectations upon entry. Porter and Steers observe that these findings do not necessarily conflict. They postulate

that initiating different reward levels would encourage workers who develop unmet expectations. For those who possessed more realistic expectations upon entry and chose to remain, the differential reward level would increase their potential incentive.

#### The Expanded Mobley et al Model

The model suggests that there are four primary determinants of intentions to quit and subsequently turnover (see Table 2-8). Job satisfaction is perceived by this model as "a present oriented evaluation of the job involving a comparison of an employee's multiple values and what the employee perceives the job as providing" Mobley (1982) (p. 127). Another aspect of job satisfaction is the emphasis on perception. "Satisfaction is a function of what the employee, that is, what the employee sees or thinks he/she, relative to his/her values." A third important aspect of job satisfaction is the emphasis on its multi-faceted structure. No one value controls satisfaction. Therefore, the interaction of the variety of values and the level that are attained in the job would lead to the perception of satisfaction.

Expected utility of internal roles - The employee develops future oriented expectations in regard to changes



in the present job, expected transfer possibility, expected promotion, expected changes in the organizational policies, practices or conditions, and/or expected transfer, promotion, or turnover among other individuals.

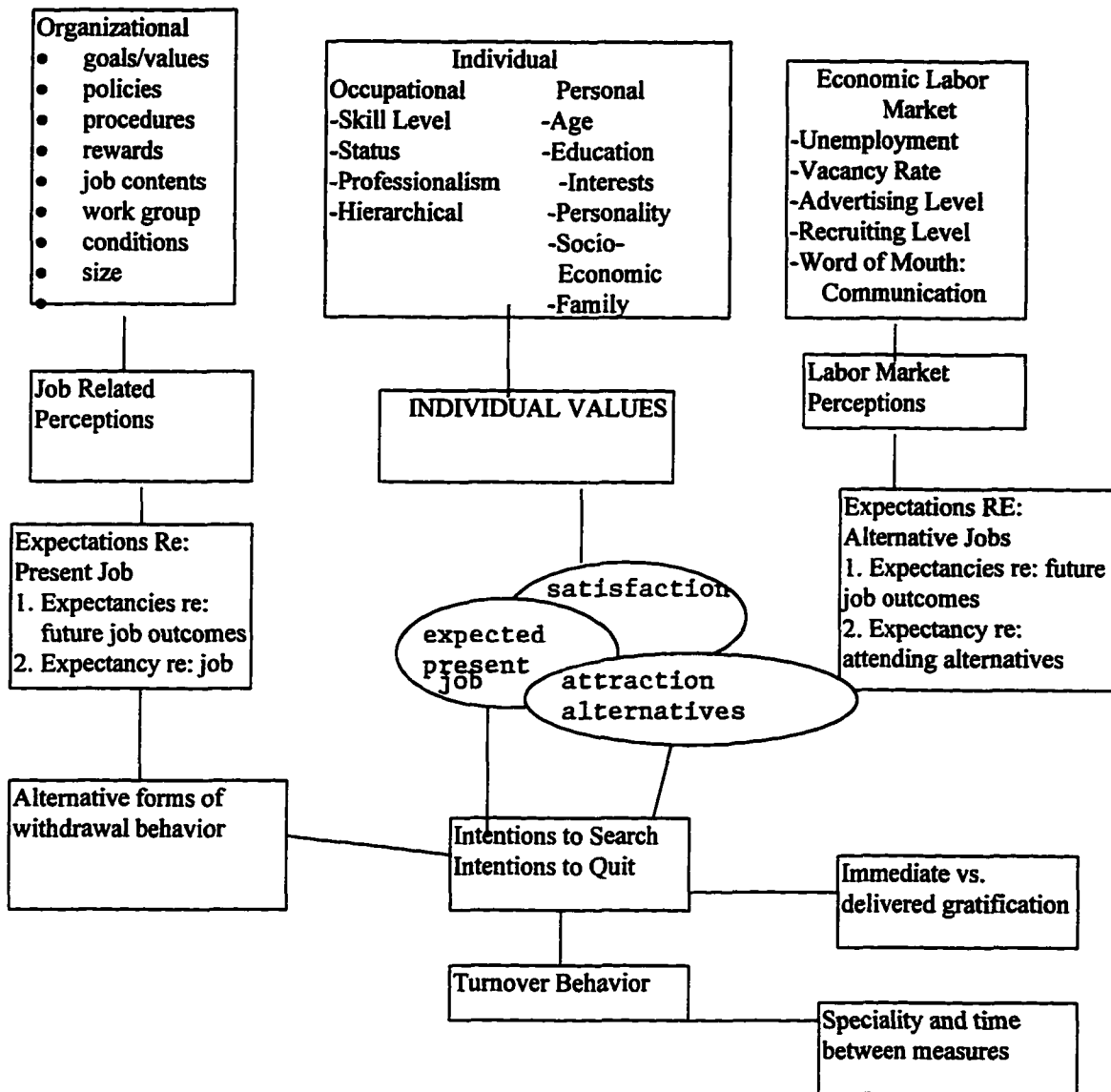
Non-work values - For individuals whose central life values are predominantly oriented by family or geographical preference, the most important factor related to turnover would be non-work values. For others it could be other non-work values and at times it could be a combination of values that would indicate integration of above four dimensions.

Other variables - As illustrated in the model, employee perceptions of organizational policies, practices and conditions, perceptions of labor market, and individual differences in values, expectations, and personal and occupational variables are the precursors of satisfaction, expected utility of present role, expected utility of alternatives, and relevance of non-work values.

Mobley suggests that the model has yet to be empirically evaluated, but he postulated that "given the complexity of the model, it is unlikely that any one study will adequately evaluate the model" (1982, p. 123).

**AN EXPANDED MODEL OF THE EMPLOYEE TURNOVER PROCESS**

**TABLE 2-8**



Source: Ben-Dror Raphael, An Expanded Model of the Employee Turnover Process (Mobley et al, 1979, p.517)

Porter and Steers (1975) remark that there are intervention methods to enhance employee productivity and reduce turnover within any organization: The enrichment of potential employee rewards would increase the probability that employee reward expectations will be met or perhaps the most important innovations for organizations would be to improve communications about employee requirements and expectations for their job which, in turn, would improve the realities of employee expectations and foster more effective job performance.

#### Likert System 4

The System 4 is a system of management and administration based upon the principle that the best employee cooperation and motivation and the highest productivity comes from managers who use the same philosophies regardless of the nature of their organization, the kind of work or the hierarchical level Likert and Likert, (1976).

As defined by the authors, a System 4 leader has several attributes. First, the leader is supportive, approachable and friendly and one who is interested in the well being of subordinates. Second, the leader has the capability to build the subordinates into a cohesive and

highly effective problem-solving team. The third element is that the leader assists subordinates by seeing to it they have the necessary resources to do their job and that they are fully informed of overall plans. Finally, the manager has reasonable, high performance goals and expects high quality from managers and subordinates alike.

While Likert's initial studies were directed at the private sector, the author believed the System 4 had similar application to government Likert (1981). Cited in Likert (1981) were a field test of the Likert theory of management in a government EDP environment and research to examine the relationship between the management system used and the results achieved in the military. The System 4 was also successfully implemented in the Hawaii State Department of Labor and Industrial Relations to improve the performance of the department and job satisfaction of its personnel Likert, (1991.)

### Path-Goal Theory

The path-goal theory of motivation is offered as an explanation of the effects of leader behavior on subordinate satisfaction (House, 1971; House and Mitchell, 1974).

According to this theory, leader initiating structure is positively related with subordinate satisfaction when

subordinates are engaged in institutional and ambiguous tasks (House, 1971; House and Mitchell, 1974; House and Dessler, 1974; Kroll and Pringle, 1986). A leader who explicitly lets his employees know what is expected of them and how they should go about completing their tasks is known as a directive leader Kroll and Pringle, (1986). The directive leader, by providing the necessary guidance, direction and structure can counterbalance unclear tasks Kroll and Pringle, (1986). Conversely, if the tasks of the subordinates are clear, then leader directives would be viewed as an unnecessary control and would result in decreased satisfaction of the employees Kroll and Pringle (1986).

In its simplest terms, the path-goal theory refers to a leader's attempt to clarify path to a goal for a subordinate which results in increased satisfaction and performance for the subordinate Keller (1989). An effective supervisor will initiate structure in the work environment to help employees avoid errors and will clarify the extent to which their performance will be rewarded Downey, Sheridan and Slocum (1975). The leader's function is to provide subordinates with "coaching, guidance, support and rewards necessary for effective and satisfying performance that would otherwise be lacking in the environment" (House and

Dessler, 1974, p. 4).

The theme that a leader's behavior must "fit" the situation in order to be effective is common among many contemporary models of leadership (Podsakoff, Todor Graner, and Huber, 1984), including the Contingency Theory of Leadership Fiedler (1964), situational Leadership Approach Hersey and Blanchard (1977), and the Multiple Linkage Model Yukl (1971). Each of these theories, along with the path-goal theory, suggest that variables relating to the situation moderate the relationship between leader behaviors and subordinate responses Podsakoff, Todor, Graner and Huber (1984).

The leader (supervisor) plays a significant role in determining the rewards which are associated with goal achievements of subordinates House (1974). These rewards may include financial incentives, promotions, more responsibility and opportunities for personal growth and development. As a result, the sum of personal outcomes realized by the subordinates are molded House (1971). House notes, however, that for this linkage to be successful the leader must consistently reward achievement. Other factors in the successful implementation of this theory include the leader's support for the subordinate's efforts and the manner in which tasks and assignments are delegated which

allow subordinates to have influence over establishment of goals.

### Summary

This literature provided many correlates to indicate and explain the high turnover rates and leadership's behavior in the workforce today. It also mentions the "psychic" costs of turnover to any organization. As employees see colleagues marching in and out of the organization, this puts pressure on remaining staff to do more with less. An important factor of turnover is leadership behavior traits. During the past decades, researchers have thoroughly scrutinized leadership effectiveness, and have developed and tested theories to guide the leader who desired to improve organization effectiveness. However, limited research has been conducted on voluntary turnover in the public sector: What Are the Leading Factors Associated With It. Naff and Van Rijn (1990) chart, Table 2-1 shows several reasons for turnover and the survey was completed by professionals.

Lewis (1991) found through a variety of techniques, that age, experience, education, and sex distributors of the federal work force have hidden a pattern of rising propensity to leave the public sector agency.

Studies by Jackofsky (1984), Keller (1984), Lewis (1991), Blank and Green (1990), Mobley (1982) and Stucker (1990) have relevance to this research because in principle they all agreed that high turnover is one reason that many companies are facing poor customer service, work force instability, low productivity and high recruitment cost.

Phil Rosenberg, Director of Human Resources for Broward County Government, states in a personal interview that among the several factors that can contribute to turnover are: education, leadership and quality of work life. McFee (1990) states that the new work force will face new barriers in the work environment which will include language, attitude and culture. These kinds of barriers are exacerbated by cultural and institutional factors such as employee and management resistance to change, and the "fishbowl" environment that operates in the public sector. "Fishbowl" considerations often result in a distortion of issues and a dampening of innovations not viewed as definite winners. Strong fiduciary controls over the expenditures of public funds - while necessary to ensure accountability to both policymakers and the public.



The public sector policymakers must begin working with both internal and external policymakers to identify areas in which innovation is allowable and those areas in which changes can be made. Organizational leaders and personnel professionals also need to work toward the institution of non-traditional organizational patterns and processes. The human resources staff must investigate changing the typical hierarchical structure, streamline the organization and develop a more decentralized and distributed processes. Advances in technology and growing demands for altering the traditional approach to direct supervisory interaction have made telecommunication a new word in the managerial vocabulary in the public sector.

In the literature review this researcher found indications that age, level of education, leadership, salary, and upward mobility are variables associated with turnover behavior. This research embodies methods in use to address this issue with regards to the relationship between leadership behavior and turnover in Broward County agency, since so little is known.

The following chapter describes the model to be tested, instrumentation, demographic data and the research design used to test and evaluate the accuracy of the model used.

## Chapter 3

### METHODOLOGY

#### Introduction

This chapter describes the research methods that were utilized to accomplish this study. Many factors were evaluated in structuring a competent and reliable study of the relationship between leadership behavior and voluntary turnover in Broward County Government. First, it was important to select the organization within which the study will be carried out. Second, the population of the subject organization and the approval of the county administrator was important. Third, the statistical analyses that were used to address the research and its limitations were defined.

The method described in Chapter 3 was designed to investigate the following research questions:

1. Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?
2. Do promotional opportunities, tenure, age, salary and leadership behavior influence staff to leave Broward County government?

3. How are leadership behaviors associated with voluntary turnover in Broward County government?

#### Testing the Hypotheses

In research a hypothesis serves several important functions. The most important is, that it guides the direction of the study. The virtues of the hypotheses are that they affirm the parameters of the study.

Hypotheses suggest which form of research design is likely to be most appropriate. Finally, the hypotheses provide a framework for organizing the conclusions Emory (1985).

Research question #1: Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?

#### Hypothesis 1:

H<sub>0</sub>1 There is a significant difference between the two levels of employment status (active and non-active) when considering the demographic dependent variables of education level, occupation and race.

H<sub>a</sub>1 There is no significant difference between the two levels of employment status (active and non-active) when considering the demographic dependent variables of education level, occupation and race.

Analysis: The multivariate analysis of variance (MANOVA) was computed to determine whether there was a significant effect. The advantage of this is that it enables the researcher to see the relationship between the two variables of interest.

Research question #1: Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?

Hypothesis 2:

H<sub>0</sub>2 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-form XII sub-scales.

H<sub>a</sub>2 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Analysis: The multivariate analysis of variance enables the researcher to test the interaction effects and the main effects during the same analytical procedure.

Research question #1: Is there a difference between the two job status(active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?

Hypothesis 3:

H<sub>o</sub>3 There is a significant main effect between two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

H<sub>a</sub>3 There is no significant main effect between two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Analysis: The multivariate analysis of variance enables the researcher to test the null hypothesis.

The advantage of this was to enable the researcher to see the relationship between the two variables.

Research question #2: Do promotional opportunities, tenure, age, salary and leadership behavior influence staff to leave Broward County government?

Hypothesis 4:

Ho4 There is a significant main effect between levels of employees status when considering the dependent variables of Leader Behavior Questionnaire-form XII

sub-scales.

Ha4 There is no significant main effect between levels of employees status when considering the dependent variables of Leader Behavior Questionnaire-Form XII sub-scales.

Analysis: The multivariate analysis of variance enables the researcher to test the null hypothesis. The advantage of this was to enable the researcher to see the relationship between the two variables.

Research question #2: Do promotional opportunities, tenure, age, salary and leadership behavior influence staff to leave Broward County government?

Hypothesis 5:

Ho5 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Ha5 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Analysis: The multivariate analysis of variance enables the researcher to test the interaction effects and the main effect during the same analytical procedure.

Research question #2: Do promotional opportunities, tenure, age, salary and leadership behavior influence staff to leave Broward County government?

Hypothesis 6:

Ho6 There is a significant main effect between levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII subscales.

Ha6 There is no significant main effect between levels of occupation when considering the dependent variables of Leader Behavior description Questionnaire-Form XII subscales.

Analysis: The multivariate analysis of variance enables the researcher to test the interaction effects and the main effects during the same analytical procedure.

Research question #3: How are leadership behaviors associated with voluntary turnover in Broward County government?

Hypothesis 7:

Ho7 There is a significant main effect between levels of employee status when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Ha7 There is no significant main effect between levels of employees status when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Analysis: The multivariate analysis of variance enables the researcher to test the interaction effects and the main effects during the same analytical procedure.

Research question #3: How are leadership behaviors associated with voluntary turnover in Broward County government?

Hypothesis 8:

Ho8 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of race when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII-Structure.



Ha8 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of employment status (active and non-active) and the two levels of race when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII-Structure.

Analysis: The analysis of variance (ANOVA) enables the researcher to test the interaction effects and the main effects during the same analytical procedure.

Research question #1: Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?

Hypothesis 9:

Ho9 There is a significant main effect between levels of race when considering the dependent variables of Leader Behavior Questionnaire-Form XII-Structure.

Ha9 There is no significant main effect between levels of race when considering the dependent variables of Leader Behavior Questionnaire-Form XII-Structure.

Analysis: The analysis of variance (ANOVA) enables the researcher to test the interaction effects and the main effects during the same analytical procedure.

Research question #1: Is there a difference between the two job status (active and non-active) when considering the demographic variables of education level, occupation level and ethnic groups?

Hypothesis 10:

Ho10 There is a significant main effect between levels of employee status and considering the dependent variables of Leader Behavior Questionnaire-Form XII-Structure.

Ha10 There is no significant main effect between levels of employees status and considering the dependent variables of Leader Behavior Questionnaire-Form XII-Structure.

Analysis: The analysis of variance (ANOVA) enables the researcher to test the interaction effects and the main effect during the same analytical procedure.

Research Design

In this study research used a combination correlation and ex post facto design. According to Isaac and Michael (1990) the correlational design is "to investigate the extent to which variations in factor correspond with variations in one or more factors based on correlations coefficient" (p. 42). The perceived leadership behaviors were examined as degrees of relationships to the subjects.

At the time the survey instrument was administered, the perceived leadership behaviors of superiors already had an effect on the job satisfaction of the subjects. Hence, an "ex post facto" element was included. This approach is appropriate when analyzing variables over which the researcher has no control. In this type of study the "researchers locate the people who have already experienced the independent variables and then study their possible effects on the dependent variables" (Sowell and Casey, 1982, p. 92).

In the study these were independent (or predictor) variables. They were the initiating structure leader behavior and the consideration leader behavior of superiors (as perceived by their subordinates). The dependent (or criterion) variables included four separate sub-scales of job satisfaction (satisfaction with work, pay, promotional opportunities, and leadership).

#### Leadership Behavior Description Questionnaire - Form XII

The LBDQ-Form XII grew out of the initial work of Hempill (1949) and was further developed by the staff of the Ohio State Leadership Studies Stogdill (1963). The instrument measures 12 separate leadership dimensions. They are: representation, demand reconciliations, tolerance of

uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration and superior orientation.

Following the research of Shartle (1957), it was found that a large number of hypothesized dimensions of leader behavior could be reduced to the factors of consideration and initiating structure and they have been widely used in empirical research Stogdill (1963). Because these two factors have been the focus of the Ohio State Studies, and have been exhaustively researched and validated, they were selected as the independent variables for this study.

For each of the 100 statements on the LBDQ-Form XII, the subject indicates a response by drawing a circle around one of five letters (A, B, C, D or E). Letters are given a numerical score (5 through 1); some items are scored in the reverse direction as indicated on the scoring key. See Appendix H for a copy of the LBDQ-Form XII.

### Job Descriptive Index

The second survey instrument was the Job Descriptive Index. The JDI grew out of the original definition of job satisfaction suggested by Smith et al (1969, p. 6): "Job satisfactions are feelings or affective responses to

facets of the situation". According to Smith et al (1969), you cannot conceptualize satisfaction in an absolute sense, but rather it must be evaluated in terms of the employee's work and personal situations which can vary from one point in time to another. The JDI was devised to ask employees to describe their work rather than how they felt about their work and therefore the form is based on characteristics of the job and not on the employee's emotions about the job Balzer and Smith (1990).

The format of the JDI provides a short list of phrases and adjectives (9 - 18) for each area of satisfaction. The respondents are asked to answer "Y" (Yes), "N" (No) ( or "?" ) if they cannot decide. Each scale is considered independent of the others and composite scores are not recommended Balzer and Smith (1990). Scoring is accomplished by each response being given a numerical value (3, 1 or 0) based on the scoring key. A total is generated for each dimension. (See Appendix I for a copy of the JDI.)

Permission to use these instruments was obtained from the Ohio State University (LBDQ-Form XII, Appendix C) and the Bowling Green State University (JDI, Appendix B).

### Reliability and Validity of Instruments

Reliability is the ability of a survey instrument to

produce accurate and consistent results. If an instrument is reliable, then any difference found between two groups can be considered real. Validity is an indication of an instrument's ability to measure what it claims to measure Kerlinger (1986).

#### Leader Behavior Description Questionnaire - Form XII

The sub-scales of consideration and initiating structure have been widely used in empirical research, particularly in military organizations, industry and education Stogdill (1963).

Halpin (1957), as quoted in Stogdill (1963) (p. 1) reported that "in several studies where the agreement among respondents in describing their respective leaders has been checked by a 'between-group vs. within-group' analysis of variance, the F ratios all have been found to be significant at the .01 level. Followers tend to agree in describing the same leader, and the descriptions of different leaders differ significantly".

Stogdill (1963) reported reliability coefficients for selected research groups on a modified Kuder-Richardson scale ranging from .70 to .80 for the initiating structure scale and from .76 to .87 for the consideration scale detailed as follows:

TABLE 1  
Reliability Coefficients - LBDO-Form XII

	Initiating <u>Structure</u>	<u>Consideration</u>
Army Division	.79	.76
Highway Patrol	.75	.87
Aircraft Executives	.78	.84
Ministers	.70	.85
Community Leaders	.72	.77
Corporation Presidents	.77	.78
Labor Presidents	.78	.83
College Presidents	.80	.76
U.S. Senators	.72	.85

According to Stogdill (1983) (p. 8), the modification of the Kuder-Richardson formula "consists in the fact that each item was correlated with the remainder of the items in its sub-scale rather than with the sub-scale score including the item" and that this procedure "yields a conservative estimate of sub-scale realities".

#### Job Descriptive Index

The initial validation process for the JDI began in 1959 and continued for a period of five years. The results were found to be similar across different samples and employee levels Balzer and Smith (1990). The JDI measures

were found by Smith et al (1969) to possess a high level of discriminate and convergent validity.

Kerr (1985) found that the JDI possessed content validity, notable construct validity and reliability. Internal consistencies were reported for each of the scales: work (.84), pay (.80), promotion (.86), supervision (.87) and co.-workers (.88). Smith, Kendell and Hulin (1975) reported that the JDI was highly correlated with leadership consideration and positive reward behaviors.

In 1987, Smith et al revised the JDI to add additional items to reflect changes over time in job and the use of language. Scale reliability has remained high with an average consistency of .88 across all samples (Balzer and Smith, 1990).

### Instrumentation

Patricia Smith, Ph.D. from Bowling Green State University, Department of Psychology, granted the use of Job Descriptive Index (JDI) (see Appendix A) and Barbara L. Roach, Director from Ohio State University, has also granted the use of Leader Behavior Description Questionnaire (LBDQ) (see Appendix A) to be utilized for the study. The LBDQ-Form XII measured the independent variable of perceived leadership behavior and the JDI measured the four dependent



variable turnover. Broward County Organization was chosen as the appropriate agency for the study because of its client population size, availability and cooperation. The study consisted of "leavers".

The leavers group included all non-supervisor's staff (full-time) who left the organization between January 1, 1988, and December 31, 1994. In order to be qualified to participate as a leaver in the study, the individual must meet the following criteria. The person had to have left the organization voluntarily; the person had to have worked in the organization as a full-time staff (include fringe benefits).

A letter (see Appendix A) was sent to the County Administrator seeking his assistance. The County Administrator assisted the researcher with the study. The study encompassed 400 (200 active and 200 non-active) employees from throughout the Broward County Government workforce of 7,000.

#### Data Collection

Mr. Phil Rosenberg, Director of Human Resources for Broward County Government, provided this researcher with a computer printout of all current and former employees of Broward County.

To ensure that all 200 of the questionnaires were returned by the county staff, the researcher provided return postage for all questionnaires for all leavers. Finally, the survey was coded to ensure follow-up for non-responders.

#### Demographic Data

The following demographic data were secured from Demographic Information Form which included department education background, occupation and other variables (see Appendix D).

#### Statistical Techniques

The Statistical Package for the Social Sciences (S.P.S.S.) program were used to perform statistical laboratory and analysis.

For the LBDQ-Form XII, only responses directly relating to the behavior of consideration and initiating structure were converted for analysis. However, the respondents were asked to complete the entire survey. This allowed further research to be done at a later date with the other variables if desired by the agency, researcher or the interested parties. For the JDI, responses to each of the four dependent variables were converted for analysis and correlation with the independent variables.

The first step was to artificially divide the respondents of the LBDQ-Form XII into two groups for both consideration and initiating structure using the median as the midpoint. A multivariate analysis was used to determine if there was a significant level of difference for each of the 10 hypotheses.

According to Alreck and Settle (1985), experienced researchers regard 100 or so respondents as the minimum sample size for a population of this magnitude.

The following chapter review the data analysis and interpretation of the study.

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

This chapter presents the sample demographics, statistical analysis results, and their corresponding interpretation. Each hypothesis, the relevant statistical analysis and implication are presented.

#### Demographics

A total of four hundred (400) questionnaires were mailed to active and non-active Broward County government employees to participated in the study. The active employees returned 65 completed questionnaires and the non-active employees returned 61 completed questionnaires. The grand total of one hundred and twenty-six (126) questionnaires were completed for this study and the return rate was 32%.

The questionnaire included demographic information of (1) active and non-active employees, (2) education level, (3) occupation, and (4) ethnic group. Additionally, two assessment instruments were completed by the participants: Leader Behavior Description Questionnaire-Form XII and the Job Descriptive Index (JDI). The education level, occupation and ethnic groups were reclassified to form new

categories for the study. The new categories were formed because the returned questionnaires sample size were too small in some categories for analysis using multivariate analysis of variance or analysis of variance. Therefore, education level, occupation, and ethnic groups were re-categorized so that each of these variables had two categories. Education was re-categorized into below bachelor's degree and bachelor's degree above. Occupation was re-categorized into professional and non-professional. The ethnic groups were re-categorized into white and other.

The Leadership Behavior Questionnaire-Form XII has 100 questions. Within the 100 questions there are twelve sub-scales that are calculated using the LBDQ component items. The sub-scales were: Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation.

The Job Descriptive Index (JDI) has 90 questions of which six sub-scale scores were calculated. The sub-scales are Opportunities for Promotion, Supervision, Co-Workers, Job in General, Work on Present Job and Present Pay.

The frequency distribution was completed for the demographic variables and the scale scores for both Leader

Behavior Questionnaire-Form XII and the Job Descriptive Index (JDI) sub-scale. The multivariate analysis of variance and analysis of variance comparative techniques were utilized to determine whether or not there were treatment effects by the independent variable on the dependent variable.

Table 4-1 contains the demographic variables' frequency distributions by the active and non-active employees.

**Table 4-1**

**Demographic Characteristics Frequency Distribution by**

**Employment Status**

<b>Education</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
High School Graduate	22	33.8	19	31.1
Associate Graduate	9	13.8	6	9.8
Bachelor's Degree	24	36.9	28	45.9
Master's Degree	9	13.8	7	11.5
Doctor's Degree	1	1.5	1	1.6
Total	65	100.0	61	100.0

<b>New Education</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Below Bachelor's	31	47.7	25	41.0
Bachelor's & Above	34	52.3	36	59.0
Total	65	100.0	61	100.0

**Source:** George A. Stalliard, Sr., Doctoral Student, Nova Southeastern University, (1996).

Each employee was asked to indicate the category which best described his or her occupational category for this study.

<b>Occupation</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Blue Collar	5	7.7	3	4.9
Service Worker				3.3
Support Staff	22	33.8	11	18.3
Paraprofessional	2	3.1	13	21.3
Professional	36	55.4	32	52.5
Total	65	100.0	61	100.0

<b>New Occupation</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Non-Professional	29	44.6	29	47.5
Professional	36	55.4	32	52.5
Total	65	100.0	61	100.0

<b>Ethnic Group</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
White	46	70.8	42	68.9
Black	15	23.1	14	23.0
Asian	3	4.6	1	1.6
Hispanic	1	1.5	4	6.6
Total	65	100.0	61	100.0

<b>New Ethnic Group</b>	<b>Active</b>		<b>Non-Active</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
White	46	79.9	42	68.9
Other	19	20.1	19	31.1
Total	65	100.0	61	100.0

Hypothesis 1:

H<sub>01</sub>: There is a significant difference between the two levels of employment status (active and non-active) when considering the demographic dependent variables of education level, occupation and race.

H<sub>a1</sub>: There is no significant difference between the two levels of employment status (active and non-active) when considering the demographic dependent variables of education level, occupation and race.



Table 4-2 multivariate analysis of variance (MANOVA) was computed to determine whether there was a significant main effect. This analysis utilized the initial collected demographic variables data.

**Table 4-2**  
**Multivariate Analysis of Variance Cell Means, Standard Deviations, and Sample Size of the Original Demographic Dependent Variables**

<b>Ethnic</b>			
<b>Employment Status</b>	<b>Mean</b>	<b>Standard</b>	<b>n</b>
Active	1.37	.65	65
Non-Active	1.46	.83	61
<b>Education</b>			
	<b>Mean</b>	<b>Standard</b>	<b>n</b>
Active	2.35	1.14	65
Non-Active	2.43	1.10	61
<b>Occupation</b>			
	<b>Mean</b>	<b>Standard</b>	<b>n</b>
Active	3.99	1.27	65
Non-Active	4.13	1.13	61

**Multivariate Test of Employee Status-Dependent Variables  
Ethnic Group, Education and Occupation.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
<b>.993</b>	<b>3</b>	<b>122</b>	<b>.82 NS</b>

The univariate homogeneity of variance test and multivariate tests of significance were found to be not significant at an alpha of .05. The dependent variable was tested for Sphericity (correlated matrix for an identity) and was found to be significant at an alpha level less than .05; therefore, MANOVA was an appropriate analytical technique. The analysis resulted in no significant difference between Actively Employed and Non-Employed workers when considering the demographic dependent variables.

Multivariate Analysis

The multivariate analysis of variance results in the homogeneity of variance being significant. Therefore, the dependent LBDO sub-scale variables that had the homogeneity of variance violated were removed from the analysis. The results were that the sub-scale of Structure, Tolerance of Freedom, Consideration, Predictive Accuracy, and Integration were used in the analysis.

After the removal of variables causing non-homogeneity, the remaining variables had homogeneity of variances at an alpha of .05. The test of Sphericity was significant at the

alpha level of .05. The results of these test indicate that MANOVA is an appropriate statistical technique.

Table 4-3, Leader Behavior Description Questionnaire-Form XII, analysis the education level for active and non-active employees.

**Table 4-3**

**Leader Behavior Description Questionnaire-Form XII**

**Sub-scale: Consideration**

**Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Mean	Std Dev.	n	Mean	Std Dev.	n
Active	31.5	7.75	31	31.2	7.39	34
Non-Active	30.6	5.92	25	31.9	4.88	36

The total equal 31.4, standard deviation equal 6.51 and the number of subjects were 126.

**Sub-scale: Production**

**Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Mean	Std. Dev.	n	Mean	Std. Dev.	n
Active	30.6	6.31	31	31.6	5.28	34
Non-Active	31.4	3.98	25	30.9	3.83	36

The total mean equal 31.1, standard deviation equal 4.92, and the number of subjects were 126.

**Sub-scale: Predictive Accuracy****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Mean	Std. Dev.	n	Mean	Std. Dev.	n
Active	15.4	3.63	31	16.1	3.55	34
Non-Active	15.6	3.29	25	15.6	2.57	36

The total mean equal 15.7, standard deviation equals 3.24, and the number of subject were 126.

**Sub-scale: Integration****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Means	Std. Dev.	n	Means	Std. Dev.	n
Active	15.7	4.69	31	16.0	4.55	34
Non-Active	15.5	4.16	25	16.5	3.16	36

The total mean equal 16.0, standard deviation equals 4.12, and number of subjects were 126.

**Sub-scale: Superior Orientation****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Mean	Std. Dev.	n	Mean	Std. Dev.	n
Active	37.4	8.20	31	36.5	6.48	34
Non-active	37.3	4.92	25	36.4	5.12	36

The total mean equal 36.8, standard deviation equals 6.28, and number of subjects were 126.

Hypothesis 2:

- Ho2 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII.
- Ha2 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of education when considering the dependent variables of Leader Behavior Description questionnaire-Form XII.

**Table 4-4****Interaction Effect of Employee Status and Education Level****Multivariate Analysis of Variance**

**Dependent variables of LBDQ sub-scales: Structure, Tolerance of Freedom, Consideration, Predictive Accuracy and Integration.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.962	5	118	.46 NS

The MANOVA test of interaction was found not to be significant at an alpha level of .05 in Table 4-4.

Hypothesis 3:

H03 There is a significant main effect between two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scale.

Ha3 There is no significant main effect between two levels of education when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scale.

**Table 4-5****Main Effect of Education Level****Multivariate Analysis of Variance**

**Dependent variables of LBDQ sub-scale: Structure, Tolerance of Freedom, Consideration, Predictive Accuracy and Integration.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.961	5	118	.45 NS

The MANOVA test of main effect was found not to be significant at an alpha level of .05 in Table 4-5.

Hypothesis 4:

Ho4 There is a significant main effect between levels of employee status when considering the dependent variables of Leader Behavior Questionnaire-Form XII sub-scale.

Ha4 There is no significant main effect between levels of employee status when considering the dependent variables of Leader Behavior Questionnaire-Form XII sub-scale.

**Table 4-6**

**Main Effect of Employee Status**

**Multivariate Analysis of Variance**

**Dependent variables of LBDQ sub-scales: Structure, Tolerance of Freedom, Consideration, Predictive Accuracy and Integration.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.959	5	118	.45 NS

The MANOVA test of main effect of employee status was found to be not significant at an alpha level of .05 in table 4-6.

Table 4-7, Cross-tabulation of Employee Status and New Education in LBDQ: Active and Non-active employees; Below Bachelor's degree and Bachelor's and above.

Table 4-7

**Cross-tabulation of Employee Status and New Education**

**Dependent Variable of Leader Behavior Description**

**Questionnaire-Form XII-Sub-scale**

**Sub-scale: Representation**

**Education Level**

	Below Bachelor's Degree			Bachelor's & Above		
	Mean	Std. Dev.	n	Mean	Std.Dev.	n
Active	16.7	3.24	31	17.3	4.07	34
Non-Active	17.1	2.80	25	17.6	2.66	36

The total mean equal 17.1, standard deviation equals 3.23, and the number of subjects equal 126.

**Sub-scale: Demand Reconciliation**

**Education Level**

	Below Bachelor's Degree			Bachelor's Degree & Above		
	Mean	Std. Dev.	n	Means	Std. Dev.	n
Active	16.4	4.58	31	16.1	3.78	34
Non-Active	15.6	2.68	25	15.1	2.81	36

The total mean equals 15.8, standard deviation equals 3.56, and the number of subjects equal 126.



**Sub-scale: Tolerance of Uncertainty****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>
Active	33.2	7.80	31	32.1	6.60	34
Non-Active	31.6	5.31	25	30.6	3.90	36

The total mean equals 31.8, standard deviation equals 6.06 and the number of subjects equal 126.

**Sub-scale: Persuasiveness****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>
Active	32.4	8.08	31	32.2	7.29	34
Non-Active	32.9	5.96	25	32.4	4.99	36

The total mean equals 32.4, standard deviation equals 6.60 and the number of subjects equal 126.

**Sub-scale: Structure****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Means</b>	<b>Std. Dev.</b>	<b>n</b>	<b>Means</b>	<b>Std. Dev.</b>	<b>n</b>
Active	34.3	7.43	31	32.4	6.75	34
Non-Active	33.4	5.56	25	33.5	5.35	36

The total mean equals 33.4, standard deviation equals 6.30, and the number of subjects equal 126.

**Sub-scale: Tolerance of Freedom****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>
Active	34.1	8.67	31	34.2	7.44	34
Non-Active	31.6	5.86	25	33.4	5.84	36

The total mean equals 33.4, standard deviation equals 7.05, and the number of subjects equal 126.

**Sub-scale: Role Assumption****Education Level**

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>
Active	34.5	7.44	31	33.5	5.67	34
Non-Active	31.4	4.60	25	30.5	3.44	36

The total mean equals 32.5, standard deviation equals 5.64 and the number of subjects equal 126.

Hypothesis 5:

Ho5 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII.

Ha5 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII.

The interaction effect of Employee Status and Occupation level for the LBDQ sub-scale is shown below:

**Table 4-8**

**Interaction Effect of Employee Status & Occupation Level  
Multivariate Analysis of Variance**

The dependent variables of LBDQ sub-scale; Representation, Persuasiveness, Initiation of Structure, Consideration, Predictive Accuracy and Integration.

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.957	6	117	.52 ns

The MANOVA test of interaction effect of occupational level was found to be significant at an alpha level of .05 see table 4-9

Hypothesis 6:

Ho6 There is a significant main effect between levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Ha6 There is no significant main effect between levels of occupation when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

The main effect of Occupation level for the dependent variables of LBDQ sub-scales is shown below:

**Table 4-9**

**Main Effect of Occupation Level**

**Multivariate Analysis of Variance**

**Dependent variables of LBDQ sub-scales; Representation, Persuasiveness, Initiation of Structure, Consideration, Predicative Accuracy and Integration.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.918	6	117	.12 ns

Hypothesis 7:

Ho7 There is a significant main effect between levels of employee status when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

Ha7 There is no significant main effect between levels of employees status when considering the dependent variables of Leader Behavior Description Questionnaire-Form XII sub-scales.

The main effect of Employee status in the LBDQ sub-scale is shown below:

**Table 4-10**

**Main Effect of Employee Status**

**Multivariate Analysis of Variance**

**The dependent variables of LBDQ sub-scales; Representation, Persuasiveness, Initiation of Structure, Consideration, Predictive Accuracy and Integration.**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.957	6	117	.52 ns

The MANOVA test of main effect of employee status was found to be not significant at an alpha level of .05.

The cross tabulation of Employee Status and Race using LBDQ is analysis below for active and non-active employees.

**Table 4-11**

**Cross-tabulation of Employee Status and Race with LBDQ sub-scale: Representation**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	17.01	3.94	46	17.40	2.72	42
Minority	16.84	3.02	19	16.36	2.56	19
Total sample				17.05	3.22	126

**Sub-scale: Demand Reconciliation**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	16.08	4.59	46	15.66	2.62	42
Minority	16.73	2.84	19	14.63	2.92	19
Total sample				15.82	3.55	126

**Sub-scale: Tolerance of Uncertainty**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	32.71	7.81	46	32.40	4.00	42
Minority	32.36	5.42	19	27.84	4.04	19
Total sample				31.82	6.05	126

**Sub-scale: Persuasiveness**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	32.04	8.44	46	33.64	4.48	42
Minority	32.89	5.22	19	30.31	6.49	19
Total sample				32.44	6.59	126

**Sub-scale: Structure**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	32.89	7.59	46	34.23	4.96	42
Minority	34.26	5.77	19	31.68	6.00	19
Total sample				33.36	6.03	126

**Sub-scale: Tolerance of Freedom**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	34.13	8.85	46	33.38	5.42	42
Minority	34.21	5.54	19	31.05	6.60	19
Total Sample				33.42	7.05	126

**Sub-scale: Role Assumption**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	34.39	6.81	46	31.19	4.19	42
Minority	33.05	5.88	19	30.21	3.32	19
Total Sample				32.49	5.63	126

**Sub-scale: Consideration**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	30.69	8.35	46	31.78	5.11	42
Minority	33.00	4.66	19	30.57	5.81	19
Total sample				31.38	6.51	126

**Sub-scale: Production Emphasis**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	30.82	6.36	46	31.61	4.09	42
Minority	31.84	4.04	19	29.94	3.10	19
Total sample				31.11	4.92	126

**Sub-scale: Predictive Accuracy**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	15.47	3.89	46	16.04	2.57	42
Minority	16.47	2.65	19	14.57	3.25	19
Total sample				15.68	3.24	126

**Sub-scale: Integration**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std.Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	15.39	5.08	46	16.33	3.44	42
Minority	16.94	2.87	19	15.52	3.96	19
Total sample				15.96	4.12	126

**Sub-scale: Superior Orientation**

	<b>Active</b>			<b>Non-Active</b>		
	<b>Mean</b>	<b>Std.Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
White	36.84	7.65	46	37.83	4.44	42
Minority	37.15	6.58	19	34.36	5.50	19
Total Sample				36.84	6.20	126



Hypothesis 8:

- Ho8 There is a significant interaction effect between the two levels of employment status (active and non-active) and the two levels of race when considering the dependent variables of LBDQ-Structure.
- Ha8 There is no significant interaction effect between the two levels of employment status (active and non-active) and the two levels of race when considering the dependent variables of LBDQ-Structure.

Table 4-12, shows the interaction effect of Employee Status and Race in the LBDQ sub-scale of Structure.

**Table 4-12**

**Interaction Effect of Employee Status and Race**

**LBDQ-Structure**

<b>F-Value</b>	<b>Hypothesis</b>	<b>DF</b>	<b>Error DF</b>	<b>Significance F</b>
2.57	1		125	.11 NS

The ANOVA test of interaction was found not to be significant at an alpha level of .05 in table 4-12.

Hypothesis 9:

- Ho9 There is a significant main effect between levels of race when considering the dependent variables of LBDQ-Structure.

Ha9 There is no significant main effect between levels of race when considering the dependent variables of LDBQ-Structure.

Table 4-13 shows the main effect of Race in the LBDQ sub-scale of Structure.

**Table 4-13**

**Main Effect of Race**

**LBDQ-Structure**

<b>F-Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.23	1	125	.63 NS

The ANOVA test of main effect of race was found no to be significant at an alpha level of .05 see table 4-13.

Hypothesis 10:

Hol0 There is a significant main effect between levels of employee status and considering the dependent variables of LDBQ-Structure.

Ha10 There is no significant main effect between levels of employees status and considering the dependent variables of LDBQ-Structure.

Table 4-14 shows the main effect of Employee Status of LDBQ in the sub-scale of Structure.

**Table 4-14****Main Effect of Employee Status****LDBQ-Structure**

<b>F-Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.25	1	125	.62 NS

Job Descriptive Index (JDI)

Table 4-15 shows the cross-tabulation of Employee Status and New Education in the Job Descriptive Index for active and non active employee with regards to Below Bachelor=s Degree and Bachelor=s Degree and Above.

Table 4-15, shows the cross tabulation of Employee Status and New Education in the Job Descriptive Index (JDI) for active and non-active employees.

**Table 4-15****Cross-Tabulation of Employee Status & New Education****Job Descriptive Index Sub-scales****Sub-scale: Promotion**

Group 1: Active Employee

Group 2: Non-Active Employee

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	Mean	Std. Dev.	N	Mean	Std. Dev.	N
Group 1	8.80	6.27	31	9.58	7.17	34
Group 2	9.40	7.95	25	11.30	8.36	36
Total Sample				9.84	7.46	126

**Sub-scale: Work on Present Job**

Group 1: Active Employee

Group 2: Non-Active Employee

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	34.29	9.40	31	36.11	8.20	34
Group 2	22.76	9.53	25	25.44	11.10	36
Total Sample				29.96	11.05	126

**Sub-scale: Present Pay**

Group 1: Active

Group 2: Non-Active

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	13.74	5.92	31	12.67	6.43	34
Group 2	9.24	6.13	25	10.97	6.98	36
Total Sample				11.77	6.54	126

**Sub-scale: Supervision**

Group 1: Active

Group 2: Non-Active

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	32.32	14.58	31	34.14	13.47	34
Group 2	27.84	12.62	25	28.13	9.78	36
Total Sample				30.73	12.79	126

**Sub-scale: Co.-Workers (People)**

Group 1: Active

Group 2: Non-Active

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	32.68	14.69	31	33.85	13.18	34
Group 2	29.68	11.45	25	34.36	10.12	36
Total Sample				32.85	12.43	126

**Sub-scale: Job in General**

Group 1: Active

Group 2: Non-Active

	<b>Below Bachelor's Degree</b>			<b>Bachelor's Degree &amp; Above</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	35.93	13.19	31	34.50	11.22	34
Group 2	29.32	12.61	25	28.38	12.75	36
Total Sample				32.07	12.72	126

Table 4-16, shows the MANOVA for Employee Status vs. Education level.

**Table 4-16****Employee status vs. Education level**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.974	6	117	.79 NS

Table 4-17, shows the cross tabulation of Employee

Status and Race in the Job Descriptive Index (JDI) for active and non-active employees.

**Table 4-17**

**Cross-Tabulation of Employee Status and Race**

**Job Descriptive Index Sub-scales**

**Sub-scale: Promotion**

Group 1: Active Employee

Group 2: Non-Active Employee

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	8.60	6.63	46	10.63	6.85	19
Group 2	9.88	7.90	42	11.94	8.82	19
Total Sample				9.84	7.46	126

**Sub-scale: Work on Present Job**

Group 1: Active

Group 2: Non-Active

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	34.93	9.77	46	36.00	5.84	19
Group 2	23.14	10.22	42	27.00	10.86	19
Total Sample				29.96	11.05	126

**Sub-scale: Work on Present Job**

Group 1: Active

Group 2: Non-Active

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	13.02	5.92	46	13.57	6.89	19
Group 2	9.90	6.37	42	11.05	7.35	19
Total Sample				11.77	6.54	126

**Sub-scale: Supervision**

Group 1: Active

Group 2: Non-Active

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	33.41	15.05	46	32.94	11.11	19
Group 2	27.07	11.08	42	30.10	10.57	19
Total Sample				30.73	12.79	126

**Sub-scale: Co.-Workers (People)**

Group 1: Active

Group 2: Non-Active

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	34.06	14.92	46	31.26	10.80	19
Group 2	31.81	10.63	42	33.84	11.47	19
Total Sample				32.85	12.40	126

**Sub-scale: Job in General**

Group 1: Active

Group 2: Non-Active

	<b>White</b>			<b>Minority</b>		
	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>
Group 1	36.15	12.49	46	32.84	11.16	19
Group 2	28.92	12.41	42	28.42	13.35	19
Total Sample				32.07	12.75	126

Table 4-18, shows the MANOVA analysis of Employee Status vs. Race using the Job Descriptive Index (JDI).

**Table 4-18****Employee Status vs. Race (JDI)**

<b>Value</b>	<b>Hypothesis DF</b>	<b>Error DF</b>	<b>Significance F</b>
.989	6	117	.976 NS

The following chapter reviews the conclusion, personal observations and recommendation for future research.



## Chapter V

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter serves as an overview of the entire dissertation effort and consolidates the study's findings in a summary. The chapter also contains the writers' conclusions and personal observations as well as recommendations for future research in this area.

#### Broward County Government

Broward County is the second largest County in the state of Florida, with a population exceeding 1.5 million. The workforce of the Broward County Government is over 7,000 which includes the Clerk of the Court and the Sheriff's Office. The County government is comprised of seven commissioners and a County Administrator who is responsible for the day-to-day operation of the County. Mr. Jack Osterholt, County Administrator, and Mr. Phil Rosenberg, Director of Human Resources, both have endorsed my research study. Mr. Rosenberg believes that the data received from the study can assist him in "re-engineering Broward County Government". Over the last several years Broward County Government had an estimated 1500 voluntary resignations from

the workforce, this number represents a 21% rate.

The analysis has revolved around the following question:

Are there any consistent relationships between leadership behavior and voluntary turnover in Broward County Government?

To explore this question, three categories have been developed: Level of education, Occupation and Race for active and non-active staff.

The researcher mailed out 400 questionnaires, 200 to active employees and 200 to non-active employees, of Broward County Government. The return rate was 32%. There are several possible explanations for the lower than expected response rate. First, South Florida is a very transient community. Secondly, the researcher was an outsider and did not make personal contact with the participants before mailing the questionnaires. Finally, lack of interest by the non-active employees and rank and file may have not endorsed the research.

Most of the participants who did return the questionnaires were, in the opinion of the researcher, very interested in the study and the outcome of survey, and took the time to complete the questionnaire.

### Summary of Data

The study participants included active and non-active employees of Broward County. The participants were selected through random sampling and were required to complete demographic information on: education level, occupation and ethnic background. Additional two assessment instruments were completed by the participants: Leadership Behavior Description Questionnaire-Form XII and the Job Descriptive Index (JDI).

In the MANOVA analysis for active and non-active employees in the Job Description Index (JDI) there was a significant difference when investigating the dependent variable of Work on Present Job, Present Pay, Supervision, and Job in General with regards to New Education. The sub-scale of Work on Present Job, the mean for active employee is  $X=35.25$  and the non-active is  $X=23.20$ .

The sub-scale of Present Pay, the mean for active employee is  $X=13.18$  and the non-active is  $X=10.26$ .

The survey results did show that there was a higher number of active employees working over ten years with Broward County. The participants who returned the questionnaire, the data revealed that the average tenure with Broward County government was 9.5 years. The non-active participants average tenure was 4.5 years.

The study also revealed, for active employees the average time under the same supervisor was four years.

Pay scales and classification for most county employees are established county wide. If an employee enter a particular job classification series (i.e., accountant I) he or she usually advances along the scale in certain set increments (usually annually). The employee is usually advanced to the next incremental level based on satisfactory performance.

### Conclusions

The purpose of this study was to examine the relationship between Leadership Behavior and Voluntary Turnover in a Public Sector Organization. The analysis was developed around active and non-active employees of Broward County. The categories were educational level, occupation and ethnic groups. Education was re-categorized into below bachelor's degree and bachelor's degree and above. The occupation was re-categorized into non-professional and professional. Finally, ethnic groups were re-categorized into white and other. Broward County Government was selected as that organization because of the size of the workforce. It was initially thought that there could be a relationship between leadership behavior and voluntary turnover in this agency. The study did not support that original prediction.

There was no significant difference between (active and non-active) when considering the demographic dependent variables of education level, occupation or race when it relates to turnover at Broward County government. In the non-active employees, New Occupation category 32 members left the county or 52.5% were professional staff and in the active, New Occupation category 36 or 55.4% are professional staff who are actively employed with the County. In the Job Descriptive Index (JDI) for supervision sub-scale there is significant difference between active and non-active employees with regards to New Education (below bachelor's degree and bachelor's degree and above).

It is reasonable to conclude from these findings that initiating structure and consideration are not mutually exclusive leadership traits as initially suggested by House (1971) and others. The finding appears to be closely aligned with subsequent research, such as that of House and Dessler (1974), Kerr (1985), Kroll and Pringle (1986) and Keller (1989).

The implication to be drawn from the results of the research is that South Florida is a transient community and no re-engineering of Broward County Government can change the high number of yearly resignations from the county. While employees want to be treated with respect and care,

they also want to enjoy "Quality of Life". There is no significant difference in the JDI with respect to active and non-active employees in the sub-scale of Opportunities for Promotion and Co.-workers (People). The Opportunities for Promotion the mean is  $X=9.22$  for active. The non-active the mean is  $X=10.34$ . Hence, there are no significant differences in active and non-active.

#### Personal Observations

The conclusion derived from this study appear to be that leadership and turnover has no significant relationship. This mean that Broward County with its excellent benefit package (i.e., tuition reimbursement, annual merit increase, job security, medical insurance and career ladder) will likely still be facing high numbers of turnover in the turn of the century. The study revealed that the non-active employee stays with the county an average of 4.5 years before moving on. This can be a plus for Broward County knowing that every four years the County will have an in-flux of new talent and fresh blood.

#### Recommendation for Future Research

Future research could take several important directions in the public section regarding this study. A replication

of this study using a larger and more controlled sample (active and non-active employee) will help to verify or repudiate the results. Future studies should focus more on non-active employees. Broward County Human Resource Department staff can develop an exit interview form which can include completing the Leader Behavior Description Questionnaire-Form XII and the Job Descriptive Index (JDI) form before leaving the County. The results will be a larger sample for future research in that area.

As stated earlier in this study, not much research was done on local government issue, however, much research was completed on the Federal level. Although Holinko (1988) examined personal values and job satisfaction with leadership styles at the federal level, no attempt was made in that study to form a direct link between leadership behaviors and voluntary turnover. No other reported research which examined this relationship was discovered which dealt with local government organization trend.

It is recommended that similar research be conducted with the United States Virgin Islands government, in regards to pay, education and leadership behavior traits.

Finally, a study on the relationship between "Quality of Life" and employee satisfaction using the Job Descriptive Index (JDI) sub-scale of Present Pay is recommended.

APPENDICES



APPENDIX A

CORRESPONDENCE

George A. Stalliard, Sr.  
8019 NW 51st Court  
Lauderhill, Florida 33351

April 6, 1994

Mr. Jack Osterholt  
County Administrator  
115 S. Andrews Avenue, Room 409  
Fort Lauderdale, Florida 33301

Re: Authorization to Survey Employees

Dear Mr. Osterholt:

I am a doctoral student in Human Resource Management at Nova Southeastern University, and am presently working on my dissertation on "The Relationship with Leadership Behavior and Voluntary Turnover a Public Sector Organization". (A copy of my concept paper is enclosed for your review.)

An integral part of my research study will be on Employee Survey (Questionnaire) to be completed by your past and present staff. The survey will be validated by the Research Director, Committee Chairperson and Committee Members before it is distributed to your staff. The target population for this study is approximately 200 full-time employees.

I would like to request your authorization to allow me to conduct this survey using your personnel. The survey will be on a voluntary basis, and will not be conducted on your time. Employees will complete the questionnaire at their convenience at home. There will be a cover letter attached to each survey to explain the procedures. I will include a self-addressed stamped envelope with each questionnaire distributed to your staff. In addition, I would like the names and addresses of staff members who left your agency after December 21, 1992.

After the study is completed a copy of the results or an executive summary will be provided to you and your participants.

Please advise me if you need any additional information regarding the above. I am willing to meet with you or your representative at your convenience to discuss this request. You may contact me at 305-948-2903, Monday through Friday, between the hours of 8:30 a.m. through 4:00 p.m. (office) or 305-977-7016, after 6:00 p.m. (home). Please inform me on or before April 23, 1994 on the status of this request.

Thank you in advance for your assistance and cooperation in the above.

Sincerely,

George A. Stalliard, Sr.  
Doctoral Candidate

Attachment

cc: Human Resource Department

George A. Stalliard, Sr.  
8019 N.W. 51st Court  
Lauderhill, Florida 33351  
(305) 730-2961

March 18, 1996

Dear Participants:

I am a doctoral candidate at Nova Southeastern University. The purpose of this survey is to collect data for my dissertation entitled: **"A Study of The Relationship Between Leadership Behavior and Voluntary Turnover in a Public Sector Organization"**.

Your participation and input are very important to my study and your assistance in completing the attached questionnaire will be greatly appreciated. Mr. Jack Osterholt, County Administrator and Mr. Phil Rosenberg, Director of Human Resources have endorsed my research. Mr. Rosenberg believes that the data received from the study can assist him in "re-engineering Broward County Government". Please take a few minutes to complete the questionnaire.

Please complete the enclosed three documents. Your consideration in answering every question is appreciated, however, unanswered questions will skew the results.

- **Demographic Survey:** Complete the questions contained in this brief survey describing your division, academic background and other demographic variables.
- **Job Descriptive Index:** Complete all questions related to your past job with Broward County, pay, supervision, opportunities for promotion and the job in general. Specific directions are provided at the top of each page.
- **Multifactor Leadership Questionnaire-Form XII:** Review the directions at the top of page one. Please complete the ninety (90) questions contained on page 1 thru page 4 (pages are two-sided). Write the appropriate response letter (A, B, C, D, E.) beside the applicable questions.

Please do not put your name on the questionnaires in order to protect your anonymity. Your questionnaire will not be available to any staff member at Broward County Government. The major concern of this research is to determine if there is a relationship between leadership and turnover at Broward County Organization. The results of the study will be available to you on request.

**Participants  
page 2**

**A self-addressed stamped envelope is also enclosed for your convenience. Please complete and return this survey within ten days.**

**Please accept my sincere thanks for your time and effort in making this study possible. Should you require any further information or have any questions regarding the above, please feel free to contact me at (954) 730-2961.**

**Sincerely,**

**George A. Stalliard, Sr.  
Doctoral Candidate**

**attachment**

**gas/survey**

8019 N.W. 51st Court  
Lauderhill, FL 33351

November 28, 1995

Patricia C. Smith, Ph.D.  
Professor Emerita  
Department of Psychology  
Bowling Green State University  
Bowling Green, Ohio 43403-0228

Dear Dr. Smith:

I am in the research phase of my doctoral program in Human Resource Management at Nova Southeastern University. My dissertation is entitled: **Organization. A Study of The Relationship Between Leadership Behavior and Voluntary Turnover in a Public Sector Organization.**

I am interested in using the **Employee Job Descriptive Index and Leadership Behavior Descriptive Index** to measure leadership and turnover for my research project and request permission to use the instrument. The JDI will be administered to Broward County Government staff and will only be used for this specific research initiative. I also need to purchase the **Users Manual : Job Descriptive Index (Balzer and Smith , 1990)**, a questionnaire and a grading form. Prior to conducting the research I will purchase a sufficient quantity of questionnaires to provide one to each participant.

If you have questions or wish to discuss my proposal in more detail I can be contacted at (305) 497-4704. Thank you for your assistance and cooperation.

Sincerely,

George A. Stalliard, Sr.

8019 N.W. 51st Court  
Lauderhill, FL 33351

December 6, 1995

Business Research Office  
College of Business  
Ohio State University  
1775 College Road  
Columbus, Ohio 43410

TO WHOM IT MAY CONCERN:

I am in the research phase of my doctoral program in Human Resource Management at Nova Southeastern University. My dissertation is entitled: **A Study of The Relationship Between Leadership Behavior and Voluntary Turnover in a Public Sector Organization.**

I am interested in using the **Leader Behavior Description Questionnaire (LBDQ), Form XII.** The LBDQ will be administered to Broward County Government staff and will only be used for this specific research initiative. I would appreciate receiving a blank copy of the form, user manual and instructions suitable for reproduction.

Your early reply will be greatly appreciated and will facilitate the prompt completion of this project.

If you have questions or wish to discuss my proposal in more detail I can be contacted at (305) 497-4704. Thank you for your assistance and cooperation.

Sincerely,

George A. Stalliard, Sr.

8019 N.W. 51st Court  
Lauderhill, Fl 33351  
December 14, 1995

ATTN: Robb Most  
Mind Garden  
Palo Alto, CA 94306

Dear Mr. Most:

I am in the research phase of my doctoral program in Human Resource Management at Nova Southeastern University. My dissertation is entitled: The Relationship Between Leadership Behavior and Voluntary Turnover in a Public Sector Organization.

I am interested in using the **Multifactor Leadership Questionnaire (MLQ)** to measure leadership behavior and turnover for my research project and request permission to use the instrument. The MLQ will be administered to Broward County Government staff and will only be used for this specific research initiative.

I respectfully request that the materials be forwarded to the address above. I will gladly remit any expenses that you might incur related to producing or mailing the MLQ.

If you have questions or wish to discuss my proposal in more detail I can be contacted at (305) 497-4704 or (305)497-4733 fax. Thank your for your assistance and cooperation.

Sincerely,

George A. Stalliard, Sr.





Bowling Green State University

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Department of Psychology  
Bowling Green, Ohio 43403-0228  
(419) 372-2301  
Fax: (419) 372-6013

George Stalliard  
771 SW 67th Avenue  
North Lauderdale, FL 33068

December 12, 1995

Dear Mr. Stalliard,

On behalf of Dr. Patricia C. Smith, please let this memo and the attached invoice showing payment represent permission for you to use 100 copies of the Job Descriptive Index (JDI) and Job In General (JIG) scales.

We wish you the best with your research project and attainment of your graduate degree.

Sincerely,

A handwritten signature in cursive script that reads "Jenifer Kihm".

Jenifer Kihm  
JDI Research Assistant

APPENDIX B

JOB DESCRIPTIVE INDEX

# THE JOB DESCRIPTIVE INDEX

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

  Y   for "Yes" if it describes your work

  N   for "No" if it does NOT describe it

  ?   if you cannot decide

.....

## WORK ON PRESENT JOB

       Fascinating

       Routine

       Satisfying

       Boring

       Good

       Creative

       Respected

       Uncomfortable

       Pleasant

       Useful

       Tiring

       Healthful

       Challenging

       Too much to do

       Frustrating

       Simple

       Repetitive

       Gives sense of accomplishment

(REVISED)

Company \_\_\_\_\_

City \_\_\_\_\_

Please fill in the above  
blanks and then turn the  
page . . . .

Code No. \_\_\_\_\_

© Bowling Green State University, (JDI), 1975, 1985

© Bowling Green State University, (JIG), 1982, 1985

*Go on to the next page . . . .*

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write

- Y   for "Yes" if it describes your opportunities for promotion
- N   for "No" if it does NOT describe them
- ?   if you cannot decide



**OPPORTUNITIES FOR PROMOTION**

- Good opportunities for promotion
- Opportunities somewhat limited
- Promotion on ability
- Dead-end job
- Good chance for promotion
- Unfair promotion policy
- Infrequent promotions
- Regular promotions
- Fairly good chance for promotion

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

- Y   for "Yes" if it describes your pay
- N   for "No" if it does NOT describe it
- ?   if you cannot decide



**PRESENT PAY**

- Income adequate for normal expenses
- Fair
- Barely live on income
- Bad
- Income provides luxuries
- Insecure
- Less than I deserve
- Well paid
- Underpaid

*Go on to the next page . . . . .*

*Go on to the next page . . . . .*

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write

  Y   for "Yes" if it describes the supervision you get on your job

  N   for "No" if it does NOT describe it

  ?   if you cannot decide



**SUPERVISION**

- Asks my advice
- Hard to please
- Impolite
- Praises good work
- Tactful
- Influential
- Up-to-date
- Doesn't supervise enough
- Has favorites
- Tells me where I stand
- Annoying
- Stubborn
- Knows job well
- Bad
- Intelligent
- Poor planner
- Around when needed
- Lazy

Go on to the next page.....

Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

  Y   for "Yes" if it describes the people you work with

  N   for "No" if it does NOT describe them

  ?   if you cannot decide



**CO-WORKERS (PEOPLE)**

- Stimulating
- Boring
- Slow
- Helpful
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- Gossipy
- Active
- Narrow interests
- Loyal
- Stubborn

Go on to the next page.....

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

  Y   for "Yes" if it describes your job

  N   for "No" if it does NOT describe it

  ?   if you cannot decide

.....

**JOB IN GENERAL**

       Pleasant

       Bad

       Ideal

       Waste of time

       Good

       Undesirable

       Worthwhile

       Worse than most

       Acceptable

       Superior

       Better than most

       Disagreeable

       Makes me content

       Inadequate

       Excellent

       Rotten

       Enjoyable

       Poor

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**PLEASE NOTE**

**Page(s) not included with original material  
and unavailable from author or university.  
Filmed as received.**

**UMI**

APPENDIX C

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII



APPENDIX C  
LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

**Originated by staff members of  
The Ohio State Leadership Studies  
and revised by the  
Bureau of Business Research**

*Purpose of the Questionnaire*

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group*," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "*members*," refers to all the people in the unit of organization that is supervised by the person being described.

*Published by*

**College of Business  
The Ohio State University  
Columbus, Ohio**

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**DIRECTIONS:**

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she (A) *always*, (B) *often*, (C) *occasionally*, (D) *seldom* or (E) *never* acts as described by the item.
- d. DRAW A CIRCLE around *one* of the five letters (A B C D E) following the item to show the answer you have selected.

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

e. MARK your answers as shown in the examples below.

Example: Often acts as described ..... A  B C D E

Example: Never acts as described ..... A B C D  E

Example: Occasionally acts as described ..... A B  C D E



- 1. Acts as the spokesperson of the group ..... A B C D E
- 2. Waits patiently for the results of a decision ..... A B C D E
- 3. Makes pep talks to stimulate the group ..... A B C D E
- 4. Lets group members know what is expected of them ..... A B C D E
- 5. Allows the members complete freedom in their work ..... A B C D E
- 6. Is hesitant about taking initiative in the group ..... A B C D E
- 7. Is friendly and approachable ..... A B C D E
- 8. Encourages overtime work ..... A B C D E
- 9. Makes accurate decisions ..... A B C D E
- 10. Gets along well with the people above him/her ..... A B C D E
- 11. Publicizes the activities of the group ..... A B C D E
- 12. Becomes anxious when he/she cannot find out what is coming next .... A B C D E

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

- 13. His/her arguments are convincing ..... A B C D E
- 14. Encourages the use of uniform procedures ..... A B C D E
- 15. Permits the members to use their own judgment in solving problems ... A B C D E
- 16. Fails to take necessary action ..... A B C D E
- 17. Does little things to make it pleasant to be a member of the group ..... A B C D E
- 18. Stresses being ahead of competing groups ..... A B C D E
- 19. Keeps the group working together as a team ..... A B C D E
- 20. Keeps the group in good standing with higher authority ..... A B C D E
- 21. Speaks as the representative of the group ..... A B C D E
- 22. Accepts defeat in stride ..... A B C D E
- 23. Argues persuasively for his/her point of view ..... A B C D E
- 24. Tries out his/her ideas in the group ..... A B C D E
- 25. Encourages initiative in the group members ..... A B C D E
- 26. Lets other persons take away his/her leadership in the group ..... A B C D E
- 27. Puts suggestions made by the group into operation ..... A B C D E
- 28. Needles members for greater effort ..... A B C D E
- 29. Seems able to predict what is coming next ..... A B C D E
- 30. Is working hard for a promotion ..... A B C D E
- 31. Speaks for the group when visitors are present ..... A B C D E
- 32. Accepts delays without becoming upset ..... A B C D E
- 33. Is a very persuasive talker ..... A B C D E
- 34. Makes his/her attitudes clear to the group ..... A B C D E
- 35. Lets the members do their work the way they think best ..... A B C D E
- 36. Lets some members take advantage of him/her ..... A B C D E

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

- 37. Treats all group members as his/her equals ..... A B C D E
- 38. Keeps the work moving at a rapid pace ..... A B C D E
- 39. Settles conflicts when they occur in the group ..... A B C D E
- 40. His/her superiors act favorably on most of his/her suggestions ..... A B C D E
- 41. Represents the group at outside meetings ..... A B C D E
- 42. Becomes anxious when waiting for new developments ..... A B C D E
- 43. Is very skillful in an argument ..... A B C D E
- 44. Decides what shall be done and how it shall be done ..... A B C D E
- 45. Assigns a task, then lets the members handle it ..... A B C D E
- 46. Is the leader of the group in name only ..... A B C D E
- 47. Gives advance notice of changes ..... A B C D E
- 48. Pushes for increased production ..... A B C D E
- 49. Things usually turn out as he/she predicts ..... A B C D E
- 50. Enjoys the privileges of his/her position ..... A B C D E
- 51. Handles complex problems efficiently ..... A B C D E
- 52. Is able to tolerate postponement and uncertainty ..... A B C D E
- 53. Is not a very convincing talker ..... A B C D E
- 54. Assigns group members to particular tasks ..... A B C D E
- 55. Turns the members loose on a job, and lets them go to it ..... A B C D E
- 56. Backs down when he/she ought to stand firm ..... A B C D E
- 57. Keeps to himself/herself ..... A B C D E
- 58. Asks the members to work harder ..... A B C D E
- 59. Is accurate in predicting the trend of events ..... A B C D E
- 60. Gets his/her superiors to act for the welfare of the group members ..... A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 61. Gets swamped by details .....   | A | B | C | D | E |
| 62. Can wait just so long, then blows up .....  | A | B | C | D | E |
| 63. Speaks from a strong inner conviction .....   | A | B | C | D | E |
| 64. Makes sure that his/her part in the group is understood<br>by the group members ..... | A | B | C | D | E |
| 65. Is reluctant to allow the members any freedom of action .....                         | A | B | C | D | E |
| 66. Lets some members have authority that he/she should keep .....                        | A | B | C | D | E |
| 67. Looks out for the personal welfare of group members .....                             | A | B | C | D | E |
| 68. Permits the members to take it easy in their work .....                               | A | B | C | D | E |
| 69. Sees to it that the work of the group is coordinated .....                            | A | B | C | D | E |
| 70. His/her word carries weight with superiors .....                                      | A | B | C | D | E |
| 71. Gets things all tangled up .....  | A | B | C | D | E |
| 72. Remains calm when uncertain about coming events .....                                 | A | B | C | D | E |
| 73. Is an inspiring talker .....  | A | B | C | D | E |
| 74. Schedules the work to be done .....   | A | B | C | D | E |
| 75. Allows the group a high degree of initiative .....                                    | A | B | C | D | E |
| 76. Takes full charge when emergencies arise .....  | A | B | C | D | E |
| 77. Is willing to make changes .....  | A | B | C | D | E |
| 78. Drives hard when there is a job to be done .....                                      | A | B | C | D | E |
| 79. Helps group members settle their differences .....                                    | A | B | C | D | E |
| 80. Gets what he/she asks for from his/her superiors .....                                | A | B | C | D | E |
| 81. Can reduce a madhouse to system and order .....                                       | A | B | C | D | E |
| 82. Is able to delay action until the proper time occurs .....                            | A | B | C | D | E |
| 83. Persuades others that his/her ideas are to their advantage .....                      | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 84. Maintains definite standards of performance .....                   | A | B | C | D | E |
| 85. Trusts members to exercise good judgment .....                      | A | B | C | D | E |
| 86. Overcomes attempts made to challenge his/her leadership .....       | A | B | C | D | E |
| 87. Refuses to explain his/her actions .....                            | A | B | C | D | E |
| 88. Urges the group to beat its previous record .....                   | A | B | C | D | E |
| 89. Anticipates problems and plans for them .....                       | A | B | C | D | E |
| 90. Is working his/her way to the top .....                             | A | B | C | D | E |
| 91. Gets confused when too many demands are made of him/her .....       | A | B | C | D | E |
| 92. Worries about the outcome of any new procedure .....                | A | B | C | D | E |
| 93. Can inspire enthusiasm for a project .....                          | A | B | C | D | E |
| 94. Asks that group members follow standard rules and regulations ..... | A | B | C | D | E |
| 95. Permits the group to set its own pace .....                         | A | B | C | D | E |
| 96. Is easily recognized as the leader of the group .....               | A | B | C | D | E |
| 97. Acts without consulting the group .....                             | A | B | C | D | E |
| 98. Keeps the group working up to capacity .....                        | A | B | C | D | E |
| 99. Maintains a closely knit group .....                                | A | B | C | D | E |
| 100. Maintains cordial relations with superiors .....                   | A | B | C | D | E |

APPENDIX D

DEMOGRAPHIC INFORMATION

## ACADEMIC RESEARCH PROJECT:

### A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR AND VOLUNTARY TURNOVER IN A PUBLIC SECTOR ORGANIZATION

#### DEMOGRAPHIC INFORMATION

**Please provide the following information:**

Department \_\_\_\_\_

Division \_\_\_\_\_

Highest Degree  
Completed

Doctorate degree       Master degree  
 Bachelor degree       Associate degree  
 Other

Tenure with Broward County      \_\_\_\_\_ years and \_\_\_\_\_ months

Tenure with last supervisor of  
Broward County      \_\_\_\_\_ years and \_\_\_\_\_ months

Occupational Category

\_\_\_\_\_ Blue Collar

\_\_\_\_\_ Service Worker

\_\_\_\_\_ Support Staff and Clerical

\_\_\_\_\_ Para-Professional

\_\_\_\_\_ Professional

\_\_\_\_\_ Other

gas/demo.



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