

The Impact of Transformational Leadership on Organizational Citizenship Behaviors and

Workplace Productivity: A Case Study

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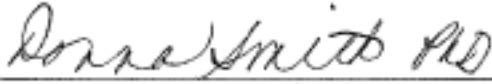
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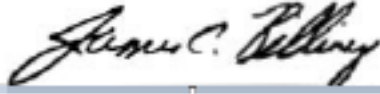
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Abstract

Studies have shown that transformational leadership inspires higher levels of job satisfaction and organizational commitment and that these factors can affect citizenship behaviors. The transformational leadership style prompts the ability in a follower to transcend self-interest and perform in the workplace at a profound and extra-ordinary level for the good of the organization (Shibru & Darshan, 2011). The topic of this research study was to examine how the influence of transformational leadership on organizational citizenship behavior (OCB) affected workplace productivity in higher education institutions. Research exists relating to transformational leadership and organizational citizenship behaviors independent of one another, but there is little research regarding the dimensionalities of transformational leadership, OCB, and productivity. The college in this research study is located in the state of New York and has multiple campuses throughout the northeastern United States. Campus Directors and Deans of Instruction from the northeast and southeast campuses of the case school were identified as transformational leaders by completing the Survey of Transformational Leadership. Participants were solicited through the college's email system after being given notice of the possibility of participating by their transformational leader (TL). This group encompassed 12 participants who have worked with their TL for at least one year. The participants from each of the campuses provided feedback relating to the influence of their supervisors' transformational leadership on their own organizational citizenship behaviors and workplace productivity. Data triangulation was accomplished by gathering participant information anonymously through surveys, fact finding questionnaires, and online interview questions. The triangulated data was analyzed using the content analysis

method, which allowed the researcher to extract themes that were used to answer the research questions of the study. NVivo 11 software was used to assist in coding and generating themes regarding the effects of transformational leadership practices on OCB and workplace productivity.

The findings of this research study indicated that TL behaviors contribute to an organizational climate in which employees feel both obligated and happy to work above and beyond the call of duty. Results also indicated that TL inspired workers to do more than required and this affects WPL by influencing employees to devote longer hours, work harder, and feel passionate about their work. Recommendations for the case school include providing training for all managerial sectors of the organization to instill the transformational leadership style on a wider scale and elucidates its benefits such as the cultivation of enthusiasm and the consistent use of inspiration to motivate employees, throughout the organization. From the data collected there was a strong indication that the employees' increased workplace productivity levels were due to a sense of obligation and that TL elicits employee OCB. This finding addressed a gap in the current understanding of the mechanism of this causation (Carter et al., 2012) by providing support for the explanation indicated by social exchange theory: that TL creates a sense of obligation in employees, and that employees may discharge this obligation through OCBs. Recommendations for future research include conducting a qualitative study with a larger sample of subordinates reporting to the TL and to put processes in place that would allow comprehensive face to face interviews and focus group sessions.

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It is through faith and the tender mercies of my Lord and Savior Jesus Christ that this goal has been accomplished. I am also grateful for parents who instilled in me a respect for education and particularly for my mother, Anna, who always insisted that my siblings and I understand that there is power in a pen. Many thanks and God's richest blessings always, to my chairperson, Dr. Donna Smith, I believe it was ordained that she walk the last mile of this road with me.

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Chapter 1: Introduction

Organizational Citizenship Behaviors (OCB) is a broad term that refers to distinct behaviors that promote good organizational or business health despite not being explicitly included in job descriptions (Bolino, Klotz, Turnley, & Harvey, 2012; Kaya, 2015). In addition, OCBs are unprecedented, voluntary, helpful, and effective efforts that are exhibited by employees towards the success of the organization and the attainment of identified objectives (Oh, Chen, & Sun, 2015; Taghinezhad, Safavi, Raiesifar, & Yahyavi, 2015). Studies have been designed to identify predictors of OCB in management literature (Alessandri et al., 2012; Al-Sharafi & Rajiana, 2013; Lin, Li, & Hsiao, 2012). Based on the literature, the predictors of OCB can be categorized into dispositional variables, attitudinal variables, and organizational variables. Examples of dispositional variables that can predict OCB are agreeableness (being cooperative or competitive) and conscientiousness (organized versus unorganized) (Alessandri et al., 2012). Attitudinal variables refer to factors of job satisfaction as well as organizational commitment (Alessandri et al., 2012). Lastly, examples of organizational variables are the leadership styles and types in organizations (Alessandri et al., 2012). In particular, leaders have the capacity to influence follower actions and attitudes in a direction that ensures the accomplishment of objectives and organizational success (Al-Sharafi & Rajiani, 2013). Leaders are typically considered the main influencers of employee behavior, and as such, are instrumental in affecting organizational citizenship behavior (Kaya, 2015; Lin, Li, & Hsiao, 2012).

Podsakoff, Whiting, Podsakoff, and Mishra (2011) declare that task performance is fostered in social and psychological atmospheres that are supported by employees who participate in organizational citizenship behavior (OCB). Subsequently, the connections that people have in the workplace can allow shared values, trust, and mutual understanding that link the participants of human networks so that the possibility of cooperative action can take place (Maak, 2007). The part that both social and human capital must participate in to ensure successful outcomes demands the development of leader and leadership (McCallum & O'Connell, 2009). Additionally, the transformational leadership style specifically has been positively correlated with an outcome that includes the achievement of extraordinary performance as leaders inspire and stimulate employee action towards the accomplishment of organizational missions (Abdussamad, Akib, Jasruddin, & Paramata, 2015; Deinert, Homan, Boer, Voelpel, & Gutermann, 2015). According to the Social Exchange Theory, transformational leadership (TL) is multidimensional, encompassing four dimensions that include charisma or idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Caldwell et al., 2012; Humphrey, 2012; Sun, Xu, & Shang, 2014; Vaccaro, Jansen, Van Den Bosch, & Volberda, 2012). Transformational leaders can affect employees' perceptions of the intrinsic and extrinsic benefits offered by their workplace and as such, affect their workplace productivity, ultimately shaping their organizational citizenship behaviors (Humphrey, 2012). However, there is a dearth of the literature which examines how the four dimensions of transformational leadership in particular affect organizational citizenship behaviors of the employees and their productivity levels.

Background

According to Blau (1964) the process of social exchange is one of central significance that involves the intermingling of social life with individuals and groups. Homans (1961) asserted that the social process of mutual reinforcement is demonstrated through one's social behavior. In organizations, social behaviors become evident through power, conformity, justice, status and leadership. Effective leadership is a key factor in developing and maintaining a productive workforce (Brannon, 2011). Employees rely on an effective leader in their workplace to satisfy basic needs and the fulfillment of these needs mediates the relationship between transformational leadership and beneficial employee outcomes, such as increased job satisfaction (Kovjanic, Schuh, Jonas, Quaquebeke, & Dick, 2012).

Allowing employees to have access to resources that support skill development, job knowledge, and current organizational information as well as appropriate and meaningful reward and incentive programs nurture employee commitment. It is through the inclusion of these elements of employee engagement that commitment to the organization is fostered and result in improved performance outcomes with more satisfied employees (Phipps, Prieto, & Ndinguri, 2013). Employees appreciate having the ability to participate in the making of company decisions. It is in the emphasis of this provision that self-determined behaviors arise and the sharing of organizational power occurs. The shared organizational power supports the increase of job satisfaction and commitment to the organization (Tzu-Shian, Hsu-Hsin, & Aihwa, 2010).

Zhu (2012) found that the exchange between the employee and the organization causes a stimulus that leads an employee to build a perception that enables them to step

into creating specific types of behavior. Those behaviors can be positive and contributory to the success of the organization. Zhu (2012) also noted that the social exchange relationship refers to employees' perception of the implied contract relationship between the organization and the employees. The implicit contract is a long-term, open exchange that uses the principles of trust and reciprocity. The result of this instinctive and spontaneous behavior is organizational citizenship behavior (OCB) (Zhu, 2012). In addition, OCB benefits the working efficacy of the organization and might not be recognized through the institution's payment methods. Thus, the conceptual grounding for OCB can be found in the social exchange theory (Van Knippenberg, Van Prooijen, & Sleafos, 2015). In short, organizational citizenship behavior gains logical support for its assertions through SET.

Statement of the Problem

The transformational leadership style is expected to guide employees toward manifesting performance beyond expectations (Abdussamad et al., 2015; Deinert et al., 2015; Dunn et al., 2012; Saeed & Ahmad, 2012). Transformational leaders have been established to have the ability to enhance the interest of the followers to achieve better performance (Abdussamad et al., 2015; Deinert et al., 2015; Dunn et al., 2012). Studies have shown that transformational leadership inspires higher levels of job satisfaction and organizational commitment and that these factors can affect citizenship behaviors (Carter et al., 2012; Saeed & Ahmad, 2012).

Saeed and Ahmad (2012) claimed that the main tenet of the transformational approach is that such effects are transmitted through follower reactions to a leader. Early studies have highlighted the mediating role followers' attitudes toward leaders exercised.

Examples of these attitudes are trust, satisfaction, personal identification, and perceived fairness (Zou, Zheng, & Liu, 2015). The leader would be able to transform and motivate followers through their charisma, intellectual arousal and individualized consideration (Bass, 1990). The research for this study explored the dimensionalities of transformational leadership, OCB, and productivity through a qualitative case study method as opposed to a quantitative one. The existing research on the relationship has provided little insight regarding the actual nature of these effects. A qualitative method could establish how transformational leadership can shape employees' OCB, and ultimately, their workplace productivity. The underlying logic for designing and conducting this study is identified by the following statement: If the transformational leader believes that interacting with employees can affect their workplace behavior and perceptions, s/he will be able to shape his/her acceptance of the potential strength of an OCB rich environment and nurture a workplace atmosphere that has the potential to attain high levels of workplace productivity and meet, at an advanced level, organizational goals.

Purpose of the Study

The purpose of this qualitative, multiple case study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeast US. The researcher distributed surveys, fact finding questionnaires, and online interviews to gather the perceptions of college administrators and faculty regarding the effects of transformational leadership on their organizational citizenship behaviors and workplace productivity. The

surveys, fact finding protocol, and online interviews were all distributed anonymously so that participants could freely and discreetly respond since the researcher is also an administrator at the college. Each professional was considered as one case and the researcher conducted within-case and cross case analyses to identify common themes related to organizational citizenship behavior and workplace productivity among employees with transformational leaders. The transformational leaders were identified as those leaders which evidence the four dimensions of TL which include idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Caldwell et al., 2012; Humphrey, 2012).

Theoretical Framework

Recent studies have examined the relationship between transformational leadership and organizational citizenship behavior (Shah, Hamid, Memon, & Mirani, 2016). Transformational leadership can be effective in promoting OCB in the workplace, even though the mechanisms and intermediary between the constructs is unknown (Carter et al., 2012). Past studies have shown that transformational leadership has been effective in facilitating organizational transitions, especially at higher levels within firms. In a recent study, Carter et al. (2012) examined the effect of transformational leadership in maintaining employee productivity, commitment, and satisfaction in a continuous incremental change context. The researcher conducted surveys among employees and their team leaders that measured perceptions on transformational leadership, relationship quality, change frequency, task performance, and organizational citizenship behavior. Hierarchical linear modeling of the gathered data showed that transformational leadership was related to employees' task performance and organizational citizenship behavior, and

that this effect was greatly influenced by the quality of the relationship between the manager or team leader and the members (Carter et al., 2012). Analyses also showed that the frequency of changes in procedures or protocols moderated the link between task performance and OCB and the relationship quality between the team leader and team members.

Moghadam, Moosavi, and Dousti (2013) also assessed the relationship between transformational leadership and organizational citizenship behavior. They specifically analyzed the relationship of these constructs among the general office of the Sport and Youth of Mazandaran Province. The researchers gathered 101 employees and asked them to complete the transformational leadership questionnaire and OCB questionnaire. After gathering the data, the researchers used the Pearson's statistical tests and regression analysis, with the aid of SPSS 16.0. To measure meaningfulness of correlation coefficients, meaningful coefficients needed to be > 0.01 significance level. The researchers ascertained that a positive relationship (0.349) between transformational leadership and OCB exists. The results from the regression test revealed that OCB can be predicted using staff's perception and understanding of transformational leadership. The researchers recommend that the executives at Mazandaran's of general office of Sport and Youth of Mazandaran Province should take transformational leadership into account (Moghadam, Moosavi, & Dousti, 2013).

López-Domínguez, Enache, Sallan, and Simo (2013) examined the effects of influence of the individualized consideration dimension of transformational leadership and organizational climate on change-oriented organizational citizenship behavior using a general framework of proactive motivation. Under this model, individuals' cognitive

emotional states are considered mediating variables between transformational leadership and organizational citizenship behavior. The researchers are the first to establish a model of leadership and organizational climate antecedents of organizational citizenship behavior. Gathering data from a sample of 602 Spanish, college educated, employees and carrying out the structural equation modeling, the researchers were able to determine that the proactive motivation framework confirmed the finding that cognitive emotional states of the employees can be mediating factors between transformational leadership and organizational citizenship behavior.

Shin (2012) also examined the effect of transformational leadership on organizational citizenship behavior in the foodservice industry. Through a sample of 300 employees working in the foodservice industry who completed prepared questionnaires, the researchers identified definite ways through which transformational leadership could impact organizational citizenship behavior in foodservice industry. First, the individualized inspiration and charisma of transformational leaders can lead to positive effects on the altruistic action of organizational citizenship behavior. Second, intellectual stimulation and individual consideration of transformational leadership can negatively affect the altruistic action of organizational citizenship behavior. Third, intellectual stimulation and individual consideration of transformational leadership do not have effects on the conformist action of organizational citizenship behavior. In contrast, individualized inspiration and charisma can lead to conformist actions (Shin, 2012).

Lin, Li, and Hsiao (2012) examined the relationship between transformational leadership and organizational citizenship behavior in the healthcare industry. The researchers deemed it important to understand how transformational leadership can affect

the citizenship behavior of the nurses; they found that that even in a turbulent hospital environment the nurses would continue to do more for their patients or doctors outside of their job requirements. The researchers determined the mediating effects of empowerment on the relationship between transformational leadership, job characteristics and organizational citizenship behavior. They utilized a self-administered questionnaire for collecting data among 379 nurses. Through a structural equation modeling (SEM) analyses applied via the analysis of the moment structure statistical software (AMOS), the researchers found that transformational leaders can have significant positive relationships with job characteristics and organizational leadership behavior. Job characteristics have also been found to significantly affect organizational citizenship behaviors. The results supported the researchers' hypothesis that empowerment could have a partial mediating effect on the relationship between job characteristics and organizational citizenship behavior. Still, opposed to what was hypothesized, the researchers found that empowerment did not act as a mediator between the relationship between transformational leadership and organizational citizenship behavior.

Lin et al, (2012) concluded that that nursing managers should enhance transformational leadership and place greater emphasis on enhancing subordinates' empowerment so that the subordinates would be motivated to increase their organizational leadership behavior. The researchers suggested that nursing managers can improve their leadership practices by being more transformational and witnessing how their subordinates change as a result. Past studies established the key role played by leader behaviors in influencing organizational citizenship behaviors. Job characteristics as well act as critical determinants of organizational citizenship behavior. Yet, there is a

dearth in the literature focusing on transformational leadership, job characteristics, organizational citizenship behavior, and empowerment among the nurses.

According to Saeed and Ahmad (2012), the number of studies that examined the effects of transformational leadership on organizational citizenship behavior is minimal. Saeed and Ahmad (2012) claimed that the main tenet of the transformational approach is that such effects are transmitted through follower reactions to a leader. Early studies of the transformational process, therefore, tended to highlight the mediating roles of followers' attitudes toward leaders. Examples of these attitudes are trust, satisfaction, personal identification, and perceived fairness. Because the followers of transformational leaders feel trust, admiration, loyalty, and respect for the leader, the researchers believe that they would do more than what is expected of them in the beginning (Saeed & Ahmad, 2012). The leader would be able to transform and motivate followers through his or her charisma, intellectual arousal and individualized consideration. Through a quantitative study, Saeed and Ahmad measured the effects of the level of perceived transformational leadership style on the level of organizational citizenship behavior among the administrative staff of the Punjab University consisting of 15 faculties. The researchers found that transformational leadership and OCB are positively correlated. Transformational leaders may encourage altruism, courtesy, and conscientiousness among their followers. The researchers concluded that organizations could encourage their employees to engage in extra role behavior of the employees if the leaders are transformational.

Organizational citizenship behavior gains logical support for its assertions through the social exchange theory (SET). In addition, the exchange approach involves

the economic analysis of noneconomic social situations (Emerson, 1976). For example, employees who have an expectation of their organization to provide socio-emotional resources foster balance and trust by contributing in return resources that demonstrate equitable levels of concern and regard (Vidyarathi, Anand, & Liden, 2014). Current research studies that have examined leadership, organizational citizenship behavior, and organizational effectiveness evidence that observing one's own actions from another's perspective can foster moral development (Vidyarathi et al., 2014). Additionally, SET affirms the universality of the norm of reciprocity as members of various groups, not just employees in the workplace seek to maintain a balance with their exchanges (Emerson, 1976; Vidyarathi et al., 2014). Thus, one can clearly discern the application of SET in a real-world context.

Increasing the practical usability of SET in industrial and organizational situations would require educating pivotal decision makers to the complex issues that could influence workplace balance and destroy trust (Gordon, Gilley, Avery, & Barber, 2014). Further, employees might be more likely to reciprocate social exchange obligations that are leadership-driven with behaviors that align with their climate perceptions. While this application of SET in the real world may be readily apparent, what are less apparent are the consequences that leadership power has on social exchange relationships in the workplace (Cropanzano & Mitchell, 2005). The strength of SET includes the ease with which people can comprehend its assumptions and its applicability to personal issues (Chuang, 2013).

The social exchange theory (SET) suggested that feelings of obligation can prompt organizational citizenship behavior (Walumbwa, Cropanzano, & Goldman,

2011). In addition, a transformational leader is characterized by having the ability to function from a platform of integrity and to be able to foster employee feelings of trust and respect (Carter, Armenakis, Field, & Mossholder, 2012). Companies prosper when employees have a sense of commitment to repay benefits afforded them; thus, their willingness to provide “beyond the job” support ascends to enhanced organizational capacity to meet goals and objectives (Vidyarthi et al., 2014).

Social exchanges include assumptions of shared obligation and relationship in which participants perceive responsibilities to each other. Employees participate in organizational citizenship behavior as part of the balance that exists in a social exchange relationship (Cropanzano & Mitchell, 2005). That exchange may occur more consistently if the style of leadership at the organization is transformational. According to various studies, transformational leaders have four dimensions that enable them to influence the employees: charisma (Humphrey, 2012), intellectual stimulation (Humphrey, 2012), inspirational motivation (Bavler, 2012) as well as individualized consideration (Kim et al., 2012). With these dimensions in mind, the perspective developed by Homans (1961) would be adapted to read that the potential for employees to excel in the workplace is a function of leadership capacity to create trust, inspire, motivate, encourage creativity and innovation, and comprehend and foster organizational citizenship behaviors. Additionally, leadership must recognize and be responsive to followers by encouraging confidence that permits the employee to rise above their implicit and explicit expectations and advance in performance to a level that evidences greater performance and superior achievement of organizational goals (Grant, 2012). In conclusion, social exchange

relationships are strengthened through the norms of reciprocity, indicating that employees will invest effort to repay those who have given them support (Blau, 1964).

Research Questions

In order to achieve the purpose of this study, the researcher explored the following specific research questions. Addressing these questions allowed the researcher to identify common and divergent themes on the effects of transformational leadership on organizational citizenship behavior and workplace productivity by gathering different perspectives from various individuals.

RQ1. How does transformational leadership affect organizational citizenship behavior?

RQ2. How do the effects of transformational leadership on organizational citizenship behavior affect workplace productivity levels both short and long-term?

Nature of the Study

A qualitative research approach was used in order to understand the phenomena being studied and to identify the important features of the topic, which in this case is how the dimensionality of transformational leadership can affect OCB and workplace productivity. This research design implemented a qualitative case study approach as a research strategy. Case studies allow researchers to analyze individuals, groups, events, decisions, projects, policies, or organizations holistically using multiple sources and forms of data (Yin, 2014). In other words, qualitative case study aims at describing the unit of analysis in depth and context holistically.

In this study, the main interest was in the educational professionals of the case school; this organization formed the case in the study. The case study approach was the

most fitting method for evaluating a process instead of outcomes (Curry, Nembhand, & Bradley, 2009). This is particularly suited for the purpose of understanding how transformational leadership practices can lead to higher OCB and workplace productivity from the views of the educational professionals. A case study is a justified research method when the objective is to comprehend a group of people and their unique situation in great depth (Yin, 2014). The aim of the study was to gather qualitative case data from the associates of the transformational leaders, which would provide information about transformational leadership practices that might promote a positive working climate where the subordinates engage in OCB and are productive.

Case study design can help in answering the *how* or *why* of research questions or problems, which are the problems addressed by the current researcher (Ellis & Levy, 2008). The method can lead to a deeper understanding of the professional discipline in which the researcher is interested (Yin, 2014). By using a case study research method, the researcher can expect an embedded analysis of a specific aspect of the topic being studied through qualitative coding.

The case organization was a college that encompassed a system of 19 campuses and an online division, located in four states that included the northeast, southeast, and the Midwest regions of the United States. The college's main campus is located in Buffalo, New York and 8 other satellite campuses are located throughout the state of New York. There are also 3 satellite campuses in Virginia, 4 campuses in Ohio, and 3 campuses in Wisconsin; by designating the Buffalo campus as the primary campus it affords the college the right to hold one Middle States regional accreditation and be categorized as one college with multiple locations. One organization was chosen as the

research target because it could provide rich enough data regarding the topic. In this study, a multiple-case study rationale was utilized to justify the case study design (Yin, 2014). This case was treated as a representative case. A representative case allows for information that could be collected in any professional working environment in the same manner. To ensure validity of this study, the researcher reached data saturation which occurs when sufficient information to replicate the study is reached (Fusch & Ness, 2015).

Measurement

Data triangulation was accomplished by gathering information from participants from three sources, including fact finding questionnaires, surveys, and online interviews (Cho & Lee, 2014). The fact finding protocol, in conjunction with the other data sources, supported gathering preliminary data, assisted in the development of survey and interview guides, and helped clarify the research findings (Cohen & Crabtree, 2006). The fact finding protocol helped the researcher uncover and explore ideas. The results from those sessions was transcribed and coded by the researcher. The surveys are descriptive and statistical and were collected and then analyzed using NVivo 11 software (Sauro, 2015). Transformational leadership surveys served two purposes in this research study; to identify the transformational leaders and to query and provide feedback on the transformational leader's effect from the direct reports of those TL leaders (Edwards, Knight, Broome, and Flynn, 2010). Moreover, using the Survey of Transformational Leadership from the Institute of Behavioral Research (Institute of Behavioral Research, 2009), the researcher used a two-step process to first identify the transformational leaders in the organization and secondly to query the direct reports of those TL leaders to

examine the TL leaders' effect (Edwards, Knight, Broome, and Flynn, 2010). Additionally, the researcher ensured integrity of the anonymous, online interview method, which consisted of a questionnaire with open-ended questions, by responsibly observing the rules of informed consent. The participants of this study were members from various groups within a professional network and administrators of the case organization who reported to a transformational leader, whose TL qualities have been determined by the administration of the TCU Survey of Transformational Leadership that identifies the characteristics of a TL (Institute of Behavioral Research, 2009). The researcher made use of a purposive sampling method, which permitted the researcher to effectively identify and select information-rich cases when resources are limited (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). The method was chosen for convenience, as the participants were employees of the same organization as the researcher but do not report to nor were they located at the same campus as the researcher. Permission to conduct the study was obtained from the Director of Human Resources in Buffalo, New York at the college's corporate offices. Additionally, certain Campus Directors and Deans of Instruction from the Buffalo, New York; Richmond, Virginia; and Hampton, Virginia campuses were willing to participate in the research study. Participants were solicited through the college's email system after being given notice of the possibility of participating by their TL. This group encompassed a minimum of 10 and maximum of 15 participants who had worked with their TL for at least one year (Fusch & Ness, 2015). The researcher intended to reach data saturation but believed that this small sample size is already sufficient for a case study (Mason, 2010). Members of the school community are working in harmony, while a tradition of democratic decision-

making exists. The college's governing body is effective, and seeks to adhere to the school's Institutional Effectiveness Plan (IEP) that encourages the inclusion of all college staff in various aspects of the school's committee structures.

The interview method allowed the researcher to gather the insights of school personnel on their perceptions of how transformational leaders affect organizational behavior and workplace productivity. The key characteristic of an interview as a research method is that it enables the participants' voices to be heard. The interviews were conducted anonymously through online questionnaires. The interview method takes into consideration the significance people give to their experiences and permits the participants to respond with freedom and honesty (UAB, 2015). Respecting the autonomy of the participants was supported by the researcher providing information on informed consent. Obtaining informed consent from the participants is an ethical obligation and the responsibility of the researcher (UAB IRB, 2015). The informed consent allowed the participants to receive understandable information about the research project and afforded them the freedom to make an informed and voluntary decision about whether or not to participate in the study (UAB IRB, 2015). Interviews were digitally recorded and transcribed by the researcher. The triangulated data was transcribed and analyzed using the content analysis method. This method allowed the researcher to extract themes that could be used to answer the research questions of the study. NVivo 10 was the software used to assist in coding and generating themes regarding the effects of transformational leadership practices on OCB and workplace productivity. The likely generalized thematic categories were based from the questions posed to the participants, and each question generated an overall thematic category that addressed the research questions of the study.

Significance of the Study

This research study was important because it allowed the researcher to see how transformational leaders affected the dynamics in an organization from the employees' perspective of themselves and their co-workers in relation to the good citizenship behavior and workplace productivity. As such, the underlying logic for designing and conducting this study was the assumption that if employees understand that a transformational leader's (a) interactions with associates can affect their workplace demeanor both positively and negatively, (b) promises are genuine and will be honored (c) style incorporates the knowledge that rewards must be individual, unique, intrinsic, and extrinsic to be identified by the employee as worthwhile, and (d) repertoire acknowledges the potential strength OCB rich environment, then a workplace atmosphere that has the potential to encourage the employees to attain high levels of workplace productivity and meet, at an advanced level, organizational goals.

Definition of Key Terms

Organizational citizenship behavior. Voluntary helpful behavior that is not explicitly indicated in job descriptions but are assumed and exhibited by employees for the benefit of the organization (Bolino et al., 2012; Kaya, 2015; Oh et al., 2015; Taghinezhad et al., 2015).

Organizational commitment. Employees' relationship with an organization, defined across the three dimensions of affective commitment, continuance commitment, and normative commitment. Affective commitment refers to emotional attachment and identification with the organization (Al-sharafi & Rajiani, 2013). Continuance commitment refers to an employee's awareness of the costs associated with leaving the

organization. Normative commitment refers to feelings of obligation to continue services for an organization (Dunn, Dastoor, & Sims, 2012).

Transformational Leadership. Transformational leadership is a form of leadership wherein a leader collaborates with his or her followers towards a higher level of morale and motivation, which subsequently results in the attainment of team or organizational goals (Saeed & Ahmad, 2012). Such leadership is shown through the four dimensions of charisma or idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Humphrey, 2012).

Workplace Productivity. Workplace productivity can be measured mathematically, i.e. in terms of revenues. However, for the purposes of this multiple case study, the researcher will define workplace productivity as an employee's self-assessment of his or her perception regarding his or her own productivity in the workplace.

Summary

A significant connection exists between employee behavior and the performance of the organizations. Therefore, it is of great importance to identify the various factors that are capable of contributing to employee satisfaction (Brown, Gray, Mc Hardy, & Taylor, 2015). A majority of studies are identifying situational contexts (like supervisory support) as the main cause of employee behavior (Gilbreath & Karimi, 2009). The studies also argued that extremely high-performance job practices and therefore positive work conditions are capable of fostering worker satisfaction and behavior (Shin, 2012). Although financial incentives can influence the behavior of employees, both non-financial and financial incentives showed equally important effects

on the outcomes (Shin, 2012). Motivation of workers is posing very big challenges to organizations (Dobre, 2013).

The purpose of this qualitative, exploratory, multiple case study was to determine the perspectives of educational professionals on the relationship between transformational leadership and organizational citizenship behavior. Specifically, the researcher sought to understand how transformational leadership could affect OCB and WPL short-term and long-term based on the perspectives of these educational professionals. The purpose was shaped by the theoretical framework of SET.

Using a qualitative, exploratory case study method, the researcher expected to see how transformational leaders affected the dynamics in an organization from the perspective of the employees and how the associates perceived their workplace and each other such that their organizational citizenship behavior and workplace productivity are both affected. Case study design supports answering the *how* or *why* research questions asked by the current researcher (Yin, 2014). The method can lead to a deeper understanding of the professional discipline in which the researcher was interested (Yin, 2014). By using a case study research method, the researcher expected an embedded analysis of a specific aspect of the topic being studied through qualitative coding. Specifically, the researcher made use of fact finding protocols, surveys, and an anonymous, online interview method to ensure data triangulation (Cho & Lee, 2014). Additionally, the researcher sought to determine departmental leaders' transformational leadership (TL) status by employing the Survey of Transformational Leadership from the Institute of Behavioral Research (Institute of Behavioral Research, 2009), designed to provide feedback about their level of preference and comfort with TL. The researcher

used a two-step process to first identify the transformational leaders in the organization and secondly to query the direct reports of those TL leaders to examine the TL leaders' effect (Edwards, Knight, Broome, and Flynn, 2010). The behavioral characteristics of the transformational leader was communicated as those that align with the four dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) of a transformational leader, also including the demonstration of social and ethical intelligence (Maak, 2007).

Chapter 2 included a review of the literature related to the study problem and purpose. The topics discussed in the literature review included the inception and development of transformational leadership, organizational productivity, transformational leadership in relation to organizational productivity, organizational citizenship behaviors, transformational leadership in relation to organizational citizenship behaviors, and transformational leadership and organizational citizenship behavior in education, particularly post-secondary education. The chapter concluded with a summary and identification of the research gap that this study addressed.

Chapter 2: Literature Review

Introduction

Colleges and universities worldwide are being affected by upward trends in enrollment, increased accountability, privatization, and financial needs (Hearn, Warshaw, & Ciarimboli, 2016). In addition, changes in education trends, advances in technology, and changes in student demographics are also prevalent (Peppers, 2016). These trends are impacting the decisions made about the management and staffing needed in these institutions (Hearn et al., 2016).

In the United States, financial aid provisions have not kept pace with the increases in tuition and fees of colleges and universities (Hearn et al, 2016). Changes in state funding have forced colleges to take on some of the financial responsibility of students' tuition and fees. Also, President Obama implemented a College Scorecard that rates colleges and universities so that parents can make informed decisions on college enrollment based on affordability, graduation rates, and other factors (Hearn et al., 2016). These trends and others have prompted some colleges and universities to make changes in organizational strategies and staffing (Hearn et al., 2016).

Trends in higher education instruction include transformative learning and instructional technology (Peppers, 2016). Transformative learning involves teaching students how to think critically in contrast to primarily content-based learning. It has been recognized that today's student has access to a plethora of information quickly and easily, therefore, the skills needed include how to identify relevant content and solve problems using that content (Peppers, 2016). The technology advances have increased opportunities for distance learning courses and virtual universities, which has resulted in

an increase in non-traditional students. Both transformative learning and new technology have placed an emphasis on student-centered learning in lieu of lecture-based courses (Peppers, 2016).

Experts in the field of education recommend that an effective leader is necessary in institutions of higher education in order to manage the change that comes with these emerging trends (Harvey, 2014; Odhiambo, 2014; Peppers, 2016; Stanley, 2014). Transformational leaders are mentioned frequently as the types of leaders that can make the kinds of changes necessary to ensure the viability of these postsecondary institutions (Ball, 2013). However, there is also a need for faculty and staff to have a share in facilitating these changes (Kaya, 2015). Employees who display organizational citizenship behaviors would be an asset to colleges and universities that are making changes to address the changing needs of those they serve.

The problem studied was to what extent transformational leadership influences the organizational citizenship behaviors of employees and, if so, to what extent. The specific problem studied was how transformation leadership in a large, regionally accredited college located in the northeast US influences the organizational citizenship behavior and workplace productivity among administrators and professors using a qualitative, exploratory case study method. The purpose of this multiple case study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity.

The purpose of this literature review is to expand upon the background of the research problem discussed in Chapter 1; the first section identifies the literature search strategy used to develop the literature review. The second section discusses the inception

and development of transformational leadership. The third section focuses on organizational productivity and the fourth section discussed transformational leadership in relation to organizational productivity. The fifth section includes information about organizational citizenship behaviors, and then transitions into transformational leadership in relation to organizational citizenship behaviors. The final section focuses on transformational leadership and organizational citizenship behavior in education, particularly post-secondary education. The chapter ends with a summary and conclusions of the literature review.

For this literature review, Google Scholar and EBSCOhost Online Research databases were used to locate research relevant to the current study. The search terms used included *transformational leadership, organizational citizenship behaviors, post-secondary education, college, and education*. These keywords were used both individually and in combinations to generate results from the database and those that were deemed relevant were included in the literature review. The majority of the literature included in the review was published between 2011 and 2016 to ensure that current research and reports were included in the study. Older literature that serves as seminal studies is also included.

Transformational Leadership

The concept of transformational leadership began to emerge in the late 1980s, particularly in research writings about education. The concept of transformational leadership represents a suitable type of leadership in schools undergoing reformation and reorganization; today, this concept is increasingly becoming renowned in most developed countries worldwide (Abdussamad et al., 2015; Deinert et al., 2015; Dunn et al., 2012).

The concept of transformational leadership, although popular, continues to evolve (Imran, Fatima, Zaheer, Yousaf, & Batoof, 2012). Transformational leadership generally refers to a form of leadership wherein an employer or leader collaborates with his or her followers in establishing common goals, identifies means to reach such goals, and undertakes necessary collaborative action and effort towards success (Imran et al., 2012). Working through this form of collaboration enables synergistic abilities in both leaders and followers, which subsequently benefit these individuals as well as the organization (Caldwell et al., 2012). This collaborative process is effective when leaders motivate followers through a communal transformation and development of values, desires, needs, and priorities (Imran et al., 2012). Transformational leadership is founded on moral values and encompasses four dimensions: charisma or idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Caldwell et al., 2012; Humphrey, 2012; Sun, Xu, & Shang, 2014; Vaccaro, Jansen, Van Den Bosch, & Volberda, 2012). These four dimensions motivate employees to improve work performance and encourage personal and professional development (Caldwell et al., 2012).

Leaders who exhibit idealized influence or charisma are revered, respected, and trusted (Bayram & Dinc, 2015). Transformational leaders enable such a relationship by conveying a vision of the future of the organization and its employees and providing encouraging details on how to attain this vision (Okcu, 2014). Consequently, leaders with idealized influence are confident and optimistic but also share information on risks and challenges with their followers (Okcu, 2014). Lastly, leaders with idealized

influence emphasize the importance of values and morals, especially through their own actions (Bayram & Dinc, 2015; Okcu, 2014).

The second dimension of transformational leadership is inspirational motivation, which refers to the capacity of a leader to motivate followers to think and act towards achieving goals and reaching high expectations (Bayram & Dinc, 2015). Inspirational motivation is possible and effective when leaders know their followers' individual and collective characteristics such that they are better able to steer their followers towards improved thinking and behavior, and collaborative action (Bayram & Dinc, 2015). As transformational leaders convey and share a collective vision with their followers, they also emphasize the importance of each individual's role in the achievement of that vision. One of the most critical skills related to inspirational motivation is the ability to effectively communicate and clearly explain their vision, mission, and roles to followers (Bayram & Dinc, 2015).

While inspirational motivation refers to the leader's ability to motivate followers through emotional encouragement, the third dimension, intellectual stimulation, refers to a transformational leader's ability to engage followers in intellectual exercises towards the creation of solutions to organizational issues as well as to innovate in problem solving (Bayram & Dinc, 2015; Peng et al., 2015). Transformational leaders who utilize intellectual stimulation raise followers' awareness about issues and problems within the organization and seek to change how followers or employees think about their work and roles in the firm (Peng et al., 2015). Encouraging employees to engage in unconventional thinking and innovation allows them to develop and utilize a broader range of skills and knowledge, thereby allowing them to better contribute to the organization in ways such as

involvement in collective decision-making and addressing new challenges (Peng et al., 2015). Such intellectual stimulation and increased responsibility create a sense of empowerment among employees, which subsequently increases their creative ability to develop, share, and utilize innovative ideas (Peng et al., 2015).

The final dimension, individualized consideration, refers to the personal attention and encouragement a leader offers to each of his or her subordinates. By providing each follower adequate personal time and attention, a transformational leader is able to describe followers' personalities, abilities, needs, and desires (Bayram & Dinc, 2015). As such, a transformational leader with individualized consideration is able to help subordinates create a vision for the future and also provide them opportunities for growth and professional development (Bayram & Dinc, 2015; Okcu, 2014).

Researchers have expanded upon the dimensions of transformational leadership in an effort to better explain its influence on outcomes and to tailor the concept to a variety of fields and situations. Conchie, Taylor, and Donald (2012) added the dimension of trust to transformational leadership in order to apply the concept to high-risk industries that promote safety. For this study, the concept of affect-based trust is used, in which it is expected a person would act unselfishly towards another and show concern for their welfare. To conduct the study, the researchers selected 150 employees and their 29 immediate supervisors from an oil refinery in the United Kingdom. Participants completed a questionnaire related to their supervisor's leadership behaviors, their trust beliefs in relation to their supervisor, and their intentions to disclose safety information. The supervisors completed a questionnaire for each of the employees that they supervised

relating to their safety behaviors. Based on the data analysis, the researchers found that affect-based trust has a mediating role on the effects of transformational leadership.

Rafferty and Griffin (2004) extended the concept of transformational leadership using sub-dimensions. The researchers examined charisma, inspirational communication, supportive leadership, intellectual stimulation, and personal recognition. To conduct the study, Rafferty and Griffin retrieved surveys from 1,398 employees of a public organization in Australia. The survey was a compilation of instruments to assess the studied variables. The researchers developed various statistical models in an attempt to explain the effect of these variables on affective commitment, continuance commitment, turnover intentions, and helping. There was statistically significant evidence to support the conclusion that the sub-dimensions of transformational leadership should be studied individually in lieu of the overall concept of transformational leadership.

Transformational leadership has been examined in relation to other leadership styles. Mahdinezhad et al. (2013) and Basham (2012) compared transformational leadership to transactional leadership. Transactional leadership refers to a leadership style in which leaders demonstrate transactional behavior and use rewards to achieve cooperation from employees (Mahdinezhad et al., 2013). The purpose of the study conducted by Mahdinezhad et al. (2013) was to identify which leadership style, transactional or transformational, was more effective as it relates to job performance. The researchers defined job performance and provided an analysis of literature relating to transformational leadership and transactional leadership. They concluded that the two leadership styles are not at opposite ends of a continuum and that leaders can exhibit characteristics of both leadership styles. They also mentioned that leadership styles may

be dictated by the environment and circumstances. However, it was noted that empirical research supports a positive relationship between leadership style and performance and that a gap in literature exists in the area of why that relationship exists and how leadership style affects performance (Mahdinezhad et al., 2013). The researchers synthesized literature but did not provide an empirical analysis related to transformational and transactional leadership. Basham (2012) conducted a study to determine the characteristics of higher education leaders who were deemed transformational or transactional using the Delphi method. The study was prompted by the changes in higher education institutions and the need to identify the best leadership style to lead these institutions. First, 52 university presidents agreed to participate in an expert panel to provide input regarding 41 indicators of effective leadership, leadership concerns, and management practices. The panel then refined the list using three rounds of surveys in which they ranked indicators or added to the list. The researcher analyzed the results based on level of agreement and consensus. Sixty-one percent of the indicators were strongly agreed upon by the panelists and 56% of the indicators reached a level of statistical consensus (Basham, 2012). Although Basham's study included insights about leadership qualities that are effective in higher education, there was not enough clarity about how the researcher developed the 41 indicators, nor did the researcher include the final rankings of the indicators.

Through a continuous process of motivation and learning and the constant thrust towards excellence and success for both one's self and the organization, transformational leadership allows leaders or managers to generate an organizational culture of high trust and excellent performance, which creates the opportunity for increased profitability and

long-term sustainability (Caldwell et al., 2012). As transformational leadership requires a continuous process of motivation, action, and development, it embodies a need for great commitment to organizational and personal improvement goals. In leaders, such commitment refers to their commitment to achieve organizational goals and overall excellence as well as their commitment to honor obligations to employees, not only as required by law but also to keep them informed, improve their motivation, and to provide them with ample reach and resources to enable personal and professional growth (Caldwell et al., 2012).

Organizational Productivity

Organizational productivity refers to the collective or average productivity of individual employees in the firm (Carter, Armenakis, Feild, & Mossholder, 2012; Imran et al., 2012). As organizations vary according to the services and products offered, how organizational productivity is measured will also vary. Generally, organizational productivity can be gauged based on factors such as the quality of products and services, the efficiency and flexibility of customer service, work productivity, fluency of operations, and the quality of operations (Mazayed et al., 2014; Ramstad, 2014). Employee productivity is critical to organizational success, regardless of the organization's size and ownership structure (Carter et al., 2012; Imran et al., 2012). The quality of service provided by an organization is not only affected by production or customer service, but also by the level of motivation that employees possess, their satisfaction with their profession and by the effectiveness of the leaders (Thamrin et al., 2012). Motivated employees become productive employees, who will become critical to organizational success. Because economic realities pushed some organizations to reduce

the number of employees, organizations are largely dependent on high productivity levels for each worker to thrive under dire economic situations (Imran et al., 2012; Thamrin, 2012).

Workers who have a sense of common purpose, engage in teamwork, have very strong dedication to communication, and have a sense of empowerment are capable and ready to provide the results that are expected by the customers (Menguc, Auh, Fisher, & Haddad, 2013). Specifically, the researchers assessed how autonomy, feedback, and support all affect engagement and how the interaction among resources can influence employee engagement. Menguc et al. (2013) also studied how employee engagement can affect customers' perceived level of service employee performance. Menguc et al. (2013) found that supervisory feedback could affect engagement positively, while supervisory support cannot. The higher the level of employee engagement, the more positive service employee performance would be. Additionally, engagement can facilitate the relationship between supervisory feedback and service employee performance (Menguc et al., 2013).

Researchers have long established that content and satisfied employees are important for any organization. Bellé (2013); Wright, Moynihan, and Pandey (2012) asserted that the morale of employees is linked to consequent business performance, client satisfaction, as well as turnover ratios. The researchers tried to determine the causal relationship among these variables. Interestingly, they established evidence to suggest that customer satisfaction influences employee morale. The satisfaction of workers as well as productivity is of great significance for organizations to achieve their goals and objectives (Thamrin, 2012). To comprehend the reliance of value to productivity and worker satisfaction, it is vital to realize the things that are capable of making workers feel

satisfied and productive, as well as to comprehend the reciprocal association that workers have with the clients. There is a positive correlation between employee satisfaction and productivity (Thamrin, 2012).

Commitment is an attitude that highlights a worker's loyalty to the company, and a continuous process that lets the organization's staff voice their concerns for the organization and its prolonged success and welfare (Phillips, Kim-Jun, & Shim, 2011). Commitment is viewed as attachment and devotion (Shanker, 2013). Phillips et al. (2011) examined commitment from three different perspectives: an aspiration to be always a part of the organization, a familiarization with the morals and objectives of the organization, and a desire to highlight responsibility on behalf of the organization. Bateman and Strasser (1984) defined organizational commitment as concerning a worker's integrity and devotion to the company, readiness to work hard as part of the organization, level of organizational objectives and code congruency, and longing to remain a member of the organization. Commitment is characterized by several aspects within the organization, such as the nature of the job and the mode of leadership of the management (Bateman & Strasser, 1984). It can also be determined by a number of personal aspects such as age, character, investment in the organization, and other organizational or non-organizational factors (Bateman & Strasser, 1984). All of the above influence consequent commitment. Organizational commitment plays a major role in the research on organizational behavior (Bateman & Strasser, 1984). The role of organizational commitment is a result of several studies that have found a connection between organizational commitment and employee conduct in the place of work (Wright et al., 2012; Thamrin, 2012). Dunham et al. (1994) described three forms of commitment, namely normative commitment, affective

commitment, and continuance commitment. Thus, an employee's commitment to their job is normally felt as a moral responsibility to the organization (Nawab & Bhatti, 2011).

According to Nawab and Bhatti (2011), employee compensation can significantly affect job satisfaction and commitment of the employees. The researchers specifically analyzed the satisfaction and commitment of Pakistani university teachers. The researchers found that improving organizational commitment of the faculty is important for improving the level of retention and increasing performance levels. The study is important for understanding factors that can affect commitment of the employees, and their overall productivity. Even though the focus of the study is on Pakistani teachers, the findings of this study illuminate the topic of productivity in the workplace.

Allen and Meyer (1990) conceptualized organizational commitment as consisting of three fundamental components: (a) affective; (b) continuance; and, (c) normative. For their study, Allen and Meyer (1990) developed a 24-item scale in order to measure these three components of organizational commitment. The researchers found that there was statistically significant evidence that suggested the affective and continuance components were different and distinguishable from other constructs related to organizational commitment. Additionally, the affective and normative components appear to be related. The affective component of organizational commitment conceptualized by Allen and Meyer views workers as identifying with their organization and being committed to retaining their employment in order to achieve their own personal and professional goals (Cohen, 2003). According to Cohen, "The origins of this treatment of [organizational] commitment perhaps lie principally in the work of Porter and his associates and has been termed affective commitment and value commitment" (p. 19). The growing body of

organizational behavior literature relating to inter-firm relations also highlights the multifaceted aspects of the construct itself (Meyer & Allen, 1991).

Organizational productivity is significantly affected by the level of employee commitment, which is affected by their level of intrinsic motivation. According to Tinto (2012), employee commitment or engagement level refers to how involved an employee is in his or her organization and its values. Employee commitment refers to the dedication of an employee towards his or her professional development in the organizational office. Highly committed or engaged employees are proud not only of the formal indicators of their success such as sales and profits, but are also proud of new knowledge they gain, and they try to incorporate the knowledge in their work and their lives (Tinto, 2012). According to Peng et al. (2015), engaged employees are more likely to have higher morality and self-respect for their work. The researchers claimed that employees become more dedicated and productive when they were comfortable with how workplace processes are established and how they are being managed by their leaders (Peng et al., 2007). They were more comfortable if they perceive that there is trust and cooperation in the workplace and this comfort can lead to higher levels of job satisfaction.

Transformational Leadership and Organizational Productivity

Employee engagement levels improve with transformational leaders, which in turn increase the productivity and overall profits of an organization (Caldwell et al., 2012). These leaders motivate their followers to achieve organizational goals as well as individual professional development (Bayram & Dinc, 2015). Transformational leaders motivate positive changes in their followers' performance and their perception of their environment, encouraging them to be more engaged and productive in the workplace

(Bayram & Dinc, 2015; Caldwell et al., 2012; Kovjanic, Schuh, & Jonas, 2013).

Transformational leaders challenge the traditional assumptions and perceptions of the workplace, and might focus on improving quality and supporting employees' engagement. Such influences of transformational leadership have been widely studied by researchers in various fields, as discussed in this section.

In one study, Imran et al. (2012) developed a model in an attempt to explain the relationship among transformational leadership, work environment, and employee performance. Three survey instruments that measured employee performance, transformational leadership, and work environment were administered to 215 purposively selected manufacturing sector employees in Pakistan (Imran et al., 2012). The purpose of the inquiry was to examine the effect of transformational leadership and the work environment on employee performance and the mediating role of work environment between transformational leadership and employee performance. Results of the analysis showed that transformational leadership had a significant and positive effect on employee performance and the work environment. Additionally, results showed that the work environment also influenced employee performance. Specifically, organizational policies, managerial practices, and employees' attitudes and behaviors were seen to influence individual employees' motivational level, which directly affect performance (Imran et al., 2012). Finally, results also partially supported the hypothesized mediating role of the work environment between transformational leadership and employee performance, i.e. transformational leadership is both directly and indirectly related to employee performance (Imran et al., 2012).

In another study, Wright et al. (2012) examined the effect of transformational leadership on public service motivation and mission valence by analyzing individual perceptions of public service employees gathered through validated instruments. Examining the influence of transformational leadership on public and non-profit organizations is particularly relevant and useful because of the parallel focus of transformational leadership and public organizations regarding organizational outcomes (Wright et al., 2012). Specifically, transformational leadership theory focuses on the potential of organizational missions in motivating employees to perform better and literature presents public employee motivation to be largely related to employees' personal attachment to the goals and community-oriented mission of such organizations (Carpenter, Doverspike, & Miguel, 2012; Wright et al., 2012). Public sector employees are motivated differently from employees in the private sector as the motivation of public sector employees is largely in the form of public service motivation or the predisposition to work and act for the benefit of others and for overall public interest (Carpenter et al., 2012; Wright et al., 2012). Analysis of the data gathered from senior managers in various local government institutions across the U.S. showed that transformational leadership increased public service motivation and mission valence, i.e. an employee's attraction to the organization's mission, which subsequently improve performance and productivity (Wright et al., 2012). This finding provides further evidence of the importance and influence of transformational leadership on motivating and engaging employees towards the attainment of organizational goals and objectives.

Bellé (2013) further studied the implications and influences of transformational leadership on public service motivation and subsequent employee productivity. In an

experimental study of 138 nurses working in a public hospital in Italy, Bellé (2013) examined and differentiated the performance effects of transformational leadership exclusively and also while manipulating the extra-task job characteristics of beneficiary contact and self-persuasion. Self-persuasion intervention refers to the process of an individual convincing his or herself to modify personal attitudes and behaviors while also persuading others. Previous studies (e.g. Grant, 2012) have shown that beneficiary contact or the interaction between public servants and the individuals who benefit from their efforts, strengthens the performance effects of transformational leadership because employees are able to personally witness the outcomes of their leader's vision. Research (e.g. Bellé, 2013) has shown that self-persuasion interventions positively affected public servants' output, productivity, and vigilance.

In the randomized control group experiment with public hospital nurses, Bellé (2013) learned that the improvements in performance were much greater in nurses exposed to transformational leadership and either beneficiary contact or self-persuasion interventions. Additionally, nurses who were exposed to transformational leadership along with one of the two job design features and who also self-reported high levels of public service motivation showed greater improvements in performance and productivity (Bellé, 2013). Such outcomes implicate that public servants who are able to perceive the difference they are making in others' lives respond better to transformational leadership, as measured by improved performance and productivity, thus providing strong evidence of the importance of transformational leadership practices.

In addition to work characteristics such as workplace environment and extra tasks, the positive effects of transformational leadership on employee performance may also be

influenced by organizational commitment (Thamrin, 2012). In a study of 105 permanent employees from five shipping companies in Indonesia, Thamrin (2012) utilized structural equation modelling to examine such effects of transformational leadership. Results of the analyses showed that the implementation of transformational leadership led to a statistically significant increase in the organizational commitment of permanent employees. Results of the modelling also showed that employees expected improved job satisfaction when transformational leadership is evident (Thamrin, 2012).

Han, Seo, and Yoon (2016) studied the mediating effects of variables on transformational leadership, in relation to knowledge sharing intention. The researchers noted that the concept of knowledge sharing or the way that an organization's knowledge assets are distributed and disseminated, is gaining attention. The mediating effects that were examined were psychological empowerment and organizational commitment. The participants selected for the study were full-time employees of Korean conglomerate companies. The participants filled out a questionnaire which was a combination of the Multifactor Leadership Questionnaire, Spreitzer's (1995) psychological empowerment scale, Meyer, Allen, and Smith's (1995) organizational commitment scale, and a modified scale to measure knowledge sharing intention. The researchers concluded that psychological empowerment was a mediating factor between transformational leadership and knowledge sharing intention and that organizational commitment was a mediating factor between transformational leadership and knowledge sharing intention. The model that the researchers developed in this study accounted for 32% of the variance in the knowledge sharing intention of employees.

Improving employee productivity and work satisfaction result in subsequent improvements in the organization. Specifically, businesses experiencing challenges concerning worker satisfaction minimized their turnover by approximately 50%, have improved client satisfaction, and have decreased labor costs by approximately 12% (Hausknecht & Holwerda, 2013; Topolosky, 2014). Hausknecht and Holwerda (2013) in particular found that employee turnover can significantly affect groups, work units, and the overall well-being of organizations. However, there is a dearth in the literature on the relationship between employee turnover and performance outcomes. The researchers found that the five characteristics of 1) leader proficiencies, 2) time dispersion, 3) positional distribution, 4) remaining member proficiencies, and 5) newcomer proficiencies can all affect productive capacity as well as collective performance of the employees. Employee satisfaction positively affects the overall productivity of the company, the products of the companies, and its relationship with the customers. This research study is important for the current study because it shows how performance and productivity of employees can be affected by their workplace conditions (Hausknecht & Holwerda, 2013).

Employee satisfaction is capable of improving the overall productivity of the company, the products of the companies, and its relationship with the customers (Hausknecht & Holwerda, 2013; Topolosky, 2014). Transformational leadership has been seen as an important tool for the enhancement of subordinate satisfaction. Transformational leadership (TL) is also effective in the clarification of organizational mission. Birasnav (2013) claimed that transformational leadership leads to the enhancement of subordinate employee's satisfaction. This, they argue, occurs because of

the positive attitude as well as a clarification of their roles because of TL. The active nature of any organization is influenced by the workers with the supplement of available resources being merely tools.

Organizational Citizenship Behavior

Organizational citizenship behavior refers to a special type of work behavior of individuals that benefits organizations (Oh et al., 2015; Taghinezhad et al., 2015). Unlike other behavior of individuals, OCB is discretionary, which means it is not directly recognized by the formal reward system (Alkahtanti, 2015). OCB is also a matter of personal choice, such that not engaging in it will not lead to the employee being punished (Kumar, 2009). OCBs can significantly affect the effectiveness and efficiency of work teams and ultimately contribute to the overall productivity of an organization (Bolino et al., 2012; Kaya, 2015).

Organizational citizenship behavior as a construct attracted increased attention in the management literature ever since it has been established to shape organizational effectiveness (Podsakoff, Podsakoff, Mackenzie, Maynes, & Spoelma, 2014). OCB has been found to have significant effects on organizational effectiveness by improving co-worker as well as managerial productivity, allowing the organization to cope with environmental changes as well as enhancing the coordination within and across work groups (Podsakoff, et al., 2014). Because of these significant effects on organizational productivity and effectiveness, it is important to explore the variables that may improve OCB in organizations (Bolino et al., 2012; Daskin, Saydam, & Arasli, 2013; Kaya, 2015). A failure by leadership to recognize and promote OCB as part of the effective functioning in the workplace indicates an opportunity for organizational leaders to appreciate the

current managerial reality that identifies an OCB contribution as a determinant to organizational success (Alizadeh, Darvishi, Nazari, & Emani, 2012). Further, leadership development can affect an organization's capacity to perform at its best (Bayram & Dinc, 2015; Caldwell et al., 2012; Kovjanic et al., 2013).

Employees who engage in organizational citizenship behavior (OCB) support the social and psychological environments wherein task performance occurs (Bolino et al., 2012; Daskin et al., 2013; Kaya, 2015). The demonstration of OCB in the workplace is evident when, outside of their assigned tasks, an employee offers to help acquaint newcomers with their duties or to successfully move beyond the challenges they will face as neophytes in the organization. The support can be something as simple as how to best navigate the corridors in the workplace (Oh et al., 2015; Taghinezhad et al., 2015). Organizational citizenship behavior is fostered in organizations where leaders are receptive to cultivating processes that lead to the successful achievement of goals. Leaders who have the capacity to demonstrate consistency, provide balance, and foster agreement in the organization encourage employee behaviors that are organizationally relevant and that contribute to increased organizational performance. The increase in productivity can occur because the leader has effectively reduced conflict and managed the interdependencies between cohorts in the workplace (Bolino et al., 2012; Daskin et al., 2013).

Transformational Leadership and Organizational Citizenship Behavior

Recent studies have examined the relationship between transformational leadership and organizational citizenship behavior (Shah, Hamid, Memon, & Mirani, 2016). Transformational leadership can be effective in promoting OCB in the workplace,

even though the mechanisms and relationships between the constructs is unknown (Carter et al., 2012). Past studies have shown that transformational leadership has been effective in facilitating organizational transitions, especially at higher levels within firms. In a recent study, Carter et al. (2012) examined the effect of transformational leadership in maintaining employee productivity, commitment, and satisfaction in a continuous incremental change context. The researcher conducted surveys among employees and their team leaders that measured perceptions on transformational leadership, relationship quality, change frequency, task performance, and organizational citizenship behavior. Hierarchical linear modelling of the gathered data showed that transformational leadership was related to employees' task performance and organizational citizenship behavior, and that this effect was greatly influenced by the quality of the relationship between the manager or team leader and the members (Carter et al., 2012). Analyses also showed that the frequency of changes in procedures or protocols moderated the link between task performance and OCB and the relationship quality between the team leader and team members.

Moghadam, Moosavi, and Dousti (2013) also assessed the relationship between transformational leadership and organizational citizenship behavior. They specifically analyzed the relationship of these constructs among the general office of the Sport and Youth of Mazandaran Province. The researchers gathered 101 employees and asked them to complete the transformational leadership questionnaire and OCB questionnaire. After gathering the data, the researchers used the Pearson's statistical tests and regression analysis, with the aid of SPSS 16.0. To measure meaningfulness of correlation coefficients, meaningful coefficients needed to be > 0.01 significance level. The

researchers ascertained that a positive relationship (0.349) between transformational leadership and OCB exists. The results from the regression test revealed that OCB can be predicted using staff's perception and understanding of transformational leadership. The researchers recommend that the executives at Mazandaran's general office of Sport and Youth of Mazandaran Province should take transformational leadership into account (Moghadam, Moosavi, & Dousti, 2013).

López-Domínguez, Enache, Sallan, and Simo (2013) used a general framework of proactive motivation to examine the effects of the individualized consideration dimension of transformational leadership and organizational climate on change-oriented organizational citizenship behavior. Under this model, individuals' cognitive emotional states are considered mediating variables between transformational leadership and organizational citizenship behavior. The researchers were the first to establish a model of leadership and organizational climate antecedents of organizational citizenship behavior. Gathering data from a sample of 602 Spanish, college educated, employees and carrying out the structural equation modelling, the researchers were able to determine that the proactive motivation framework confirmed their hypotheses and supported the structure of their framework.

Shin (2012) also examined the effect of transformational leadership on organizational citizenship behavior in the foodservice industry. Using a sample of 300 foodservice industry workers, the researchers identified definite ways through which transformational leadership could impact organizational citizenship behavior. First, the individualized inspiration and charisma of transformational leaders can lead to positive effects on the altruistic action of organizational citizenship behavior. Second, intellectual

stimulation and individual consideration of transformational leadership can negatively affect the altruistic action of organizational citizenship behavior. Third, intellectual stimulation and individual consideration of transformational leadership do not have effects on the conformist action of organizational citizenship behavior. In contrast, individualized inspiration and charisma can lead to conformist actions (Shin, 2012). This study showed that the various dimensions of transformational leadership had both positive and negative influences on dimensions of organizational citizen behaviors.

Lin, Li, and Hsiao (2012) examined the relationship between transformational leadership and organizational citizenship behavior in the healthcare industry. The researchers deemed it important to understand how transformational leadership can affect the citizenship behavior of the nurses; they found that that even in a turbulent hospital environment the nurses would continue to do more for their patients or doctors outside of their job requirements. The researchers found that past studies established the key role played by leader behaviors in influencing organizational citizenship behaviors. Job characteristics as well act as critical determinants of organizational citizenship behavior. Yet, there is a dearth in the literature focusing on transformational leadership, job characteristics, organizational citizenship behavior, and empowerment among the nurses.

In their study, Lin et al. (2012) determined the mediating effects of empowerment on the relationship between transformational leadership, job characteristics and organizational citizenship behavior. The researchers utilized a self-administered questionnaire for collecting data among 379 nurses. Through a structural equation modelling (SEM) analyses applied via the analysis of the moment structure statistical software (AMOS), the researchers found that transformational leaders can have

significant positive relationships with job characteristics and organizational leadership behavior. Job characteristics have also been found to significantly affect organizational citizenship behaviors. The results supported the researchers' hypothesis that empowerment could have a partial mediating effect on the relationship between job characteristics and organizational citizenship behavior. Still, opposed to what was hypothesized, the researchers found that empowerment did not act as a mediator between transformational leadership and organizational citizenship behavior. The researchers concluded that that nursing managers should enhance transformational leadership and place greater emphasis on enhancing subordinates' empowerment so that the subordinates would be motivated to increase their organizational leadership behavior. The researchers suggested that nursing managers can improve their leadership practices by being more transformational and witnessing how their subordinates change as a result.

According to Saeed and Ahmad (2012), the number of studies that examined the effects of transformational leadership on organizational citizenship behavior is minimal. Saeed and Ahmad (2012) claimed that the main tenet of the transformational approach is that such effects are transmitted through follower reactions to a leader. Early studies of the transformational process, therefore, tended to highlight the mediating roles of followers' attitudes toward leaders. Examples of these attitudes are trust, satisfaction, personal identification, and perceived fairness. Because the followers of transformational leaders feel trust, admiration, loyalty, and respect for the leader, the researchers believe that they would do more than what is expected of them in the beginning (Saeed & Ahmad, 2012). The leader would be able to transform and motivate followers through his or her charisma, intellectual arousal and individualized consideration. Through a

quantitative study, Saeed and Ahmad measured the effects of the level of perceived transformational leadership style on the level of organizational citizenship behavior among the administrative staff of the Punjab University consisting of 15 faculties. The researchers found that transformational leadership and OCB are positively correlated. Transformational leaders may encourage altruism, courtesy, and conscientiousness among their followers. The researchers concluded that organizations could encourage their employees to engage in extra role behavior of the employees if the leaders are transformational.

Transformational Leadership in Education

Transformational leadership has been explored in a variety of employment industries, including the field of education. Researchers have examined transformational leadership as it relates to postsecondary education and have identified ways in which this leadership style can positively impact community colleges and universities worldwide. Odhiambo (2014) made a case for implementing transformational leadership in higher education institutions in Kenya. Kenya has experienced incredible growth in the number of public and private higher education institutions; currently, Kenya has 22 public universities, 26 private universities, and almost 300,000 enrolled students. However, with the expansion of the education institutions have come issues that leadership has to address, such as inadequate funding, diversity in students based on economic status, and changes in technology, among others. In contrast, leadership and leadership styles have remained stagnant. Odhiambo argues that a transformational leader can encourage colleagues and staff members to view their work from new perspectives, can promote the mission and vision of the organization, can develop the skills and abilities of colleagues,

and can encourage colleagues and staff members to look past individual interests towards the good of the entire organization (2014).

Similar changes to higher education have been noted in Hong Kong. Lee and Lee (2015) noted that the changes and trends in higher education are beneficial to students, but also add responsibilities and challenges to educational leadership. Lee and Lee connected leadership style to the achievement of improvement and effectiveness in an organization thus making leadership a key component of effective change. Based on this reasoning, the researchers selected transformational leadership as the leadership style capable of exacting change, particularly due to its emphasis on distributing leadership and building capacity in followers. The researchers identified four characteristics of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. They provided an example of the launching of a community health program by the Division of Nursing and Health Studies at a particular university. This division used the principles of transformational leadership to drive changes and growth in the department. The researchers deemed the change effective and concluded that transformational leadership is effective in implementing change, even on a large scale (Lee & Lee, 2015).

Researchers addressing higher education leadership have offered various perspectives for defining and understanding transformational leadership in higher education. Hechanova and Cementina-Olpoc (2013) considered transformational leadership in education in comparison to transformational leadership in business. The purpose of their study was to examine the differences in transformational leadership implemented in academic and business organizations that had undergone organizational

transformation within 5 years of the study. The object of the research was to elicit perceptions of transformational leadership held by academics and business employees. The research study was initiated in response to the scarcity of research relating to leadership practices and organizational change in academic organizations. To conduct the study, the researchers surveyed 305 employees of a higher education institution and 267 employees from business organizations. Data for the study consisted of results from selected items from the Herscovitch and Meyer Commitment to Change Scale (2002), the Leadership Practices Inventory (Kouzes & Posner, 1995), and interviews with change leaders from eight organizations. The data showed that employees of academic organizations reported higher scores on the questionnaire for inspiring a shared vision, challenging the status quo, modeling the way, and encouraging the heart. Also, academic employees reported greater leadership support for changes than business employees did. The researchers' hypothesis that there were differences in the relationship of transformational leadership, change management, and commitment to change in academic and business organizations was supported. Transformational leadership in business environments was directly related to change in business organizations, but the relationship of transformational leadership and academic organizations was mediated by change management. The researchers concluded that transformational leadership and change management are important to facilitating organizational change, but that their influence on the change may vary depending on the context (Hechanova & Cementina-Olpoc, 2013).

There is a newly emerging leadership position in higher education with the title of chief diversity officer (CDO) (Harvey, 2014; Stanley, 2014). The CDO position is

responsible for increasing the diversity of higher education institutions and ensuring the inclusion of diverse individuals. Because the CDO is responsible for implementing change in sometimes resistant institution cultures, the CDO position has been discussed in relation to transformational leadership. Harvey (2014) noted that educational institutions are designed to maintain the status quo, not change; therefore, the role of the CDO is challenging and has been ambiguous since its inception. It was also noted that the leaders of these institutions are rarely people of color, which conflicts with the initiative to increase the representation of minorities such as African Americans and Latinos in both the student body and the faculty and staff. Stanley (2014) provided a personal account of her own nomination to and acceptance of the role of CDO at Texas A&M University. For Stanley, the role was also ambiguous and unfamiliar, as well as complex. The commentary that Stanley provided regarding the CDO role was in response to CDO models that had been developed for higher education institutions. Institutional transformation has been used to describe the expectation of CDOs in relation to their work in diversifying the institutions for which they serve. Stanley noted that there are many strategies that CDOs can use to accomplish institutional change, but that these should be examined in relation to the varied characteristics of the educational institutions as well as the fluidity of the institutions (Stanley, 2014).

Not all believe that transformational leadership alone is the answer to the needs of higher education leadership. Harrison (2011) acknowledged the benefits of transformational leadership but argued that there are other strategies that need to be employed by leaders in order to address the realities of leadership in postsecondary institutions. The two primary benefits of transformational leadership are that

transformational leadership fosters change and that transformational leadership gives power to the people and addresses the needs of followers. Harrison warned that transformational leaders are susceptible to a hero-martyr mentality, which is unsustainable, and that ethical leadership is best demonstrated over extended periods by a person who understands when, where, and how day-to-day decisions are made. Harrison found that leaders who were the most willing to stand up for social justice were the most likely to lose their jobs, leave the field, or lack the desire to be an insider within the institution. The researcher noted that the only way to foster more transformational change was to admit the weaknesses and limitations of transformational leadership and use strategies to address those weaknesses. Harrison's solutions were to infuse political business literature into student affairs graduate curricula, professional conferences, and publications, cultivate strategic mentors, mentees, and allies, and work through the public relations issues that affect student affairs. Harrison concluded that the qualities of transformational and transactional leadership needed to be melded in order to maximize their benefits (2011).

Transformational Leadership and Instructional Staff. Transformational leadership is not just about achieving the goals of the educational organization. Researchers have examined its direct benefits on staff. Jyoti and Bhau (2016) examine the influence of transformational leadership on employee's relational identification and satisfaction with their leader. The researchers were prompted to conduct this quantitative study in response to the need for committed, proactive employees who can help their organization perform at high levels and compete. Participants of the study were 392 instructors working in higher education institutions in India. Instructors qualified for

participation in the study if they were permanent teachers who had been working in their position for at least a year. Data was collected using surveys developed by other researchers in relation to transformational leadership, leader member exchange, relational identification, and satisfaction with leader. The researchers found that transformational leadership and longer associations between leader and employee led to better quality relationships. It was concluded that leaders should spend quality time with instructors, fulfill their obligations related to meetings, tasks, and lectures, act as coaches or mentors to instructors, facilitate participative decision-making, and provide training opportunities for instructors (Jyoti & Bhau, 2016).

In a similar study, Samad et al. (2015) examined transformational, transactional, and laissez-faire leadership styles and their relationship to employee well-being and organizational outcomes. The researchers noted that there is evidence to support the conclusion that leadership style individually influences employee well-being and organizational outcomes such as job satisfaction, but studies have not addressed how these variables interact with one another. Samad et al. (2015) conducted a brief review of literature relating to the topics and recommended that research in this area be conducted.

Transformational leadership can influence the job satisfaction of faculty members. Yildiz and Simsek (2016) explored this possibility in their quantitative study, using trust and self-efficacy as mediating variables. Their study included 252 participants from higher education institutions in Turkey. Data was gathered using the Multifactor Leadership Questionnaire Form-5X Short, the Minnesota Job Satisfaction Questionnaire, the Generalized Self-Efficacy Scale, and the Organizational Trust Inventory. In the initial analysis, Yildiz and Simsek found that trust and self-efficacy mediated the

influence of transformational leadership on job satisfaction, but not equally. To determine which variable had the greater mediating effect, the paths from transformational leadership to job satisfaction through each mediating variable were compared. It was discovered that the path from trust to job satisfaction was greater. The researchers concluded that there was a positive relationship between transformational leadership and job satisfaction among faculty members in the Turkish university and that trust and self-efficacy fully mediated the effect of transformational leadership on job satisfaction. These conclusions added to the body of literature supporting the notion that the relationships between leaders and their followers influence employee job satisfaction (Yildiz & Simsek, 2016).

In Iran, agricultural education has been deemed ineffective in the wake of rising unemployment rates of agricultural graduates (Abbasi & Zamani-Miandashti, 2013). To address this perception, there has been an effort to improve the performance of these institutions and transform them into learning organizations. Abbasi and Zamani-Miandashti (2013) conducted a study to evaluate the role of transformational leadership, organizational culture, and organizational learning in improving the performance of the faculties of these Iranian agricultural institutions. A sample of 329 faculty members was selected to complete a questionnaire on the topics of transformational leadership, learning organizational culture, organizational learning, and the learning of agricultural faculty. The researchers found that transformational leadership had a positive effect on the organizational learning process and improving the performance of the faculties, which was supported by previous literature.

Transformational leadership and students. The concept of teachers as transformational leaders in the classroom and the impact on students has been noted. Noland and Richards (2014) examined the relationship between teachers acting as transformational leaders and student motivation and learning. The purpose of the study was to examine transformational leadership in the instructional context by replacing the teacher-student relationship with the leader-follower relationship. The researchers surveyed 273 students at a southern undergraduate university. Data was compiled from results of the Multi-Factor Leadership Questionnaire version 6s (Noland et al, 2014), a student learning scale, and Richmond's motivation scale (Noland et al, 2014). Using a multiple regression analysis, the researchers found that transformational leadership qualities explained a significant amount of variance in student motivation and student learning. The researchers concluded that transformational leadership in the classroom was beneficial to students and that similar studies should be replicated in other college settings.

The community college environment is also one where instructors can demonstrate transformational leadership. Using a quantitative cross-sectional survey methodology, Solis, Kupezynski, and Mundy (2011) examined the self-perceived leadership behavior of faculty at a south Texas community college that serves a Hispanic community. A total of 84 faculty members participated by taking the LPI-Self questionnaire which assessed the characteristics described as model, inspire, challenge, enable, and encourage. The researchers examined the results of the survey based on faculty demographics such as teaching experience, age, and race/ethnicity. Overall, the faculty members scored higher in enabling students to act, but lower in inspiring

behavior. There were also significant differences in the leadership behaviors of Whites and Hispanics. Additionally, males and the younger age group, faculty under the age of 30, scored higher in all areas of transformational leadership (Solis et al., 2011).

To consolidate the varied literature relating to transformational leadership demonstrated by higher education instructors, Balwant (2016) conducted a meta-analysis of literature. In some of the literature, the higher education classroom is considered as a quasi-organization with the instructor as leader and students as followers, which makes it an appropriate environment for the study of leadership. Some notable differences between the two environments, however, are that there is little distance between the instructor and students. Unlike other supervisor-employee relationships in which the degree of distance varies, students are treated as customers, and the instructor-student relationship is temporary. In Balwant's study, transformational leadership was examined in relation to the outcomes of motivation, perceived instructor credibility, satisfaction, student performance, and affective and cognitive learning. The 22 studies included in the meta-analysis were quantitative and addressed transformational leadership in higher education institutions. The data showed that transformational leadership demonstrated by instructors was positively related to student motivation, perceived instructor credibility, satisfaction with leader, and student learning. Balwant concluded that it is in the best interest of postsecondary institutions to employ instructors who demonstrate transformational leadership in the classroom.

Many in higher education understand that despite the differences between business organizations and academic organizations, higher education institutions can benefit from transformational leadership (Hechanova & Cementina-Olpoc, 2013; Lee

&Lee, 2015; Odhiambo, 2014). Transformational leadership has a direct effect on instructional staff. It can influence how satisfied faculty members are with their leader and how satisfied faculty members are with their jobs in general (Jyoti & Bhau, 2016; Yildiz & Simsek, 2016). Transformational leadership also influences the students of these institutions (Solis et al., 2011). Both transformational leaders in administration and as instructors in the classroom can influence student outcomes such as learning and motivation (Balwant, 2016).

Organizational Citizenship Behavior in Higher Education

In addition to the wide array of studies of organizational citizenship behavior in the business world and other fields, this concept has been researched in the field of higher education. Researchers have examined OCB in relation to other work-related variables such as job satisfaction and performance. Ball (2013) conducted a study to examine OCB in Catholic institutions of higher education. The purpose of the study was to explore OCB in relation to trust and commitment among faculty. The study was prompted by the urgent need for Catholic colleges and universities to operate more efficiently in order for them to survive. Participants in this study included the faculty and staff members at two Catholic universities. Ball used the Somech and Drachi-Zahavy (2004) scale, a combination of McAllister's (1995) scale and Nyhan and Marlowe's (1997) Organizational Trust Inventory, a combination of the Ten Conditions of Trust (CTI) scale and Bryan's (1995) modification of Moorman, Zaltman, and Deshpande's (1992) trust scale, and the Mowday, Steers, and Porter's (1979) modification of the Porter et al. (1974) Organizational Commitment Questionnaire to collect data. Ball used factor analysis, path analysis, and multiple regression analysis to analyze the collected data.

The data supported the conclusions that organizational citizenship behavior was a multidimensional concept and that high levels of OCB were associated with higher levels of system-level trust, interpersonal-level trust, and organizational commitment in Catholic institutions of higher education (Ball, 2013).

Swaminathan and Jawahar (2013) took a different approach to studying OCB and evaluated whether job satisfaction could be used as a predictor of OCB. The researchers operated under the assumption that OCB results in increased work performance. In this study, job satisfaction was defined as a state of pleasure that an employee derives from their job. Participants included 252 faculty members from various higher education institutions in India who completed a questionnaire that measured job satisfaction and organizational citizenship behavior. Based on the data, the researchers also concluded, like Ball (2013), that OCB is a multidimensional concept and identified two of its dimensions as Help Oriented Behavior and Courtesy.

In another extension of OCB research, Teh, Boerhannoeddin, and Ismail (2012) examined the impact that organizational culture and performance appraisals have on OCB. Participants in this quantitative study included 77 academic staff members of a higher education institution in Malaysia. The participants completed a survey which included items that measured organizational commitment, organizational citizenship behavior, and the appraisal process. An analysis of the data showed that demographic factors were not significant predictors of OCB; however, the organizational commitment dimensions of rewards and attention to detail were significant predictors of OCB. Also, since the appraisal process was a significant predictor of OCB, the researchers concluded that staff involved in performance appraisals should be properly trained and educated in

the organization's values and objectives to reinforce and strengthen OCB in higher education employees. Akbari, Keshani, and Chaijani (2016) considered OCB in relation to group productivity. The researchers identified collective leadership as team members serving as co-leaders with the team leader and shared leadership as more than one team member sharing the leadership and responsibilities. Akbari et al. (2016) examined group organizational citizenship behavior which is manifested when organizational citizenship behavior is demonstrated as a group, regardless of the behaviors of individual employees. Participants in the study included 271 faculty members from a university who worked in teams of three, four, or five members. Participants took a survey that measured shared leadership dimensions, group organizational citizenship behavior, team productivity, and team commitment. Based on the data, the researchers found that shared leadership had a direct positive relationship with team commitment and team productivity. Group OCB acted as a mediator and could be used to improve team commitment and productivity. The higher the levels of shared leadership, the higher the levels of group OCB.

The role of university faculty has been conceptualized as consisting mainly of teaching, research, and service (Lawrence, Ott, & Bell, 2012). There is an abundance of research relating to teaching and research, but little research exists regarding faculty service. Service includes activities such as reviewing manuscripts, working with associations, community service, and participating in committees at the university. Lawrence et al. propose that OCB may help to explain what encourages some faculty members to participate in service without prompting while others do not. In this study, 4,550 faculty members from 15 four-year institutions participated. Participants took a survey which measured individual characteristics, job characteristics, organizational

commitment, and OCB. The researchers evaluated the interactions between the studied variables and found that faculty members engaged in more hours of institutional service when they personally valued service and believed that their university held service in high regard. They concluded that it is possible that faculty levels of engagement in institutional service may not be the result of a lack of faculty commitment to their institution, but instead to a lack of an understanding of what academic citizenship means within the context of their roles.

Just as researchers have investigated transformational leadership from the student perspective, they have also done so with OCB. Romle, Talib, and Shahuri (2016) identified the dimensions of OCB that predicted a high performance organization using the perspectives of students in a higher education institution. Participants in this study were 201 students of a university in Malaysia who completed surveys that assessed OCB and the characteristics of a high performance organization. The result of the multiple regression supported a conclusion that OCB had a significant relationship with high performance organizations, specifically the characteristics of sportsmanship and civic virtue. The researchers suggested that future research focus on the dimensions of OCB rather than just OCB as a whole.

Summary

Transformational leadership and organizational citizenship behavior have been studied in a variety of contexts because of the documented positive influences that these characteristics have on many aspects of the work environment (Balwant, 2016; Bass, 1990; Deinert et al., 2015). Since the inception of the concept of transformational leadership, its definition, characteristics, and dimensions continue to evolve and be

identified and defined (Imran et al., 2012). However, traditionally, the dimensions of transformational leadership include idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Sun et al., 2014). These dimensions, both individually and collectively, have been shown through research in many fields to influence employee outcomes such as performance and commitment (Caldwell et al., 2012; Imran et al., 2012; Kovjanic et al., 2013). Likewise, organizational citizenship behavior has been linked to positive outcomes for organizations (Bolino et al., 2012; Kaya, 2015). Because organizational citizenship behavior offers so many benefits to organizations, researchers have studied the relationship between transformational leadership and organizational citizenship behavior to determine if transformational leadership is instrumental in promoting organizational citizenship behavior in employees (Carter et al., 2012; Shah et al., 2016). While much of the research relating to transformational leadership and organizational citizenship behavior has been in business industries, researchers in the field of education have identified the need to improve leadership and employee behavior at the postsecondary level (Lee & Lee, 2015; Odhiambo, 2014). Consequently, researchers have assessed the influence of transformational leadership and organizational citizenship behavior on organization outcomes, employee behavior and outcomes, and student outcomes (Jyoti & Bhau, 2016; Noland & Richards, 2014). The literature review has revealed that there are positive outcomes associated with transformational leadership and organizational citizenship behavior in higher education institutions. However, studies have not focused on transformational leadership and its relationship with organizational citizenship behavior in higher education institutions. Additionally, there is a notable lack of

qualitative research in this area. This then is the gap that was addressed in this study as reflected in the purpose and research questions.

Chapter 3 will identify the methodological framework within which the research study was conducted. A restatement of the problem, purpose, research questions, and hypothesis will occur. Additionally, there will be a discussion of the research design and operational variables will be defined. Also, the survey instruments and the psychometric properties that support validity and reliability will be discussed. The selected population, sample size, data collection, scoring and analysis will be explored along with limitations of the study and ethical assurances.

Chapter 3: Research Method

Leaders are typically considered the main influencers of employee behavior, and as such, are instrumental in affecting organizational citizenship behavior (OCB) (Kaya, 2015; Lin, Li, & Hsiao, 2012). Employees that display organizational citizenship behavior promote the good of their organization through voluntary, helpful, and effective efforts (Oh, Chen, & Sun, 2015; Taghinezhad, Safavi, Raiesifar, & Y52ahyavi, 2015). The problem to be studied is to what extent transformational leadership influences the productivity and organizational citizenship behaviors of administrators and professors working in various campuses of a large, regionally accredited college located in the northeast US. In this chapter, the research design, procedures, and method of data analysis will be presented. This chapter will include all aspects of the research design to include the population and sample, data collection and analysis, methodological assumptions, and limitations of the study.

Research Methods and Design

In order to achieve the purpose of this study, the researcher explored the following specific research questions.

RQ1. How does transformational leadership affect organizational citizenship behavior?

RQ2. How do the effects of transformational leadership on organizational citizenship behavior affect workplace productivity levels both short and long-term?

Addressing these questions allowed the researcher to identify common and divergent themes on the effects of transformational leadership on organizational citizenship behavior and workplace productivity by gathering different perspectives from various

individuals. The aim for the current study was to gather qualitative case data from the direct reports of the transformational leaders; their experiences would provide insight into transformational leadership practices that might promote a positive working climate in which the subordinates engage in OCB, which, in turn, affects WPL short-term and long-term.

A multiple case study methodology was implemented in this study. The purpose of the study was to examine how transformational leadership affected employees; therefore, a case study design, which helps to answer the *how* or *why* of research problems, was an appropriate option (Ellis & Levy, 2008). Case studies allow researchers to analyze individuals, groups, events, decisions, projects, policies, or organizations holistically using multiple sources and forms of data (Yin, 2014). This design is also most appropriate when evaluating a process rather than an outcome (Curry, Nembhand, & Bradley, 2009). A case study is a justified research method when the objective is to comprehend a group of people and their unique situation in great depth and to gain a deeper understanding of the professional discipline in which the researcher is interested (Yin, 2014).

Population

The population selected for this study was professors and administrators who were employed at a college that encompasses a system of 19 campuses and an online division, located in four states that include the northeast, southeast, and the Midwest regions of the United States. The college's main campus is located in Buffalo, New York and 8 other satellite campuses are located throughout the state of New York. There are also 3 satellite campuses in Virginia, 4 campuses in Ohio, and 3 campuses in Wisconsin.

This population was sufficiently large enough and appropriately diverse to provide information relating to the study problem and purpose because the personnel structure at the university is hierarchical in nature and instructors are in direct contact with leadership.

Sample

The participants of the study were college professors and administrators of the case organization who reported to a transformational leader, whose TL qualities were verified by the administration of the TCU Survey of Transformational Leadership (Institute of Behavioral Research, 2009). The researcher made use of a purposive sampling method because the participants were not selected by probability but were acquired through specific characteristics such as their age range and based upon criteria such as the length of employment with the case school. This method permitted the researcher to effectively identify and select information-rich cases when resources are limited (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). The method was chosen for convenience, as the participants are employees of the same organization as the researcher but do not report to nor are they located at the same campus as the researcher.

Participants were solicited through the college's email system after being given notice of the possibility of participating by their TL. The group encompassed 12 participants who had worked with their TL for at least one year (Fusch & Ness, 2015). The researcher reached data saturation; this small sample size was already sufficient for a case study (Creswell, 2013; Mason, 2010).

Materials/Instruments

The researcher used the Survey of Transformational Leadership from the Institute of Behavioral Research (Appendix A) (Institute of Behavioral Research, 2009) to identify the transformational leaders in the organization and then used an opinion survey with the direct reports of those transformational leaders in order to collect data that provided information about the effect of transformational leadership on the OCB of the employees (Edwards, Knight, Broome, and Flynn, 2010). The Survey of Transformational Leadership that was used to identify TLs was developed in response to the need for transformational leadership in the field of behavioral health services due to the need for new practices and a culture of change. The survey is composed of 84 items and measures five components of transformational leadership: idealized influence, intellectual stimulation, inspirational motivation, individualized consideration, and empowerment. The components are subdivided into 16 conceptual themes. The survey was validated in a study conducted by Edwards et al. (2010) using 213 staff and 57 leaders from outpatient substance abuse treatment programs. The researchers used focus group evaluations and results from the survey to determine its validity; they concluded that the survey tool was valid, reliable, and suitable as a global measure of transformational leadership. For this study, administrators responded to survey items based on a 5-point rating scale with a statement stem of, "The person I am rating". For administrators, the person they are rating is themselves; responses range from "not at all" (Score point 0) to "frequently, if not always" (Score point 4). Only the overall evaluation of transformational leadership was measured for this study; therefore, the possible score range on this survey is 0 to 336. Scores ranging from 0 to 112 points were categorized as low or no transformational

leadership, scores ranging from 113-225 will be categorized as moderate transformational leadership, and scores ranging from 226-336 will be categorized as high transformational leadership. Only administrators with high transformational leadership scores and their subordinates were included in the study.

The Researcher as Instrument. In this qualitative study, the researcher acted as an instrument when anonymously distributing the questionnaire, fact finding protocol, and interviews with the subordinates of transformational administrators. The researcher conducted anonymous, online interviews with the college professionals whose leaders have been identified as transformational leaders (Ryan, Coughlan, & Cronin, 2009). The questions included in the interview pertained to the effect of transformational leadership of their leaders on the OCB of the college professionals and the effect of their leadership on their OCB and workplace productivity as an employee. The purpose of the questions was to explore the participants' experiences and the meanings that they attribute to those experiences (Tong, Sainsbury, & Craig, 2007). Additionally, fact finding discussion questions were provided to the participants to further explore the topic. The fact finding protocol served to add data to the study through the interaction of participants by exploring and clarifying their individual perspectives (Tong et al., 2007).

Data Collection, Processing, and Analysis

Each professional was considered as one case and the researcher conducted within-case and cross case analyses to identify common themes related to organizational citizenship behavior and workplace productivity among employees with transformational leaders. Data was collected from participants using an employee opinion survey; they will also participate in anonymous, online interviews, and fact finding protocols. First,

campus leadership was surveyed using the Survey of Transformational Leadership. Leaders who scored high on the survey were identified and their subordinates were invited to participate in the study. The subordinates also participated in a fact finding protocol and online interviews. These data collection strategies were included to serve as triangulation of data to support the validity of the data collected and the conclusions drawn from that data (Carter et al., 2014). The interviews and fact finding questionnaires were recorded and transcribed by the researcher. Further, the researcher ensured through the qualitative research technique of member checking, that a clear understanding of the information that the informant had provided was being reported. The member checking procedure is intended to support validity of the study from a holistic point of view (Koelsch, L., 2013). Data was organized using NVivo software, and coded for meaning units. The meaning units are distinctive and coherent thoughts embedded within the protocol. They support the psychological integrity of the expression of an idea (Ratner, C., 2002). These units were subsequently organized into themes both within and across cases (Elo et al., 2014).

Assumptions

There are various assumptions that the researcher made in order to conduct this study. It was assumed that the leadership roles that are held at the college as part of this study provide opportunity for leaders to demonstrate transformational leadership towards subordinates. It is also assumed that the initial offering of the Survey of Transformational Leadership would reveal a sufficient number of transformational leaders employed at the college. In the event that no transformational leaders are revealed, the researcher will extend the invitation to complete the Survey of

Transformational Leadership to those who work at other campuses of the University. This process will be repeated until the study includes a sufficient number of transformational leaders and participants, those who report to the TLs, to conduct the study. It was assumed that participants would be willing to discuss their experiences with leadership at the college. Finally, it was assumed that the multiple case study design would be an appropriate research design to sufficiently capture and explore the experiences of employees, transformational leadership, OCB, and productivity.

Limitations

Limitations are inherent weaknesses in the study that are not within the control of the researcher but may affect the validity or trustworthiness of the study (Tracy, 2010). A limitation in this study may include a limited amount of time in which to conduct interviews and focus groups and not being able to meet the participants in person. All three of the data collection instruments had to be completed online to ensure anonymity because the researcher is also employed at one of the campuses of the case school. Another limitation may be reluctance by participants to discuss their leaders. Including surveys, fact finding protocols and interviews, addressed these limitations by providing participants multiple opportunities in different environments to share their experiences.

Delimitations

This study was delimited to the setting of a college campus. Research has shown that transformational leadership can be influential in a variety of fields; however, for the purposes of this study, only the field of education was considered. Also, there are a variety of models outlining the defining characteristics of transformational leadership (Okcu, 2014; Peng et al., 2015). However, for this study, transformational leadership

was delimited to the qualities described and assessed in the Survey of Transformational Leadership (Edwards et al., 2010). Finally, the study was delimited to the individual experiences of leaders and with respect to those that they lead. The researcher does not seek to identify correlation or causation as may be done in quantitative research.

Ethical Assurances

The researcher ensured that this study was conducted in an ethical manner. First, the researcher sought NCU Institutional Review Board approval prior to any data collection for this study. Also, all participants signed an informed consent document included in Appendix B which describes the purpose of the research study, how the data would be used, and their option to withdraw from the study at any time without penalty. Additionally, during the data analysis phase of the study, the researcher was transparent about all of the steps taken to conduct the research in accordance with qualitative research methods, as well as any potential bias that the researcher may hold that could influence the interpretation of study data or the outcome of the study. To address bias, data triangulation was used (Wester, 2011). The privacy and confidentiality of the participants was ensured by not requiring them to reveal their names, department, or campus in order to ensure anonymity of their responses and protect them from any retributive action, and by ensuring that the data collected was not disclosed to unauthorized persons. The raw data was stored, on password protected memory data storage device, in an Excel file in researcher's home office. Data was encrypted to protect confidentiality. Following acceptance of the completed dissertation and, after 7 years is over; the Excel file will be erased from the memory data storage device. The transcripts, including consent form and the instrument paper will be kept in a sealed envelope and

stored in a locked cabinet, and after 7 years have elapsed, these hard copies will be shredded as well to protect the participants' identity information.

Summary

This research study used a qualitative, multiple case study design. Data collected from the study participants for this study was comprised of results of the online questionnaires, fact finding protocols, and anonymous, online interviews. The data was analyzed to identify relevant themes both within cases and across cases (Creswell, 2013). The selected research design was deemed appropriate because the purpose of the study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeast US. This purpose was achieved by exploring the perspectives and experiences of employees of the transformational leaders, which provided information about transformational leadership practices which might promote a positive working climate where the subordinates engage in OCB and are productive.

Chapter 4: Findings

The purpose of this qualitative, multiple case study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeastern U.S. The following section of this chapter includes a presentation of this study's results, including demographic information for participants. The chapter continues with an evaluation of the findings, and concludes with a summary.

Results

Participants were twelve college professors and administrators of the case organization who reported to a transformational leader (TL), whose TL qualities had been verified by the administration of the TCU Survey of Transformational Leadership (Appendix A). Data were gathered from each participant through online surveys, fact finding protocols and opinion surveys. The interviews were conducted with each participant anonymously online. Data from the interviews were uploaded into NVivo 11 software and coded for meaning units, which were then organized into themes. Table 1 depicts relevant demographic characteristics of the study participants.

Table 1
Participant Demographics

Participant	Age range	Gender	Race	Highest education	Employment status	Years working for leader
201	Prefer not to answer	Male	Other	Advanced degree	Adjunct professor	3-5 years
202	Prefer not to answer	Prefer not to answer	Prefer not to answer	Prefer not to answer	Prefer not to answer	11-20 years
103	40-49	Female	White	Graduate school	Full-time professor	6-10 years
955	50-59	Female	Black	Some college	Part-time administrator	1-2 years
510	50-59	Female	Black	College graduate	Prefer not to answer	3-5 years
507	40-49	Female	Black	Graduate school	Full-time administrator	1-2 years
905	30-39	Female	Black	Graduate school	Full-time administrator	11-20 years
302	50-59	Male	Black	Graduate school	Adjunct professor	6-10 years
104	40-49	Prefer not to answer	Prefer not to answer	Graduate school	Prefer not to answer	3-5 years
203	50-59	Male	White	Graduate school	Adjunct professor	1-2 years
301	30-39	Female	White	Advanced degree	Adjunct professor	11-20 years
520	50-59	Male	Asian	Advanced degree	Full-time administrator	3-5 years

This presentation of results is organized by research question. Results pertaining to the *first research question* include participants' perceptions of the ways in which TL affected organizational citizenship behavior (OCB). In relation to the *second research question*, results indicate how the perceived effects of TL on OCB affect workplace productivity levels (WPL), both short-term and long-term. For the purposes of this study, OCB is defined as voluntary, helpful behavior that is not explicitly indicated in job descriptions but is performed by employees for the benefit of the organization (Bolino et al., 2012; Kaya, 2015; Oh et al., 2015; Taghinezhad et al., 2015). Also for the purposes of this study, WPL will refer to an employee's self-assessment of his or her own productivity in the workplace. In TL, a leader collaborates with his or her followers to

attain a higher level of morale and motivation, leading to the accomplishment of organizational goals (Saeed & Ahmad, 2012).

Research question 1: How does transformational leadership affect organizational citizenship behavior? To determine the effects of transformational leadership on organizational citizenship behavior, it was necessary first to establish the presence of transformational leadership, both from leaders' and employees' perspectives. The researcher used the Survey of Transformational Leadership from the Institute of Behavioral Research (Appendix A) (Institute of Behavioral Research, 2009) to identify transformational leaders in the case organization. In completing the survey, leaders indicated the frequency of their engagement in 83 transformational leadership practices using a five-level Likert scale. Items on the survey included "My leadership style treats staff members as individuals, rather than as a collective group" (Item 3) and "My leadership style conveys hope about the future of the program" (Item 9). Response levels ranged from 0 ("Not at all") to 4 ("Frequently, if not always"). A copy of the survey is presented in Appendix A of this study, and the full list of transformational leaders' responses is made available as Appendix G. Table 2 depicts the average (mean) scores of the four transformational leaders whose subordinates were selected to participate in this study.

Table 2
Mean Scores of Four Transformational Leaders on the Survey of Transformational Leadership

Transformational leader	Mean score over 81 items
200	3.96
903	3.93
100	3.90
700	3.27

Note. Likert levels indicated that the respondent's leadership style involved a given transformational leadership behavior: 0=Not at all; 1=Neutral; 2=Sometimes; 3=Often; 4=Frequently, if not always. Item 8, "My leadership style does not display honesty," has been excluded from the calculation of the mean. All four leaders selected "0" for this item. Item 28, "My leadership style does not respect individual staff members' personal feelings," has likewise been excluded; again, all leaders selected 0 on this item, except 90358, who selected "4," possibly due to a misreading of the question.

The responses of the transformational leaders whose subordinates participated in this study indicated that these leaders assessed themselves as engaging in transformational leadership behaviors with a mean frequency between "Often" and "Frequently, if not always." Mean responses on individual items across all four leaders ranged from 0 (on Item 8: "My leadership style does not display honesty") to 4 (on 49 of 83 items). Excluding Items 8 and 28, the lowest mean score across all four leaders on an individual item was given on Item 20 ("My leadership style delegates tasks that build up the organization"), on which the mean score was 2.75 (between "Sometimes" and "Often"), with Leader 700 scoring the item at 1 ("Neutral"), Leader 100 scoring the item at 2 ("Sometimes"), and the other two leaders scoring the item at 4 ("Frequently, if not always"). The mean score across 81 items (excluding Items 8 and 28), across all four leaders, was 3.77, indicating frequent engagement in transformational leadership behaviors.

The twelve subordinates of these four transformational leaders who agreed to participate in this study indicated their opinions of their leaders' transformational behaviors in interview responses, in fact finding protocol responses, and in an opinion

survey, which is reproduced in Appendix C. The responses of these twelve participants were used because they completed all three data collection methods and their numeric identifiers matched in all three collection methods. The opinion survey comprised twelve five-level Likert items. Table 3 depicts the participants' perceptions of their supervisors' transformational leadership behaviors, as assessed through the opinion survey.

Table 3
Participants' Ratings of Supervisors' Transformational Leadership Behaviors

1. Participant	2. My supervisor is approachable	3. My supervisor often gives me feedback about my work	4. My supervisor consistently rewards employees for good work	5. My supervisor often considers employee s' opinions when making decisions	6. It is easy to disagree with the decisions made by my supervisor	7. My supervisor has realistic expectations	8. My supervisor is reliable	9. My supervisor effectively uses company resources
201	4	4	3	3	2	4	4	3
202	4	4	3	4	3	3	4	4
103	4	3	2	2	3	4	3	3
955	3	3	3	3	3	3	3	3
510	4	3	3	4	3	3	3	4
507	4	3	3	4	4	4	4	4
905	3	4	3	4	2	3	4	4
302	4	4	2	4	1	4	4	4
104	4	3	3	4	3	4	4	4
203	4	3	2	4	2	3	4	3
301	4	4	3	3	3	3	3	4
520	3	4	3	3	3	4	4	4
Mean	3.75	3.50	2.75	3.50	2.67	3.50	3.67	3.67

Note. 4=Strongly Agree; 3=Agree; 2=Neutral; 1=Disagree; 0=Strongly Disagree

The findings depicted in Table 3 indicated that the four supervisors whose subordinates participated in this study were perceived as being strongest in the TL trait of approachability, earning a mean rating 3.75 (close to “Strongly Agree”) for the statement “My supervisor is approachable.” Results indicated that the supervisors were perceived as engaging least in the TL behaviors *consistently rewarding employees for good work* and *being easy to disagree with*, items in which the supervisors earned mean scores

between “Neutral” and “Agree.” The mean rating across all participants’ assessments of all dimensions of supervisor TL was 3.36, however, indicating that, overall, employees agreed that their supervisors engaged in TL behaviors. Asked to indicate whether they were “satisfied,” “dissatisfied,” or “neither satisfied nor dissatisfied” concerning their supervisors overall, all twelve participants chose “satisfied.”

Triangulation of transformational leaders’ self-assessments on the Survey of Transformational Leadership with participants’ responses on the opinion survey indicated an overall agreement of supervisor/employee perceptions. The supervisory mean score (across four respondents and 81 items) of 3.77 indicated frequent engagement in transformational leadership behaviors, and the subordinates’ mean score (across twelve respondents and twelve items) of 3.36 indicated agreement that supervisors engaged in transformational leadership behavior. The comparatively low mean rating of 2.67 (between “Neutral” and “Agree,” across all twelve participants) given by participants on the item, “It is easy to disagree with the decisions made by my supervisor,” was somewhat inconsistent with the mean score of 4 (“frequently, if not always,” across all four supervisors) given by supervisors on the comparable Survey of Transformational Leadership item 82, “My leadership style does not criticize program members’ ideas even when different from own.”

Triangulation of interview and the fact finding data provided confirmation that participants saw their supervisors as transformational leaders. Participants described their supervisors as trusting employees’ judgment, a TL behavior. Supervisory traits and behaviors that fell under this theme included, “open-mindedness” (Participant 202) and “She allows her employees to have freedom...she gives you the opportunity to use your

talent” (Participant 905). Participant 103 said her supervisor, “Doesn’t micromanage...Allows me the freedom to do my job” while Participant 955 said her supervisor had energized her to perform better by “trust[ing] me to make judgment calls.” Participant 507 described her supervisor’s method for delegating projects: “He typically allows me to come with a plan and he agrees. Or if he has a plan in mind, he approaches me first with the plan and we discuss.” Participant 103 also described a supervisor who was willing to accept input when assigning work: “[My] supervisor states the goal of the project; the team then divides the work based on strengths. We then share ideas, edit and implement.” Participant 905 summed up a transformational leader’s attitude toward employees’ judgment and the response it elicited: “She truly believes in her employees and she encourages and motivates them to reach for greatness.”

A TL behavior closely related to valuing employees’ judgment was being approachable and accepting input. Confirming the results of the online survey, Participant 507, for example, described her supervisor as, “A leader who listens and values my opinion” and as, “always willing to listen and learn...He is a good listener, willing to lead and follow.” Participant 202 described his supervisor as, “engaged and personable,” qualities that are important components of approachability, while Participant 955 used similar language in describing her supervisor as, “Very personable and friendly, easy to talk to...Laid-back, easygoing, but still disciplined.” Participant 905 said of her boss, “She believes in you.”

Leading by example, another TL trait, was cited by participants who described their supervisors as engaging in this behavior or as simply pitching in to help with tasks. Participant 202 said his supervisor inspired him to do his best work by, “Setting the

example,” while Participant 955 said that her supervisor set, “a good example of how to get things done.” Participant 202 also said that his supervisor had energized him to perform better when he, “Jumped in to provide assistance,” while Participant 507 gave this example of an instance of pitching in: “To improve results, I suggested we schedule regular meetings with students, and he agreed and assisted in making it happen.”

Sensitivity to employee needs and strengths was another TL trait that participants found in their supervisors. Participant 905 said that her manager, “will delegate responsibility based on the employee’s strengths.” Supervisors also tailored their communication styles to employee needs, with Participant 507 saying that her boss communicated, “According to each individual’s needs...his door is always open, he responds to emails, and will speak over the phone, very accommodating.” Participant 510 described a similar pattern of flexibility: “My manager uses technology such as email, instant message, phone, conference meetings and calls, but will also use one-on-one meetings to status employee performance or issues needing managerial intervention.” Participant 201 said his supervisor had changed his (the participant’s) job to suit his strengths, “many times,” and Participants 202, 905, 510, and 302 also reported that their supervisors had tailored their responsibilities to their abilities.

As part of the fact finding protocol, participants were asked to describe their career goals and indicate how their supervisor might help them to achieve those goals; contributing to the personal and career growth of subordinates is a transformational leadership behavior. Participant 202, whose career goal was to find work in cybersecurity consulting, stated of his supervisor’s contribution, “The right amount of help is being provided.” Participant 905 stated that her career goal was to, “become a

Program Director or create curriculum for a textbook publisher,” and she said that her supervisor could help her to achieve one or the other of these goals, “By continuing to train me on the information and skills needed to become a successful Program Director,” indicating the supervisor’s present engagement with this employee’s professional development. Participant 507 wished to “Grow in the role of academic leadership” and stated that her supervisor could advance her on this track by “continu[ing] to teach, listen and share,” again indicating the supervisor’s present engagement with the employee’s development. Participant 955 had submitted a request to her supervisor to allow her to take courses at the college, but had not yet received an answer; she identified this as the area in which she needed her supervisor’s help to achieve career goals. Participant 103 wanted help from college administration in becoming a better instructor, pointing out that, “We [the college as a whole] currently make no efforts in financially assisting educators in development”; this perceived lack of support was not due to the transformational leader’s decision, however.

Interview responses indicated a positive organizational climate, which was manifested in the high degree of correspondence between participants’ expressions of their values and the same participants’ descriptions of their actual workplace and leaders. Participant 202 most valued “honesty” in the workplace, and listed among the most valued characteristics of his actual workplace culture the closely related quality of, “dependability.” Participant 905, who most valued “Praise and appreciation,” said of her leader, “She believes in me” and “she praises you on your hard work.” Participant 905 also stated that her supervisor had once energized her by, “Praising me for a good job in a public forum. This increased my confidence and it showed me that she truly appreciates

my hard work,” again indicating a high degree of alignment between this participant’s values and the transformational leadership behaviors of her supervisor. Participant 507 most valued, “Work-life balance,” and described the actual organizational culture her supervisor had facilitated as conducive to, “Work life balance, [being] able to focus on doing the best in the workplace and meet the needs of your personal life, as long as your work is complete and or tasks fulfilled.” Participant 955 most valued “interaction with people” and saw in the actual organizational culture her boss had facilitated, “A sense of community.” Participant 302 placed a high value on, “Being respected by my coworkers,” and said his supervisor had inspired him to go above and beyond job requirements by, “Making you feel that you make a difference in the team’s success,” suggesting that his supervisor was sensitive to his desire to be recognized for contributing to collective goals.

Participants were sufficiently inspired by their transformational leaders to engage in TL-like behaviors themselves, when they went out of their way to engage in the OCB of helping or encouraging coworkers. Participant 905 said, “Every year, I go out of my way to show appreciation towards my committee. I believe that the best workers are created in an environment that appreciates hard work and dedication.” Participant 202 said he went out of his way to encourage his coworkers, “To lift their spirits after they failed to meet the requirements for advancement.” Participant 507 had made encouragement into a routine: “On a regular basis, in between semesters, I send check-in emails to all of our instructors, to get a pulse check and offer assistance and appreciation for [their] efforts.” Participant 103 showed appreciation through, “Thank-you cards” and encouraged coworkers by, “Mentoring [them] on my own time with no financial gain.”

Participant 955 said, “My personality allows me to be paired up with new employees for various types of orientation. During those times it is easy for me to find occasions to encourage people.”

OCBs were not limited to helping and encouraging coworkers, however. The manner in which participants described each other and the consistency with which they used certain descriptors corresponded to OCB rich environments associated with the influence of TL. The descriptors participants associated with fellow subordinates of their transformational leaders included, “self-starters” and “dependable” (Participant 202); “passionate, focused, and determined” (Participant 507); “committed to [the] process, purposeful, and hard workers” (Participant 510); “independent and creative” (Participant 103), and; “team players” (Participant 201). Indications that these characteristics were at least in part a result of the transformational leader’s influence can be found in participants’ descriptions of their coworkers’ attitudes when dealing with the TL. Participants saw their coworkers as meeting the TL with an attitude that was, “positive” (Participants 202, 507, 302, and 201) and “empowered” (103). Participant 510 described her coworkers as “Goal-oriented, and all appear ready and willing to participate” when they interacted with their supervisor, while Participant 955 said, “The team is comfortable with our leader. We don't dread coming to work.”

When participants described the organizational culture directly, they were equally enthusiastic in indicating the pervasiveness of OCBs. Participant 905 said, “We are truly a team, and we believe [in] and support one another.” Participant 510 described a congenial environment characterized by, “Work-life balance,” in which workers were, “able to focus on doing the best in the workplace and meet the needs of your personal

life, as long as your work is complete and or tasks fulfilled.” For Participant 955, the workplace was characterized by, “A sense of community,” indicating a culture of good organizational citizenship. Participant 302 said, simply, “I love it.”

Research question 2: How do the effects of transformational leadership on organizational citizenship behavior affect workplace productivity levels, both short- and long-term? The TL-inspired workplace culture of good organizational citizenship was reflected in participants’ willingness to contribute to WPL above and beyond the call of duty. Participant 302 reported that TL and pervasive OCB inspired him and his coworkers to be more productive by, “Making you feel that you make a difference in the team’s success.” Participant 507 said she was inspired by an organizational culture of, “Freedom, support, and flexibility.” Other participants said that their supervisors inspired them to increase their WPL in the short- and long-term, “By illustrating the importance and relevance of the work” (Participant 202); “By believing in my abilities” (Participant 103); and “By example” (Participant 201).

Employees were enthusiastic in describing the effects that TL-inspired OCB had on WPL in the short-term and long-term. Participant 905 said that her boss’s effect on the organizational climate was inspiring: “She truly believes in her employees and she encourages and motivates them to reach for greatness.” For Participant 507, the most conspicuous effect of TL on WPL via OCB in the short-term and long-term was a more productive partnership with other departments, because employees in the TL’s department were, “Able to learn, able to assimilate and able to gain the respect and partnership of the larger team, in other departments.” For Participant 510, the culture of creativity and supportiveness that TL had helped to establish encouraged employees both

to think imaginatively and to follow through on innovative ideas, thereby enhancing both short- and long-term productivity: “[We] had opportunity to think out of the box and actually execute on that idea / procedure.” For Participant 955, the effect of OCB on WPL was accomplished through the contributions everyone in the office made to run a highly organized and efficient workplace: “things run smoothly with minimal chaos.” Participant 103 felt that freedom to perform OCBs encouraged workers to participate and innovate, saying that simply, “Being allowed to work on projects and new ideas” helped employees to become more productive in the short-term and long-term.

Data collected from the online interviews were indicative, in both the short-term and long-term, of the effects of TL-inspired OCB on WPL in participants’ expressions of willingness to work extra hours in order to complete tasks. Participant 202 said of his and his coworkers’ putting in extra days or hours to complete a project, “No problem here.” Participant 507 described herself and her coworkers as, “Willing to do whatever is necessary to be successful.” Participant 955 said of her department’s attitude toward extra hours, “everybody is on board, we work as a team,” while Participant 103 said, “We just do it.” Participant 905 had a good reason for not putting in extra hours, and felt indebted to a supervisor who had not required them: “Last year I had a baby girl, and my supervisor has been very understanding and has not required me to work late or on weekends. I truly appreciate this act of kindness.” Additionally, the researcher for this study had to consider short- and long-term effects not just through a specific measure of time but also through the uninterrupted or lasting existence of processes initiated and fostered by the TL over time. For Participant 202, the most valuable effect of TL was a workplace culture of flexibility and freedom in which employees could, with their

leader's example, seek out innovative ways to boost productivity, both by undergoing extra training and by altering workplace processes to make them more effective long-term; thus, what made employees more productive in the short- and long-term was the OCBs themselves, or, "Being able to change the way things are done and learn from his [the TL's] step. Having the opportunity to cross train in the material."

Evaluation of Findings

The theoretical framework for this study was social exchange theory (SET), as developed by Emerson (1976), who used the theory to facilitate economic analyses of noneconomic social situations. Emerson posited that the universality of the norm of reciprocity causes members of all groups to work to maintain balance in their exchanges (Emerson, 1976; Vidyarthi et al., 2014). This theory is a useful lens for interpreting the findings of the present study, as it provides an explanation for the positive correlation previous researchers have observed between transformational leadership (TL) and organizational citizenship behaviors (OCB) (Lin, Li, & Hsiao, 2012; Moghadam, Moosavi, & Dousti, 2013; Shin, 2012). Using SET, it may be conjectured that feelings of obligation prompt OCB (Walumbwa, Cropanzano, & Goldman, 2011), and that feelings of obligation can be created in employees by the support employees receive from transformational leaders (Blau, 1964; Grant, 2012).

The findings of this study provide support for this use of SET to explain the observed relationship between TL, OCB, and workplace productivity levels (WPL). In addition to confirming that TL, OCB, and WPL occurred together in the case organization, the results of this study strongly suggested that this relationship was due to the feeling of obligation created in employees by certain aspects of TL. Several

participants expressed appreciation for their managers' forbearance from micromanagement, emphasizing the respect for their (the employees') judgment that this allowance of discretion implied. Participants also expressed appreciation for managers' approachability and acceptance of input, as well as for managers' sensitivity to employees' needs and strengths, which was manifested through flexible communication styles and strengths-based assignments of duties. Participants reported that they and their coworkers directly reciprocated these expressions of respect and support with commitment, initiative, respect, a positive attitude, hard work, dependability, and teamwork.

All of these attitudes and behaviors that were offered by employees in response to TL were potentially beneficial to the organization, and participants' descriptions of their organization's culture suggested that the potential benefits were actual and pervasive. Participants reported that their workplaces were characterized by a culture of teamwork, community, mutual support, work-life balance, and fulfillment of organizational goals. These findings confirmed the conclusions of Saeed and Ahmad (2012), who observed that employees' OCB is a reaction to TL: specifically, followers of transformational leaders feel trust, admiration, loyalty, and respect for the leader, and they accordingly do more than is expected of them. The present study's finding that participants appreciated the respect and empowerment they received from transformational leaders also confirmed the findings of Lin et al. (2012), who determined that the relationship between TL and OCB was mediated by employee empowerment.

Shin (2012) found that individualized inspiration and charisma of transformational leaders can lead to altruistic OCB in followers; this conclusion is

corroborated by the results of the present study, which indicated that followers of transformational leaders engaged not only in behaviors intended to reciprocate TL support directly to the leader or generally to the organization, but specifically to individual coworkers. Participants reported engaging in a variety of altruistic OCBs directed at coworkers and subordinates, such as, expressions of appreciation, and offers of encouragement. In agreement with a finding of Carter et al. (2012), involving continuous incremental change contexts, an iterative, adaptation process occurs that consists of a sequence of small-scale changes that allow the work unit (i.e., work team) to move forward while maintaining coherency in purpose (Weick & Quinn, 1999). This iterative process compels employees to constantly adjust to maintain process effectiveness, as well as participate in positive social interactions among team members. It is this situational feature involving change frequency that reflects how often change events are implemented in the work team, each of which requires employees to adapt their daily work routines. This study's results further indicated that TL-inspired OCB had a positive influence on WPL, according to participants' reports that they and their coworkers were willing and even happy to work through evenings and weekends in order to accomplish organizational goals.

According to Carter et al. (2012), the mechanism and intermediaries of the observed relationship between TL and OCB are not well understood. The present study may be seen as addressing this gap in current knowledge by providing support for Saeed and Ahmad's (2012) finding that employee OCBs are reactions to TL, and for the explanation of this causal relationship that is offered by Emerson's (1976) SET. In this context, SET indicates that employees' OCBs may be attempts to reciprocate the support

and respect they receive from their transformational leaders. Participant responses in this study suggested that TL creates a feeling of obligation in employees, and that this obligation is discharged through OCBs, some of which positively influence WPL.

Summary

The purpose of this qualitative, multiple case study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeastern U.S. To accomplish this, the researcher administered anonymous, online surveys, fact finding protocols, and online interviews with twelve subordinates of transformational leaders in the case organization.

Two research questions were used to guide the study. The first research question was: How does transformational leadership affect organizational citizenship behavior? Findings indicated that TL behaviors such as empowering employees, being approachable, accepting input, and leading by example contributed to an organizational climate of teamwork, community, and commitment in which workers felt both obligated and happy to go above and beyond the call of duty by, for example, working extra hours to complete projects and supporting coworkers. The second research question was: How do the effects of transformational leadership on organizational citizenship behavior affect workplace productivity levels, both short- and long-term? Results indicated that TL inspired employees to do more than they were required to do, and that this affected WPL by influencing employees to work harder, devote longer hours, and feel passionate about their work. These results provided support for the conclusion of Saeed and Ahmad (2012), that TL causes employee OCB, and addressed a gap in the current understanding

of the mechanism of this causation (Carter et al., 2012) by providing support for the explanation indicated by social exchange theory: that TL creates a sense of obligation in employees, and that employees may discharge this obligation through OCBs. Chapter 5 includes a discussion of the implications of these results.

Chapter 5: Implications, Recommendations, and Conclusions

Introduction

Transformational leaders guide their subordinates to perform beyond expectations (Abdussamad et al., 2015; Deinert et al., 2015; Dunn et al., 2012; Saeed & Ahmad, 2012). It has been established that transformational leaders have the ability to augment the interest of the followers to achieve better performance (Abdussamad et al., 2015; Deinert et al., 2015; Dunn et al., 2012). Studies have shown that transformational leaders inspire higher levels of job satisfaction and organizational commitment which in turn can affect organization citizen behaviors (OCB) (Carter et al., 2012; Saeed & Ahmad, 2012).

The current research explored the dimensionalities of transformational leadership, OCB, and productivity by utilizing a qualitative case study method. Extant research on the relationship has provided little insight on the nature of these effects. Using a qualitative case study design could reveal how transformational leadership can mold employees' OCB and ultimately their workplace productivity. The purpose of this qualitative, multiple case study is to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeast US.

The limited amount of time in which to conduct interviews and fact finding protocols is a limitation of this study; the study is cross sectional and not longitudinal. Also, a limitation of this study was the need to conduct data collection methods anonymously, out of an abundance of caution in relation to participant privacy, because the researcher of this study was also an administrator for the case school. The participants

could have been reluctant to discuss their leaders, although this was addressed, by including multiple ways for the participants to discuss their perceptions and experiences by ensuring anonymity through the use of online interactions. However, it was assumed that those who agreed to participate in this study answered truthfully on all the questions. Ethical considerations were observed in conducting this study; for instance, the prescribed IRB approval was obtained prior to any arrangements for data collection, participants' personal particulars were not collected and numerical identifiers were used throughout the study.

This final chapter discusses the implications of the research findings in the light of the purpose and research questions of the study. In the next sections the implications and recommendations will be addressed. The implications are arranged according to the research questions and the findings of the previous chapter. Each research question will be discussed by referring to points discussed in chapter two and findings from chapter four. Based on the findings recommendations for implementation, including recommendations for future research are proposed. A conclusion concludes this chapter and the study.

Implications

The purpose of this qualitative, multiple case study was to determine the effects of transformational leadership on organizational citizenship behavior and workplace productivity among administrators and professors working in various campuses of a large, regionally accredited college located in the northeast US. The research questions that guided this study were:

RQ1. How does transformational leadership affect organizational citizenship behavior?

RQ2. How do the effects of transformational leadership on organizational citizenship behavior affect workplace productivity levels both short and long-term?

The outcomes of the online interviews and fact finding protocols were thematically analyzed and coded. The analysis indicated that the employees were satisfied with their managers' leadership styles, they engaged in OCB, and as a group they achieved and exceeded the organizational goals. An analysis of the leadership survey completed by the leaders and the opinion survey completed by the employees indicated a high level of agreement on the different characteristics of transformational leadership as displayed by the leaders.

The influence of transformational leadership on organizational citizenship behavior

The transformational leadership traits involved in RQ1 included approachability, leading by example, rewarding employees, sensitivity to employees' needs, realistic expectations, reliability, intellectual stimulation and supportive of career aspirations, empowerment in decision-making and ease of disagreeing with decisions.

The four transformational leaders whose subordinates participated in this study considered themselves as employing transformational leadership behaviors often to frequently or nearly always. This means that the leaders were of the opinion that they were nearly always utilizing transformational leadership behaviors. The twelve subordinates of the transformational leaders who participated in this study were afforded three opportunities to provide their opinions of the transformational leadership behaviors of their leaders. In the opinion survey the subordinates mostly agreed with the leaders'

self-evaluation of their leadership style behaviors. Across the three evaluation opportunities that were afforded to the twelve subordinate participants, there was a high level of agreement on most of the transformational leadership traits exhibited by their corresponding leaders. Furthermore, this confirmed the self-evaluation of the leaders' assessments of their own leadership styles.

The only discrepancies were observed in the opinion survey completed by the twelve subordinates. The subordinates rated the items pertaining to consistently rewarding employees for good work and disagreeing with the leader regarding a decision made (2.63) lower compared to the leaders' self-assessment and also the data collected from the subordinates during the online interviews and the fact finding protocols. This raises the question whether the subordinates were either not interpreting the questions correctly on the opinion survey or whether the interview environment somehow influenced them to judge the leaders differently on these traits.

Based on the responses of the subordinates it was evident that they judged the organizational climate as positive. Specific remarks made during the interviews led to the impression that the subordinates were satisfied, overall, with the leaders' behavior. Factors that lead to overall satisfaction and positive organizational climate were amongst all the leaders' rewarding of good work, adherence to organizational values, establishing and valuing a work-life balance, and promoting cohesion or a feeling of belonging in the group.

The subordinates reported engaging in behaviors that resemble transformational leadership traits as they mentored co-workers and went out of their way to inspire and reward their subordinates. Some of the participating subordinates indicated that they

aspired to motivate their co-workers especially when goals were not met. Not only did the transformational leaders inspire OCB in the participating subordinates but also in the rest of the team as the participants described their peers as having transformational leader inspired characteristics (e.g. self-starter, dependable, passionate, and team-player). This finding validates the findings of Shibru and Darshan (2011) who indicated that the transformational leadership style inspires subordinates to transcend self-interest and achieve performance goals that are good for the organization as a whole. Organizational citizenship behaviors include activities not strictly part of the employee's job description and are aimed at increasing the success of the organization and other persons or peers. These behaviors include being supportive of others, helpfulness, and volunteering which are aimed at making the organization successful (Bolino et al., 2012; Kaya, 2015; Oh et al., 2015; Taghinezhad et al., 2015).

The first research question of this study addressed the issue of whether there was a relationship between transformational leadership behavior and OCB exhibited by subordinates. The results of this study suggested that transformational leadership behaviors triggered OCB in the subordinates who participated in this study. Previous researchers identified predicting factors of OCB literature (Alessandri et al., 2012; Al-Sharafi & Rajiana, 2013; Lin et al., 2012). The factors were divided into categories—dispositional variables, attitudinal variables, and organizational variables. For the purposes of this study the attitudinal variables—job satisfaction and organizational commitment (Alessandri et al., 2012) and organizational variables that include leadership styles (Alessandri et al., 2012) are important. Al-Sharafi and Rajiani (2013) found that leaders have the capacity to influence the actions and attitudes of their subordinates that

would ensure achieving organizational goals and success. The findings of this present study are consistent with the findings of Al-Sharafi and Rajiani (2013) as it also suggested that the transformational leadership behaviors of the leaders inspired similar actions in their subordinates who displayed extra-ordinary performance to transcend self-interest and achievements towards the overall good of the organization. This current study confirms the important influence of transformational leadership behaviors on employees' OCB and extends the findings into a higher educational setting.

The consequences of transformational leadership on OCB and workplace productivity levels

There was some overlap between the transformational behaviors and OCB that could inspire workplace productivity levels (WPL) but duplication will be avoided as far as possible. The transformational leadership behaviors most prevalent in RQ2 were leading by example and establishing a team spirit or a feeling of belonging.

The findings of this research suggested that a workplace culture of OCB resulted from the transformational leadership behaviors of the leaders. The participant subordinates reported that they were willing to work longer hours. Some participants reported that they and their team members were inspired to contribute towards the organizational success. The participants indicated that the transformational behaviors of their supervisors inspired them to increase their workplace productivity levels in the short- and long-term, as they were willing to continue working until a project was completed even if it meant working longer hours. The participants indicated that this behavior was evident with all the team members.

Considering the social exchange theory that functioned as a theoretical framework for this study, it is evident that the norm of reciprocity (Emerson, 1976; Vidyarthi et al., 2014) also functions in the relationship between OCB and workplace productivity levels. According to this theory people will reciprocate to the leadership behaviors of the leader by exhibiting similar behaviors and acts of kindness. The participants appreciated the way they were treated and the interest the leaders took in them as individuals and reciprocated by increasing their productivity levels. This positive correlation between the subordinates' workplace productivity levels, OCB and transformational leadership behaviors can be explained in terms of the theoretical framework (Lin, Li, & Hsiao, 2012; Moghadam, Moosavi, & Dousti, 2013; Shin, 2012). According to Walumbwa et al. (2011) feelings of obligation can give rise to OCB and can also be elicited in employees as a result from the support they receive from the transformational leaders (Blau, 1964; Grant, 2012). This feeling of obligation in turn prompts the employees to increase workplace productivity levels.

The findings of this study therefore supported the explanation of the relationship between transformational leadership behavior, OCB and workplace productivity levels in the chosen case organization, namely higher education. From the data collected there was a strong indication that the employees' increased workplace productivity levels was due to a sense of obligation. Leaders at organizations such as education should realize that transformational leadership behaviors such as leading by example, focusing on the individual, flexibility, and respect can be reciprocated with increased workplace productivity levels.

Recommendations

This study investigated the relationship between transformational leadership behaviors and OCB as well as the influence of OCB on workplace performance levels. It was expected that there would be a positive relationship between transformational leadership behaviors, OCB and workplace performance levels. The results of this study confirmed this expectation. Based on the results of this study the following recommendations can be offered for practice and future research.

Recommendations for practice. The results of this study strongly supported the notion that transformational leadership inspires employees to exhibit OCB. The subordinate participants indicated that they emulated some of the behaviors of their leaders in that they were willing to mentor co-workers, praise, and motivate them. This in turn strengthened the feeling of belonging in all the subordinates who then willingly gave extra time and care to task completion for the benefit of the organization. Given this strong indication of the success of transformational leadership behavior in this higher educational setting, it is recommended that all sectors of the case organization and possibly related institutions develop and present training on transformational leadership for their employees in junior and middle management to establish the transformational leadership style and benefits throughout the organization. The results of the study indicated that the leaders were not fully cognizant of the execution of their leadership behaviors and how it was perceived by the subordinates. In terms of consistently providing praise and the ease with which subordinates could differ with decisions made the leaders were not scored as highly on the opinion survey. To further enhance the leaders' transformational behaviors, it is recommended that they receive a refresher

course in transformational leadership where these aspects could be highlighted and practical implementation be targeted.

Recommendations for future research. Due to the time constraints only a small sample of subordinates was selected for the online interviews and fact finding protocols. It is recommended that a larger sample of subordinates reporting to a leader be chosen for future research. It is possible that people who are less often in contact with the leader could have different perceptions of the leader's behaviors and therefore adopt OCBs that may be different from employees who work in closer proximity with the leader. By choosing all the employees of a particular department or unit, this possibility will be ruled out. Another recommendation is to replicate this research as a quantitative study in which larger numbers of subordinates reporting to leaders could be targeted. There was a discrepancy between the subordinates' narrative during the interviews, fact finding protocols, and the opinion survey. Those discrepancies could be attributed to subordinate misunderstanding about what their TL can share about certain aspects of managing and there may be certain processes in the department that are centrally driven that are not up for discussion but must be continually and efficiently accomplished. To ensure complete anonymity and therefore to an extent overcome the subordinates' reluctance to judge their leaders, additional measures to ensure survey anonymity might prove to be a useful way to extend this research. Lastly, putting processes in place that could allow a researcher to conduct face to face interviews and a focus group could provide useful information for this type of study.

Conclusions

The purpose of this qualitative study was to explore the extent to which transformational leadership behaviors influence OCB and workplace productivity levels of administrators and professors who work at campuses of a large regionally accredited college located in the northeast US. Leaders are considered to be the main influencers of employee behaviors including OCB (Kaya, 2015; Lin, Li, & Hsiao, 2012). Employees engaging in OCB work towards promoting the good of the organization by means of their helpfulness, by volunteering, and effective work behaviors (Oh et al., 2015; Taghinezhad et al., 2015).

The findings of the study revealed that transformational leadership behaviors can be associated with strongly promoting OCB in the chosen case educational organization thus increasing the team's effectiveness. The results add to the body of knowledge of the theory on Transformational Leadership and OCB that could benefit educational organizations and possibly other similar organizations by advancing the effectiveness of the teams through promoting OCB. Furthermore, results indicated that OCB influenced the individual's and team's workplace performance levels. This relationship could enhance the possibility of further improving the organization's success. The results of this study could add to those of Stadelmann (2010) who mainly focused on the aspect of subordinates' extra effort in response to transformational leadership in the Swiss military system as well as the study of Bass, Avolio, Jung and Berson (2003) that was focused on higher level leaders, arrived at similar conclusions. The results of this study suggest that the use of transformational leadership behaviors by leaders of higher educational organizations can impact on the OCB of the subordinates which in turn can increase the

workplace performance levels of the team. Future research would profit from larger scale investigations exploring the influence of transformational leadership behaviors.

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Appendix A: Survey of Transformational Leadership

(Institute of Behavioral Research, 2009)

This anonymous, online survey asks questions about your leadership style. You will judge how frequently each statement fits your pattern in the workplace. To complete the form, please mark your answers completely in the appropriate box. If you do not feel comfortable giving an answer to a particular statement, you may skip it and move on to the next statement. If an item does not apply to you or your workplace, leave it blank. Responses range from “0 = not at all” to “4 = frequently, if not always”.

My leadership style...

1. shows determination on the job

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

2. attempts to improve the program by taking a new approach to business as usual

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

3. makes staff aware of the need for change in the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

4. treats staff members as individuals, rather than as a collective group

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

5. provides opportunities for staff to participate in making decisions that affect the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

6. accomplishes tasks in a different manner from most other people

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

7. provides opportunities for staff members to take primary responsibility over tasks

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

8. does not display honesty

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

9. tries ways of doing things that are different from the norm

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

10. conveys hope about the future of the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

11. treats individual staff members with dignity and respect

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

12. communicates program needs

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

13. is approachable

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

14. takes appropriate personal risks in order to improve the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

15. identifies program weaknesses

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

16. delegates tasks that provide encouragement to staff members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

17. takes personal chances in pursuing program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

18. seeks new opportunities within the program for achieving organizational objectives

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

19. considers staff needs when setting new program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

20. delegates tasks that build up the organization

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

21. encourages staff feedback in choosing new program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

22. is willing to personally sacrifice for the sake of the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

23. identifies limitations that may hinder organizational improvement

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

24. develops new program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

25. assigns tasks based on staff members' interests

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

26. makes bold personal decisions, if necessary, to improve the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

27. talks about goals for the future of the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

28. does not respect individual staff members' personal feelings (R)

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

29. enables staff to make decisions, within contractual guidelines, on how they get their work done

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

30. displays enthusiasm about pursuing program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

31. considers the ethical implications of actions

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

32. uses metaphors and/or visual tools to convey program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

33. follows delegation of a task with support and encouragement

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

34. displays confidence that program goals will be achieved

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

35. expresses values shared by program staff members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

36. expresses a clear vision for the future of the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

37. sees that authority is granted to staff in order to get tasks completed

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

38. clearly defines the steps needed to reach program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

39. encourages staff behaviors consistent with the values shared by all members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

40. positively acknowledges creative solutions to problems

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

41. sets attainable objectives for reaching program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

42. offers individual learning opportunities to staff members for professional growth

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

43. provides requested support for task completion

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

44. helps staff members see how their own goals can be reached by pursuing program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

45. acts consistently with values shared by program staff members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

46. encourages ideas other than own

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

47. allocates adequate resources to see tasks are completed

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

48. demonstrates tasks aimed at fulfilling program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

49. is respectful in handling staff member mistakes

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

50. allocates resources toward program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

51. takes into account individual abilities when teaching staff members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

52. provides information necessary for task completion

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

53. obtains staff assistance in reaching program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

54. keeps commitments

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

55. secures support from outside the program when needed to reach program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

56. coaches staff members on an individual basis

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

57. provides feedback on progress toward completing a task

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

58. is trustworthy

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

59. encourages staff to try new ways to accomplish their work

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

60. promotes teamwork in reaching program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

61. expects excellence from staff

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

62. behaves in ways that strengthens respect from staff members

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

63. expresses confidence in staff members' collective ability to reach program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

64. is someone that staff members are proud to be associated with

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

65. suggests new ways of getting tasks completed

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

66. expects that members of the staff will take the initiative on completing tasks

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

67. challenges staff members to reconsider how they do things

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

68. expects that staff members will give tasks their best effort

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

69. asks questions that stimulate staff members to consider ways to improve their
work performance

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

70. models behaviors other staff are asked to perform

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

71. prepares for challenges that may result from changes in the program

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

72. takes bold actions in order to achieve program objectives

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

73. recognizes individual staff members' needs and desires

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

74. searches outside the program for ways to facilitate organizational improvement

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

75. assists individual staff members in developing their strengths

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

76. performs tasks other than own, when necessary, to fulfill program objectives

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

77. encourages staff to share suggestions in how new program goals will be implemented

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

78. behaves consistently with program goals

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

79. seeks program interests over personal interests

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

80. conveys confidence in staff members' ability to accomplish tasks

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

81. shows self-confidence

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

82. does not criticize program members' ideas even when different from own

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

83. helps staff members set attainable goals to accomplish work tasks

0-Not at all 1-Sometimes 2-Often 3-Neutral 4-Frequently

Appendix B: Informed Consent

Introduction:

My name is Vivian Rogers. I am a doctoral student at Northcentral University. I am conducting a research study on the factors that affect organizational commitment, citizenship behavior, and productivity. I am completing this research as a component of my doctoral degree. I invite you to participate through an anonymous, online survey.

Activities:

If you participate in this research, you will be asked to:

1. read and sign informed consent (10 minutes)
2. complete an opinion survey (15 minutes)
3. complete a fact finding protocol (30 minutes)
4. participate in an online interview (30 minutes)

Eligibility

You are eligible to participate in this research if you:

1. Work with a supervisor who has previously completed the Survey of Transformational Leadership and earned a score which indicates that s/he is a transformational leader
2. Are willing to voluntarily participate in the study
3. Have worked with the transformational leader for one year or more

You are not eligible to participate in the research if you:

1. Do not report to a transformational leader
2. Are not willing to voluntarily participate in the study
3. Have not worked with a transformational leader for at least a year

I hope to include 10-15 people in this research

Risks:

There are minimal risks in this study. Some possible risks include: Your responses providing some indication of your identity or position. Discomfort in discussing your work situation. To decrease the impact of these risks, you can: skip any question or cease participation, without penalty, at any time.

Benefits:

If you decide to participate, there are no direct benefits to you.

The potential benefits to others are: the field of industrial and organizational psychology will have increased knowledge about the effects of transformational leadership on employees in relation to organizational citizenship behavior and workplace productivity

Confidentiality:

The information you provide will be kept confidential to the extent allowable by law.

Some steps I will take to keep your identity confidential are: I will only use numbers to identify participants and I will not ask for your name.

The people who will have access to your information are: myself, my dissertation chair, my dissertation committee, and the Institutional Review Board may also review my research and view your information.

I will keep your data for 7 years. Then, I will delete electronic data and destroy paper data by shredding it.

Contact Information

If you have questions for me, you can contact me at: V.Rogers1021@email.NCU.edu or 1-757-560-2811.

My dissertation chair's name is Dr. Donna Smith. She works at Northcentral University and is supervising me on the research. You can contact her at: donnasmith@ncu.edu .

If you have questions about your rights in the research, or if a problem has occurred, or if you are injured during your participation, please contact the Institutional Review Board at: irb@ncu.edu or 1-888-327-2877 ext 8014.

Voluntary Participation:

Your participation is voluntary. If you decide not to participate, or if you stop participation after you start, there will be no penalty to you. You will not lose any benefit to which you are otherwise entitled.

Signature:

Please sign here if I can record you: _____

Participant Signature	Printed Name	Date
_____	_____	_____
Researcher Signature	Printed Name	Date
_____	_____	_____

Compensation:

Compensation for participating in the study will not be provided. Your participation is voluntary and predicated upon your continued willingness to participate.

Mandated Reporting:

I am required to report suspicion of child or elderly abuse to: The Department of Health and Human Services.

If I am concerned you might hurt yourself, I must get help for you. I will: call Emergency Services at 911; payment for any treatment is the responsibility of the participant.

If I am concerned that you might hurt someone else, I will: call Emergency Services at 911; payment for any treatment is the responsibility of the participant.

Appendix C: Opinion Survey

1. My supervisor is approachable:

Strongly Agree Agree Neutral Disagree Strongly Disagree
2. My supervisor often gives me feedback about my work:

Strongly Agree Agree Neutral Disagree Strongly Disagree
3. My supervisor consistently rewards employees for good work:

Strongly Agree Agree Neutral Disagree Strongly Disagree
4. The supervisor often considers employees' opinions when making decisions:

Strongly Agree Agree Neutral Disagree Strongly Disagree
5. It is easy for employees to disagree with the decisions made by my supervisor:

Strongly Agree Agree Neutral Disagree Strongly Disagree
6. My supervisor has realistic expectations:

Strongly Agree Agree Neutral Disagree Strongly Disagree
7. My supervisor is reliable:

Strongly Agree Agree Neutral Disagree Strongly Disagree
8. My supervisor effectively uses company resources:

Strongly Agree Agree Neutral Disagree Strongly Disagree
9. When making decisions, my supervisor usually takes:

Too much time Too little time Neutral The right amount of time
10. Overall, concerning your supervisor are you:

Satisfied Dissatisfied or Neither satisfied or dissatisfied

Appendix D: Interview Questions

1. What do you value most as an employee?
2. Can you provide examples of the most desirable aspects of the department's culture in which you work?
3. Can you provide examples of the least desirable aspects of the department's culture in which you work?
4. How have employees become more successful as a result of the TL's management?
5. What three words would you use to describe the people that report to your supervisor?
6. How does your supervisor like to communicate with the people he/she manages?
7. Has your supervisor ever changed your job to better suit your strengths?
8. How does your supervisor delegate authority as well as responsibilities for projects?
9. How does your supervisor inspire you to contribute above and beyond the call of duty in your work efforts?
10. What is the attitude of your team when interacting with the TL?

Appendix E: Fact Finding Protocol

1. What do you like most about working with your supervisor?
2. If you could change any aspect of your current work protocol, what would it be?
3. How does your supervisor inspire you to do your best work?
4. What are your career goals?
5. How might your current supervisor help you reach your career aspirations?
6. Can you give me an example of something your supervisor did that energized you to perform better?
7. What are some of the ways that your supervisor is different from supervisors that you've had in the past?
8. What does your supervisor need to do to improve productivity in your department or division?
9. How does your supervisor and your work team handle working weekends, staying late, or working on their day off to complete a project or task?
10. Can you describe a situation where you went out of the way to give a co-worker encouragement or express appreciation?

Appendix F: Demographic Questionnaire

1. What is your age:
 - 20-29
 - 30-39
 - 40-49
 - 50-59
 - 60 or above
 - Prefer not to answer
2. What is your level of education?
 - High school
 - Some college
 - College graduate
 - Graduate school
 - Advanced or terminal degree
 - Prefer not to answer
3. Gender
 - Male
 - Female
 - Prefer not to answer
4. Ethnicity (Race): Please specify your ethnicity:
 - White
 - Hispanic or Latino

- Black or African American
- Native American or American Indian
- Asian or Pacific Islander
- Other
- Prefer not to answer

5. Professional or Employment Status

- Part-time administrative worker
- Full-time administrative worker
- Adjunct professor
- Full-time professor
- Consultant
- Director
- Prefer not to answer

6. Number of years working for your supervisor

- Less than a year
- 1-2 years
- 3 -5 years
- 6-10 years
- 11-20 years
- 21 years or more
- Prefer not to answer