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Transformational Leadership Effects on Employee Engagement and Counterproductive Work Behavior's Influence as a Moderating Variable

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Walden University

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Cybil Michelle Johnson

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Walden University
2020

Abstract

Transformational Leadership Effects on Employee Engagement and Counterproductive
Work Behavior's Influence as a Moderating Variable

by

Cybil Johnson

MA, Fairleigh Dickinson University, 2010

BS, Fairleigh Dickinson University, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial and Organizational Psychology

Walden University

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Abstract

Many organizations have the daunting task of dealing with counterproductive work behavior (CWB) at various levels in the workplace. This study sought to examine if transformational leadership (TFL) has an impact on employee engagement (EE) and if CWB has a moderating influence on this relationship in the U.S. Postal Service. This study's intent was to address a gap in the literature regarding CWB exhibited by employees and the positive intentions of TFL on EE. A quantitative study was conducted utilizing an anonymous online survey to assess the relationship among employees of the U.S. Postal Service. The study was conducted using 107 research participants employed in the postal service by utilizing the Interpersonal Conflict Scale, Instrumental Leadership Scale, and the Job Crafting Scale. A correlation analysis was conducted to analyze the relationship between TFL and EE. A multiple regression analysis was performed to assess CWB's impact as a moderator on the relationship between TFL and EE. The findings from this study exhibit that there is a positive correlation between TFL and EE, also that CWB moderates the positive intentions of this relationship. This study contributes to the current literature by addressing CWB as a moderator of the positive intentions of TFL to increase EE in the postal service. The results of this study may assist management in addressing CWB by employing positive psychological tools such as TFL to increase EE in government organizations.

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Dedication

I dedicate this dissertation to my husband for his patience, support and endless words of encouragement. During the times that I felt I couldn't complete it, you were there to pick me up and help me see that despite my downfalls, there was more in me than I believed in myself.

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Table of Contents

List of Tables	vi
List of Figures	vii
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background of the Study	2
Counterproductive Work Behavior.....	3
Transformational Leadership Explained.....	4
Employee Engagement Defined	6
Organizational Culture.....	7
Problem Statement	8
Purpose of the Study	9
Research Question(s) and Hypotheses.....	10
Conceptual Foundation	11
Definition of Key Terms.....	12
Assumptions.....	14
Limitations	14
Nature of the Study.....	15
Significance of the Study	16
Summary and Transition.....	19

Chapter 2: Literature Review	21
Introduction.....	21
Implications for Concern	21
Literature Research Intentions	22
Literature Search Strategy.....	22
Walden Database Resources	22
External Literature Resources.....	23
Literature Review.....	24
Counterproductive Work Behavior.....	25
Causes of CWB	25
Lack of Leadership Structure.....	27
Differences in CWB in Organizations	28
CWB in Federal Agencies	28
Costs Associated with CWB.....	29
Social Implication Theories	30
The Big Five Personality Traits	31
Organizational Culture - Defined.....	32
Transformational Leadership	33
TFL Impact on Employee-Leader Relationship	34
Necessity of TFL for Change.....	35

TFL in Government Agencies	38
TFL Effects on Employees	38
TFL Outcomes on Organizations.....	38
Employee Engagement	39
EE Impact and Staff Emotions.....	42
Employing TFL to Encourage EE.....	43
EE Deployment from a Federal Perspective.....	44
Positive Impact of EE on Organizations.....	44
TFL and its Impact on EE.....	45
Positive Health Effects of EE	47
Summary and Conclusions	47
Chapter 3: Research Method.....	49
Introduction.....	49
Research Design and Rationale	49
Research Questions and Hypotheses	49
Methodology	51
Population	51
Sampling and Sampling Procedures	52
Procedures for Recruitment	53
Participation and Data Collection	53

Instrumentation and Operationalization of Constructs	54
Interpersonal Conflict Scale.....	55
Instrumental Leadership Scale.....	56
Job Crafting Scale.....	57
Data Analysis Plan	59
Threats to Validity	59
External Validity.....	62
Internal Validity	63
Content Validity.....	63
Construct Validity.....	64
Ethical Procedures.....	64
Summary.....	67
Chapter 4: Results.....	69
Introduction.....	69
Data Checking Procedures.....	70
Missing Data Approaches.....	71
Results.....	75
Participant Demographics.....	75
Reliability of Test Instruments.....	78
Hypothesis Testing	83

Test Assumptions.....	83
Assumptions for Correlation	84
Assumptions for Regression.....	86
Summary.....	92
Chapter 5: Discussions, Conclusions and Recommendations	95
Introduction.....	97
Interpretations of Findings.....	97
Limitations of Study	101
Sample Size.....	101
Sampling	102
Self-Report.....	104
Research Design.....	105
Recommendations	100
Sample Size.....	101
Sampling	101
Self-Report.....	104
Research Design.....	105
Strengths for Future Study	109
Limitations Regarding Future Study.....	110
Implications	110

Social Change	110
Theoretical Framework.....	112
Practical Implications.....	114
Conclusion	114
Results.....	115
References.....	117
Appendix A: Copy of Permission to Conduct Research Using SurveyMonkey	148
Appendix B: Copy of Example Survey Questions	149
Appendix C: National Institute of Health Protection of Human Subjects	159
Appendix D: Permission to Use ILS Scale Instrument.....	160
Appendix E : Permission to Use to the ICS Scale Instrument.....	166
Appendix F: Permission to Use the JCS Scale Instrument.....	170
Appendix G: Social Media Invitation to Study Participation.....	177
Appendix H: Confidentiality Agreement.....	178

List of Tables

Table 1. Demographics of Respondents	74
Table 2. Reliability and Correlation of Research Variables	75
Table 3. Regression Analysis Between TFL, CWB and EE.....	86-87
Table 4. Linear Regression Coefficients	87-88

List of Figures

Figure 1. Correlation Model of the Relationship Between TFL and EE	76
Figure 2. Regression Model of the Relationship Between CWB and EE.....	77
Figure 3. Regression Model of the Relationship Between TFL and CWB	78
Figure 4. Regression Model of the P-Plot Graph.....	85

Chapter 1: Introduction to the Study

Introduction

To prevent loss to organizations, scientists have researched the counterproductive work behaviors (CWB) of staff (Carpenter & Berry, 2017). Robinson and Bennett (1995) defined CWB as intentional harmful conduct that interferes with the standard functions of an organization by stressfully impeding on the welfare of its workers. Any deviation from employees attempting to reach organizational goals hampers the growth of the company. CWB can significantly compromise the financial, moral, and cultural aspects of an entity (Shoss, Jundt, Kobler, & Reynolds, 2016). Researchers have increasingly analyzed the motivation for employees to engage in CWB in hopes of creating effective methods that may reduce adverse work behavior (Wu, Sun, Zhang, & Wang, 2016). Psychological studies center on improving organizational work behavior focus on employee relationships and how they impact the workplace atmosphere.

For over 40 years, there has been an advancement in the research on workplace pressure and demands (Beehr, 1995; Eschleman, Bowling, & LaHuis, 2015; Quick & Tetrick, 2010). Despite extensive research to assess the determinants of CWB, there remains a gap in the literature regarding the successful management of the adverse impact of these work practices (Wu et al., 2016).

Transformational leadership (TFL) involves empowering employees with the ability to make conscious decisions concerning what is best for the organization rather

than their personal preferences (Bass, 1999). According to Schmitt, Den Hartog, and Belschak (2016), businesses can enhance TFL abilities in managers to improve staff engagement. This study highlights the importance of adopting TFL initiatives for the enhancement of employee engagement (EE) as an implication of positive social change in a large government organization especially when faced with the moderating factor of counterproductive work behavior. Kahn (1990) defined EE as the attuning of staff with assigned job functions in which they are free to demonstrate personal psychological and physiological objectives in the performance of their duties. Dust, Resick, and Mawritz (2014) stated that EE is an extensive inspirational approach to encouraging staff to become autonomous and creative in their job roles. In this quantitative study I focus on how CWB may adversely influence the relationship between TFL and EE in a government agency.

Background

CWB has attracted increasing recognition from scientists and leaders because of its impact on organizational efficiency (Omotayo, Olubusayo, Olalekan, & Adenike, 2015). The leadership decided that this adverse conduct created enough damage in organizations to take preparatory actions in assessing the issue. Methods of controlling emotions to counteract instances of CWB were developed to reduce employee anxiety including re-examining incidents that may be interpreted as emotionally adverse conduct (Gross, 1998b; Matta, Erol, Johnson, & Biçaksiz, 2014). Also, conducting a meta-

analysis to assess the impact that transformational leaders may have on the overall health of employees, determined that managerial conduct has an immediate effect on the perception of their staff (Arnold, 2017; Wegge, Shemla, & Haslam, 2014). This study will address a gap in the literature concerning CWB and its moderating impact on the relationship between TFL efforts and EE outcomes.

Counterproductive Work Behavior

Counterproductive work behavior is the act of personnel deliberately engaging in adverse behavior to negatively impact the productivity of the organization (Kaplan, 1975; Robinson & Bennett, 1995). According to Smithikrai (2014), employees who display counterproductive conduct are conditioned by their job culture. Such adverse behavior can present an array of challenges for an organization due to the significant adverse influence it may pose to the company's environment. Matta et al. (2014) also asserted that one possible reason that there is a display of CWB may be a psychological reaction, such as feelings of injustice in the workplace. Harmful work conduct can jeopardize regular daily functions and company objectives while disturbing the mental health of employees (Tuna, Ghazzawi, Yesiltas, Tuna, & Arslan, 2016). Adverse work behavior disrupts normal operational functioning, is disadvantageous to the growth of the organization, and inhibits the achievement of its objectives (Smithikrai, 2014). Guo (2012) posited that scientists have monitored these factors of conduct as intermediary factors linking personal morals and employee demeanor. Previous research failed to address this current

gap in the literature regarding CWB as a moderating factor by overlooking the mitigating circumstances that attempt to reduce adverse employee attitudes at work. Sun and Henderson (2017) argued that a transformational leader can promote suggestions regarding the involvement employees commit themselves to in their positions at work. TFL may assist in moderating the occurrences of CWB in the workplace with the initiation of EE according to researched literature. Based on the literature and study outcome, the resolution may be available through the application of TFL methods.

Transformational Leadership

A transformational leader is one who inspires their workforce to create a belief about themselves based on the leader's organizational vision (Bass, 1999). There have been several definitions researched regarding TFL practices conducted in organizations. Mencl, Wefald, and van Va Ittersum (2016) defined TFL as a type of administration in which managers are committed and involved with organizational employees. Thus, the significance of applying TFL concepts concerning workers' performance is enthusiastically supporting organizational research (Han, Seo, Yoon, & Yoon, 2016). According to Kovjanic, Schuh, and Jonas (2013), transformational mentors support employees to provide input involving current issues and acknowledge their insights when facilitating corporate actions. A transformational leader may provide a unique approach to modifying managerial practices to empower employees. Gozukara and Simsek (2015) posited that a transformational manager encourages employees by supporting their values

and objectives, which makes them more productive because they feel motivated.

According to Burns (1978), a "transforming leader" is one who searches out prospective intentions in employees, by aiming to fulfill their demands and committing to reaching potential success in their assignment. This concept seems to develop a method of motivating employees towards a more significant commitment to the organization.

Brandt (1979) concurred with this concept by stating that the most considerable commitment among leader and employee is when the worker is inspired to assume a leadership role because it seems that idealistic enthusiasm can have a positive influence on organizational staff. According to Kovjanic et al. (2013), TFL may incorporate the application of one of the most highly successful managerial techniques. For example, Dust et al. (2014) explained that transformational managers may also devise methods of distinctive plans in the face of operational challenges. Leadership plays an intricate part in meeting organizational objectives against all the odds to accommodate the needs of the organization's goals (Luzinski, 2011). Fernet, Trépanier, Austin, Gagné, and Forest (2015) concurred by stating that companies must incorporate TFL initiatives as a part of improving productivity in staff to maintain viability in business. Employees may begin to feel a sense of participative relation to the organization due to the deployment of transformative processes. Strom, Sears, and Kelly (2014) asserted that organizations comprised of a highly efficient workforce are those that encompass engaged personnel. Hetland et al. (2015) concurred by asserting that employees require essential sociological

necessities, which consist of empowerment, aptitude, and connectedness. When leaders apply more significant TFL initiatives in the workplace, employees have been observed as exercising increased instances of engagement (Hetland et al., 2015). Therefore, employees that feel a sense of trust in leadership improvements tend to be more engaged at work.

Employee Engagement

The definition of employee engagement as persons who are content with obtaining the capacity to accomplish their duties within the appointed time and conducting their work intently because they enjoy the responsibilities assigned (Kahn, 1990). The principle of engagement indicates that the higher the commitment level from staff, the greater are the chances of receiving improved employee productivity in return (Soane et al., 2012). Conversely, employees that cannot exhibit freedom of expression in their job duties are inclined to be discouraged and unproductive (El Badawy & Bassiouny, 2014). Another positive aspect of employee engagement that Serrano and Reichard (2011) discussed is that it results in effectively retaining a high performing group of employees for the growth of consumer satisfaction. Engaged employees seem to be more inclined to increase their performance because of their environment. Tiller (2010) assessed that most employees that possess a favorable work relation among their peers tend to have higher production as opposed to workers that experience negative interactions on the job. Despite scientists' opposing opinions, they mostly concur with the

three components that consist of “cognitive engagement, emotional engagement, and behavioral engagement” (Popli & Rizvi, 2017, p. 296). The positive aspects of employee engagement imply that they may be useful as a method of motivation for staff commitment. “Vigor” expressed as vitality towards their work role, “dedication” described as committed to one’s position and “absorption” explained as focused on a task are the components of employee engagement for a satisfying mindset at work (Eldor & Harpaz, 2016, p. 526; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). In 2015, O’Neill, Hodgson, and Mazrouei reported that scientists led an assessment of 28 advisory-led scientific projects and the primary motivators of staff participation were rewarding employment, encouraging leadership, and gratitude. These elements of employee support may provide a boost in the commitment that is imperative to improving relationships in the overall organizational environment, thus impacting its overall culture.

Organizational Culture

Ellinas, Allan, and Johansson (2017) defined organizational culture as a group of shared perceptions and practices in a company that impacts operational performance. According to Costanza, Blacksmith, Coats, Severt, and DeCostanza, (2016), research regarding company culture has historically been analyzed by psychologists to evaluate the particular influence on performance efficiency. There are times when employees follow negative behavioral trends; hence, the organizational culture may become challenging to reorganize towards employee and organizational modification, without the

assistance of a transformational leader (Al-Ali, Singh, Al-Nahyan, & Sohal, 2017; Metre, 2009). According to Pheko, Monteiro, and Segopolo (2017), the recognition of counterproductive conduct could be a conditioned behavior as a result of the organizational culture.

In organizational behavioral science, there is a gap in research concerning the relationship between TFL effects on EE and the moderating impact of CWB. The implication is that organizational culture may be a contributing factor to staff behavior. Costanza et al. (2016) described a component of an adaptive climate that can create an environment with universal principles of efficiency and trust. Cronley and Kim (2017) also explained that initiatives formulated to enhance the climate of the company towards employees can be beneficial if they focused primarily on diversity. However, focusing on more than one issue other than diversity may create a stressful work environment. As such, employees may find it difficult to be engaged, resulting in a challenge to the organization to achieve set goals. This study addresses a gap in the literature regarding the relationship between TFL and EE with the moderating factor CWB through the compilation of current research that analyzes these constructs in a government organization.

Problem Statement

The problem in this study is the intentional CWB exhibited by employees that causes a moderating impact on the positive initiatives of TFL to promote EE in a

government entity. Eschleman, Bowling, Michel, and Burns (2014) defined CWB as a harmful activity that organizational employees engage in to disrupt the normal functioning of productivity. An attempt to comprehend CWB is necessary for the organization to address the issues that threaten an organization's opportunity to meet its objectives. Approximately 200 billion dollars are spent yearly on the occurrences of CWB in this country (Law, & Zhou, 2014; Murphy, 1993). Shoss et al. (2016) argued that workers may feel compelled to participate in CWB as a reaction to adverse occupational occurrences suffered, assuming that this behavior will provide them some form of personal reparation. Still, Raver (2013) stated that the implementation of past critical study exhibits an insignificant amount of advancement regarding the successful application of dispute resolution in this area. Psychologists remain focused on this field as a means of circumventing the damaging impact of CWB within an organization. Yang, Liu, Nauta, Caughlin, and Spector conducted a study in 2016 that supports a theory of the correlation between a counterproductive leader and employee stress due to psychological affliction. According to Yang et al. (2016), work ethic may be linked to adverse conduct. Pradhan and Pradhan (2014) argued that transformational leaders represent themselves as examples to create a lasting impression for their employees to mimic. The issue then becomes researching the effectiveness of TFL initiatives on EE when influenced by the negative impacts of counterproductive behavior. Based on the social exchange theory (SET), the establishment of interpersonal interactions is created by assessing the

incentive for substantive engagement (Chernyak-Hai & Tziner, 2014). Scientists have provided several theories regarding the cause, yet this study assessed the interaction of CWB as a moderating variable on the relationship between TFL application and EE outcomes.

Purpose of the Study

The purpose of this study was to address a current gap in the literature regarding CWB and the moderating effects it may have on the positive intentions on TFL to encourage EE in a large government agency. This quantitative study assesses an issue concerning the negative implications of CWB in a large government agency and its moderating impact on the utilization of TFL initiatives to foster employee engagement. The criterion variable - EE, moderating variable - CWB, and predictor variable - TFL were analyzed to assess the moderating impact CWB has on the predictor (TFL) and criterion (EE) variables. This information may be useful to current scientific research to increase current TFL techniques that have been impacted by adverse behaviors due to an organizational culture that presents a barrier to positive engagement initiatives. The research in this study advances current theory by investigating the moderation of CWB and its impact on TFL when attempting to facilitate EE in the postal service.

Research Questions and Hypotheses

The following research questions and hypotheses were developed from the evaluation of literature that discussed CWB as a moderating factor on positive leadership initiatives such as the theory of TFL that may encourage EE in organizations.

RQ1. Does TFL have a positive impact on EE in the U.S. Postal Service?

H₀1: TFL does not have a positive impact on EE in the U.S. Postal Service.

H_a1: TFL does have a positive impact on EE in U.S. Postal Service.

RQ2. Does CWB moderate (buffer) the relationship between TFL and EE?

H₀2: CWB does not moderate the relationship between TFL and EE.

H_a2: CWB moderates (buffers) the relationship between TFL and EE

Conceptual Framework for the Study

Three conceptual frameworks were the focus of this study. This research study seeks to identify the extent of moderation that CWB has between the predictor variable TFL and the criterion variable Employee Engagement. Shoss et al. (2016) described CWB as actions that have the propensity to jeopardize the moral and cultural aspects of the company. A description of transformational initiatives would be the establishment of processes in a professional environment premised on instruction, mentoring, and supporting employee creativity (Kahn, 1990; Waddell & Pio, 2015). Eldor and Harpaz (2016) contended that EE is a proactive, inspirational, rewarding principle that demonstrates a compound reflection of physiological, emotional, and intellectual assets at the workplace. However, one crucial point that linked these concepts collectively was

organizational culture. Savović (2017) posited that staff tendencies may demonstrate the critical factor separating environmental concerns, social issues, and may impact transformational efficiency.

The objective of this study was to investigate a hypothesis of the impact TFL may have on EE. It also hypothesized that CWB moderates the relationship between these two variables: TFL and EE. The potential findings may lead to positive social change within an organization by conceptualizing how CWB impacts the two variables in a government facility. This scientific concept can be applied to assist in organizational change for many organizations that attempt to address occurrences of CWB at work.

Definitions

Counterproductive work behavior (CWB): CWB is the intentional disruption of organizational goals by compromising everyday operations and workforce performance (Boddy, 2014; Dunlop & Lee, 2004).

Counterproductive work behavior organizational (CWBo): CWBo is the act of deviant work conduct directed towards the organization (Robinson & Bennett, 1995) incorporates actions such as thievery, corruption, procrastination, and misuse of equipment (Wu et al., 2016).

Counterproductive work behavior individualized (CWBi): CWBi is the ineffective work conduct (Robinson & Bennett, 1995) targeted specifically to employees of the

organization comprised of incidents that are demeaning and hostile to the workforce (Wu et al., 2016).

Transformational leadership (TFL): TFL is the act of motivating workers to adopt an alternative perspective on regular work routines (Henker, Sonnentag, & Unger, 2015; Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

Idealized influence: Idealized influence is the conduct that provokes a great sentimentality with employees and their connection with leadership (Bass, 1998; Pradhan & Pradhan, 2014).

Inspirational motivation: Inspirational motivation defines leadership's capability to communicate a persuasive objective as a model for employees to emulate (Bass, 1998; Pradhan & Pradhan, 2014).

Intellectual stimulation: Intellectual stimulation is the conduct that motivates employees to increase their comprehension of issues to consider these challenges from a new perspective (Bass, 1998; Pradhan & Pradhan, 2014).

Individualized consideration: Individualized consideration is the act of providing sustenance and direction to employees (Bass, 1998; Pradhan & Pradhan, 2014).

Employee engagement: Employee engagement is a distinct concept composed of intellectual, sentimental, and attitudinal elements attributed to specific employee efficiency (Saks, 2008; Stanislavov & Ivanov, 2014).

LMX theory: The LMX theory describes the interaction between management and staff correlates with workforce psychiatric well-being (Karanika-Murray, Bartholomew, Williams, & Cox, 2015).

Organizational culture: Organizational culture is a common perception among organizational staff concerning ideologies and beliefs in the company (Savović, 2017; Weber & Camerer, 2003).

Assumptions

Three assumptions are addressed in this study. The first assumption is that the respondents will answer the survey truthfully, completely, and honestly. The second assumption is that TFL may positively influence EE, and CWB may moderate this relationship. According to Schmitt et al. (2016), TFL correlated favorably with EE when measuring assertiveness. The last assumption is that all the survey participants will be current postal service employees.

Limitations

One limitation of this study was that personal experiences might influence some participants at work by responding to survey questions according to their immediate emotions from the present day's work experience. However, the employee's point of view regarding their survey responses may provide authentic results on the questionnaire. Another limitation of this study was to make sure the survey would be available to participants that are current postal service employees who often work various shifts of the

day or night. This open availability may result in a low number of responses due to the employee's availability to contribute to the study. A resolve for these conditions is to make sure the survey will be available for employee participation until the maximum number of survey responses are available for data analysis. The minimum number of completed surveys needed for this study is 107, as calculated by the G*Power instrument.

Nature of the Study

The objective of this study was to incorporate a moderation test for the interaction between the predictor and criterion variables using linear regression. Moderated regression assessment focuses on the correlation between variables comparing the deviation at the outcome measure (Zhang & Wang, 2016). The application of a correlational research design is necessary for this nonexperimental study. The intention will be to see if there is a linear relationship between TFL and EE and if CWB moderates the relationship between TFL and employee engagement. The criterion variable is EE, and the predictor variable is TFL, and the moderating variable is CWB. There was a collection of voluntary survey data collected from participants employed in the U.S. Postal Service. The results provide information regarding CWB and its moderation between TFL and EE in the U.S. Postal Service. Burch and Guarana (2014) stated that transformational managerial conduct has improved employee relationships through restructuring job attitudes and abilities necessary for company objectives. Krasikova, Green, and LeBreton (2013) posited that CWB can impact employees to a greater extent

than the organization's leadership. The current literature provided in this research outlines techniques of measuring TFL as an EE outcome.

Goertzen (2017) stated that the primary objective of a quantitative method is to utilize established, relevant information for data assessment. A snowball sampling survey was the data collection method, administered via internet social media web pages. An analysis of the data retrieved from the employee surveys for TFL's impact on EE was conducted to research how CWB moderates the relationship between TFL and employee engagement. Moderation analysis focuses on the correlation between variables comparing the deviation at the outcome measure (Zhang & Wang, 2016). The justification for using a correlational research design with a non-experimental study was to collect participant samples in one measure and analyzing the relationship between variables. An assessment of employee survey results from questionnaire data to measure CWB demonstrated by employees was assessed utilizing a 5-point Likert type scale. Transformational leadership was measured from the employee's perception of leadership behavior. There are three sections of the survey distinctively tailored to collect data that measures of CWB, TFL initiatives, and EE experienced from the participant's perspective. A regression moderation analysis was conducted using SPSS. Participants were invited to participate in utilizing a Snowball sampling survey via the internet and asked to pass the survey information to another postal service employee willing to participate.

Significance

The proposed study contributes to current research by addressing a gap in the literature involving TFL and its effect on EE to alleviate the countering impact of CWB in a U.S. Postal Service environment. Al-Atwi and Bakir (2014) recommend an application of appropriate methods such as Organizational Identification, which is another example of decreasing CWB for enhancing the recognition of their staff. This literature review provides a compilation of current strategies regarding TFL that can address CWB and further improve upon EE practices. The intention is to research if there is a reduction in the occurrences of exhibited CWB that requires the utilization of TFL techniques to induce EE practices. Positive social change may result by examining TFL in an attempt to influence EE, thus minimizing the harmful effects of CWB. It may also provide a healthier work environment for leadership and staff, particularly in a fast-paced entity such as the U.S. Postal Service.

The significance of this study to modern psychological research is valuable because it seeks to address one of the significant factors that may impact an organization's goal attainment. Shoss et al. (2016) explained that staff CWB causes organizations to lose substantial income as a result of these actions. Gulzar, Moon, Attiq, and Azam (2014) stated that this behavior disseminates among the company, elevating costs while hampering the welfare of workers. This study may address the modern culture that is significantly changing as a result of technological advances and a rise in employment loss. These factors may cause further stress in the workplace, creating a

challenging environment for leadership to manage staff, and pressure on the employee to perform assigned duties effectively.

The contributions this study can provide research to practice by exhibiting the scientific manner of CWB has a significant effect on TFL and how current methods of TFL can be strengthened to increase its positive impact on EE. Kovjanic et al. (2013) state that TFL aims to assess its central principle to encourage employee's productivity by accommodating individual sociological demands. Waddell and Pio (2015) state that managers motivate the challenges of presumptions and transform the obstacles. Employees gain reliance, admiration, and assurance in active transformational managers as they tend to their psychosocial demands (Bass, 1985; Burns, 1978; Goswami, Nair, Beehr, & Grossenbacher, 2016). CWB may cause an uncomfortable work environment for employees in a fast-paced entity such as government agencies. Leadership is expected to manage to meet daily goals, and CWB can cause undue stress to the employees. TFL is a method that may improve the pressure brought on by CWB when attempting to enhance engagement practices for organizational growth.

The potential implications for social change are that it may help understand CWB and alleviate the negative employment issues associated with this type of conduct. Transformational leadership seeks to actively reconstruct CWB by implementing positive workplace perceptions in an attempt to promote social change. Transformational leaders possess the skills that motivated and committed employees desire as organizational

managers (Amitay, Popper, & Lipshitz, 2005; Waddell & Pio, 2015). The study's objective was to research the relationship between TFL and EE and the moderating impact of CWB.

Summary

This study examines the conditions under which CWB moderates TFL initiatives to impact EE. It details the description of CWB and how it may affect a large environment such as the U.S. Postal Service by creating an insecure group of employees, thus hampering organizational productivity. The disproportionality of reciprocation due to CWB often identifies as a concept of a moral violation of employment (Piccoli, De Witte, & Reisel, 2017). Though this harmful behavior can impact organizations, the development of scientific initiatives may counter these negative behaviors, as described in Chapter 1. TFL was researched and proposed as an effective method utilized to identify and address CWB in the workplace. These studies highlight effective practices shown to be beneficial in empowering employees in large entities. However, CWB is still a current issue that causes great concern among large organizations and continues to play a significant part in interpersonal problems. Organizational culture plays a significant role in the relationship between CWB and the impact of TFL to initiate EE for performance improvement. The literature researched for organizational culture illustrates the environment where CWB is nurtured that causes a barrier for TFL initiatives to become adequate to encourage a productive workplace.

Chapter 2 includes the scientific literature related to CWB. It addresses the foundation of CWB and how this behavior between employees and against leadership impacts the organization. The chapter will then transition to the definition of TFL as a method to reduce adverse practice in organizations to improve employee and leadership relationships. TFL was elaborated further as a method that attempts to minimize the countering impact of CWB when attempting to enhance EE in a large government agency.

Chapter 3 demonstrates the relationship between the variables and how they were analyzed to test the hypotheses. This chapter explains how the data were collected from the participants, analyzed, and interpreted. Justifications for the statistical tests are included. Chapter 4 will include the results of the statistical analysis.

Chapter 2: Literature Review

Introduction

Recently the concern for CWB has increased by industrial scientists due to the significant disruption it has invoked on large entities (Guo, 2012). Welbourne and Sariol (2017) also discussed how essential the need is for organizations to recognize factors of negativism that cause CWB from employees. The literature collected for this chapter contains a breakdown of CWB and the impact it may have on accomplishing organizational goals. An overview of CWB, TFL, and EE are included in this review. This literature review will also examine research about the relationship between TFL and EE, with CWB as a barrier to success in a challenging organizational culture.

Implications for Concern

The problem of the study is analyzing CWB's influence on the positive impact of TFL when attempting to initiate EE in a large government agency such as the U.S. Postal Service. There are an array of determinants that impact a worker's mental welfare. One of the contributing factors to adverse behavior in an organization may be the culture of the existing work environment. Employees are inclined to conduct themselves in a manner that conforms with the attitudes, principles, and traditions shared within the organization, which makes it a challenging task to alter negative learned behaviors (Aryee, Chen, Sun, & Debrah, 2007; Pheko et al., 2017). Therefore, the interaction between supervisors and employees is critical (Karanika-Murray et al., 2015). With that said, the implication is

that CWB harms the relationship between TFL and EE, which can be destructive to an organization's objectives.

Literature Research Intentions

The purpose of this literature review was to evaluate the impact of CWB's influence as a moderating variable on the relationship between TFL and EE in the U.S. Postal Service. Current literature and survey results will have much to contribute to new developments regarding this problem. Raver (2013) explained how ongoing studies to the advancement in comprehending adverse behavior in the workplace has increased substantially. The literature researched for CWB, stresses the unfavorable conduct that employees project and the various reasons, manners, and the displays of causes in an organization. The studies gathered regarding TFL initiatives are detailed and explained by various methods that have been applied to leadership-employee relationships to promote EE in large organizations such as the postal service. The research collected for EE was intended to exhibit favorable measures of enhancing staff efficiency by attempting to build stronger relationships between leadership and employees within large entities.

Literature Search Strategy

Walden Database Resources

The literature search strategy forth topic was to browse the Walden Library through PsycINFO (my site of preference) to capture issues relating to this field. While

navigating the PsycINFO search engine I explored other databases looking for specific topics. Other databases researched for this study were EBSCOHost, SAGE, and Elsevier for subsequent material relating to this topic. Key search terms such as “Counterproductive work behavior, Transformational leadership, Employee engagement, Government Agency, and Organizational culture” were utilized to investigate theories involving these concepts. The period for the researched terms included the most recent years from the last three years to the present to retrieve the most current scientific information available. Most of the literature research is peer-reviewed literature accessed from the Walden Library. The Walden Library presented results that were relevant and rich with studies that contributed favorably to the research topic. The literature retrieved was related to matters concerning deviant behavior exhibited in the workplace, adverse conduct e, and employee disruption at work. The researched articles in this study include information regarding transformational, and relational issues concerning the Leader-Member Exchange concepts that were valuable for the study. Some items retrieved that were relevant to EE included work engagement with the correlation of EE in combination with the TFL application. Some articles contained literature entailing critical information regarding organizational culture, employee attitudes, and work perception that contributed significantly to this research.

External Literature Resources

Additional research literature extracted from Walden class textbooks, American Psychological Association journals, magazine references, and the Google Scholar website were the significant sources of contribution to this study. Particular research resources outside of the Walden website, include psychological literature and previous textbook articles from various scientific references. However, they encompassed some information relevant to the topic. These articles contained detailed information relating to the specific descriptions of CWB, TFL, and EE. Although many of the issues retrieved did not specify applicable keywords in previous Walden Library research, the content of the articles and literature was relevant to this project.

Literature Review

Most concepts concerning CWB describe in diverse situations, how dissatisfied employees cope with working in a large organization that has relational stress issues. Many articles address how CWB has emerged in the organization. They reference the implications of the positive and negative aspects of this conduct in an organization.

Corresponding literature focuses on the foundation of TFL and the goal it attempts to accomplish. The researched literature elaborates on specific methods that may be effective in reducing the countering impact of CWB and the attempts to create a healthier work environment for employees. The literature also emphasizes the relationship between TFL and EE and how these two concepts may counteract to reduce

the stress that is impacting employee anxiety brought on by the resistance to negative workplace behavior.

Theoretical Foundation

Counterproductive Work Behavior

Such behavior may have a critical impact on reaching organizational goals. Gulzar et al. (2014) argued that the evaluation of adverse work conduct includes assessing the degree of work gratification, occupational stress, and potential for disadvantageous rational. Gulzar et al. also reviewed high-performance work systems (HPWS) as a negative consequence resulting in CWB for staff emotional health. These scientists explained how such conduct can result in discontented employees expressing workplace frustration in various ways. Gulzar et al. explained how HPWS has resulted in employee burnout, CWB, and negative perceptions of leadership. This research describes how this specific form of organizational performance improvement that is geared to enhance work processes neglects the mental necessities required for the positive contribution to employees' physical health.

Causes of CWB. Wei and Si (2013) proposed that mistreated staff may be a rebellious response to leadership's inappropriate conduct. Research shows that unethical management has reduced productivity and increased unfavorable staff behavior among the organization and leadership (Kacmar, Harris, & Nagy, 2007; Mitchell & Ambrose 2007; Pyc, Meltzer, & Liu, 2017). Thus, counterproductive behavior may be a response

to employees' perception of inequitable processes at work. Eschleman et al. (2014) stated that negative communication between leaders and employees, which breaches the integrity of the relationship, erodes the trust of the association among them as well.

Additionally, Asencio and Mujkic (2016) described a theory of alignment, which suggests that individual mindset correlates to the level that substantive character is consistent with the content of identity. The authors suggest that employees engage in CWB as a response to negative responsiveness conveyed from unethical leadership conduct and becoming complacent to job expectations. The research indicates that managerial behavior that incorporates leadership, creating an unpleasant environment for organizational workers may cause undue emotional disruption. According to Bennett et al. 2005; Robinson and Bennett (1995, 1997, 2000), worker diversion is the intentional conduct that breaches essential company rules and undermines the interest of the company and the employees. Early literature from Bennett regarding CWB emphasizes how leadership may influence this conduct on organizational workers. Such stressors affect performance, work habits, and employee attendance as just one set of behavioral factors that impact internal corporate relationships. The literature explains how scientists were determined to assess if CWB is a factor associated with organizational leadership determinants of external personal influences. However, Piotrowski (2013) explained that there is limited research that focuses solely on the motivation of CWB and its impact on the relationship between leadership and employees.

Lack of leadership structure. An issue that erupts concerning CWB may be a deficiency of leadership inclusiveness. Kessler, Bruursema, Rodopman, and Spector (2013) describe how a Passive-Avoidant manager is one that abstains from their duties by resolving issues only as required. The literature explains that this behavior is observed as harmful and may have an impact on employees' self-esteem, thus creating a stressful work environment. It may also result in employees' unambiguous instruction for work assignments, which can result in an inability to perform tasks correctly. The research indicates how instances of CWB may also occur as a result of leadership's inability to disseminate essential feedback. Reprimanding employees for improper job execution due to the lack of practical guidance could correlate with negative work behavior or high turnover. In an article by Kessler et al. (2013), however, the authors highlight how TFL methods are optional for social improvement towards negative CWB observed.

Pyc et al. (2017) discuss acts of inappropriate managerial actions towards subordinates that are ineffective for the well-being of their employees. Abusive supervision (Tepper, Duffy, Henle, & Lambert, 2006) is the workers' perspective of how leadership exhibits confrontational conduct towards the employees (Pyc et al., 2017). This model of CWB has a profound impact on the employee-leadership relationship because the leader demonstrates destructive emotional conduct as a method of communication. The authors express how abusive supervision has an adverse physical impact on employees' health. The research also states that due to the inappropriate style

of leadership, when CWB is displayed, employees find it unbearable to work under such conditions.

Differences in CWB in Organizations. Some theorists began to study the subject of CWB more intensively by separating the characteristics of CWB into two categories. As researched in Robinson and Bennett's (1995) study, there are two fields of CWB categorized by Wu et al. (2016). These categories of CWB include; CWBo – which focuses on the adverse behavior of the organization and CWBi – which is focused solely on the negative response between the employees. While both categories of CWB are critical to research, the focus of this study will be CWBi, which is essential to this study. CWBi consists of unfavorable behaviors that can be a result of unhappy employees due to unethical leadership practices. Khokhar and Zia-ur-Rehman (2017) described some illustrations of inappropriate conduct that has companies reconsidering an ethical approach that leadership should consider improving performance. The CWBi can be exhibited in an organization by the individuals who work in the organization. Also, the topic of organizational justice may negatively impact staff consistency. This theory suggests that employees react counterproductively to the negative behavior administered by leadership. Such actions would further resonate with immoral conduct between employees working in the organization.

CWB in Federal Agencies. As noted previously, CWB that impacts employees specifically may disrupt workplace relationships. According to Raman, Sambasivan, and

Kumar (2016), this harmful conduct can be carried out deliberately or inadvertently stemming from internal factors. The researchers describe CWB occurrences as impeding the workplace, bullying, and disappearing from job assignments. The focus of this article is the implications of degradation in employee relationships that CWB may cause in a government agency. Raman et al. (2016) argued that CWB displayed in government agencies may also affect public opinion of the entire agency. However, there are contributing factors to CWB in a federal agency explored in this article. Some elements that may encourage CWB are individual personality characteristics, internal staff issues, and external determinants. For instance, Sun and Henderson (2017) argued that moral and liberal ideals are essential traditions of a government agency's reputation. Additional crucial factors examined are the financial costs associated with CWB occurrences besides the public opinion of the agency. While CWB exhibited is an inaccurate account of the agency's relationship between employee and leadership, per the literature, it may still impact the overall census of the public.

Costs associated with CWB. The anxiety accompanied by the rise of organizational change is frequently minimized as the cause of CWB (Eschleman et al., 2015). Findings suggest there is a direct relationship between work stress and CWB. This underestimation can be problematic as organizations have struggled to propose methods of reducing organizational stress due to CWB. The implication is that work stressors trigger adverse behaviors that are damaging to an organization's capacity to interact

productively in the workplace. For example, the impact of inappropriate leadership was projected to be valued at over 23 billion dollars a year in medical care, performance, and attendance expenses combined (Pyc et al., 2017; Tepper et al., 2006). Given this perspective, workplace stressors have resulted in high costs for the organization. Thus, the costs can range from loss of employee resources (workforce) to a decline in the achievement of organizational goals.

Krasikova et al. (2013) examine another distinct dimension of CWB that involves leadership's harmful acts of authority in an organization. "Destructive leadership" consists of disadvantageous activities conducted by management while directing subordinates to achieve organizational objectives (Krasikova et al., 2013). The research implies that leadership may instruct employees to attain achievements that are not conducive to the growth of the organization but assist in achieving the leader's selfish ambitions. It may also encompass the utilization of counterproductive methods of manipulation to reach set organizational goals. The literature relates to CWB effectively by highlighting leadership's role in precipitating adverse conduct exhibited by employees.

Social Implication Theories. Bushman, Baumeister, and Phillips (2001); Shoss et al., (2016) presumes that employees participate in harmful conduct as a therapeutic response. Shoss et al. (2016) discuss how employees may indulge in CWB as a coping mechanism in response to unfair treatment by leadership at work. Thus, employees may

feel as though they may not have an outlet to deal with the negative work stressors brought on by irrational behaviors displayed by leadership. The authors indicate that a resulting reaction for employees could be the propensity to engage in CWB at work. Shoss et al. (2016) also examine the concept of Within and Between-Person perceptions as a means of tolerating CWB on employees' behalf. This form of adverse behavior correlates with the study as a coping strategy that replaces emotional stress brought on by work stress. This study suggests that work stress may result in CWB.

Itzkovitch and Heilbrunn (2016) identify the Social Exchange Theory, which evaluates the correlation between employee engagement as a possible precursor to CWB in an organization. The authors describe how stressors of technological advance, organizational demands, and job restructuring may be the cause of increased incivility between leadership and employees in an organization. This theory explains the method by which deviant behavior may induce unnecessary costs and strain on an organization and the employees. Itzkovitch and Heilbrunn (2016) explain that the main points of SET demonstrate how employees measure their value reciprocally for their service. Additionally, the authors describe how SET correlates to CWB by increasing unity among employees in defiance of deviant conduct administered by leadership.

The Big Five Personality Traits. Le, Donnellan, Spilman, Garcia, and Conger (2014) evaluate the potential of employees to partake in CWB in correlation to the Big Five-character attributes in an organization. These researchers examine how these

specific personality traits may play an essential role in recognizing employee CWB in the workplace. The Big Five Personality Traits consist of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness (Le et al., 2014). The positive character traits may assist in alleviating instances of CWB exhibited in the workplace (Le et al., 2014). Extraversion has been attributed to increased staff requests for suggestions on methods of enhancing productivity (Guo et al., 2017). This character trait works well in maintaining increased productivity for the organization by building employee self-esteem. Agreeableness is a trait in which staff is consistently seeking the approval of others, so they are highly supportive and considerate of others (Guo et al., 2017; Walker et al., 2010). Positive emotions in the workplace may create a content work environment. Employees who experience *openness* are likely to leverage negative situations to a positive outcome (Guo et al., 2017). *Agreeable* staff may show empathy and become more participative (Tomšik & Gatial, 2018). Alternatively, *neuroticism* is one negative factor of the big five attributes. Neuroticism is a condition in which an employee displays distressing acts of behavior with frequent adverse mood changes such as frustration, nervousness, and insecurity (Tomšik & Gatial, 2018). All employees have different personalities. However, some behaviors may be modified to accommodate the work environment.

Organizational Culture – Defined. Cronley and Kim (2017) define "Organizational culture" as the analyzed performance objectives indicated by company

staff inclusive of hierarchy, population, the degree of autonomy, and receptiveness to modification. These authors illustrate the extent to which the environment influences employee culture, and mainly, work satisfaction. Costanza et al. (2016) concurred by stating that company culture is often, in a sense, a form of societal regulation. The author found that organizational culture can be a manifestation of the repetition of daily interaction with the familiarity of people, the surroundings, and processes of a work environment. When an organization has significant challenges that necessitate leadership's intervention, these become their primary focus of concentration. Al-Ali et al. (2017) claim that explaining the necessity of behavior modification when attempting to initiate transformation and balance employee morale can be challenging. It can be especially problematic in an environment that is rich in organizational culture.

Several staffing obstacles develop in environments of contrasting leadership cultures (Savović, 2017). The conflict that emerges is the inability to change a former managerial approach into a method that may transform previous ineffective work habits to more effective ones. Cronley and Kim (2017) describe corporate tradition as an iconic form of social communication in the normal function of a workday routine. The implication is that the organization's social contract may become the norm for subsequent employee attitudes.

Transformational Leadership

Han et al., (2016) asserts that the methods utilized by management to encourage employees to become more intellectually proactive are necessary to comprehend the procedures that leaders employ striving to motivate employees to improve their outlook on the organization. Transformative managers generate a sense of encouragement that drives employees to work in unison towards a common objective (Sun & Henderson, 2017). Şahin, Gürbüz, and Şeşen (2017) argue that the extent of research regarding transformative methods of management is more extensive than any new leadership principle or framework.

TFL Impact on Employee-Leader Relationship. Historically research has shown that there is a significant correlation between a leader's impact and employee commitment (Burch & Guarana, 2014). The authors suggest that negative workplace behaviors necessitate the restructuring of employee job perception. Burch and Guarana's TFL concepts may also assist in improving adverse conduct, such as CWB in organizations. Their studies discuss the positive implications of TFL in comparison to the LMX theory. According to Burch and Guarana (2014), the LMX theory correlates with particularly significant duties, communicative interaction, and personal responsibilities in the company. They discuss how the LMX theory highlights the positive factors of TFL by emphasizing how influential it may be towards strengthening the leader-employee relationship for performance improvement. While Burch and Guarana describe the LMX theory as most associated with the carrying out of assignments in a manager-worker

relationship, the TFL concept is correlated with intentions to inspire to compel employees to become committed to the organization. Sun and Henderson (2017) provide the aspect of a transformative leader as one who encompasses a superior degree of integrity and morality when setting an example for those that look for loyalty and credibility in leadership's actions.

Additionally, the literature examines TFL and its importance to the employee-leadership relationship for organizations in the public sector. For example, the authors describe how a specific region of the public-school system endured significant reform to facilitate a higher-performing school system attributable to transformational efforts. The central idea of the study exhibits how TFL efforts have improved employee morale, organizational efficiency, and performance. Sun and Henderson sum up their views by expressing that involving employees by including them in the decision-making processes may increase organizational effectiveness.

Necessity of TFL for Change. A transformational leader is critical to each employee in an evolving work culture due to the rapid advances in operational efficiency (Gyanchandani, 2017). The author highlights the importance of the relationship between a transformational leader and employees, which should reflect their ability to build a motivated workforce. Team performance is measured because it is an essential component of employee cohesion regarding TFL implementation. Although personality is unique to every individual, Gyanchandani agrees that a transformative leader may be

essential to goal attainment within an organization. There are four dimensions of a transformational leader that contribute to the literature that may create a motivational workforce in the organization - Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Hentrich et al., 2017; Judge, Woolf, Hurst, & Livingston, 2006). The authors describe Idealized Influence as the extent to which employees view leadership as intriguing. This dimension can be advantageous in strengthening employee perception of leadership. Inspirational Motivation is an act of expressing a rewarding mission that allows leadership the opportunity to inspire staff members toward an achievable organizational goal. Intellectual Stimulation elaborates on the inclusion of staff ingenuity, or the ability to incorporate creativity in their position. Individualized Consideration endorses the personal demands of organizational employees. Researchers evaluate the necessity to facilitate an environment conducive to staff concerns. There may be a positive relationship between inspiring employees and job satisfaction concerning the four factors of TFL theory.

According to Schmitt et al. (2016), transformational leaders encourage staff to perform above personal interests. They presume that TFL skills can be acquired by leadership to build a stronger workforce by teaching them how to become assertive in their positions. "Proactive" conduct is behavior that promotes employees to become more independent and involved in their duties. According to Schmitt et al. (2016), TFL managers encourage and motivate workers to challenge conventional wisdom and

propose alternative methods of presumption. The scientists suggest that encouraging proactivity can initiate feelings of work involved in their positions and the organization, thus transforming their decision-making for the improvement of employee relationships. Proactivity may provide employees with a positive outlook on their job and the perspective of the future of the organization.

Guay and Choi (2015) stated that a transformative manager may cause antisocial workers to become more engaged. TFL may positively influence "neurotic and introverted" employees. Guay and Choi found that the relationship between employees and administration can be affected by adverse behavior. This behavior may influence the TFL relationship between motivated staff and leadership. Thus, transformational leaders may be more apt to spend more time focused on attempting to improve negative behavior exhibited by the team. Dust et al. (2014) state that transformational managers motivate staff to be involved with organizational objectives to create the mindset that the components of their assignments are fundamental elements of personal principles. The implication is that TFL is a critical component of psychologically enhancing employee's behavior to increase their relationship with the organization. Dust et al. believe that psychological empowerment as a method of TFL positively promotes leadership's impact on attempting to bridge the communication gap concerning company goals and principles to identify efficiently with the company. Thus, the transformational leader exhibits essential skills to provide a change in an organization. Dust et al. highlight the critical

components that a transformational leader must encompass to inspire others and maintain their inspiration for productive employee engagement. TFL theory exhibits the importance of the link between active leadership conduct and emotional empowerment for employees.

TFL in Government Agencies. The leadership of government agencies should determine what methods of conduct is most instrumental in creating and maintaining confidence in their managerial positions (Asencio & Mujkic, 2016). The authors argue the need to apply more transformational leadership techniques due to the decline in employees' contentment with federal employment. The rationale of utilizing TFL concepts in government facilities is to establish a relationship of dependability between the public and the organization. Sun and Henderson (2017) argue that while government agencies and regulations address complicated societal matters, TFL is a strategic method of managing that will provide staff with the capability to resolve challenges for permanent solutions collectively. The indication is that TFL reaps the most significant rewards for employee-leadership commitment in a public organization.

TFL Effects on Employees. Breevaart and Bakker (2017) purport that it is justifiable to suggest that TFL conduct may fluctuate at any time. In essence, leaders are still typical human beings. As such, they may face situations that can affect their judgment, moods, and performance. Breevaart and Bakker's (2017) article argues that a TFL leader may initially project the positive actions associated with the inspirational role

model; however, work constraints may shift workplace priorities in many directions. Organizational demands require that leadership focus on meeting performance goals and output objectives. For example, leadership may become distracted by corporate goals and transfer work stressors towards employees from a once transformational leader to a leader that creates a highly demanding environment for its workforce. The TFL practices in this Chapter describes how it may result in a boosting effect and a buffering effect for the organizational workforce. The boosting effect, as described by Breevaart and Bakker, result in an incidental collaboration of workers because of the work stressors. This impact can increase employees' performance due to workplace demands. The buffering effect causes a distraction for employees when TFL practices cause leadership to be inconsistent because of an increase in managerial requests. Choi, Kim, and Kang (2017) discuss how a transformative leader provides a creative work environment for staff to feel stimulated to express their inhibitions and improve productivity. TFL supports encouraging employees to engage in teamwork to accomplish organizational objectives by incorporating their ideas. TFL can promote employee encouragement by enabling workers to be involved in decision-making, thus creating improved organizational efficiency.

Tse, Huang, and Lam (2013) discuss how TFL can be useful in encouraging staff through employee interaction procedures, founded on social reliance, harmonious dedication, and cooperation from leadership. Tse, Huang, and Lam stress the importance

of social exchange policies that may contribute to CWB and TFL. The negative connotation of the Social Exchange Theory may explain the lack of interaction between leadership and employees. Additionally, this theory may result in the outcome of high turnover due to an increase in employee dissatisfaction with leadership practices.

TFL Outcomes on Organizations. Fernet et al. (2015) posit that entities should consider facilitating optimal training for their staff to be viable and maintain stability in the current market. TFL may improve job trait perception and encouragement for future organizational growth. The authors argue that maintaining a positive mindset may create a better performance, which leads to improved employee relationships between leadership and staff. This theory also highlights the positive aspects of TFL by discussing how it may strengthen the employee- leadership relationship in an organization.

Effelsberg, Solga, and Gurt (2014) highlight the importance of evaluating the capability of a Transformational leader to increase employee commitment to the organization through the regulation of staff conduct. Their article discusses how employees may choose Organizational Citizenship Behavior (OCB) as a measure of commitment to the company. While the report does imply that OCB may be an employee's selfish ploy to receive personal promotions, there is also the implication that many employees have a secure attachment to the organization for positive endorsement. TFL initiatives can have a significant impact on employee commitment by increasing their sense of allegiance through leadership's support.

Self-efficacy is the perception of an individual's personal potential to coordinate and accomplish the mission expected to obtain assigned objectives (Bandura, 1997; Walumbwa, Christensen, & Muchiri, 2013). Self-efficacy is a useful component of TFL meant to encourage meaningful work of employees by being supportive and increasing staff motivation. Promoting positive self-esteem and influential identification with the organization may improve employee commitment to their position.

Employee Engagement

According to Gozukara and Simsek (2015), engaged workers exhibit emotional and conceptual optimism because they are eager to be committed to their jobs. Conventional measures of employee engagement may include commitment, motivation, confidence, and vitality in a position (Eldor & Vigoda-Gadot, 2017). The application of TFL measures may initiate employees to become increasingly motivated by leadership and engaged in their job functions with co-workers. Gozurkara and Simsek explain how the task of a leader is to inspire workers to be creative and promote individuality, which is an essential trait of a transformative leader. These traits not only facilitate Employee Engagement (EE) in the work environment but, as noted in the article, increases performance and commitment to the organization. The authors also explain that the utilization of TFL methods may result in EE in the workplace, when CWB may be the cause of poor dedication and performance issues. According to Saks (2017), employee

engagement is related to improved attendance, decreased tension, and increased staff health and livelihood.

Previously, when discussing CWB, the theory of Person-Environment (P-E) fit was mentioned as a method of addressing deviant behavior that may result in an adverse impact on the organization. Other theorists may regard this theory as a positive method of encouraging staff to accomplish organizational goals. Hansen (2013) explains that designing meaningful job descriptions according to the P-E fit framework would substantiate the indicators and results of the adaptation to current individual-organizational study. As such, theorists have conducted research based on specific characteristics that focused on traits, interests, and strengths that would link them to accommodating positions. Scientists hypothesized that these efforts might provide meaning to the employees' work.

EE Impact and Staff Emotions. Liu, Magnus, and Thissen (2015) explain how a positive attitude can influence employee perceptions of the intricacy of work assignments in performing efficiently to increase productivity. In this study, exploring the importance of creating a favorable environment for employees is crucial for building an engaging workforce. Liu, Magnus, and Thissen highlight the advantages of a positive mood to improve performance as a social means of engaging employees in an organization. The author argues that most people appear to feel happy about their positions when treated with respect and dignity. The psychological role of building creativity, along with a

confident attitude, assists in strengthening cognitive functions that may impact overall mental efficacy. The implication is that improving mood may induce the dissemination of creativity in employees throughout the organization. The research contributes to the study by supporting the implication of EE in the organization and its positive impact on employee conduct at work.

Employing TFL to Encourage EE. Bui, Zeng, and Higgs (2017) assert that TFL has a profound impact on EE by aligning employee skills with compatible work positions for overall employment gratification. This theory is essential to this study as it explores how person-fit may offer a significant contribution to TFL practices when attempting to increase EE as it intends to place staff in a position complementary to their psychological characteristics. The authors found that emphasizing employee engagement in their work duties can create a healthier work environment for the organization. Additionally, Bui et al. (2017) explain how person-fit may have a significant impact on the correlation between staff interaction in an organization and employee engagement. Sahu, Pathardikar, and Kumar (2018) concur, stating that an employee begins to feel compatible when matching the organization with their morals and beliefs. This theory suggests that their values provide a sense of appreciation and pleasure for work. According to Goswami et al. (2016), when leadership displays a cheerful personality, it may inspire workers to become more committed to their positions. Their research indicates that positive leadership methods may increase productivity, reduce the

occurrence of CWB and employee turnover. It may also foster employee dedication as a resulting influence of positive emotions among the workforce. Incidentally, the authors assert that humor can be both counteractive and beneficial to employee communication. While it may be a distraction for productivity, it may also boost organizational climate. The presumption is that a positive mood that is generated by leadership may create a positive work environment resulting in encouraged employees. This study exhibits how the impact of transformational methods of a leader on EE may establish a productive relationship.

EE Deployment from a Federal Perspective. A Federal agency can promote EE in the organization, but not without challenges. The moderate degree of gratification and collaboration implies the vast opportunity to enhance participation while increasing the productivity of a government agency (Lavigna, 2014). While EE serves as a positive aspect for large organizations to improve productivity (most importantly, government facilities), there are still issues that result from attempting to maintain it. The threats that can impact EE in a federal entity are the current financial state of the economy, employee morale, and lack of leadership capabilities. Lavigna stresses the necessity to focus on EE training and implementation in a federal entity, precisely because it deals with the public sector.

Positive Impact of EE on Organizations. Soane et al. (2012) highlight the significance of Kahn (1990), who suggests that the engagement theory is an aggregative

framework of cognitive collaboration. The principles of EE consist of employee-position emphasis, initiation, and the positive impact of commitment theories in the organization. Soane et al. (2012) build on the theory of Kahn (1990) and his original concept concerning personal engagement and disengagement, which is classified by three distinct categories that may lead to favorable results for creating employee enthusiasm at work. According to the literature, the Specified Work Role is the initial condition that may assist in creating an engaged workforce. Another motivational perspective highlighted in Soane et al.'s study is activation. This condition of the engagement approach examines employees' responses to leadership based on the characteristics of their environment. In other words, an employee's actions may be a conditional reaction to their surroundings. Accordingly, Popli and Rizvi (2017) concur that the orientation of organizational staff necessitates an instructional strategy to encourage staff commitment. The final engagement condition of this theory is the positive effect (Soane et al., 2012). This condition describes an employee's potential to encompass favorable emotions towards obtaining work objectives in the organization. Engagement theories contribute to EE by attempting to increase positive employee relationships.

TFL and its Impact on EE. Albrecht (2015) discusses how scientists have begun concentrating on assessing the initiators of employee commitment to create initiatives that may decrease instances of CWB. The job demands-resources (JD-R) model (Albrecht, 2015; Bakker & Demerouti, 2007) is as an engagement tool that can be

utilized in an environment when organizational demands for employees are high, and the workload can have a significant physical, as well as mental effect on the staff. Albrecht describes how an individual has basic physiological necessities that must be fulfilled and reflected by employee engagement. In this case, it is due to the negative consequences of a highly stressful environment that the JD-R theory addresses, which is most recognized and invaluable concerning employee relationships. The most common adverse impact observed in regards to the JD-R model is burnout and absenteeism in this organization. Such factors can result in employees being negative based on the organizational environment.

Breevaart and Bakker (2017) concur with the JD-R model by highlighting the importance of leadership becoming sensitive to the needs and demands of employees. Concerning this model, a transformational leader can be most effective when they condition their style of a regulatory approach to the fluctuations that they experience due to daily organizational demands. Byrne, Peters, and Weston (2016) argue that deficiency of staff engagement can result in lower profit.

The literature specifies the essential competencies a leader should possess to manage the emotional variation of employee engagement. It also highlights how the magnitude of EE reflects the challenges of daily work demands and adversities in the organization. This research correlates with present research by discussing the

effectiveness of the JD-R model as another component of TFL for the improvement of employee engagement.

Positive Health Effects of EE. Karanika-Murray et al. (2015) discuss the value of the LMX concept and how it may also have a significant impact on staff emotional well-being. This research examines the impact of physical and emotional work environment on an employee's overall psychological health. Karanika-Murray et al. (2015), highlights how the LMX concept is applied in an organization to improve workplace relationships between employees. The study emphasizes the variety of psychological employee connections concerning the hierarchy in the organization. Although leadership authority influences the quality of the relationship between employees and management, LMX may transform these perceptions. LMX focuses on EE by leadership recognition to promote positive psychological health.

Summary and Conclusions

The literature reviewed presents various ways that employees may display CWB. The presumption is that CWB can be an obstruction to daily organizational functioning if not regulated by leadership. Organizational culture may substantively influence employees to participate in this adverse behavior. The work environment may be an essential factor in provoking CWB in the workplace, especially when attempting to discourage the cycle of adverse conduct in organizations. The literature reviewed

highlights the precursors, descriptions, and results of CWB in an organizational culture that has consistently nurtured such conduct in the past.

The goal of TFL processes is to initiate positive employee relationships such as EE to decrease the occurrences of undesirable behavior demonstrated in an organization. TFL methods discussed in this literature review describe approaches to recognizing and dealing with CWB. These concepts were adopted to improve employee work experience. Much of the research reiterates that when harmful conduct such as CWB disrupts the normal flow of organizational processes, TFL may be a valuable technique to implement EE, thus improving organizational relationships.

Chapter 3 will elaborate on the use of particular statistical methods that describe the analysis of participant survey data. The use of specific statistical methods is crucial to examine the results that address the purpose of this study. The review of the literature concerning the psychological concepts describe each theoretical concept for employee behavior in the postal service. The research methods in Chapter 3 will examine employee perspectives according to the theoretical concepts in the evaluation of participant surveys for this study.

Chapter 3: Research Method

Introduction

The purpose of this correlational, non-experimental study was to investigate the relationship between TFL and EE with CWB as a moderating variable. The research design involves the use of a survey, which includes questions from the TFL (Burns, 1978) instrument that assesses an individual's transformational leadership characteristics, from the EE (Kahn, 1990) instrument that evaluates an individual's capacity to be engaged in their work, and from the CWB (Fox, Spector, & Miles, 2001) instrument that measured an employee's capacity to engage in CWB. The survey was administered to participants regularly employed at the postal service.

A discussion of the methodology of the study, research design instrumentation, and method of analysis, including an explanation regarding the surveys retrieved from postal service participants, are included in this chapter. A correlation analysis was conducted in SPSS to examine the relationship between the predictor (TFL) and criterion (EE) variables. A moderated regression analysis was successively performed to examine if CWB impacted the relationship between the predictor and criterion variables. A description of the procedures in calculating the data along with assessing data analysis results are explored for the final analysis of the research methodology for this study.

Research Design and Rationale

A correlational non-experimental research design was appropriate to measure the relationship between the predictor (TFL) and criterion variables (EE) in this study. This research design allows an opportunity to compare the correlation between the dependent and independent variables with the contrast that the moderation variable poses on this relationship. Setia (2016) explains that a cross-sectional study consists of researching data and determining the outcome from a group of participants. This study is non-experimental, which means the data was collected at one point in time and evaluated the data for correlation and moderation effects between the research variables. Due to the lack of a control group in this study, there was no manipulation of variables. This study analyzed the relationship between the predictor variable (TFL), the criterion variable (EE), and the impact of the moderating variable (CWB) on this relationship. Moderation exists when a third factor alters the relationship between two associated factors (Farooq & Vij, 2017; Hair, Anderson, Tatham, & Black, 1998).

Research Questions and Hypotheses

The objective of this study was to investigate the relationship between TFL and EE and the moderation of CWB. A correlation test followed by a moderation analysis were used. Initially, the correlation between the predictor (TFL) and criterion (EE) variables was tested. Then the variable CWB in a moderated regression analysis was examined.

RQ1. Does TFL have a positive impact on EE in the U.S. Postal Service?

H_01 : TFL does not have a positive impact on EE in the U.S. Postal Service.

H_{a1} : TFL does have a positive impact on EE in U.S. Postal Service.

RQ2. Does CWB moderate (buffer) the relationship between TFL and EE?

H_02 : CWB does not moderate the relationship between TFL and EE.

H_{a2} : CWB moderates (buffers) the relationship between TFL and EE.

The first research question (RQ1) hypothesizes a relationship between the predictor and criterion variables. A correlation analysis was conducted in SPSS to investigate the relationship between TFL and EE. The use of a correlation test was appropriate due to the linearity of the relationship between TFL and EE.

The second research question (RQ2) hypothesized a relationship between TFL and EE that is moderated by the variable CWB. A moderated regression analysis was conducted in SPSS to assess if moderation would impact the relationship between the predictor and criterion. According to Aguinis and Gottfredson (2010), a moderation test may provide valuable insight involving the correlation between two variables and the level of interaction from a third variable.

Methodology

Population

The U.S. Postal Service is one of the largest federal agencies in the country. There are currently over 500,000 employees at the postal service to date (USPS, 2018a). Postal service employees were recruited from various regions throughout the United States in a

variety of races, ages, and genders. The participants that responded to this study are current U.S. Postal Service employees ranging from the ages of 18 -70 years old. The reason I established an age range is that the minimum postal service hiring age is 18 (since they are required to have a driver's license and pass a driving test in a postal service truck). The retirement age is 65, so most postal service employees are retired or retiring by the age of 70. The U.S. Postal Service positions included in the survey included mail clerks, mail-handlers, rural carriers, city carriers, supervisors, managers, Postmasters, and Administrative personnel. The other criterion for participation in this study was for employees to have access to social media to engage in the survey.

Sampling and Sampling Procedures

The adequate sample size for this study was calculated using the G*Power (Faul, Erdfelder, Lang, & Buchner, 2007) software program. By analyzing sampling data with the G*Power instrument, the power analysis sample size of 138 was determined with an effect size $f^2 = .15$, the alpha level $\alpha = .05$, and the power level $(1 - \beta) = .95$. A self-selection sampling method was utilized to recruit the number of participants. According to Etikan, Musa, and Alkassim (2016), convenience sampling is a form of non-probability sampling in which the sample is taken from individuals or groups of people that are easy to contact. Utilizing this method afforded the ability to conserve time and resources by distributing the survey information to postal service employees through Facebook and LinkedIn social media networks.

Procedures for Recruitment

The posting of survey information and links on social media sites such as Facebook and LinkedIn sites was made available exclusively to U.S. Postal Service employees. Once the participants accessed the link, they were forwarded to the consent form (Appendix B) and acknowledged that they agreed to participate. The page also informed the participants of the study's relevance to current scientific research (see Appendices E and F). The intent of employing a self-selection sampling method was to post the survey information via social media platforms for convenient access within a specific population. This specific method of participation included online surveys that were convenient for both the researcher and the participants. A message elaborating on the importance of this study to current research concluded the survey, including an extension of gratitude for the postal service employee's contribution to the study.

Participation and Data Collection

Survey Monkey (2019) collected the data. The surveys were administered on Facebook and LinkedIn social media websites. The objective was to recruit employees to participate in the research, with a target of 138 completed surveys. Upon accessing the survey, participants were reminded that there was no compensation for participation in this study. Survey Monkey (2019) is an internet survey service that allows the researcher to retrieve and analyze participant data. The surveys became available once the participant accessed the link provided on the social media page. The survey responses

were measured using an ordinal scale. Devitt (2015) describes an ordinal scale as a method of data evaluation in which items are ranked in numerical order and have no mathematical relationship among each other.

After the study, the participants were encouraged to provide the survey link to coworkers. The goal was to retrieve the projected number of survey responses as suggested by the G*Power instrument, collect the data was from both Facebook and LinkedIn websites for calculation. The survey then remained available to participants until the sample size of 138 was reached. he collected and analyzed data was stored on a (USB) flash drive and will be kept for five years. After five years, the data will be deleted.

Instrumentation and Operationalization of Constructs

Cronbach's Alpha was the primary tool to assess the reliability of each scale used in the study. Cronbach's Alpha is a psychometric tool that measures the reliability of a test-score with an appropriate psychological scale to predict the quality of responses (Kuijpers, Ark, & Croon, 2013). Cronbach's Alpha is a preferred method of assessing internal consistency in a scientific study (McNeish, 2018). Three instruments were employed to measure the variables. According to Johnston et al. (2014), assessing a conceptual construct for implementation in a study is critical in the validity of the outcome measurement. Below are descriptions of the validity of each measurement scale

that researched each instrument's efficiency in previous studies. The instruments chosen for the study have adequate validity.

Interpersonal Conflict Scale. CWB was measured using the Interpersonal Conflict Scale (ICS) developed by Harvey, Blouin, and Stout in 2006. The ICS is a five-item scale that measures the frequency of adverse interaction behavior occurrences experienced by employees (Harvey et al., 2006). These researchers reported an acceptable internal consistency score of $a = .82$.

Scoring for the ICS scale has a five-point scale that ranges from *never* (1) to *always* (5). This scale was retrieved from the Walden Library. Adeel and Parvez (2013) conducted a study using the ICS scale, that compared the variations in CWB between Blue Collar and White-Collar Workers. Adeel and Parvez (2013) reported the reliability of $a = .71$. The purpose of the Interpersonal Conflict Scale (Harvey et al., 2006) is to analyze participants' contribution towards or intent to become involved with disputes in the workplace. An example question is as follows; "How often within the last year have you argued with someone?" (Harvey et al., 2006). The ICS instrument (Harvey et al., 2006) was utilized to measure diminished employee welfare, work gratification, and academic productivity (Harvey et al., 2006). ICS assesses personality issues, social and workplace stressors (Harvey et al., 2006). A study conducted by Harvey, et al. in 2006, discussed the testing of Interpersonal Conflict (IC) at work moderating the relationship between "Proactive Personality" and "Well-Being, Job Satisfaction and

Performance” between young employees when dealing with discord at work. The statistical tests resulted in scale and criterion validity across the samples. Through a series of sampling and analyses of the regression test data results, the findings exhibit that IC moderates between Proactive Personality and Well-being, Job Satisfaction and Performance regarding this relationship.

The ICS scale was appropriate for application in this study because it will address employees’ inhibition or inclination to participate in CWB in the organization. Please see Appendix B for permissions information and a sample survey that exhibits the items in the questionnaire.

Instrumental Leadership Scale. TFL was evaluated employing the Instrumental Leadership Scale measurement scale, which consists of four sub-scales that were developed by Antonakis, John, and House in 2014. Each subscale demonstrated the following internal consistencies: Environmental monitoring ($a = .86$), Strategy formulation ($a = .84$), Path-goal facilitation ($a = .77$), and Outcome monitoring ($a = .86$). The internal consistency for the ILS scale (including subscales) is $a = .83$. The ILS scale exhibits high reliability, according to Antonakis, John, and House (2014).

The ILS is a tool that measures the practices of optimal leadership ingenuity (Antonakis & House, 2014). The ILS survey was utilized to evaluate participants’ opinions of management for leadership efficiency, behavior, and performance. The ILS scale has 16 items and has previously been utilized to gauge leadership’s ability as an

innovative leader for organizational change. An example of this scale's survey questions is as follows: "Rate how well your manager ensures that I have sufficient resources to reach my goals." (Antonakis & House, 2014). The response scale for the ILS survey utilizes a five-point scale that will measure TFL from *none at all* (1) to *a great deal* (5). Please see Appendix B for permission's information and a sample of the survey questions for this study.

A study conducted by Antonakis and House in 2014, examined the effects of ILS and its impact on employee motivation. The testing of ILS through statistical instruments in that study resulted in a high correlation between ILS and effective job satisfaction. These results exhibit scale and criterion validity across the test samples. The sampling and evaluation of correlational test data of the Antonakis and House study (2014) study, exhibited a positive relationship between ILS and job satisfaction.

Job Crafting Scale. EE was measured using the Job Crafting Scale (JCS), which was created by Tims, Bakker, & Derks in 2012. Hakanen, Peeters, and Schaufeli (2018) report that job crafting assesses the extent of employees' effectiveness with being engaged in their assignments. Information regarding the JCS scale was retrieved from the Walden library PsycINFO website. The JCS is a survey tool that will assess how employees align their positions with their strengths and preferences. The JCS scale has four subscales that consist of Increasing Structural Job Resources ($\alpha = .82$), Decrease Hindering Job Demands ($\alpha = .79$), Increasing Social Job Resources ($\alpha = .77$), and

Increasing Challenging Job Demands ($a = .75$). Tims et al. (2012) report that the internal consistency for the full JCS scale is $a = .78$. The conceptual construct for this scale is valid due to the survey instrument assessing employees' desirability to be engaged in their work assignments. A study that was conducted in 2015 by Nielsen, Antino, Sanz-Vergel, and Rodríguez-Muñoz, (2017), discussed the testing of the JCS in four different cultures which resulted in scale and criterion validity across the samples. Through a series of sampling and analyses of correlational and regression test data of that study, the findings exhibited a positive relationship between JCS and job satisfaction.

The JCS (Tims et al., 2012) is a 21-item survey tool that assesses employee commitment, motivation, and involvement. The JCS survey is a five-point scale that evaluates EE from *never* (1) to *always* (5). The JCS scale assesses employees' self-motivation to seek guidance and instruction from management. The JCS is appropriate for this study because it measures an employee's motivation to become and stay engaged in an organization. A study by Yang, Ming, Ma, and Huo in 2017 focused on servant leadership and the positive impact it may have on staff in improving employee engagement and relationships applied to the JCS theory. Yang et al. (2017) state that receptive leaders encourage job crafting, which increases employee engagement. An example question from this scale's survey is as follows; "I ask my supervisor to coach me." (Tims et al., 2012). Please see Appendix B for the developer's permission

information and a sample of the survey that exhibits identical items, as shown in the questionnaire.

Data Analysis Plan

The plan to assess survey data consisted of procedural steps to maintain data quality. As such, specific measures for the safeguarding of data and methodical process of data analysis were applied. Osborne (2010) explains that it is critical to perform data cleaning to avoid analysis errors such as miscoding or extreme responses. It is necessary to conduct the initial yet thorough data screening before testing for the H₀'s to determine and resolve any inconsistencies that may increase the probability of causing a Type I or Type II error (Warner, 2013). However, Survey Monkey provided an opportunity to perform secondary data screening of the participant responses. The Survey Monkey tool allows the scientist to export data into the data analysis program. Upon retrieving the data, comprehensive data cleaning procedures ensued, which can substantially reduce collection and assessment errors. The data screening was a tedious process conducted by utilizing a thorough evaluation to minimize errors including checking all data for missing items.

Data cleaning is a set of procedures that include screening for fluency, reviewing participant survey results, and addressing missing data. According to Son, Friedmann, and Thomas (2012), missing information may be the cause of omitted data and may result in skewed results. Since this is a quantitative correlational study, the implementation of

the data cleaning process was appropriate. Osborne (2013) states that contemporary quantitative research utilizes data cleaning as a method to assure the validity of scientific studies. The data set was screened and checked in SPSS for extreme scores, missing data, and outliers. In SPSS, the process of data cleaning consists of choosing the “Analyze” option, then choosing “Descriptive Statistics and Explore.” This process examines the data for outliers, z scores, and a normal distribution of scores for consistency.

One of the most straightforward options available to address missing data is to exclude the participant from the study. The Single Imputation method (van Ginkel, Sijtsma, van der Ark, & Vermunt, 2010), is another option for utilization of missing data in research. This process involves the replacement of missing data with an average of the aggregate scores. The Single Imputation method is an effective method of replacing minor instances of missing data needed for statistical computation.

The tool for statistical calculation in this study was SPSS 25.0. A pilot run with family and friends rectified inconsistencies with the data collection process that could negatively impact the validity of the data. Once this pilot was completed and instructions updated, the process of data collection began.

Survey Monkey stored the data from the postal service participant surveys on Facebook and LinkedIn. The data was exported to SPSS for evaluation. The assessment of each scale was conducted in SPSS for reliability using the “Analyze Reliability Statistics” option that reports the Cronbach alpha, mean, and standard deviation for each

data set. Each instrument's reliability was checked to assure that the internal consistency was a minimum of $\alpha = .70$.

A bivariate linear correlation was conducted in SPSS to measure the correlation between the predictor variable (TFL) and the criterion variable (EE). For example, a bivariate correlation was conducted between the ILS scale (for TFL) and the JCS scale (for EE). The results exhibited the extent of correlation between TFL and EE. SPSS provided descriptive statistics, including the correlation analysis between the variables for RQ1. To address RQ2 a Multiple Linear Regression analysis was conducted. Also included were descriptive analysis and the linear regression. The evaluation and recording of the data retrieved allows for the final assessment of each test instrument in SPSS through PROCESS plug-in. The PROCESS plug-in is an add-in feature for SPSS to measure the moderation impact between the predictor and criterion variables once the analysis was complete. According to Hayes and Rockwood (2017), the utilization of PROCESS relieves the statistician from a considerable amount of recalculation concerning the computational analysis of the moderation impact. The PROCESS statistical data report provided an assessment of the relationship between the variables that were critical to the study.

The evaluation test that correlated to this data analysis design was the Moderated Regression analysis. Champoux and Peters (1987) stated that the relationship between two factors could be changed by a moderating factor. This method of data analysis

evaluates the linear correlation between the predictor variable and criterion variables while assessing for the extent of moderation between these factors.

SPSS graphs and scatterplots provided additional information regarding the data. Graphs were used to measure homoscedasticity, by exhibiting minimal residue or normal distribution. According to Chandler and Polonik (2017), homoscedasticity is the display of the test for scatterplots on a line graph that lacks uniformity. These graphs identified the distribution of scores and if the distribution was appropriate for the study.

Threats to Validity

External Validity

Warner (2013) describes external validity as the level to which the research findings can be generalized to other conditions. Assessing external validity is vital to this research study to ensure that the results can adequately relate to the study making a generalized assumption regarding the total population. Threats to external validity consist of; selection bias, reactive effects of the experimental environment, and multiple treatment obstruction (Hyson, 2016; Lehtola et al., 2013). For example, Aguinis (2014) states that a workforce employed in unique organizations may adversely respond when faced with specific threats to external validity. Survey data acquired for one federal agency may not necessarily have generalizability as for the postal service. According to Bass and Avolio (2004), the scores and methods of response retrieval from participants must be consistent in order to control the fluctuation of data caused by inevitable

influences. Also, LaCoursiere (2003) states that external validity focuses on the evaluation of potential inferences from research regarding a given society. Limiting threats to external validity ensures that the results of this study apply to the study population. This survey was posted on U.S. Postal Service employee websites to minimize another possible threat to external validity so that this study could be available only to Post Office employees.

Internal Validity

An essential property of investigating psychological study is the determination of internal validity in research. Determining internal validity involves assessing how the outcome of applying specific evidence of research, generates a scientific conclusion (Warner, 2013). Internal validity impacts a research study if the scientist conducting a study determines that a cause and effect relationship did not affect the results of the experiment. However, because this study was not experimental, there could have been a substantial threat to internal validity, considering there was minimal control over the variables in the study.

Content Validity

Content validity is the degree that scores on a test, reflects an accurate identification of a concept (Rutherford-Hemming, 2015). One approach I utilized to avoid a threat to content validity in this study was to ensure that the scale items corresponded with the scale instrument. Michels et al. (2016) describe content validity as

a justification of content significance and representation of the survey construct. The verification of the content validity of the scales decreases the threat to content validity in this study.

Construct Validity

Construct validity indicates that a research study assesses what the scientist states are the intention of the research investigation (Warner, 2013). The importance of assessing a threat to construct validity in this study was to ensure that research and survey data supported the causal inference. Burkholder, Cox, and Crawford (2016) purport that the appropriateness of a research tool is reliant on its measurement intentions and if it meets these criteria. The measurement scales utilized in this study have adequate validity.

Ethical Procedures

As with every scientific procedure, there are ethical guidelines that scientists must adhere to per the Institutional Review Board's rules, regulations for approval, and APA (2017) rules such as Section 3.10 Informed Consent - stating that psychologists should obtain consent from the participant before research testing begins. An additional set of moral laws protect research participants. "The Belmont Report" (1979) is a set of laws consisting of three main principles that protect the rights of scientific research participants. This report specifies most of the ethical guidelines that a scientist must adhere to when conducting a study that deals with researching human subjects. Using the Belmont Report as a reference is one method of ensuring that the participants' privacy

rights are secure. The Common Rule (Federal Policy for the Protection of Human Subjects, 1988) also provides a foundation in which the third principle of the Belmont Report ensures participant privacy. Respect for Persons consists of two portions, as stated in the report. The Respect for Persons principle states that a scientist must “acknowledge autonomy” and “to protect those with diminished autonomy (The Belmont Report, Part B Section 1, 1979).

The Beneficence portion of the Belmont Report (1979) emphasizes the following, as stated by Williams and Anderson (2018); “(1) Privacy of research subjects, (2) Confidential data management, (3) Benefits and risks if findings return to research subjects.” (p. 7149 – 7274).

Lastly, the Justice portion of the Belmont Report consists of five divisions that consist of – 1- “to each person an equal share,” 2 – “to each person according to individual need,” 3- “to each person according to individual effort,” 4 – “to each person according to societal contribution” and 5 – “to each person according to merit” (The Belmont Report, 1979).

A statement exhibiting that the study involves research, an explanation of the purposes of the research, the expected duration of the subject's participation, was included for a brief description of the procedures to be followed, and a statement describing the extent (if any) of the confidentiality of records identifying the subject (U.S. Department of Health and Human Services, 2014). Survey Monkey includes a

statement verifying confidentiality and the participant's rights that they must agree to before they begin the online survey.

Other ethical procedures necessary to proceed with this study include the preservation of data, the confidentiality of the study, and the provision of remedies in case of an adverse event. This provision was necessary to inform participants in the unfortunate case of a breach in data that they are informed of the event, and their private information would still be protected. Participants were made aware of their right to privacy and any provisions that they should have regarding any questions or concerns about the study. Because this was an independent research study, the U. S. Postal Service did not have access to any raw data from this study. The participants were advised of their rights should they experience psychological discomfort with a toll-free crisis hotline is available for survey respondents with access to trained counselors.

After the conclusion of the survey, participants receive feedback concerning the data collection and analysis process of the study. Participants were provided information notifying them of the procedures for retrieving summary results of the entire study. When the analysis was complete, an explanation of the entire data analysis process is inclusive with the results portion of the study. The copies of the surveys, Permission of Instrument Tool Usage and Protection of Human Services certification, are located in the Appendix. An explanation of whom to contact for inquiries concerning the research study, and information regarding all study

information was communicated in the online Consent Form (p.57). The survey concluded with a statement informing employees that their contribution to this study is voluntary, and an affirmation that all participants will remain anonymous for their protection located in Appendix B. All online documents, including saved computer data is destroyed after the study is published. (Consent Form p.57).

Summary

The purpose of Chapter 3 is to explain the methods used to interpret the participant's point of view concerning the research variables in this study. This chapter describes the research design, methodology, instrumentation, and data analysis procedures for this study. The methods for recruitment were outlined, including data collection techniques and data analysis strategies. The research design encompassed a correlational non-experimental structure for the evaluation of the research questions and hypotheses. The goal was to extract data and calculate the survey responses to assess the relationship between the predictor, criterion, and moderating variables. The methodology in this study uses samples from postal service employees that consist of various ages, ethnicities, locations, and time-in-service.

The instrumentation for this study is exhibited by explaining the application of different research scales for each construct to assess the responses relating to each scientific variable. In this chapter, it was necessary to evaluate the data retrieved and assess the employees' perceptions regarding the relationships between the variables. The

data analysis plan provides a concise description of the steps required to retrieve the data from the surveys once inputting the responses in SPSS. The use of the SPSS program was necessary for the initiation of data analysis of the employee responses.

Chapter 4 will discuss the statistical findings, interpretation of results, recommendations, and implications for social change. The data analysis conducted in Chapter 3 is the basis of determining the assessment of the data retrieved and analyzed to conclude the findings of this study. The next chapter offers an in-depth description of the data analysis process and findings.

Chapter 4: Results

Introduction

This quantitative, nonexperimental study was designed to address a gap in the literature regarding TFL's effectiveness in improving EE as well as CWB's adverse impact as a moderating factor on the relationship between management and employees in the U.S. Postal Service. In this study, CWB as an adverse moderating factor was examined as a relationship between a predictor and criterion variable (MacKinnon & Luecken, 2008), with the relationship among the predictor, criterion, and moderating variables based on participant feedback.

In this chapter, the demographic information retrieved is examined from the perspectives of current postal service workers. Next, the procedures used to identify and address missing data are described, followed by a presentation of the results of the correlation analysis, linear regression, and moderated regression. Finally, the hypotheses and findings from the data analysis of this study are discussed.

Data collection began upon approval of the study by the IRB. Data were collected over approximately 30 days. Delayed data processing was avoided by building into the survey a structured method of gathering participants and their responses. As Waddell (1995) has demonstrated, a positive response bias frequently occurs when a survey scoring structure fails to include an impartial choice rating. The surveys used for this study could result in inconsistencies, such as overlooking pertinent scientific procedures

and unreliable data responses. However, there were proactive methods such as choosing the “necessity to answer” option in Survey Monkey for each question. This option was applied to counteract potential data analysis issues that could impact the study, such as missing data occurrences. Therefore, proactive methods were applied to counteract potential issues that may have resulted from missing data.

Data Checking Procedures

Survey Monkey’s “necessity to answer questions” option was selected to address the possibility of missing data. This option requires the survey-taker to select a response for each question before being allowed to advance to the next question. While the social media post repeatedly emphasized in the invitation that participation was entirely voluntary, participants were advised that they had the option to discontinue the study at any time. As anticipated, data checking process revealed instances of missing survey responses due to the opting out of participants. Further research concerning the missing data confirmed that these incidents were the result of participants exiting the study before officially completing the entire survey. Without completing the survey to receive a confirmation at the end of the last page of the entire study, the responses would be vacant, and the pages that are remaining for validation would be incomplete. APA (2017) stipulated in Section 8.10 on “Reporting Research Results”(p.11) that “should scientists find discrepancies concerning their research data, alternative measures must be conducted to rectify the study's inaccuracies.” Upon discovering these discrepancies, the instances

of missing data were reviewed and investigated to address the inconsistencies of the data collection process. These issues were resolved upon discovering the cause for the absence of data, which resulted in several participants' inadvertently exiting the surveys (incorrectly) without confirming their return at a later time.

Before assessment of the data from any study or survey, data collection procedures must be validated, and answers checked for inconsistencies. Such data preparation, as described by Lucko and Mitchell (2010), is the process of carefully combining and transferring clean survey responses to a specific format constructed for data analysis. Once the verification of finalized processes of data checking was confirmed, the assessment of the collected data began. No unforeseen adverse events were identified concerning the participant access to the surveys. Consequently, there was a decreased occurrence of missing data values for the final evaluation of retrieved survey data.

Missing Data Approaches

Initially, a deadline of 30 days (or meeting the threshold of suggested sample size), was selected to collect 138 survey samples. At the 30-day deadline, however, only 117 people, fewer than projected, had participated in the online survey. Nonetheless, the available scores were sufficient to begin data evaluation, so data checking procedures began before retrieving the remaining survey data.

In the data checking process, the data retrieved from Survey Monkey were presumed to be complete. However, when the files from the Survey Monkey program were transferred to the SPSS program, missing data were discovered. Out of a total of 117 survey samples, only 107 remained for data analysis. Despite using the Survey Monkey requirement that a participant provides an answer before proceeding to the next question, there were still ten incomplete surveys. Addressing the issue of missing data was necessary before moving on to the next phase of the data checking process.

An investigation of the missing survey responses ensued. The process of data retrieval from Survey Monkey was repeated, resulting in the same issues. The Survey Monkey program produced the missing data from their website after downloading the data for analysis. After further review of the missing responses, the Survey Monkey website specifies possible causes for the occurrence of missing data when retrieving responses from surveys established on their site;

- Participants could have closed the entire survey prematurely (SM, 2019)
- “Skip logic” may be the result of participants passing the questions
- Respondents could have contributed to the survey before the researcher establishes the “required to answer” option
- Should the respondent click “next” or “done” before validating a survey response and attempt to exit the page, these scores not be recorded

- If the survey questions are too long for the page, the participants “might not be able to find” the appropriate question that is triggering a problem

When conducting this particular study, the profound reason for missing data was respondents exiting the surveys prematurely. Individual pages contained deleted responses due to the failure of participants following the instructions of successfully recording their answers in Survey Monkey. The threshold set for missingness in this study established that if a maximum of 20 responses were missing, these surveys would be excluded entirely. However, if the surveys had less than 20 missing answers, the Imputation method of data replacement would be employed.

The data transfer showed an identical number of missing values. A third transfer of the data files showed the same results. After further research, it was found that the missing data report had no distinct pattern of missing items. Instead, some of the missing data was a result of the ten incomplete surveys that were likely the result of participants abruptly exiting the survey before correctly concluding the survey. Correct execution of the survey would entail completing all the questions and then receiving confirmation of participation in the study. Once the participant initiates participation in Survey Monkey, SPSS records it as active participant data. However, due to the premature evacuation of the survey, no data would be exhibited for the remaining questions. Such exits prohibited the capture of a completed survey. Curley, Krause, Feiock, and Hawkins (2019) describe

different types of missing data which can be missing completely at random (MCAR), missing at random (MAR), and missing data not at random (MNAR). In this case, the missing data was the second type, MNAR and accounted for absent responses. Little's MCAR test was conducted in SPSS to check for patterns of missingness. The results exhibited no missingness of statistical values for the variables in this study. Data cleaning was then necessary to analyze the absent responses.

There are two approaches for assessing missing data, the first of which is the DROP method. The DROP method deletes entire cases for the exclusion of incomplete items due to a large quantity of missing data in each sample of a scientific study (Keizer, Zandvliet, Beijnen, Schellens, & Huitema, 2012). The DROP method of cleaning data is used to expunge entire surveys that have a percentage between 10 – 50% of missing data for analysis. Although there is no fixed determination of the percentage of missing data to use the DROP method, Keizer et al., (2012) applied this method in a study that resulted in “adequate performance” of a research study involving appropriate handling of missing data. According to Curley et al., (2019) the DROP method is used when reviewing data retrieved to address substantial amounts of missing values; they also posit that MAR can be replaced by averaging retrieved data.

Using the DROP method effectively addressed the significant instances of missing values. Ten surveys with significant missing responses were excluded intentionally from the analysis. However, there were still additional missing values in 12

of the 107 surveys. Because of this fact, an alternative method was used to handle the remaining surveys with missing data.

The goal was to retain the initial number of participant responses. Doing this was possible by using an alternative method called single imputation. According to Fridley et al., (2009), single imputation can assess missing values retrieved from survey results; it creates a value of the missing data by calculating an average from the former and latter responses in a set. This method allows a researcher to replace single items of missing data to satisfy the assessed total of survey responses necessary to successfully analyze the $CI = .95$ probability of error. By using single imputation, missing data were replaced with the mean of nearby points. Once the data were replaced, the data file was complete and available for analysis. Finally, the data were cleaned and prepared for the data analysis portion of the study.

Results

Participant Demographics

One hundred seven responses were collected and analyzed from the retrieved data. According to the USPS website (2018), the postal service employee population consists of 47% of nonwhite races; this statistic indicates that the U.S. Postal Service is one of the most diverse employee organizations in the United States. Although the surveys were a modest sample of such a large population, the responses represented postal service employees throughout the nation.

The demographic information reported from participants in the study was evaluated in SPSS, using the descriptive statistics option. This information showed a larger number of female respondents ($n=73$, 68%) compared to male respondents ($n=34$, 32%). This indicates that female employees of the postal service were the primary respondents in this study. Employees aged 60 or older were the largest age group ($n=49$, 45), Married employees were the highest number of participants ($n=45$, 42%) in the relationship status category. Overall, these results suggest a high proportion of postal service employees are married as compared to the other relationship status groups. The dominant race was "Black or African American" ($n=76$, 71%). This higher proportion of African Americans likely differs from the number of Blacks in the entire U.S. population because this number reflects a predominantly African American region of the country. In addition, most respondents in the category of employment length had two or more years of work experience ($n=57$, 53%), indicating that they are permanent U.S. Postal Service employees. Finally, the highest response rate in the territory category was in the state of Georgia ($n=28$, 26%) (see Table 1).

Table 1

Demographics of Respondents

Demographic Variables		Respondents ($N=107$)	Percentage %
Sex	Female	73	68.2
	Male	34	31.8
Age	18 – 20	1	1.9
	21 – 29	6	5.6
	30 – 39	12	11.2

	40 – 49	13	12.1
	50 – 59	26	24.3
	60 or older	49	45.8
Relationship Status	Married	45	42.1
	Widowed	8	7.5
	Divorced	20	18.7
	Separated	6	5.6
	Domestic Partner	3	2.8
	Single Cohabiting	3	2.8
	Single, Never Married	21	19.6
Ethnicity	White	12	11.2
	Black or African	76	71.0
	American Indian	1	.9
	Native Hawaiian	3	2.8
	Multiple Race	9	8.4
Length of Employment	Less than 6 months	33	30.8
	6 months – 1 year	7	6.5
	1 – 2 years	10	9.3
	2 years or more	57	53.3

*(table continues)*Table 1 (*cont'd*)*Demographics of Respondents*

Demographic Variables		Respondents (N=107)	Percentage %
U.S. Employment State	Alabama	1	.9
	Arizona	1	.9
	Arkansas	1	.9
	California	1	.9
	Colorado	1	.9
	Connecticut	2	1.9
	Delaware	1	.9
	District of Columbia	8	7.5
	Florida	4	3.7
	Georgia	28	26.2
	Idaho	2	1.9
	Kansas	1	.9
	Louisiana	1	.9
	Maine	2	1.9
	Maryland	10	9.3
	Massachusetts	6	5.6
	Mississippi	1	.9
	Nevada	1	.9
	New Hampshire	1	.9
	New Jersey	13	12.1
	New York	8	7.5
	North Carolina	3	2.8

Pennsylvania	2	1.9
South Carolina	6	5.6
Texas	2	1.9
Virginia	4	3.7

Reliability of test instruments. To interpret the internal consistency reliability of test instruments in this study, a Cronbach's Alpha's analysis was conducted in SPSS. The reliabilities of the scales were as follows: TFL at ($\alpha=.96$), EE at ($\alpha=.87$) and CWB at ($\alpha=.85$). These results confirm that each scale is internally consistent. Table 2 (below) displays the reliability of the scales.

Table 2

Reliability and Correlation of Research Variables

	1	2	3
1 TFL	-		
2 EE	.45**	-	
3 CWB	-.34**	-.19**	-
Mean	44.5	67.2	2.0
Standard Deviation	13.9	12.31	3.6
Cronbach's Alpha	.96	.87	.85

Note. ** Correlation is statistically significant at $p<.05$.

Pearson's R correlation test was conducted to assess the relationship between the variables. Correlation evaluates the strength and direction of the linear relationship between research variables (Aggarwal & Ranganathan, 2017). The correlation between

TFL and EE was calculated by evaluating the participant responses from retrieved data. TFL was assessed using the ILS (Appendix D). Next, EE was assessed using the JCS (Appendix E.) Finally, CWB was assessed with the ICS (Appendix F). TFL and EE show a moderate positive correlation between the predictor variable (TFL) and a criterion variable (EE) of $r(105) = .45, p = .001$ which is statistically significant at $p < .05$. TFL has a positive relationship with EE (see Figure 1).

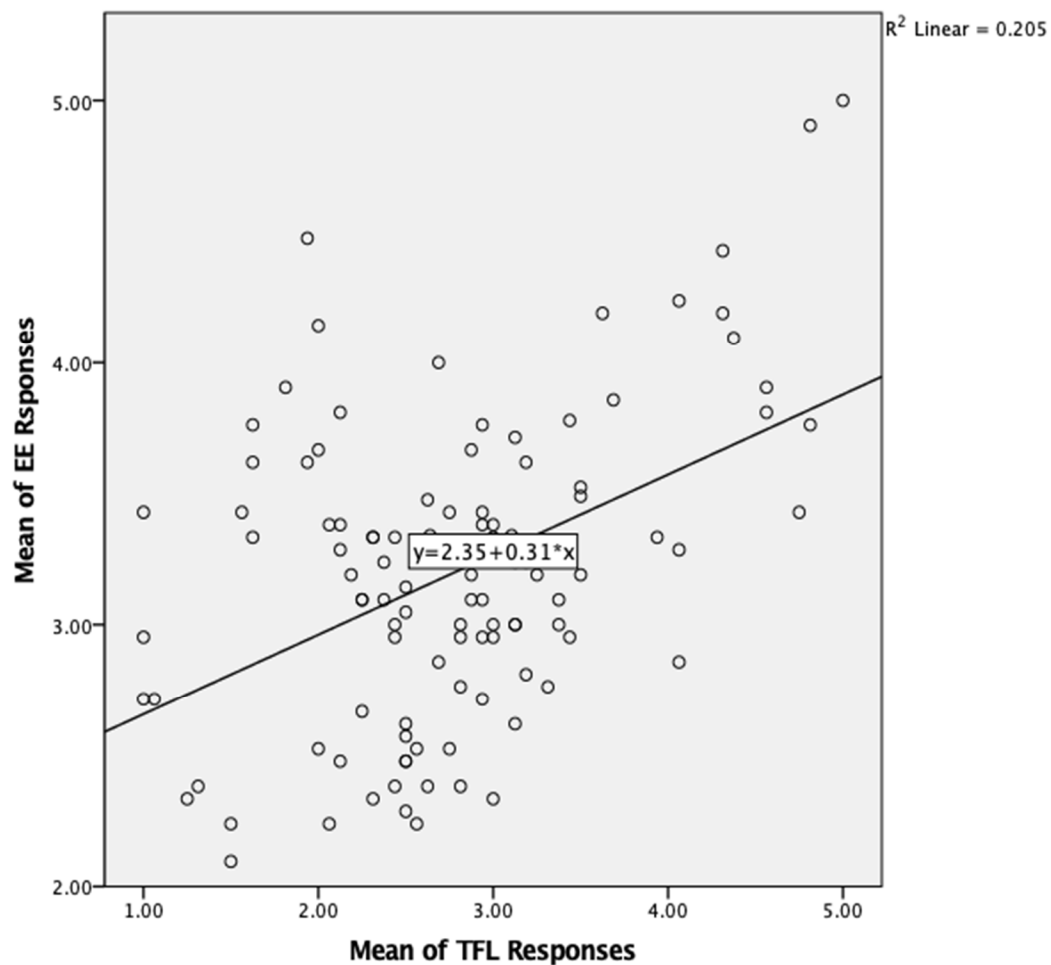


Figure 1. Relationship between TFL and EE.

According to the correlation analysis, the relationship between CWB and EE also exhibited a weak negative correlation at -0.19 at $r(105) = -0.19, p = .001$. This analysis indicates that the correlation is statistically significant at $p < .05$. The data displayed in the graph suggests a negative relationship between CWB and EE. In addition, the analysis indicates that CWB may negatively impact EE as illustrated in Figure 2.

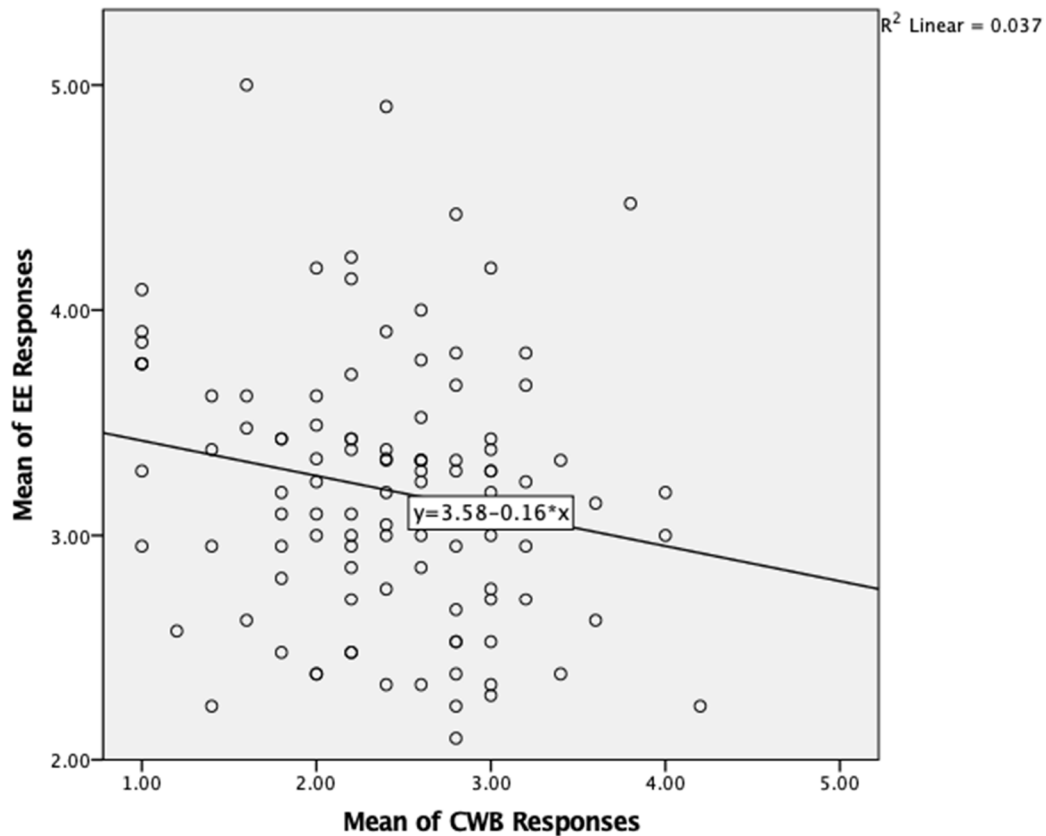


Figure 2. Correlation analysis between CWB and EE.

Figure 3 illustrates the relationship between the variables CWB and TFL. The correlation between TFL and the moderating variable (CWB) exhibits a moderate negative correlation of -0.34 , which is statistically significant at $r(105) = -0.34, p = .024$, also statistically significant at $p < .05$. As a result, CWB may negatively impact the positive intentions of TFL in a postal service environment (see Figure 3 below).

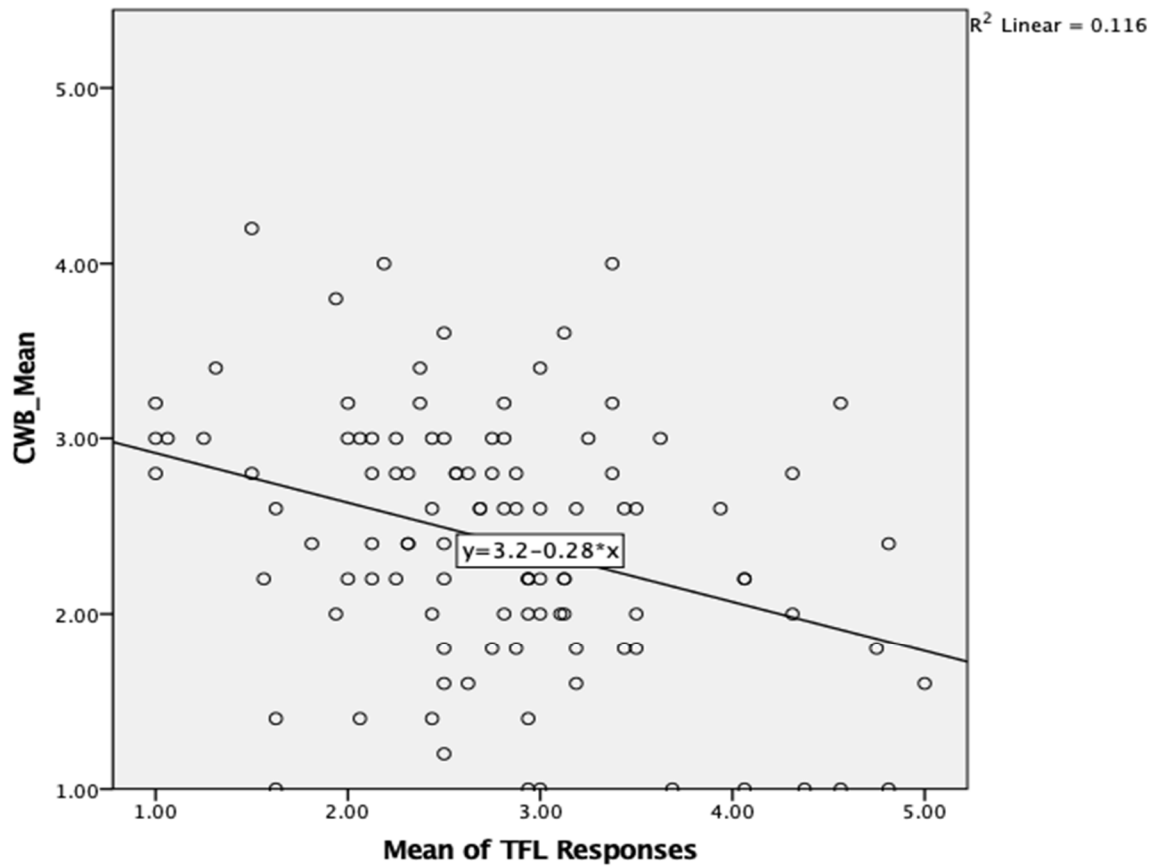


Figure 3. Regression analysis of CWB on TFL-

Regression analysis of the total response data revealed the research population's overall opinion about the impact of and relationship among variables, which is represented in two scatterplot graphs (see Figures 2 and 3). The relationship between the variables retrieved from the participant responses suggests that TFL had a significant impact on EE, but also indicates the negative effect of CWB on EE that moderates the

relationship between TFL and EE. These findings address the RQs and the hypotheses concerning the relationship between the variables for this study.

Hypothesis Testing

Test assumptions. There were multiple assumptions for the hypotheses relevant to this study. Hypothesis testing involves making a determination based on a sample retrieved regarding an attribute associated with a test population (Morrison & Henkel, 1969). The goal of hypothesis testing in this study is assess the results of the statistical analysis and address hypotheses of this study. According to Delacre, Lakens and Leys (2017) when a scientist must compare more than one independent group, an assumption of normality and homogeneity of variance for test assumptions are used for statistical evaluation. Testing the assumptions for correlation and moderation are exhibited in scatterplot graphs.

A statistical analysis of data retrieved exhibits the test of relationships between the scientific variables (TFL, EE, and CWB) in this study. Based on the results of the statistical analysis, the test assumptions are inferred to follow a normal distribution according to the pattern of residuals exhibited in scatterplot graphs. Autocorrelation is not relevant in this study as the time-series is not a critical factor of statistical testing for the variables. Statistical tests did not exhibit multicollinearity between the predictor and criterion variables. However, there is a linear relationship between the predictor, criterion and moderating variables exhibited in Figures 1-3. A regression model P-Plot graph

(Figure 4) exhibits normality of residuals for the relationship between the variables in this study. Both the standardized and unstandardized residuals were similar so it is assumed that the residuals are normally distributed.

Assumptions for correlation. Hypothesis 1 was based on the results of research question: Does TFL have a positive impact on EE in the U.S. Postal Service?

A Pearson's R test addressed each hypothesis regarding the correlation between TFL and EE of employees in the U.S. Postal Service. One hundred and seven participant surveys were evaluated. Preliminary analyses showed the relationship between the variables to be linear and normally distributed from Pearson's R correlation analysis, as explained earlier. There were few outliers exhibited in the output of the correlation graph (see Figure 1). As such, there was no violation regarding the assumption of normality in this analysis. The results show a moderate positive correlation between the predictor and criterion variables at $r(107) = .45, p < .005$, with TFL explaining 19% of EE. The correlation coefficient was statistically significant.

The significance of the correlation coefficient supported the hypothesis for RQ1. The null hypothesis (H_0) states that TFL does not have a positive effect on EE in the postal service. The data from the correlation analysis determined that TFL has a positive impact on EE. Therefore, the null hypothesis was rejected for Research Question 1. The relationship between TFL and EE was statistically significant ($p < .001$).

The alternate hypothesis (H_{a1}) states that TFL does have a positive impact on EE in postal service. A correlation analysis was conducted to investigate if there was a positive impact on EE due to the implementation of TFL practices. As a result of the survey results and analysis, the alternative hypothesis is accepted. Tables 2 and 3 display the regression analysis results.

Initially, the assumptions for correlation were addressed concerning the study design for RQ1. The first two assumptions would assume that the two factors would be continuous variables, and that could be paired (Laerd Statistics, 2018). This assumption was met in that the variables are continuous and were paired.

The last three assumptions concern the Pearson's correlation test and the capacity to be evaluated in SPSS. For example, the third assumption was that there would be a linear relationship between the variables. This assumption was met as exhibited in the scatterplots. The scatterplots showed a linear relationship between the predictor and criterion variables. There is a linear relationship between the variables in the correlation. The fourth assumption was that the tests would exhibit no significant outliers in this relationship. After full review of the scatterplot graph conducted between the variables, no significant outliers were displayed in the graph, so this assumption was met. The fifth assumption was that the test of normality would exhibit that the bivariate normality would be satisfied. Hanusz and Tarasińska (2014) advise using the Shapiro-Wilk's evaluation as a method to test normality in distributions. Accordingly, the variables and

their statistical relationship were evaluated by using the Skewness (direction of the curve) and Kurtosis (sharpness of distributed values) in a histogram to see whether the data exhibited normality in their distribution (Wall Emerson, 2018). After conducting a test for normality in SPSS, the scatterplot displayed that this assumption was met. The statistical test of utilizing Pearson's correlation test for RQ1 was valid, which addressed meeting the assumptions for this analysis.

Assumptions for linear regression. The second research question was: Does CWB moderate (buffer) the relationship between TFL and EE? Hypothesis 2 required a test for the moderation between the predictor and criterion variables.

According to Otavová and Sýkorová (2016), a linear regression evaluation should be utilized to address the between and within-group variance. For that reason, a linear regression test was conducted to investigate RQ2, using the equation $Y = x_1\beta + x_2\beta + e$. In addition, a simple moderation test was performed using PROCESS software to assess the relationship between the predictor, criterion, and moderating variables. The predictor variable for the analysis was TFL. The moderating variable evaluated for the analysis was CWB. The interaction between TFL and CWB was found to be statistically significant with the $B = .0408$, 95% C.I. (-.18, .10), $p < .05$. The conditional effect of TFL on EE showed corresponding results.

To measure the conditional effect according to different levels of moderation, researchers use the PROCESS program. According to Darlington and Hayes (2017), the

conditional effect measures the variability of the samples in a moderation slope. In this study, low moderation TFL = 2.940, the conditional effect = .3826, 95% C.I. (.02, .74), $p < .05$. At middle moderation TFL = 3.216, the conditional effect = .0775, 95% C.I. (-.36, .52), $p < .05$. At high moderation TFL = 3.493, the conditional effect = -.0408, 95% C.I. (-.18, .10), $p < .05$. These results suggest that there is an impact of CWB as a moderator between TFL and EE.

Although the results above exhibit a slight variation in moderation impact, there is an increase in moderation when the predictor variable decreases. This impact implies there is an inverse relationship when the moderating variable (CWB) is present. As such, the results of the moderated regression analysis were significant. The null hypothesis states that there is no moderation of CWB on the relationship between TFL and EE. Therefore, the null hypothesis is rejected, exhibiting that TFL has a positive impact on EE.

The alternate hypothesis for RQ2 states there is moderation between TFL and EE due to the variable CWB in this study. The alternate hypothesis is accepted as CWB is found to moderate the relationship between TFL and EE negatively. The null hypothesis is rejected, and the alternate hypothesis is accepted. Overall in this study, the analysis shows that CWB causes a negative moderation impact on the relationship between TFL and EE.

The correlation between the moderating variable (CWB) and the criterion variable (EE) was statistically significant ($p < .048$). Also, the correlation between the predictor variable (TFL) and CWB was statistically significant ($p < .001$). Finally, the correlation between TFL and EE was also statistically significant at ($p < .001$).

The main effect for RQ2 is TFL - $B = .2840$, $t(103) = 4.50$, $p < .001$ is a significant predictor of EE. According to the results of data analysis, as TFL increases, the variable EE increases. Also, the moderation effect for RQ2 is CWB - $b = -.036$, $t(103) = -.476$, $p < .635$, which is a significant indicator of the impact CWB has on EE, indicating that as CWB increases, EE decreases. The interaction model is $b = -.0408$, $t(103) = -.55$, $p < .581$ is a significant model indicating moderation of CWB between TFL and EE. CWB causes a significant negative impact on the relationship between TFL and EE (see Figure 4 in the Appendix).

The assumptions of the linear regression test for RQ2 were also addressed for validity in this study. The first two assumptions also discussed using continuous variables for the study. The predictor, criterion, and moderating variables were ordinal and analyzed at continuous levels, so the first two assumptions were met.

The third assumption was that there would be a linear relationship between the variables, and that assumption was met. A scatterplot exhibiting the relationship between the variables showed linearity between the variables. The third assumption was met based on the evaluation of the scatterplot. The fourth assumption concerns the Durbin Watson

statistic. The assumption for this test analyzes the independence of residuals between 0 - 4. In SPSS, the Durbin Watson statistic resulted in a value of 1.5, which means that the value can be accepted because errors were independent for this test (Laerd Statistics, 2015). As a result, the fourth assumption was met. The fifth assumption was that there would be no significant outliers exhibited in the scatterplot graphs for the test of regression. This assumption was met as there are no significant outliers exhibited. According to the scatterplots exhibited in the graphs, this assumption was met. The sixth assumption was that the linear regression exhibits homoscedasticity across all values of the predictor variable. Elsensohn et al. (2016) argue the importance of assessing homoscedasticity of data residuals since this evaluation prevents misinterpretations of group-trajectory outcomes. This would indicate that the predictor variable would remain constant. As a result the scatterplot exhibited homoscedasticity and the assumption was met. The seventh assumption assesses the normality of the regression line in a graph (Laerd Statistics, 2015). Upon assessing the data analysis test, the assumption of the normal distribution of residuals was met. The residuals of the regression line are approximately normally distributed, as exhibited in the scatterplot (See Figure 4 below).

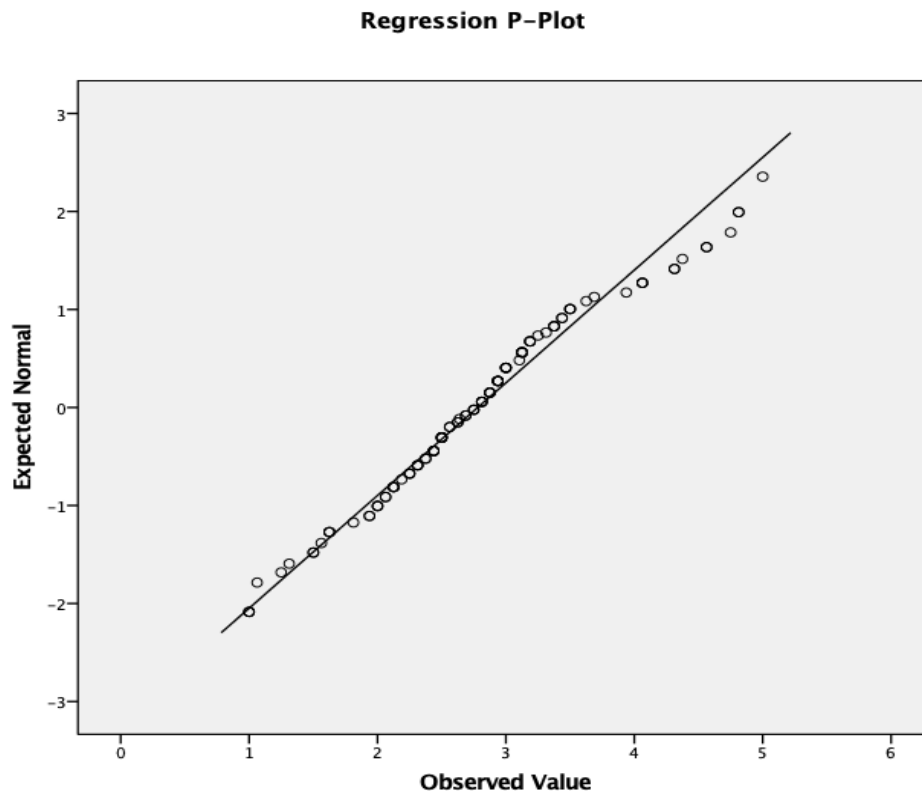


Figure 4. Regression Model of the P-Plot Graph-

Scatterplot graphs exhibit the relationships between the research variables in this study. TFL and EE resulted in a scatterplot that exhibited a positive correlation between these variables. Another scatterplot with the inclusion of CWB as a moderating variable presented a negative relationship on the predictor and criterion relationship (see Figure 4 in the Appendix). All variables displayed slight or high homoscedasticity in the scatterplots. These graphs also exhibited few bivariate outliers resulting from the data analysis. The correlation between TFL and EE was significant at $p < .001$. The regression equation for predicting this relationship was $y = 2.35 + 0.31x$. The slope value in the

relationship between TFL and EE states that for every one unit of increase in TFL methods, EE increases by .296. The confidence interval (CI) at 95% for TFL methods on EE outcome is between .171 and .420. The regression equation for predicting the moderation of CWB on the relationship between TFL and EE is $y=3.18 - 0.05x$. This relationship suggests a negative impact from the moderating factor CWB on the relationship between TFL and EE. The slope value in this relationship also indicates for every one unit of increase in CWB, EE decreases by .035. The confidence interval at (CI=.95) 95% for this relationship is between -.184 and .115.

The regression analysis results that address the hypothesis for RQ2 are exhibited in Table 3 below.

Table 3

Regression Analysis Between TFL, CWB and EE

	<i>R</i>	<i>R</i> ²	<i>df</i>	<i>F</i>	<i>p</i>
Regression	.46 ^a	.21	3.00	13.60	.001 ^b
Residual	28.90	104	.278		
Total	36.42	106			

Note *N* = 107 respondents. The *R*² and *F* values were derived from linear regression analysis.

The R squared ($R^2=.21$) for variance accounts for 21% of the regression between the predictor (TFL), criterion (EE), and moderating (CWB) variables. The overall regression model is significant at $F(2, 104) = 13.60, p<.001$. The regression analysis was

statistically significant ($p < .001$) when measuring the impact of the moderating variable CWB on the relationship between TFL and EE.

An evaluation of the unstandardized (B) coefficients and standardized beta coefficients are examined to establish a relationship between the study variables. The results suggest a significant relationship between TFL and EE where $B = .296$, standard error (SE) = .063. However, the relationship between CWB and EE demonstrated a significant negative relationship at B unstandardized coefficient where $B = -.035$ with $SE = .075$. The analysis of the coefficients indicates that there is a significant relationship between the variables TFL and EE.

The results also suggest that CWB has a significant negative impact on the relationship between TFL and EE (See Table 4).

Table 4

Linear Regression Coefficients

<i>Variable</i>	<i>Unstandardized B</i>	<i>SE (B)</i>	<i>Standardized Coefficients β</i>	<i>t</i>	<i>Significance (p)</i>
(Constant)	2.46	.296		8.32	.001*
TFL	.296	.063	.438	4.72	.001*
CWB	-.035	.075	-.043	.461	.646**

Note: a. Dependent Variable: EE; * $p < .001$, ** $p < .05$

Summary

The intentions of Chapter 4 were to conduct and assess the analysis of retrieved data. The results of these analyses addressed two research questions. Descriptive statistics provided the demographic information of the survey participants.

Reliability tests were run for each psychological instrument. Tummers and Knies (2016) argue that students who apply psychometrically valid assessment tools for data analysis significantly increase the reliability of a study. Once the reliability was established for each research variable, the task of measuring the psychological scales to evaluate the research factors was successful.

An evaluation was then conducted to measure the impact between the predictor variable (TFL) and its relationship to the criterion variable (EE). Next, the interaction of the moderating variable (CWB) was reviewed to assess the relationship with the inclusion of the predictor and criterion factors.

The examination of employee opinions captured data reflecting postal service employee perspectives on personal work relationships. The data retrieved was evaluated according to each psychological scale that measures employee attributes consistent with CWB, TFL and EE.

This chapter's final purpose was to test the research questions. Evaluation of the descriptive statistics report determined a positive relationship between TFL and EE, indicating a positive impact of TFL on EE as reported by postal service employees in this study. The statistical results also show that CWB has a significant adverse effect on the

relationship between TFL and EE. The null hypothesis from RQ1 is rejected because the analysis of survey responses reveal that TFL has a significant impact on EE. The null hypothesis from RQ2 is also rejected as a result of the survey responses confirming that CWB moderates the relationship between TFL and EE in this study.

Chapter 5 addresses the overall findings from the research analyses presented in this chapter. The methods of retrieving and interpreting the study's results are elaborated as well as the implications of their application to future studies. Recommendations for future study are also presented and explored with the goal of creating positive social change in large government organizations. Finally, the implications of this study for social change are discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

A significant issue employers face is employee--leadership relations and how adverse behavior affects these relationships. Many organizations have the daunting task of managing employees that display negative behaviors associated with CWB which can negatively impact the work environment. Methods such as TFL may improve relationships between employees and leaders, leading in turn to an increase in EE. This study assessed the impact of CWB on the relationship between TFL and EE in the U.S. Postal Service.

This chapter discusses the findings, limitations, recommendations and implications for social change as well as possible future research. These findings are based on the results of a quantitative analysis of survey responses, which as previously discussed, is the analysis of collected data from numerous samples to evaluate the relationship between each factor (Nimehchisalem, 2018).

The purpose of the survey questionnaires was to examine TFL's influence on EE with CWB as a moderating factor in the U.S. Postal Service. The surveys were constructed in Survey Monkey and then administered via social media by inviting postal service employees to respond. A total sample size of 117 survey responses were retrieved online from U.S. Postal Service participants.

The aggregate of employees who responded to the survey consisted of a majority of female respondents (68%); Black or African American (71%); married (42%); and 60 years age or older (45%), with two years or more employment (53%) and most residing in Georgia (26%). A convenience sampling method of recruitment was used to achieve the required number of survey responses. The study participants represented postal service employees who accessed the survey from the social media post.

The number of participants recommended by G*Power was a total of 138 participants. A total of 30 days was the deadline to collect the surveys online. Due to the time constrictions of the project, I was only able to achieve 117 participant responses for the study within this deadline. Even though the timeline was extended three more days, I was still unable to retrieve the recommended number of 138 employees to participate in the study. The 117 responses were short of the goal of 138 survey participants, and after data cleaning and checking, the total would still be lower than the proposed goal of 138. The total amount of survey responses necessary to conduct the analysis, as calculated by G*Power was 138. The total of resulting data for evaluation was 117 after the data cleaning process. Although the required amount of participant surveys as required by G*Power was 138, there was sufficient statistical power with 117 responses to conduct the analysis.

Research Question 1 asked, “Does TFL have a positive impact on EE in the U.S. Postal Service? The response data were analyzed to determine if TFL practices influence EE in the postal service. The result of this statistical analysis showed a significant positive correlation between TFL and EE. The null hypothesis was rejected for RQ1, as TFL exhibited a significant positive relationship with EE. The alternate hypothesis (Ha1) for RQ1 was accepted.

RQ2 assessed whether the moderating factor CWB had an impact on the relationship between TFL and EE. A moderation analysis showed that CWB negatively moderates the relationship between TFL and EE in the U.S. Postal Service; rejecting the null hypothesis for RQ2 was therefore appropriate. Based on these statistical analyses, the alternate hypothesis was accepted. CWB moderated the relationship between TFL and EE.

Interpretations of Findings

The results of this study support the prediction of Hypothesis 1 that TFL had a positive impact on EE in the postal service. TFL is an innovative method of leadership organizational practices that can provide a healthy workspace, enhance the workplace environment and modernize the organization (Barnett, 2018). These findings also expanded the current knowledge in this field by further analyzing the responses of staff potentially impacted by CWB. Results show that the positive intentions of TFL practices can result in an increase of EE in an organization.

In addition, the results of this study support the prediction of Hypothesis 2 that CWB moderates the relationship between TFL and EE. They also suggest that adverse behaviors can inhibit building positive relationships among other employees. In summary, the primary implication of this study is that a positive and supportive method of leadership practices, such as TFL, can create a positive impact on EE; however, CWB may negatively moderate the relationship between TFL and EE.

Employee performance is a critical component of any organization's viability. Employees who are commended by leadership appreciate the organization and engage positively in their work roles (Tabancali, 2016). However, employees who work under adverse conditions may be negatively impacted by such behavior from peers and leadership. According to Welbourne and Sariol (2017), some employees may purposely attempt to perform their duties inadequately as a means of retaliation in a hostile environment, then abandoning the work area to avoid the negative repercussions – “The Adams Equity theory is the belief that employees receive justice for inequitable treatment, if they exhibit adverse behavior at work (Banks, Patel, & Moola, 2012). Such beliefs are based on their perceptions of inputs (pay employee relationships) and outcomes (conduct) at work. As such, the goal of leadership is to address the concerns that create a hostile environment that may rectify the issues related to poor performance.

TFL is the act of leadership that is highly attentive to employee needs, which reduces stress while increasing individual satisfaction (Arnold, 2017). A transformational

leader's role is to encourage and establish the support of employees to create a mindset of willful determination in their assignments (Carmeli, Sheaffer, Binyamin, Reiter, & Shimoni, 2014). A transformational leader can create a positive, productive environment for employees. According to Saks (2008), EE signifies an employee's volition to be engrossed in their duties to the point of creating positive and innovative change in the organization, Young, Glerum, Wang, and Joseph (2018) argue the criticality of increasing EE at work to facilitate organizational viability. Employee engagement is the physical and psychological involvement in an organization that is a result of the conscientious dedication of staff with their assigned responsibilities (He, Chao, & Zhu, 2019). While many psychologists offer their personal perception of EE, there is no universally accepted definition of employee engagement.

CWB commonly has adverse effects on workplace relationships between leaders and employees. Adverse work behavior, such as CWB, may negatively impact individual morale, which in turn creates negative reactions among staff (Matta, et al., 2014). Adverse employee behavior can significantly impact the organizational environment by causing stress between employees.

As a result, CWB can moderate the application of TFL measures adopted to encourage EE. Studies have shown that CWB exhibited between leadership and staff may significantly impact organizational structure by negatively impacting employee-

leadership relationships (Holtz & Harold, 2013). These effects indicate that CWB can have a trickle-down effect on organizational relationships.

As more psychological studies are conducted, researchers continue to investigate behavior in order to discover the relevance and validity of modern psychology to the workplace (Su et al., 2017). Previous literature has discussed leadership efforts to transform organizational constraints by modifying ineffective workplace practices (Ponzio & Bluman Schroeder, 2017). According to the literature, TFL practices alter traditional methods of addressing adverse work behaviors. However, more research needs to be done. Engaged employees who feel comfortable in their work environment and work more effectively. El Badawy and Bassiouny (2014) contended that leadership methods can positively affect the level of employee engagement and dedication to their work.

This study emphasizes how CWB counteracts the positive attempts of TFL practices to improve workplace relationships and increase EE. The results also suggest TFL actions encourage employees to become more engaged at work, but CWB has a negative impact on staff. According to Eldor (2018), government employees working in a challenging environment are more receptive to positive methods of leadership strategies. However, workplace culture may become strained when faced with CWB, with a negative impact on employees in the organization. This study shows that concrete

measures of leadership such as TFL may be an effective strategy to improve EE in governmental organizations such as the U.S. Postal Service.

A study conducted by Baka (2019) found that TFL practices were associated with less employee stress, leading to greater opportunities for EE and a reduction of exhibited CWB. The results of this study describe how TFL may contribute to strengthening internal relationships and combatting adverse behavior in the postal service work environment. Not only is this information valuable to federal agencies, but this study may serve as a noteworthy contribution to research involving TFL, EE and CWB in private organizations.

Limitations of the Study

The limitations of the study were in the general areas of sample size, self-reporting, and research design. Although these limitations presented challenges in conducting the study, they were addressed in a manner that provided adequate analysis and of the study results. As such, any issues that affected the ability to retrieve response data in this study, was addressed and outlined by an explanation of its impact on the study.

Sample Size

The required sample size for the study was calculated using the G*Power program. Jenkins and Quintana-Ascencio, (2020) explain that when calculating a sample size, a researcher should analyze the lowest numbers necessary and identify a

practical figure to conduct the study. A brief description of this study's sample size margin was calculated from this specific method of statistical analysis. The G*Power program assessed the sample size according to the analysis type, test family used, statistical test applied for calculation, and type of power analysis and data parameters. Although the exact sample size calculated was not obtained, the amount of participants (107) that contributed to the study was sufficient to conduct analysis.

The first limitation in this study was the sample was smaller than recommended by the G*Power program. Limitations of a research study are mostly correlated with statistical measures of analysis (Ghanouni, Renzi, & Waller, 2017). Therefore, difference in the resulting number of the initially assessed participants can be considered a limitation in this study.

Sampling

Another limitation concerns the sample size proportion of participants that contributed compared to the overall postal service employee population in the United States. The application of a convenience sampling in this study limited the ability to retrieve samples from all over the country. The employees who did respond were located within limited areas of the United States. As such these responses reflect the U.S. Postal Service employees that were easily accessible to this study. Thus, these opinions reflect a portion of the aggregate of postal service employee perceptions.

For instance, the largest number of respondents in this study were in the categories of; female (68.2%), 71% of Black or African American nationality, and 26.2% are employees from the state of Georgia. Theoretically, if it were hypothesized that the data retrieved explains how postal service employees feel that CWB has a profound negative impact on EE, this argument could be inconclusive. It is therefore, difficult to use one broad method of data processing that would accommodate every case due to the distinctions in researcher individuality of assessing data (Lucko & Mitchell, 2010). The data retrieved consisted of opinions collected from a predominantly female audience, who were Black or African American and work in the state of Georgia. According to Kiser (2015), behaviors in a work environment perceived to negatively impact individual characteristics of leadership are based on different gender responses. Black or African American employees, for example, may feel they are treated inequitably compared to other races or ethnicities, and these feelings may discredit their views in representing an entire organizational population. Preconceived opinions and biased conduct based on diverse cultures are challenging to distinguish in an organization (Shih & Young, 2016). That said, the most significant number of responses retrieved were located in the jurisdiction of Georgia, offering a substantial amount of data concerning one jurisdiction of employee impressions regarding workplace relationships. As such the data retrieved resulted in a similarity of survey data retrieved from participants due to common cultures, values and individual biases shared within this region.

Self-Report

Another limitation of this study may be the trustworthiness of employee responses. The self-report measure provides a clear and effective method for leadership to communicate deficiencies with employees (Pearce, Beinart, Clohessy, & Cooper, 2013). However, employee responses may be influenced by their personal experiences with leadership. Self-report is a method designed to assess a leader's individual capacity to improve employee communication and workplace behavior (Krause, Müller-Benedict, & Wiesmann, 2000). Management's response to such pressures is an issue that combined with daily stressors and a strained economic state impacts the U.S. Postal Service organization. The influence of such organizational issues may undermine leadership and impact the employees' ability to work effectively under strenuous demands. Such issues may impact the authenticity of employees' responses. The reliability of participant responses may also be affected by peer communication about the necessity of implementing TFL practices to encourage positivity in a negative work environment. Employees may physically and emotionally suffer the stress of a challenging work environment, and employees under such work conditions may experience a psychological impact that affects the reliability of participant responses. Thus, exhaustion and stress may influence the authenticity of employee survey responses.

Organizational leadership must assess what works and does not work to facilitate a productive workforce. Transformational leaders utilize ideological encouragement practices to facilitate an empowering workplace that accommodates and satisfies employees' relationships with leadership (Barnett, 2018). This study focused on the impact CWB has on leadership practices that are developed to engage employees in the organization. The participant responses may indicate the impact of working in the postal service, and the substantial number of negative interactions that may lead to CWB at work. Although there is no indication of a specific cause for the adverse behavior, there is an implication that TFL practices and EE are affected by CWB. Such conditions harm positive leadership intentions, such as the implementation of TFL practices for the encouragement of EE. The results also indicate that transformational leaders have the potential to guide employees towards the desire to be engaged. Unfortunately, CWB may create an adverse effect on proposed actions regarding this theory.

Research Design

The research design for this study investigates the relationship between TFL and EE with the moderation of CWB in the U.S. Postal Service. The intention was to distinguish whether there is causation or correlation between the variables in this study. Volkwein and Yin (2010) warn scientists to be able to discern the differences between correlation and causation in experimental study. Bleske-Rechek, Morrison, and Heidtke

(2015) further explained that if two factors exhibit a correlational relationship, it does not necessarily indicate causation between the factors. This study sought to discern the relationship between the variables TFL, CWB, and EE. The results were focused on correlation, not causation, because then we would be investigating a cause for the criterion and moderating factors due to the predictor variable. However, the results determined the correlational relationship between the variables.

Recommendations

Further research concerning the moderation impact of CWB on the relationship between TFL and EE is necessary to provide sufficient evidence to confirm the hypotheses of this study. Given the results of the study, one can suggest that this is a valid theory based on the responses retrieved and analyzed in this experimental study. The suggestion to conduct further research is necessary as the limitations impact the reliability and validity of this study in applying the results to a similar study.

Sample Size

The results compared responses that represent a sample of postal service employees and their relationship with leadership. The G*Power instrument calculated the sample size to be 138, ultimately resulting in an evaluation of 117 participant responses. The 117 surveys represent a fraction of the total employees working at the entire postal service in the United States. Future studies of this nature are critical to contributing to research regarding the opinions of employees in unique organizations such as the U.S.

Postal Service. Such a study can also prepare future researchers to explore various groups of individuals from a broader spectrum including the size and composition of employees in the postal service.

Sampling

The sampling portion of this study emphasizes the necessity to take advantage of the amount of data retrieved by seeking more than the recommended number of participants to partake in a study. Most studies stipulate a specific deadline to complete the collection of data retrieved for analysis. Although this study did not collect the required number of surveys as requested by G*Power, the data were sufficient to run the analysis and form a conclusion based on the results. In this study the results may also not describe all postal service employees of the entire organization's population, which may be well over 500,000 workers countrywide. However, despite the lower statistical power, the results imply that TFL may assist in creating EE and that CWB may moderate that relationship.

Self-Report

The self-report recommendation is to assume that the data retrieved accurately depicts the true opinions of this organization's employees. Although the limitations of the study impact the validity of the responses, it is still possible to retrieve authentic responses from most participants. Due to the method of response retrieval in this study,

there is still an opportunity in future research to investigate the relationships between employees and leadership by researching similar studies that examine employee performance appraisal scores and personnel data related to this topic.

Research Design

The correlational non-experimental design for this study was appropriate for this study due to the necessity to investigate employee and leadership opinions. Applying a correlational method can allow a researcher to assess relationships between TFL and EE. Additional research is necessary as this method was chosen to investigate the predictor and criterion variables to address the RQ's specifically for analysis in this study. This information can be utilized as a foundation for addressing organizational relationships impacted by the moderation of CWB in this study.

Utilizing this information can be a foundation for addressing organizational relationships impacted by the moderation of CWB in this study. Carpenter and Berry (2017) assert that comprehending the impact of CWB has been an on-going objective for researchers because of its negative implications for organizations and staff relationships. Some recommendations regarding the future study are to conduct further research involving leadership practices and their impact on the leadership-employee relationship. Using the research design described in this study is very beneficial in assessing TFL and its relationship with EE and CWB as a moderating factor in this relationship. TFL has inevitably become an essential concept in contributing to the physical and mental wealth

of organizational staff (Arnold, 2017). It is worth researching specific behaviors of leadership and how their leadership style affects employee behavior, especially when attempting to manage CWB in a government organization as such a quantitative research design was appropriate to convey the relationship between the variables for this study appropriately.

Strengths for Future Study

The strengths for future study are the implications (based on study results) of TFL as a positive method of developing EE; however, the countering impact of CWB may have an adverse impact on this relationship. The results suggest that employees may react positively to TFL initiatives. According to participant responses, this reaction may cause employees to become more engaged. The influences of CWB suggest that these negative actions exist in organizations and create a buffer between the relationship of these positive variables.

Each test instrument was assessed for reliability in addressing the research questions to hypothesize the results of this study. The reliability of the test instruments chosen for each variable was sufficient to conduct surveys that would result in accurate determinations of the relationship between the research variables. As a result, the testing tools provided a reliable representation of the goal of each psychological instrument employed in this study. The survey results were calculated and accurately addressed the main purpose of this study.

The postal service staff responded to the survey in a way that was convenient and easily accessible to all employees countrywide. Utilizing Survey Monkey as a data collection tool on social media websites resulted in a response of participants within a short time period. The response suggests interest among employees in communicating the extent of challenges within the organization that necessitate innovative leadership practices.

Limitations Regarding Future Study

The limitations of the current study are the necessity to conduct further investigation due to the underrepresentation of U.S Postal Service employees. Though the survey posted on social media, and the participants were postal service employees, most employees were informed of the study through professional work associates. The results may only represent a population that shares common cultures within a few isolated portions of the United States.

The necessity to conduct more research is critical to the growth and improvement of employee-leadership relationships in the U.S. Postal Service. The recommendations concerning this study shed light on the findings that show how the improvement of work relationships can create a positive social change in the postal service. The U.S. Postal Service represents a historical and critical entity of the American culture.

Implications

Social Change

The implication for social change in this study is that applying positive leadership initiatives may improve workplace environment, leading to an engaged work force. TFL as a method of enhancing the workplace experience may provide a strong organizational foundation for not only the development of positive workplace relationships but for the organizational culture as a whole. Organizations may benefit from TFL methods by increasing EE in worker relationships. However, CWB may disseminate among other employees that choose to abstain from participating in such conduct. Matta, et al.(2014) describe how staff can emotionally react adversely to incidents at work based on individual interpretation of the events, ultimately leading to CWB responses to these occurrences. The possibility of positive social change in this federal agency can provide a powerful example for other government organizations to follow. These actions may provide an improved method of social change for employees and, ultimately, the entire nation of federal staff.

The potential for social change in this study is found in the TFL practices that may contribute to the improvement of workplace relationships between and employees and leadership. Innovative managers use TFL methods to encourage and support employees to become engaged in their roles by creating an atmosphere that provides gratification and satisfaction with management (Barnett, 2018). The positive intentions of TFL initiatives are favorable leadership actions that may attempt to control the adverse occurrences of CWB in the organization.

Theoretical Framework

The theoretical groundwork for this study focuses on applying the existing psychological theories that relate to each variable and measure the correlation of responses from employees to understand their relationships. Past research has investigated employee relationships from a negative and positive impact on organizations. This study extends past research by focusing on how CWB can moderate the relationship between TFL and EE, and after analyzing the responses, applying these practices to current study.

This empirical study contributes to current research by asserting that TFL may be an effective method of initiating EE in large organizations based on the opinion of postal service employees. The employees' responses provided the opportunity to analyze their perspectives in correlation to the psychological variables and how they impact this particular work environment. The results of this study are important because they provide a fresh perspective on applying contemporary measures to engage employees and highlight the importance of recognizing CWB to counteract its overall moderating impact. The results also indicate how a positive relationship between the predictor and criterion variables may be effective but shows how the moderating factor impacts the employees in this particular agency.

This study also focuses on TFL, EE, and CWB within the organization from the perspectives of current postal service employees. The U.S. Postal Service website asserts

that if it were a private entity in a competitive mailing industry, it would be placed at number 40 among the Fortune 500 companies of 2018 (USPS, 2018a). However, even as a government entity, the U.S. Postal Service must survive as an organization based on its profits. The requirement for profits can result in an abundance of stress for management. Employees feel the brunt of missed goals and adverse employee relationships because they affect the entire organization. The necessity of meeting goals and maintaining financial independence is crucial to an organization to remain viable in business, especially an entity of the federal government such as the postal service.

EE in this study is a variable measured by JCS to determine an employee's capacity to be constructively engaged in their assigned duties at work. The JCS scale is a valid statistical method of measuring the employees' viewpoint concerning their willingness to be engaged in their work environment. The JCS scale was used to measure postal service employees' views of their willingness to be engaged at the U.S. Postal Service. The JCS tool captured and measured employee perceptions including the motivation and adversity of postal service employee behavior in this study.

CWB was assessed in this study using the ICS. The ICS scale measured the employees' inclination to participate in CWB at work. The ICS was a critical factor in this study as it was the indicating factor of the potential of an adverse impact on the positive relationship between TFL and EE at the U.S. Postal Service. Employees responded to these inquiries by indicating the level of CWB observed at work and its

direct result on the organization's ability to improve relationships between employees and leadership. The ICS tool measured the ineffective behavior that adversely affected leadership's ability to control the work environment adequately.

Practical Implications

The practical implications of this study focus on positive leadership, an engaged workforce and the moderation of the two by adverse work behavior. TFL is a psychological theory that leadership uses to create a comfortable and open relationship with employees. A transformational leader aspires to change the internal structure of an organization by applying stimulating methods to encourage positive employee interaction at work. EE is the act of employees who are willing to be engaged for the purpose of positively contributing to the organization. TFL influences EE when the interaction between leadership and employees can favorably work together towards a shared goal. CWB, which the transformation leader wishes to decrease, is the adverse behavior of employees that can negatively impact the positive intentions of TFL.

Conclusion

This study was designed to research the positive impact TFL initiatives may have on improving workplace relationships and encouraging EE in a federal facility. It also examined how CWB may moderate the relationship between the TFL and EE. This study incorporated the U.S. Postal Service as a platform to retrieve employee opinions

concerning TFL practices and adverse behavior at work. The results of this study show CWB moderates the relationship between TFL and EE in the postal service.

The purpose of this study was to research the relationship between TFL and EE with CWB as a moderating factor in the U.S. Postal Service. The goal was to collect the opinions of current postal service employees to assess the relationships between these factors and evaluate how these variables impact this particular workforce. This study exhibits how effective measures of leadership may be necessary to provide supportive and healthy environments, when faced with occurrences of CWB. Current research retrieved for this study supports the theory that TFL is a positive method of building favorable relationships between employees and leadership. The research also contributes to an understanding, through the eyes of employees, of how EE positively impacts the views of leadership and creates constructive interactions between staff. CWB is acknowledged in current research as a negative exhibition of workplace behavior and in this study was indicated as moderating the relationship between TFL and EE.

Results

The results of the online survey responses support the psychological theories in this study. This study intended to investigate CWB as moderating the relationship between TFL and EE in a federal agency. The results of this study may contribute to the current literature by illustrating the extent of interaction among these variables when experienced by employees in the U.S. Postal Service. TFL is an effective method of

providing positive support to create an environment of engaged employees; however, according to the results of the study, CWB may moderate this relationship.

The most significant points illustrated in this study were how the concepts of TFL define characteristics of a transformational leader and their positive intentions in a government agency. EE is an action observed when employees positively engage in their job assignments due to a positive work environment. CWB is the moderating variable in this study that may create a negative impact on the relationship between TFL and EE. The data analysis exhibits a positive relationship between the criterion and predictor variables. It also implied that CWB might negatively impact this relationship. Although theoretically one can assume that CWB will disrupt the positive intentions of TFL, the results of this study confirmed this theory.

It is the goal of this study to examine positive methods of leadership that may improve organizational relationships between management and employees in a government facility. The U.S. Postal Service, as a federal entity, may benefit from positive attempts of countering CWB in order to increase positive employee relationships. The improvement of organizational relationships may result in a more efficient service to the public. Although further research concerning this correlation is necessary to conclude a definitive hypothesis of the results of the study, the results of this study suggest that positive leadership may have an overall impact on improving government service to the country.

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Appendix A: Copy of Permission to Conduct Research Using Survey Monkey



SurveyMonkey Inc.
www.surveymonkey.com

For questions, visit our Help Center
help.surveymonkey.com

Re: Permission to Conduct Research Using SurveyMonkey

To whom it may concern:

This letter is being produced in response to a request by a student at your institution who wishes to conduct a survey using SurveyMonkey in order to support their research. The student has indicated that they require a letter from SurveyMonkey granting them permission to do this. Please accept this letter as evidence of such permission. Students are permitted to conduct research via the SurveyMonkey platform provided that they abide by our Terms of Use, a copy of which is available on our website.

SurveyMonkey is a self-serve survey platform on which our users can, by themselves, create, deploy and analyze surveys through an online interface. We have users in many different industries who use surveys for many different purposes. One of our most common use cases is students and other types of researchers using our online tools to conduct academic research.

If you have any questions about this letter, please contact us through our Help Center at help.surveymonkey.com.

Sincerely,

SurveyMonkey Inc.



Appendix B: Copy of Example Survey Questions

Employee - Leadership Survey

CONSENT FORM

You are invited to take part in a research study being conducted by a doctoral student at Walden University, regarding Employee - Leadership Relationships in the Postal Service. I am inviting anonymous volunteers to participate in this study. Postal employees age 18 – 70 are welcome to participate on the internet by the social media websites Facebook and LinkedIn in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

Background Information:

The purpose of this study is to research information involving employees' perspective of staff relationships in the Postal Service.

Procedures:

If you agree to be in this study, you acknowledge that you:

- Answer questions regarding your opinion of workplace practices between employees and leadership within the organization. Data will be collected once for this study. Once you complete the study, you will be guided to the end and the survey will close.
- Understand that the study should take approximately 10 – 15 minutes to complete
- Comprehend that this study is completely anonymous and voluntary. There are no identifiers that will be shared between the researcher or participants to identify either party in this study.
- Understand that this study seeks to collect survey data concerning Transformational Leadership, Employee Engagement and Counterproductive Work Behaviors in this organization. There will be no compensation for participation in this study.

Here are some sample questions

- How often within the last year have you been yelled at by someone?
- How well your manager or supervisor assists me to learn from my mistakes?
- I make sure that my work is mentally less intense?

Employee - Leadership Survey

CONSENT FORM (cont'd)**Voluntary Nature of the Study:**

This study is voluntary. You are free to accept or turn down the invitation. No one at U.S. Postal Service will treat you differently if you decide not to participate. If you decide to be in the study now, you can still change your mind later and stop at any time.

Risks and Benefits of Participating in this Study:

Participating in this study would not pose risk to your safety or wellbeing because it is strictly confidential and there are no identifiers that correlate your identity with your survey responses. The potential risks and discomfort are no greater than those that might be experienced in everyday life when completing a brief survey. The benefits associated with this study is that it intends to contribute to current and future research by assessing Employee Relationships at work.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. Even the researcher will not know who you are. The survey is consent implied through completion of that survey even without participant's consent signature. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by a password protected USB drive. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

If you have general questions regarding this study, you can contact me by email. The contact email address for general information regarding this study is cybil.straite@waldenu.edu. Although many participants have gained a professional relationship with the researcher in the Postal Service, the researcher is independently conducting this study, and it is unrelated to our work association. Should you have any concerns pertaining to your rights as a participant in this research study, please contact the Research Participant Advocate at 612-312-1210. Walden University's approval number for this study is 04-12-19-0228828 and it expires April 11, 2020.

Obtaining Your Consent:

If you feel you understand the study well enough to participate, please indicate your consent by clicking the link provided below; https://www.surveymonkey.com/r/CJ_eeTFLcwb

* 1. Do you agree to the Consent of your voluntary participation in this confidential study concerning work place behavior, and the relationship between employees and leadership? If you select yes, you will be directed to the survey to continue with the questionnaire. If you select no, this window will close and the opportunity to participate in this study will cease.

Yes

No

Employee - Leadership Survey

Demographics

2. What is your gender?

- Female
- Male

3. What is your age?

- 17 or younger
- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

4. Which of the following best describes your current relationship status?

- Married
- Widowed
- Divorced
- Separated
- In a domestic partnership or civil union
- Single, but cohabiting with a significant other
- Single, never married

5. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

- White
- Black or African-American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other Pacific Islander
- From multiple races
- Some other race (please specify)

6. In what state or U.S. territory do you currently work?

7. How long have you worked at the U.S. Postal Service?

- Less than 6 months
- 6 months - 1 year
- 1 - 2 years
- More than 2 years

Employee - Leadership Survey

Please answer the following questions by rating while at work, how often have you;

* 8. Had an argument with someone

Never

Rarely

Sometimes

Usually

Always

* 9. Been treated rudely by someone

Never

Rarely

Sometimes

Usually

Always

* 10. Been yelled at by someone

Never

Rarely

Sometimes

Usually

Always

* 11. Been openly blamed by someone

Never

Rarely

Sometimes

Usually

Always

* 12. Been the target of someone's bad mood

Never

Rarely

Sometimes

Usually

Always

Employee - Leadership Survey

Please answer the next set of questions by rating how well your manager or supervisor;

* 13. Ensures that his/her vision is understood in specific terms

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Removes obstacles to my goal attainment

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 15. Ensures that I have sufficient resources to reach my goals

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 16. Assists me to learn from my mistakes

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 17. Provides me with constructive feedback about my mistakes

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. Understands the constraints of our organization

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 19. Senses what needs to be changed in our organization

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 20. Recognizes the strengths of our organization

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 21. Capitalizes on opportunities presented by the external environment

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 22. Develops specific policies to support his/her vision

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 23. Sets specific objectives so that the mission can be accomplished

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 24. Translates the mission into specific goals

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 25. Clarifies the path to my goal attainment

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 26. Facilitates my goal achievement

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 27. Helps me correct my mistakes

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 28. Provides me with information concerning how mistakes can be avoided

None at all	A little	A moderate amount	A lot	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Employee - Leadership Survey

Please answer the last set of questions by rating yourself in the following statements;

* 29. I make sure that my work is mentally less intense

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 30. I try to learn new things at work

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 31. I manage my work so that I try to minimize contact with people whose problems affect me emotionally

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 32. I organize my work so as to minimize contact with people whose expectations are unrealistic

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 33. I ask my supervisor to coach me

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 34. I ask others for feedback on my job performance

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. If there are new developments, I am one of the first to learn about them and try them out

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. When there is not much to do at work, I see it as a chance to start new projects

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. I regularly take on extra tasks even though I do not receive extra salary for them

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 38. I try to develop my capabilities

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. I make sure that I use my capacities to the fullest

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 40. I try to ensure that my work is emotionally less intense

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 41. I try to ensure that I do not have to make many difficult decisions at work

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 42. I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. I ask whether my supervisor is satisfied with my work

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 44. I look to my supervisor for inspiration

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 45. I ask colleagues for advice.

Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 46. When an interesting project comes along, I offer myself proactively as project co-worker

Never

Rarely

Sometimes

Usually

Always

* 47. I try to make my work more challenging by examining the underlying relationships between aspects of my job

Never

Rarely

Sometimes

Usually

Always

* 48. I decide on my own how I do things

Never

Rarely

Sometimes

Usually

Always

* 49. I try to develop myself professionally

Never

Rarely

Sometimes

Usually

Always

You have reached the end of the survey. Thank you for your participation.

Appendix C: National Institute of Health Protection of Human Subjects



Appendix D: Permission to Use the Instrumental Leadership Scale

From: John Antonakis
Sent: Mon 4/23/2018 2:23 AM
To: Cybil M. Johnson
Subject: Re: Request for Permission and Copy of the Instrumental Leadership Scale for Research

Hi:

As I said, you do not need permission to use the scales for your research. The scales are noted in the paper on p. 753 in the attached.

You only need permission if you reproduce a figure or table.

Best

J.

John Antonakis
Professor of Organizational Behavior
Director, Ph.D. Program in Management
Editor in Chief:
The Leadership Quarterly

From: Cybil M. Johnson wrote:

Sent: 22.04.2018 23:54

To: John Antonakis

Re: Request for Permission and Copy of the Instrumental Leadership Scale for Research

I am very sorry Dr. Antonakis! It was a typo! I appreciate your assistance and will reach out to Elsevier for the test tool and scales! I appreciate your promptness and have a wonderful day!

Cybil Johnson

From: John Antonakis

Sent: Sunday, April 22, 2018 5:31:53 PM

To: Cybil M. Johnson

Subject: Re: Request for Permission and Copy of the Instrumental Leadership Scale for Research

Hi:

Thank you for using my work.

You do not need to ask me for permission. The scales are in the public domain. You just need to cite the paper. No need to say that Elsevier gave you permission unless you copy and reproduce exactly a figure or table in the text; in this case, you must ask the Elsevier permissions department.

BTW, did you include the name "Harvey" in there by mistake? What does Harvey have to do with the Instrumental Leadership Scales?

Best

J.

John Antonakis
Professor of Organizational Behavior
Director, Ph.D. Program in Management
Editor in Chief:
The Leadership Quarterly

From: Cybil M. Johnson wrote:

Sent: 22.04.2018 23:28,

To: John Antonakis

Good Day Dr. John Antonakis,

My name is Cybil Johnson. I am a Ph.D. student at Walden University and am in the process of formulating my Doctoral Dissertation.

I am requesting to obtain permission, a copy of the scale tool and items from Harvey's Instrumental Leadership Scale inventory to utilize them for research purposes. This information request is for educational purposes only. I would certainly appreciate your

assistance and urgency in responding to my research request and any positive input that you can provide would be an excellent bonus!

The citation listed below is an example of the ILS scale that contains just a partial list of the survey items appropriate for my study.

Antonakis, John, & House, Robert J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly*, Vol 25(4), 746-771. doi: 10.1016/j.leaqua.2014.04.005, © 2014 by Elsevier. Reproduced by Permission of Elsevier.

Thank you for your timeliness in this matter. Please feel free to contact me with any questions or concerns.

Sincerely,

Cybil Johnson



Instrumental Leadership Scale
Version Attached: Full Test

PsycTESTS Citation:

Antonakis, J., & House, R. J. (2014). Instrumental Leadership Scale [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t34205-000>

Instrument Type:

Rating Scale

Test Format:

Responses for the 8 items ranged from 0 (not at all) to 4 (frequently if not always) on a 5-point scale.

Source:

Antonakis, John, & House, Robert J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly*, Vol 25(4), 746-771. doi: 10.1016/j.leaqua.2014.04.005, © 2014 by Elsevier. Reproduced by Permission of Elsevier.

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doi: 10.1037/t34205-000

Instrumental Leadership Scale

Items

Environmental monitoring (EM)

- *EM1 "understands the constraints of our organization"
- *EM2 "senses what needs to be changed in our organization"

Strategy formulation and implementation (SF)

- *SF7 "ensures that his/her vision is understood in specific terms"
- *SF8 "translates the mission into specific goals"

Path-goal facilitation (PG)

- *PG9 "removes obstacles to my goal attainment"
- *PG10 "ensures that I have sufficient resources to reach my goals"

Outcome monitoring (OM)

- *OM14 "assists me to learn from my mistakes"
- *OM16 "provides me with constructive feedback about my mistakes"

Appendix E: Permission to Use the Interpersonal Conflict Scale

RE: Permission to Use the Interpersonal Conflict Scale

From: D.A.J.A. Derks-Theunissen

Date: Thu 3/14/2019 11:13 AM

To: Cybil Johnson

Cc: Arnold Bakker

Dear Cybil

the scale is free to use for research purposes. The items are published in our validation paper. See: Tims, M., Bakker, A. B., & Derks, D. (2012). The development and validation of the job crafting scale. *Journal of Vocational Behavior*, 80(2), 173-186. DOI: 10.1016/j.jvb.2011.05.009

Good luck with your research,

best

Daantje

Dr. D.A.J.A. (Daantje) Derks

Associate Professor Work & Organizational Psychology

From: Cybil Johnson
Sent: 12 March 2019 01:55
To: Arnold Bakker; D.A.J.A. Derks-Theunissen
Subject: Permission to Use the Interpersonal Conflict Scale

Good Day Dr. Bakker and Dr. Derks,

My name is Cybil Johnson. I am a Ph.D. student at Walden University and am in the process of formulating my Doctoral Dissertation.

I am requesting to obtain permission, a copy of the scale tool and items from the Job Crafting Scale inventory to utilize them for research purposes. This information request is for educational purposes only. I would certainly appreciate your assistance and urgency in responding to my research request and any positive input that you can provide would be an excellent bonus! The citation listed below is an example of the ICS scale that contains just a partial list of the survey items appropriate for my study.

Tims, M., Bakker, A. B., & Derks, D. (2012). Job Crafting Scale [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t33180-000>

Thank you for your timeliness in this matter. Please feel free to contact me with any questions or concerns.

Sincerely,

Cybil Johnson

 **PsycTESTS**[®]
Interpersonal Conflict Scale

Version Attached: Full Test

PsycTESTS Citation: Harvey, S., Blouin, C., & Stout, D. (2006). Interpersonal Conflict Scale [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t11891-000>

Instrument Type: Rating Scale

Test Format: Each item is responded to on a five-point scale ranging from Never (1) to Very often (5).

Source: Harvey, Steve, Blouin, Caroline, & Stout, Dale. (2006). Proactive personality as a moderator of outcomes for young workers experiencing conflict at work. *Personality and Individual Differences*, Vol 40(5), 1063-1074. doi: 10.1016/j.paid.2005.09.021, © 2006 by Elsevier. Reproduced by Permission of Elsevier.

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PsycTESTSTM is a database of the American Psychological Association



doi: 10.1037/t11891-000

Interpersonal Conflict Scale

Items -

- Had an argument with someone
- Been treated rudely by someone
- Been yelled at by someone
- Been openly blamed by someone
- Been the target of someone's bad mood

Note . Each item was responded to on a five-point scale ranging from Never (1) to Very often (5).

Appendix F: Permission to Use the Job Crafting Scale

RE: Permission to Use the Job Crafting Scale for Research Purposes

From: Tims, M.

Date: Mon 3/18/2019 5:35 AM

To: Cybil Johnson

1 attachments (68 KB)

The Job Crafting Scale (Tims, Bakker, & Derks, 2012).doc;

Dear Cybil,

Thank you for your email and interest in job crafting. Please feel free to use the job crafting scale in your scientific study. The full list of items is included in the study you refer to but I have also attached a word doc with some additional information. I am not sure what you mean with Harvey's job crafting scale?

Good luck with your study,

Maria

From: Cybil Johnson

Sent: dinsdag 12 maart 2019 01:26

To: Tims, M.

Subject: Permission to Use the Job Crafting Scale for Research Purposes

Good Day Dr. M. Tims,

My name is Cybil Johnson. I am a Ph.D. student at Walden University and am in the process of formulating my Doctoral Dissertation.

I am requesting to obtain permission, a copy of the scale tool and items from Harvey's Job Crafting Scale inventory to utilize them for research purposes. This information request is for educational purposes only. I would certainly appreciate your assistance and urgency in responding to my research request and any positive input that you can provide would be an excellent bonus! The citation listed below is an example of the ICS scale that contains just a partial list of the survey items appropriate for my study.

Tims, M., Bakker, A. B., & Derks, D. (2012). Job Crafting Scale [Database record]. Retrieved from PsycTESTS. doi:<http://dx.doi.org/10.1037/t33180-000>

Thank you for your timeliness in this matter. Please feel free to contact me with any questions or concerns.

Sincerely,

Cybil Johnson

Job Crafting Scale

The following statements are about behavior at work. Please indicate how often you show these behaviors at work. Choose for every statement the best suitable answer.



1	2	3	4	5
Never	Seldom	Regularly	Often	Very often

1	I make sure that I use my capacities to the fullest	1	2	3	4	5
2	I manage my work so that I try to minimise contact with people whose problems affect me emotionally	1	2	3	4	5
3	I ask colleagues for advice	1	2	3	4	5
4	I try to develop myself professionally	1	2	3	4	5
5	If there are new developments, I am one of the first to learn about them and try them out	1	2	3	4	5
6	I ask whether my supervisor is satisfied with my work	1	2	3	4	5
7	I decide on my own how I do things	1	2	3	4	5
8	I try to ensure that I do not have to make many difficult decisions at work	1	2	3	4	5
9	I try to learn new things at work	1	2	3	4	5
10	I ask others for feedback on my job performance	1	2	3	4	5
11	I try to ensure that my work is emotionally less intense	1	2	3	4	5

1	2	3	4	5
Never	Seldom	Regularly	Often	Very often

12	I look to my supervisor for inspiration	1	2	3	4	5
13	I regularly take on extra tasks even though I do not receive extra salary for them	1	2	3	4	5
14	I try to develop my capabilities	1	2	3	4	5
15	I organise my work so as to minimise contact with people whose expectations are unrealistic	1	2	3	4	5
16	When there is not much to do at work, I see it as an opportunity to start new projects	1	2	3	4	5
17	I ask my supervisor to coach me	1	2	3	4	5
18	I make sure that my work is mentally less intense	1	2	3	4	5
19	I try to make my work more challenging by examining the underlying relationships between aspects of my job	1	2	3	4	5
20	When an interesting project comes along, I offer myself proactively as project co-worker	1	2	3	4	5
21	I organise my work in such a way to make sure that I do not have to concentrate for too long a period at once	1	2	3	4	5

Score format

The Job Crafting Scale measures four aspects of job crafting, namely how often employees 1. Increase their structural job resources (autonomy, variety, and opportunity for development); 2. Increase their social job resources (feedback, social support, and coaching); 3. Increase their job demands; 4. Decrease their job demands (mental and emotional job demands).

	Dimension	Corresponding item numbers
1	Increasing structural job resources	1, 4, 7, 9, 14
2	Increasing social job resources	3, 6, 10, 12, 17
3	Increasing job demands	5, 13, 16, 19, 20
4	Decreasing job demands	2, 8, 11, 15, 18, 21

Reference

Tims, M., Bakker, A.B., & Derks, D. (2012). Development and Validation of the Job Crafting Scale. *Journal of Vocational Behavior*, 80, 173-186.



Job Crafting Scale

PsycTESTS Citation:

Tims, M., Bakker, A. B., & Derks, D. (2012). Job Crafting Scale [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/t33180-000>

Instrument Type:

Rating Scale

Test Format:

Responses for the 21 items ranged from 1 (never) to 5 (often) on 5-point frequency scale.

Source:

Tims, Maria, Bakker, Arnold B., & Derks, Daantje. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, Vol 80(1), 173-186. doi: <https://dx.doi.org/10.1016/j.jvb.2011.05.009>. © 2012 by Elsevier. Reproduced by Permission of Elsevier. © 2012 by Elsevier. Reproduced by Permission of Elsevier.

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doi: <http://dx.doi.org/10.1037/t33180-000>

Job Crafting Scale
JCS

Items

Increasing structural job resources

1. I try to develop my capabilities.
2. I try to develop myself professionally.
3. I try to learn new things at work.
4. I make sure that I use my capacities to the fullest.
5. I decide on my own how I do things.

Decreasing hindering job demands

6. I make sure that my work is mentally less intense.
7. I try to ensure that my work is emotionally less intense.
8. I manage my work so that I try to minimize contact with people whose problems affect me emotionally.
9. I organize my work so as to minimize contact with people whose expectations are unrealistic.
10. I try to ensure that I do not have to make many difficult decisions at work.
11. I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once.

Increasing social job resources

12. I ask my supervisor to coach me.
13. I ask whether my supervisor is satisfied with my work.
14. I look to my supervisor for inspiration.
15. I ask others for feedback on my job performance.
16. I ask colleagues for advice.

Increasing challenging job demands

17. When an interesting project comes along, I offer myself proactively as project co-worker.
 18. If there are new developments, I am one of the first to learn about them and try them out.
 19. When there is not much to do at work, I see it as a chance to start new projects.
 20. I regularly take on extra tasks even though I do not receive extra salary for them.
 21. I try to make my work more challenging by examining the underlying relationships between aspects of my job.
-

Appendix G: Social Media Invitation to Study Participation

Attn: Postal Workers!!

Would you like to participate in a voluntary study concerning workplace employee relationships?...

I am requesting your participation in a voluntary research study that focuses on Transformational Leadership, Employee Engagement and Counterproductive Work Behavior. Your participation in this study would be completely anonymous.

There have been previous studies regarding the adverse behavior in large organizations, however there are few that focus on the impact of negative behavior impacts organizational productivity.

I hope that you find this project to be insightful enough that you would want to participate and invite other employees to participate as well. If you would like to partake in this survey, please feel free to click on the link below to continue on the questionnaire page and follow the prompts. Although many participants have gained a professional relationship with the researcher in the Postal Service, I am independently conducting this study, and it is unrelated to our work association. Again, your participation is completely anonymous and voluntary, so I appreciate your opinions in this study.

https://www.surveymonkey.com/r/CJ_eeTFLcwb

Appendix H: Confidentiality Agreement

CONFIDENTIALITY AGREEMENT

Name of Signer: Cybil M. Johnson

During the course of my activity in collecting data for this research:
Transformational Leadership Effects on Employee Engagement and Counterproductive
Work Behavior as a Moderating Variable

I will have access to information, which is confidential and will not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature:



Date:

3/6/19