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Perceptions of Leadership and Employee Performance in Child Welfare Agencies

Deatrice Haney
Walden University

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Walden University

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Walden University
2017

Abstract

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by

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MPA, Walden University, 2007

BAS, Mercer University, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

July 2017

Abstract

Child welfare leaders reflect their organizations' mission and vision and are entrusted to provide support to employees, who in turn provide services to one of the most vulnerable populations, children. Little, however is known about how leaders perceive their roles and responsibilities in terms of providing sufficient supervisory and guidance to child welfare workers in order to support organizational goals. Guided by Houses' path-goal theory, this phenomenological study examined the perceptions of child welfare leaders related to leadership behaviors, strategies to improve administration, work performance, communication, and fostering an inclusive work environment. A sample of 16 participants working as administrators, county directors, and supervisors in the nonprofit sector of a southeastern state completed semi structured open-ended surveys using Survey Gizmo. Data were analyzed via Moustaka's modified vanKaam method. Findings from this study indicated that participants perceived positive experiences with a supportive leadership style that allowed for more alignment to the workgroup by increasing job sharing that created autonomy and accountability. Factors such as coaching to better manage caseloads were believed to improve employee performance and satisfaction. Effective leaders removed barriers that prevented upward mobility, and provided sustainable work practices. The results of this study may impact social change by raising awareness among organizational leaders to recognize the value of employees and provide an inclusive and supportive workplace environment.

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Dedication

I dedicate this dissertation to my parents, Thelma and Dewitt Haney, Sr. Their guidance and discipline have steered me to carry out all the dreams that I have strived to accomplish. I am so honored to be their daughter and thank them for believing in me when I question my own ability. I am so grateful for my siblings, Freda and Scottie-Dennis, who have encouraged me and constantly reminded me of completing this journey. I am so thankful for my niece Clarissa who fed me when I had late nights, and her three little men, Marquis, Julian, and Mason, who entertained me when I was available to spend time with them. I am so appreciative for my auntie, Dorothy E.J. Johnson. Her consistent words of encouragement to continue my undergraduate pursuits up until this moment have helped me and given me the push to move with determination. I am indebted to give honor and respect to my late maternal grandma, Sallie C. Jones. Her unselfish love, knowledge, and wisdom have taught me so much over the years. When those hard, late nights came upon me, I often reflected on how we sang hymns to lift our spirits. I cannot express how much I miss her and how she has been so instrumental in my life. I would like to thank my extended family, my close circle of friends, my spiritual mentor, and my community for their sincere support over the years.

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Chapter 1: Introduction to the Study

Introduction

Child welfare agency leadership teams encounter many operational challenges. Some of the challenges arise from lack of financial resources, organizational staff shortages, and inadequate supervision. Many times those challenges are reflected negatively in the media. Some of the workforce problems that have emerged have been that of increased caseloads, organizational processes, and perceptions that are influenced by human behavior. This unfortunate circumstance ultimately affects performance, productivity, and job satisfaction among caseworkers (Meier, Favero, & Compton, 2016). When there are operational challenges, it will be necessary to examine from a phenomenological lens human interaction between the employees and their leadership team. To remedy these concerns, it will take a concerted effort from child welfare administrators to intervene and provide guidance to caseworkers. The type of intervention should consist of developing strategic systems that will address the system's ability to improve quality care for children and families, but most importantly the child welfare workforce. Intervening and developing a strategic system will ultimately affect the end goal of providing safety and permanency outcomes for children who are in the child welfare system.

It is imperative that agency leadership begins to concentrate their efforts to continue to improve work planning and situational awareness within the workplace. Agency administrators and most specifically supervisors will need to evaluate how they can improve the organizational climate, culture, motivation, and performance. This can

only be accomplished when supervisors begin to cultivate and strengthen professional relationships with their staff (Mitchell & Ambrose, 2012). They can begin to establish collaborative partnerships with external resources by creating a network system that will share data and information. As such, supervisors will need to reconstruct personal and organizational components of the workforce (Ehrhardt, 2014). This will eliminate uncertainty among employees in attempts to meet their goals and support the mission and vision of the agency.

Work planning also involves leadership providing guidance and support for employees while addressing any common causes of human errors and providing appropriate tools to assist employees. These steps encompass House's (1971, 1996) path-goal theory that is comprised of four leadership styles that have particular behavior characteristics. The path-goal theory (House, 1971) is recognized as aligning employee's interest and their workgroup as a method to motivate employees. The path-goal theory (House, 1971) is intended to increase job satisfaction and instill a sense of empowerment and autonomy to employees to increase productivity and improve performance. Furthermore, Evans's (1970), House and Mitchell's (1974), and Vroom's (1964) theories focused on employee motivation in the work environment. These methods overlapped with an individuals' course of action for decision-making in the workplace. The aforementioned theorists demonstrated how supervisors and employees incorporated motivational methods that worked to improve performance and productivity. There theories were dependent on timing, influence, and even reward.

Just as House's (1971) path-goal focus on job satisfaction, the four dimensions of relational work also line up with employee motivation. The four dimensions of relational work model (Butler & Waldroop, 2004) involve interpersonal facilitation. This facilitation focused on career development, team cohesiveness, and reward performance. The four dimensions of relational work had similar characteristics that aligned with historical research whereby the focus was on human resource management. The human management theory involves implementing strategies and using the content as drivers to induce a competent workforce (Miles, 1965, Price, 2011). Current research revealed human resource management practices are associated with three areas of an organization's performance strategy (Meier & Rutherford, 2016). They are organizational, group, and individual factors. These factors are linked to recognizing commonalities in their current job roles and previous professional backgrounds that attract employees to better perform in their current role (Butler & McEvoy, 2012).

In an attempt to make the change effective, leaders will need to further reevaluate processes that will improve the system (Abdallah, & Ahluwalia, 2013). Managers and supervisors will need to review areas that caused low performance, decreased motivation, and increased turnover. To overcome these countless challenges, administrators, most specifically supervisors, will need to provide opportunities for employees that will encourage a long-term commitment to child welfare. Strategies can be used to address and overcome such challenges. When there is an organizational overhaul that will address the current organizational structure, including supporting staff to be successful in their jobs, motivation and performance tend to increase among employees (Ehrhardt, 2014).

It is beneficial for organizations to measure the quality of services from their employees, which can only be done when there is a competent staff. Supervision will need to be supportive by showing emotional support and giving advice that will promote professional mobility. These first have to begin with supervisors receiving supervisor training and development just as with implementing employee training (Kaplan & Kaiser, 2013). The quality of services that are provided is a reflection of the child welfare professional that is providing the services (Dorch, McCarthy, & Denofrio, 2008). Training and development would help target areas that need improvement, such as caseload management, reunification efforts, and permanency outcomes. Overall, there must be mutual understanding between the supervisor and the employee. This bridge is to foster support toward the mission and values of the organization (Northouse, 2013). This will be the common denominator for embracing the impact of change.

Motivating caseworkers and agency supervisors, midtier management will need to mirror a path-goal correlation. The key fundamentals include focusing on communication, development, and job satisfaction. These fundamentals can be achieved when supervisors shift leadership styles to accommodate workplace and follower characteristics (Boyas & Wind, 2010; House, 1996). This can strengthen organizational commitment from employees. Child welfare agency operations have a climate that includes a very rigid yet defensive approach because of traditional bureaucratic governances (Childs & Francis, 2011). It has been noted that a specific leadership style such as a participative leader would be most appropriate for this environment because it

would place more value on the employee while maintaining the rigor of the organization (Anheier, 2012).

The participative leader acknowledges their employees. They take a genuine interest by valuing an employee's outlook on various issues and concerns. They also consider employees' abilities and talents while providing constructive feedback through coaching (House, 1971). A leader would use coaching to identify possible gaps to enhance and help develop employees toward greater progress in their performance (Scheider, Gruman, & Coutts, 2012). This style of leadership supported House's (1996) reformulated path-goal theory because leaders are ensuring that clear standards are understood, and high standards are consistent.

To gain commitment, uphold trust, and strive for high performance, supervisors will need to become broader rather than narrower in their scope of thinking. They will need to develop and foster relationships with their employees. This shows organizational commitment as this level of supervision will help leaders better understand people so they can better manage them. This can be achieved when leaders have strong interpersonal skills. They will be able to recognize particular qualities from their employees. If supervisors are not cognizant of their employees' interpersonal talents, this could be a missed opportunity to improve job satisfaction and heighten organizational performance (Bahrmi, Montazeralfaraj, Gazar, & Tafti, 2014). A leader's influence and capabilities are to weave interpersonal facilitation through motivation with hopes of improving performance (Renner, Porter, & Preister, 2009). The leader's influence reflects behaviors that promote honesty, integrity, and fairness (House, 1971). This will drive the

agency's efforts to make continuous improvements by way of active leadership. These actions should be seen and reflected in the agency's corporate mission and vision.

Throughout this study, the path-goal theory (House, 1971) was utilized to explore its potential impact on leaders' influence on employee performance and perceptions. The study also examined strategies to improve communication and performance. I used a semistructured online survey protocol that encompassed using a survey that was disseminated to leaders, and I examined how their leadership styles, behaviors, and direct interaction with employees had a bearing on performance.

Background

It has become challenging for child welfare agency administrators to overcome workforce obstacles. The workforce challenges include increased caseloads, caseworker turnover, and performance coupled with insufficient resources. This is a result of scarce resources such as limited funding on the federal, state, and local levels (Boyas & Wind, 2010). Because there is a high turnover among caseworkers, studies reported that it costs child welfare agencies on average \$10,000 to \$20,000 when a caseworker leaves the organization (Park & Shaw, 2013; Shim, 2010). Reports have indicated that, between 2005 through 2007, the average turnover was 33%. (Boyas & Wind, 2010) The budget is very much affected by caseworker turnover, resulting in providing additional funding when children remain in foster care (National Child Welfare Workforce Institute, 2013; Rosman, Johnson, & Callahan, 2011).

Reasons for increased budgets and turnover are increased workloads, lower employee morale, burnout, and poor leadership (Payne, 2014). These causes impact

children and families because caseworkers are not fully committed to their job responsibilities, which include protecting children and reunifying families. To retain caseworkers, agency administrators should create a supportive environment that will discourage negative feelings that often dampen the spirits of caseworkers. This produces low levels of organizational commitment (Crook, Todd, Combs, Woehr, & Ketchen, 2011; Park & Shaw, 2013; Payne, 2014). The consequence of caseworker turnover affects internal restructuring. Most often during restructuring, supervisors should step in and reassess caseloads. Reassessing can create court delays and decisions because supervisors will have to reassign, calibrate current findings, and follow up with the newly assigned caseworker (Collins-Camargo, Ellet, & Lester, 2012; Wright & Radel, 2007).

Just as there are increased caseloads and low level of organizational commitment, training is another factor that influences caseworker turnover (Collins-Camargo et al., 2012; Ellett, Ellis, Westbrook, & Dews, 2007). The repercussions of inadequate training also affect performance. Because funding is scarce for child welfare and human services, there are limited resources such as technology, seminars, and workshop training for caseworkers to sufficiently perform the job. Like employee turnover, inadequate training affects the length of time for a child who remains in foster care. Turnover also affects delayed time for any hopes of reunification, along with any impending or known causes of emotional trauma for children, families, and caseworkers (Collins-Camargo, Armstrong, McBeath & Chuang, 2013; Harburger & White, 2004; Hess, Kanak, & Atkins, 2009). These causes will eventually affect employee performance and job dissatisfaction because it delays producing quality and timely work.

To preclude any negative perceptions from employees toward their administrators, a leader's influence and capabilities are to weave interpersonal facilitation through motivation with hopes of improving performance and job satisfaction (Dull, 2010). The value of a good leader resides when they are engaged with their workgroup. When supervisors begin to build mutual trust, it contributes to positive organizational performance outcomes (Braun, Peus, Weisweiler, & Frey, 2013). A leader's trust dispels the negative connotations and stereotypes that are placed upon managers. It is speculated that managers are the sole reason employees leave an organization (Park & Shaw, 2013).

Problem Statement

The study addressed the problem of leadership style that is currently being used by the Georgia child welfare system, and it examined if one particular leadership style is beneficial given the circumstances and challenges that system faced in 2016. Employee perceptions within the child welfare system may lead one to believe that leadership does not support staff efforts to achieve professional goals for future career aspirations and current job tasks (Georgia Child Welfare Reform Council, 2015). In addition, the Georgia Child Welfare Reform Council (2015) has noted there are challenges that surround Georgia's child welfare system. One challenge that raised concern is insufficient time for supervisors to mentor caseworkers. This alluded to constant leadership changes (Georgia Child Welfare Reform Council, 2015). When there are constant leadership changes, it becomes very challenging for employees. They become disengaged, and later have apprehensions to trust new initiatives and new leadership. This not only applies to

leadership but also when employees begin to notice an increase in turnover (Cohen, 2012).

It is important to take into consideration that the public looks upon child welfare agencies as an emblem for instability that has continuous operational deterrents (Anheier, 2012). This would include Georgia's child welfare agencies because of the negative media coverage. It is, however, biased of the public to misinterpret these alleged findings, while failing to mention the positive outcomes that surround child welfare permanency efforts. What is not presented to the media is how the agency has taken not only reactive steps but proactive steps to challenge, revamp, and reform processes that will improve performance (Connolly & Smith, 2010). Child welfare agencies have made attempts to change system processes; however, when one process change is implemented, it is not always beneficial to another unit of the agency. This includes making decisions that impact not only families, but caseworkers. Thus, decision-making does not always have positive results, but employees will begin to observe that leadership is proactively working to make changes in the current work operations. Child welfare agency leaders are perceived as being slow and disinterested in using resources that would improve performance and productivity (Hannigan & Coffey, 2011; Smith & Shields, 2013).

The perceptions from employees and the community are more so are directed toward agency leaders. They are responsible for the lack of programs and resources that will serve children and families. As a result, child welfare agencies are dependent on government funding for programs and additional resources. Child welfare agencies are also dependent on human resource management and federal policy (, Casey Family

Programs, 2011). The federal financing and policy implementation often set parameters. These parameters limit agencies from obtaining federal funds by placing a set amount of funding regardless to the number of children in foster care (Children's Bureau, 2014). This is caused by policy changes and court decisions (Casey Family Programs, 2011; Children's Bureau, 2014; Scarcella Bess, Zielewski, Warner, & Geen, 2004). Internally, human resource management also affects a sluggish system because of limited and innovative resources. Some of the limited resources include workforce concerns such as training to reduce employee turnover and improve work performance. In addition, to create a positive environment, it would be necessary to remove the bureaucratic governance that places limits on creativity, professional development, and job autonomy.

Lack of job autonomy creates barriers for employees to become engaged in their organization. Employees do not have the authority to contribute to make changes that would affect their jobs (Ellet, 2009). Implementation plans, known as program improvement plans or strategic implementation plans, have segregated employees (Cortina, 2008). Smith and Shields (2013) reported that implementation plans creates employee dissatisfaction coupled with lack of motivation when employees feel they are not included in shared authority.

Shared authority describes employees having an active role to address and solve problems that affect their job responsibilities (Child Welfare Information Gateway, 2008). Employees begin to feel that managers and supervisors do not encourage teamwork and do not give employees the assurance they are part of the team. In other words, people are only motivated by expected outcomes that embody positive behaviors

(Buller & McEvoy, 2012; National Child Welfare Workforce Institute, 2013; Price, 2011). Because of this, leaders are charged with looking for results commonly associated with a return on investment to meet budgetary costs (Kendall, 2014). In turn, employees are expecting supervisory and team support, training, and reward that will yield positive professional development.

To move forward from a negative position that places focus on leadership behaviors, House (1971) mentioned that leaders must remain engaged with employees. Supervisors who are actively involved with their employees can openly discuss expectations and provide constructive feedback for any needed performance without fear of turnover (American Public Human Services Association, 2013). This positive interaction should motivate employees to improve performance and produce quality work. Leaders' behaviors can have some positive bearing on an employee's commitment, morale, and motivation. This relational level supports House's (1996) reformulated path-goal theory because focus is placed on a leaders' behavior. These two factors go well together because a leader can influence an employee's performance and perception.

Purpose of the Study

The intent of this study was to explore how path-goal theory (House, 1971) and the four leadership styles are congruent with an employee's interest and workgroup. I chose the path-goal theory (House, 1971) to examine if it could be used among child welfare administrators to deter negative employee perceptions toward leadership and their unwillingness to support their employees' professional mobility. These perceptions

predicated on improving communication and productivity and capitalizing on goal-setting by removing barriers in a direct work service in the workgroup.

This was done by conducting an online semi-structured survey that consisted of open-ended questions. The survey focused on heightening organizational performance that included goal planning, elevated productivity, and strategic alignment. The survey was designed to gauge culture and engagement in the workplace. This provided sufficient quantitative data that assisted with measuring performance and programmatic outcomes that were targeted towards reunification and permanency. This study involved a framework that reviewed current leadership work practices that affected employee performance. I explored different situations that prompted different leadership styles to make improvements to develop and retain employees. Also, I delved into varying leadership styles that were constructive and provided a historical overview of theories. These theories included the human resource management theory (Buller & McEvoy, 2012; Miles, 1965; Price, 2011) that focused on leveraging autonomy and decision-making in the workplace to improve job satisfaction and morale; the administrative behavior theory (Simon, 1959) that helped shape representation in the decision-making process; along with Dahl's (1989) representative democracy, in which every citizen should be afforded an opportunity to make decisions that impact their quality of life without bureaucratic nuisances. Additionally, it was helpful to understand historical strategies that could be used by leaders to coach employees to professional success (Hersey & Blanchard, 1969).

The aforementioned theories provided a foundation for the research that lined up with the primary theories. The primary theories that were reviewed for this study were the path-goal theory (House, 1971, 1996) and the dimensions of relational leadership theory (Butler & Waldroop, 2004; Komives, Lucas, & McMahon, 2013) with further emphasis on the representative bureaucracy (Kennedy, 2014; Krislov, 1974). It was clear, however, that it would have been beneficial for administrators and their management council to have taken an evaluative approach toward their role and their responsibilities that engaged their staff while reinforcing expectations (Yuan & Woodman, 2010).

Research Questions

The central research question guiding that guided this study was as follows: What are the perceptions and the impact of nonprofit child welfare leaders on employee goals, productivity, and direct work service in the workgroup? Subquestions were the following:

1. How can different leadership perceptions change worker and leader behaviors for improved work performance and job satisfaction?
2. What strategies are perceived by administrators to broaden access to work related products and services while demonstrating a commitment to the agency and staff?
3. What strategies are perceived by county directors for improving the communication, performance, and productivity with child welfare workers?
4. What strategies are perceived by supervisors for improving communication and performance that can foster an inclusive culture where employees are comfortable, and encouraged to contribute to the agency and work group?

Theoretical Framework

There are three theoretical approaches that were discussed for this research. The three theories were the path-goal theory (House, 1971), the dimensions of relational leadership theory, also known as the relational leadership model (Butler & Waldroop, 2004; Komives et al., 2013), and the representative bureaucracy theory (Kennedy, 2014; Krislov, 1974). These three theories revealed ideal employee and leader expectations for successful outcomes. The theories also made known that positive working relationships and supervisor support could avoid biases and perceptions.

The path-goal theory (House, 1971) was based on the leader's influence that impacted employee's performance, satisfaction, and motivation. Moreover, Butler and Waldroop's (2004) four dimensions of relational work mitigated any negative perceptions. The four dimensions are influence, interpersonal facilitation, relational creativity, and team leadership. Additionally, there is current research that aligned with the four dimensions of relational work, known as the relational leadership model (Komives et al., 2013). This model is used for facilitating change, affirming trust, and commitment to employees. These cumulative dimensions are associated with people skills. Both models should not be looked upon as people getting along with people; nevertheless, it should be used as a guide for leaders to demonstrate actual realizations that are grounded on established relationships.

The three theories brought to light that expectations are a result of particular leadership styles guiding employee motivation and to remain focused on performance and productivity (Vandergrift & Matusitz, 2011). This can only occur when supervisors

make efforts to establish positive relationships. This becomes the gateway for supervisors to provide a path for employees to perform their job tasks in an efficient manner. This will also allow supervisors to observe and capitalize on particular employee skills. This can position employees to seek out career mobility within their current workgroup or in another career path. In all, leaders' behaviors along with their interpersonal connections are instrumental to employee performance (Levy, Poertner, & Lieberman, 2012).

Nature of the Study

This qualitative study was used to understand the perceptions of leaders and employee performance in child welfare agencies. A phenomenological design guided this study. This approach was used by examining human interaction as a way of determining the nature of a leader's influence on employee goals and performance in the work group (Poulsen & Thøgersen, 2011).

This study uncovered the nature of a leader's influence on employee motivation, performance, and productivity in the work group. I sought to gain an understanding of perceptions and performance challenges that often plagued child welfare agencies in two suburban counties, Dekalb and Fulton, that are located in the state of Georgia. I sought to understand how organizational effectiveness and systemic changes improved performance and motivation within a child welfare agency.

The research design involved a descriptive examination of the population. The work group comprised of employees at a regional office that is centralized in two suburban counties with a combined total of 4 satellite offices that services a total 15

cities. The offices are located in the state of Georgia. These two counties are the most populated in the metropolitan area. They both have high rates of caseloads and turnover.

The key fundamental of this study was to investigate the predominant leadership role county administrators in two suburban regional child welfare offices perceived as their leadership style. Also, the study investigated how their leadership style impacted employees. A description of each leadership style derived from the path-goal theory (House, 1971) was provided to the participants to gain an understanding of their leadership style and initiatives. For this reason, I sought to understand the current organizational framework for goal planning and performance. I was able to acknowledge biases that can lead to influencing decisions, judgments, and behaviors derived from the effectiveness of current work practices.

A purposeful sampling was used for this study. This sampling was most appropriate because it identified characteristics, captured variations, and distinguished emerging patterns and themes (Denzin 2012). The sample size consisted of 16 county administrators in different regional child welfare agencies throughout the state of Georgia. I used a recruitment strategy for identifying and enrolling people to participate in the study. The strategy plan explained several components including a full clarification of the criteria for screening potential participants (Patton, 2015). This was communicated through the child welfare affiliate who disseminated the survey to the participants by way of e-mail transmission. The structure of the survey did not require personal information from the participants. This protected the security of the participants and the integrity and rigor of the study.

Once the sample size was identified, the first part of completing the survey was comprised of correspondences that included a written informed consent form that explained the study. The written informed consent indicated participation in the study was voluntary, and the participants could have withdrawn from the study without any penalty. All of the participants received an identical set of open-ended questions that allowed them to expand on their responses. The child welfare affiliate e-mailed the survey invitations to all potential participants. If need be, the participants could have contacted me by way of the survey through the Survey Gizmo (2016) online survey software.

For the study, the collection methods that were used were online surveys. The surveys were guided by open-ended survey questions. I conducted the surveys by using Survey Gizmo (2016) online survey software, and each question should have taken no more than 15 minutes to complete. The type of data collected was used for survey printouts that were used for coding. I designed a code book that was used to analyze the data, and make manual notes that surrounded variations, patterns, and themes. In addition, ATLAS.ti 7 2016 qualitative data analysis software was used to confirm the analysis of the manual data that surrounded variations, patterns, and themes. The surveys were synchronous to each other wherein I made comparisons of occurring behaviors that derived from the responses. In addition, I was able to collect data on each participant's professional history, experiences, and perspectives as it surrounded sensitive topics. To ensure the validity of this study, triangulation consisted of surveys and documents, as they aligned with the theory, methodology, and data construction instruments.

Definition of Terms

The terms that was identified provided definition, clarity, and meaning to the study. These terms were used within the context based on historical literature to present conditions. These descriptions of each leadership style clarified meaning on the actual online survey that is explained in Chapter 3.

Achievement-oriented leadership: A leadership style that focuses on expressing confidence in their workers performance and attaining their goals when tasks are unstructured (House & Mitchell, 1974).

Autonomy: A benefit where the employee has the ability to control their work situation (Lee, 2005).

Contingency model: A model that focus on task motivation and relationship motivation (Forsyth, 2006).

Decision-making: When employees actively participate in making decisions within the organization (Lee, 2005).

Directive leadership: A path-goal leader who places attention on goal attainment through rewards (Knight, Shteynberg, & Hanges, 2004, 2011).

Logic model: A model that focuses on outcomes (short, intermediate, and long term) that is relevant to a specific situation or problem (Kellogg, 2006; *Organizational culture*: Comprised of norms and behaviors that employees or groups of people share such as beliefs, teamwork, and values (Rosseau, , 2011).

Organizational climate: Perceived practices that could result in conflict, negative feedback, and polarizing work conditions (Rosseau, , 2011).

Participative leadership: The most desired leadership style/behavior that places attention on workers' input, valuing of their workers' opinions, employee autonomy, and professional independence (House & Mitchell, 1974).

Path-goal theory: Responsibility of leader or manager to guide employees to choose the best path to reach their professional goals in addition the organizations goals that are contingent upon the situation and leadership behaviors (House, 1971, 1996).

Permanency: A sustainable family relationship that offers the full rights of family connection (Casey Center for Effective Child Welfare Practice, 2005).

Representative democracy theory: A reflection of backgrounds of citizens that share similar values and beliefs that have a connection to a government with discretionary authority to individuals for justifiable outcomes (Denhardt & deLeon, 1995; Kennedy, 2014; Krislov, 1974).

Role ambiguity: A level of degree when the employee's role expectations are not clearly defined (*IDHS Child Welfare*, n.d.).

Situational theory: Theoretical style that suggests leadership should equal with the experience of workers (Hersey, Blanchard, & Johnson, 1996).

Assumptions

I assumed based on research that was reviewed, the path-goal theory would be ineffective because of the complexities of leadership styles. The assumption was that it becomes too complicated because each leadership style differs according to the situation and circumstance. On the other hand, leadership styles should have one common objective (Northouse, 2013): to provide positive and not punitive support to motivate

employees' goal productivity. For this reason, Likert's (1967) four main styles of leadership of decision-making supported House's (1996) reformulated path-goal theory surrounding a leader's behavior and participative decision-making method. Both theorists contended that leaders should value employees as humans and show interest by going beyond to extend help to reduce low commitment.

When a leader demonstrates behaviors that will push their employees to develop and learn new skills, employees begin to trust their leadership. It builds and restores professional relationships. The assumption that I gathered was motivation should not be based solely on supervisor coaching and removing hurdles. In retrospect, motivation should be based on an employee's initiative to perform. The path-goal theory (House, 1971) is generic in that it lacks substance, and the results of a restructured working environment are often predictable.

These assumptions are made because the supervisor is responsible for providing an environment and acknowledging employees' contribution to the organization. Employees are better positioned to demonstrate their skills and experiences to perform better in their current job function. The assumption is motivation should not only begin with the supervisor but the workplace should be inclusive for workers'.. Though employees should show initiative and to take ownership of their career goals, it still becomes the responsibility of the supervisor to provide a comprehensive career path for employees (House, 1971), taking into consideration that a leader does impact the success of a work group because they drive and embrace change.

Scope and Delimitations

The scope identified boundaries of the subject and the issues that were directly associated with the research. The boundaries were subjected to a specified area and location (Merriam, 2009). I covered a population that consisted of supervisors within child welfare agencies in Georgia. The size of the sample varied in that there are 159 counties in Georgia, of which selected supervisors manage multiple regions. The size was limited to supervisors who were within the Dekalb and Fulton County regions. As such, the total population in Dekalb County was estimated to be at 722,161 whereby Fulton County estimated population was 996,319. For both counties, African Americans make up the majority whereby they are either below or on the median of the poverty line (Office of Policy Development and Research, U.S. Department of Housing & Urban Development, 2013; United States Census Bureau, 2013).

The sample population for Dekalb County was fewer than six supervisors. The reason being is Dekalb County's organizational structure is comprised of tiers that are representative of the different programs. This variation of tiers has multiple supervisors; therefore, the sample size was sufficient.

Fulton County however, has well over six managers and 15 supervisors within their organizational structure for child welfare. These supervisors are spread out due to the complexities of their job roles and the influx of caseload. Their job roles often overlap with other departments because there is high turnover among caseworkers and supervisors (Georgia Child Welfare Reform Council, 2015). This combined total sufficed the expected sample requirement.

The study was delimited by population size and geographic locations (Merriam, 2009). This study was delimited to employee-supervisor interaction through different communication and leadership styles within Georgia's child welfare system. Through these interactions, this determined for future use how to compose an outlined performance plan. The performance plan will incorporate attainable goals that can be used to minimize derailed performance within the 159 counties in Georgia. It will allow opportunities for continuous coaching from supervisors to make sure employees are meeting their goals. This study did not delve into other state's child welfare agency supervision, as this would have caused detriment to the target study population. I only conducted research in the state of Georgia child welfare regional offices.

Limitations

The limitations of this study referred to the challenges that I incurred that were beyond my control. The state of Georgia has a diverse number of child welfare agencies that are widespread throughout the state, and there would be different perspectives and perceptions of agency workers from those locations. There are 159 counties in the state of Georgia with 15 child welfare regional offices, of which two counties, Dekalb and Fulton were the focal point for the study. I conducted surveys using a series of clarifying interview questions. I conducted the surveys using by using the Survey Gizmo (2016) online survey software. I made certain that the surveys were not burdensome on supervisors because of the perception that child welfare agency staff are already overworked and pressured by deadlines.

There were, however, disadvantages to completing the online surveys. I noticed some apprehension to completing online surveys in that participants did not complete the entire survey even after consenting to participate. There were some responses that were unclear because of misinterpretation of the questions that were asked. Furthermore, individuals who completed the online surveys were knowledgeable of the subject matter or topic surrounding the questions that were asked to prevent any skewed data (Gingery, 2011).

The second limitation is that I am involved in legislation, community advocacy, and activism for permanency outcomes for foster care children, so I have a strong interest in the topic. I do have a background in child welfare, leadership, and permanency planning that may have posed a limitation to the study; moreover, I am not currently in that field of work and did not believe there would be any conflict of interest to the research.

Significance of the Study

Employees become disengaged in the workplace when they are not satisfied with their jobs, typically caused by inadequate administrative support. House (1996) reiterated that a particular leader is most suitable for leading change through innovation. He believed that a specific leadership style will yield positive performance results as well as improve job satisfaction. In this regard, it will be worthwhile for administrators to review current processes that can be amended to accommodate the current conditions within the workplace (Nickerson, Yen & Mahoney, 2011; Watson & Hegar, 2013).

Social Change

This research could bring about social change because of perceived behavioral patterns and norms that affect the outcome of children and families. The accountability of child welfare agency management is presumed to be a result of leadership behaviors and skills. It is equally important that leaders realize the significance of their responsibilities. They will need to understand how their actions impact a group's behavior and work performance. What drives an organization to achieve the greatest (and most profitable) results is setting forth attainable goals that equate to a productive outcome.

To address long-term behaviors and patterns that have hampered organizational commitment and employee development, child welfare agency administrators will need to focus on improving administrative operations. For this reason, child welfare agencies have been scrutinized over the level of service they provide to the community. Their performance has negatively affected abused and neglected children's hopes of permanency and possible reunification (Casey Family Programs, 2011). This has shattered public trust because it appears child welfare agencies are not competent in their efforts to provide quality service (Zeitlin, 2014). For this cause, I began to research known causes for agencies to lose credibility and trust with the community, policymakers, employees, and clients.

The social implications of this study affect the community, families, children, and legislation. Kickul and Posig (2001) stated there are operational challenges that affect employees such as lack of resources to provide training, budgets, perceptions, and turnover, there will be long-term consequences. The long-term consequences affect

children who remain in foster care for extended periods of time. Sadly, it can result into an increased rate of fatalities. Further implications resulted in reduced and total cuts of programs and funding for child welfare agencies (Smith & Shields, 2013). There should be continuous efforts to improve professional relationships and reduce caseworker turnover. When employees are satisfied in their current job responsibilities, they are motivated and empowered to perform and produce efficient service. Inclusiveness and continuous training and development will ensure that children are safe and provided stability through reunification or permanency (Lee, Weaver & Hrostowski, 2011).

Summary

This study focused on child welfare agency leadership with emphasis on perceptions of leaders, how they impact both employee goals, and performance in the work group. The study placed emphasis on the path-goal theory, and how leaders actively support their employees in achieving their goals. The dimensions of relational work model was used as a guide for leaders to maximize the interpersonal capabilities of employees. This was done by utilizing their employees' talents to leverage performance and bring positive change to the work group. Using the path-goal theory to channel change, it was determined this theory was appropriate for the selected agencies. This study along with the aforementioned theories and models determined if a particular leadership style is most suitable for the current framework. In addition, to ensure the validity of this study, triangulation instrumentation was used consisting of online surveys, documents that include scholarly journals that provided more insight on the topic, and theories to support and interpret data.

Chapter 1 introduced the study, gave an explanation for the problem background, and provided the purpose. A theoretical framework gave a foundation to the research. Additionally, the research questions were presented to focus on the study. Chapter 1 included key terms and definitions, assumptions, scope, delimitations, and the significance of the study. In addition, Chapter 1 made mention of ensuring the validity of the study through three forms of triangulation. This consisted of surveys and documents, as they aligned with the theory, methodology, and data construction instrument.

Chapter 2 will provide a review of the literature that provided insight into leadership behaviors affecting employee motivation, performance, and productivity that can occur in two child welfare county agencies in Dekalb and Fulton [County], Georgia. Chapter 3 will focus on the methodology, design, instrumentation, and data analysis method. Chapter 4 will report details of the results of this research evaluation. Chapter 5 will analyze survey findings and any inferences on leadership styles and make recommendations for further research.

Chapter 2: Literature Review

Introduction

Negative emotions within workplaces are often perceived as organizational politics. Organizational politics can influence performance and productivity. This often permeates over to perceptions about leadership (Kaya, Aydin, & Ayhan, 2016). Perceptions usually occur when there is a breakdown among leaders who do not cultivate and respond to diversity challenges and embrace individual socialization. Leaders should make significant steps to ensure an inclusive work environment while retaining the best talent (Akin, Mariscal, McArthur, Bhattarai, & Bruns, 2014). In addition to making certain that employees are provided with rewarding outcomes that reflect improved performance and productivity, a leader will need to remove obstacles that hinder employees' professional growth. These actions could lessen the chances of negative perceptions. To make a positive impact on a workgroup, leaders will need to be cognizant that perceptions can influence behaviors in the workplace.

In all, leaders have a responsibility to balance behaviors, respond positively to different beliefs, and respect values that may differ from their own in a hierarchal environment. This study examined how different leadership styles and behaviors can impact a work environment. Also, the literature reviewed expanded on leadership styles affecting performance and productivity. Equally important, the nature of this study focused on the impact of leadership behaviors within child welfare agencies. A review of the literature was also drawn from other professional disciplines that pertained to leadership, perceptions, and performance. This study examined traditional and current

theoretical perspectives surrounding organizational perceptions that could be associated with authority and influence (Zagladi, Hadiwidjojo, Rahaya, & Noermijati, 2015). Thus, the literature review and case studies also examined different models for a leader to lead effectively toward noteworthy performance.

Chapter 2 provides a review of related theories to this study. The literature review includes previous studies that delved into experiences by child care agencies. The literature review is comprised of sections that will make mention of the theoretical foundation for the study, a conceptual framework that outlines the rationale for historical literature, followed by a detailed evaluation of theories that support the study. As such, the literature review expands on an array of factors that align with a leader's leadership style and how it can affect employee goal attainment and performance. Lastly, the literature review includes a summary of the available literature, including the theories and behavioral factors that contributed to the current practices and suggested processes to improve the overall outlook of child welfare agencies.

Literature Search Strategy

To readily identify relevant peer-review literature, the following databases were used: EBSCO, ERIC, UMI PROQUESTS Dissertations, and SAGE, as well as a variety of books. The key search terms that were used were *administrative, child welfare agency, child welfare leadership, leadership behaviors, management, motivation, morale, path-goal, turnover, autonomy, behaviors, culture, leadership, organizational culture, performance, and productivity.*

Theoretical Foundation

This portion of the chapter outlines the rationale for incorporating the path-goal theory (House, 1971), dimensions of relational work, or the relational leadership model (Butler & Waldroop 2004; Komives et al., 2013), and representative bureaucracy (Adusah-Karikari & Ohemeng, 2014; Kennedy, 2014; Krislov, 1974). This chapter provides the framework for how historical theories became the cornerstone of the study. The study examined how strategies and policies can be implemented to ensure employee success. This can transpire when representative bureaucracy is involved to address the concerns of dominant power that hinders the professional fortitude of employees. This can eventually create perceptions about leaders while affecting job satisfaction (Krislov, 1974). While it is important to implement strategies and policies that will balance motivation and job satisfaction, it is important to take into consideration that leaders will need to tap into their employees' abilities and talents to assist in their own professional growth (Kennedy, 2014). It will, however, according to House (1971), take a particular leadership style that can generate long-term successes for both the organization and the employee.

Representative bureaucracy has indeed proven to be difficult to explain, and even funneled down to where it is not misinterpreted as it involves the representation of people, public policy, and implementation (Krislov, 1974). Kennedy (2014) made mention of various scholars who attempted to define representative bureaucracy. She also referred to how particular areas should be elaborated on that derived from the various explanations of representative bureaucracy.

Representative bureaucracy is typically associated with race and gender. This has, however, expanded beyond what was considered the premise for diversity as now it has an influence on public policy (Krislov, 1974). It has over a span of time defined itself into two parts that have surfaced by way of situation and circumstance. It is defined by way of active representation and passive representation. These types of representation have certain distinctions that can be viewed as positive or negative connotation because of the term *bureaucracy*. Scholars have type-cast representative bureaucracy to a simple term of commitment. This commitment is extended to power, cooperation, and resources (Meier & Morton, 2015).

For this reason, Kennedy (2014) could study characteristics that form active and passive representations that form under bureaucracy. Out of authors', scholars', and theorists' different definitions of representative bureaucracy, active representation and passive representation emerged. Passive representation is defined as shared demographic characteristics. Active representation is associated with individuals making decisions on behalf of who is represented (Adusha-Karikari & Ohemeng, 2012). This is typically a form of decision-making and public policy. The government and organizations rest their operations on distributive representation.

Further, Kennedy (2014) was able to explore characteristics that were influential to representative bureaucracy in politics. This is associated with one or more groups within a community. These groups expand beyond race and gender to language, education, income, religious preference, age, veteran status, and even disabilities (Meier & Morton, 2015). Krislov and Rosebloom (1984) stated both active and passive

representation can be linked together and is favorable for public policy. Such characteristics are not constricted, yet there are still challenges because legislators or those who influence decisions and policies will focus their attention to people who fall into those groups (Krislov, 1974). This is to say; people will lean toward individuals who look or mirror their characteristics. This is common with the African American community because studies have shown this race is the largest representation and has influence over whether or not policies are passed and implemented (Adusha-Karikari & Ohemeng, 2012). Legislators will try to win over votes and even monetary contributions to support their platform on certain topics within this community.

How to measure representative bureaucracy is still a challenge. Certain topics and policies are represented by a specific race or community regarding how particular groups or communities can influence change on policies. One example is employment; in that it is common that the African American community is heavily affected by unemployment. Another example would be the policy on child support. This topic and policy reveals that African Americans also impact this system (Adusha-Karikari & Ohemeng, 2012; Meier & Rutherford, 2016).

Leaders and public administrators may perceive themselves as the catalyst to employ changes that are representative of the interests of the community they serve. These key individuals are instrumental in changing an environment (Peters, Von Maravic, & Schroter, 2015). This can refer to making a positive or negative change for the community. In this regard, public leaders are stereotyped as not having the capacity to make decisions that reflect interests of the community (Doucet, Fedette, Simard, &

Trmblay, 2015). They are accused of not demonstrating a holistic approach to resolve issues and policies that are representative of underrepresented groups (Meier & Morton, 2015).

When decisions have to be made that surround either public policy or internal processes that may affect a particular group or community, there are two factors to consider. The first factor is support. Typically, support is given to administrators and leaders who reflect the same or similar interests, values, and beliefs as their constituents and employees (Adusha-Karikari & Ohmeng, 2012; Meier, Favero, & Compton, 2016). The second factor to consider is reviewing the impact of a representative bureaucracy concerning individual socialization. This individual socialization is comprised of characteristics such as race, gender, and ethnicity. This is based upon how much discretion is given to individuals who have this authority such as direct supervisors.

Decision-making among employees and administrators requires a bit of discretionary governance (Simon, 1959). When individuals are given the authority to make decisions or impact decisions, this is typically a result of how much job autonomy is allowed, and discretion to employee governance (Dahl, 1989; Peters, Von Maravic, & Schröter, 2015). Henceforth, because of its structured formalities, a bureaucratic system that is slow to change or unwilling to adapt to a changing environment can hinder the outcomes of public policy outcomes. For this reason, individuals who have authority are not allowing employees the opportunities to move forward to enact certain policies and process changes (Krislov, 1974; Meier & Morton, 2015). This type of negative resistance is capable of creating a guerrilla government that can endanger the credibility of an

agency or an organization (O'Leary, 2010). It is presumed from research that employees who have a career as a public servant will go against their leader. This is sometimes a result of conflicting beliefs that allude to the best interest of the organization rather than for personal gratification (O'Leary, 2010).

(Mattson, 2015) mentioned to turn around an aggressive work environment and to gain the support of the community that mirrors similar interests, leaders should promote work group effectiveness by encouraging and fostering participatory involvement. This effort can lead to strengthening the relational ties between the leader and the employee. Moreover, leaders should be able to assess employee skills and align job assignments that would yield increased productivity and improve performance (Wells & Peachey, 2011). Based on the literature, leaders should reward employees for their performance and promote professional development (Butler & Waldroop, 2004; Komives et al, 2013). To be effective and diligent in their efforts to strengthen professional relations, leaders should continuously support employees by reiterating and clarifying expected goals that will promote career mobility. It is important to consider and to prove successful outcomes. Different leadership styles may parallel with employee characteristics. As such, I have provided a detailed description of each theory aligned with the study.

Democratic Theory

According to Dahl (1989), when there is a group of individuals who cannot agree on decisions, it shows an imbalance of attitudes and behaviors. This also shows that organizations who share these same traits are anchored in authority (Dahl, 1989). Some organizations have been characterized as bureaucratic in nature whereby it creates

dissension. This creates anarchy where bureaucratic ideology is driven by self-absorbed views and values (Dahl, 1989). This minimizes and undermines the ability of ordinary people to partake in decision-making that affects their workplace.

Leaders who rule with a dictatorship style limit their employees by excluding them in the day-to-day functions. The study of polyarchy was primarily centered on public policy and the political process. There were various outlooks on the political structure due to differences of beliefs, values, and leadership behaviors that did not reflect the beliefs and viewpoints of the community (Krislov, 1974). Determined to stand firm on his position on an anarchy system that would deter a democratic system, Dahl (1989) emphasized that a polyarchy should be a system that respects the decisions and opinions of people to empower them to participate in (public policy) decision-making. If leaders fail to see what is considered a major concern that impacts human behavior, it impacts perceptions. On the other hand, if both the government and the citizens shared similar interests, values, and beliefs that constitute a representative bureaucracy, it would bring together a mutual connection (Anheier, 2012). This meeting of the minds could transform public policy involving democratic governance. If none of these areas are considered and acted upon, there can be adverse consequences that affect the community and public policy.

A government should exercise liberties that will actively engage citizens in the decision-making process, as well as the implementation of particular legislative matters. This would create democratic governance where individuals are allowed the freedom to voice their concerns about any given topic or issue (Dahl, 1989) There have been efforts

to dispel the negative influence of anarchy types of governance. Because anarchy is typically known to add a more hierarchal control to an already passive bureaucratic system, anarchy would infiltrate negative behaviors that could worsen the conditions of public policy, the workplace, and the public. Traditionally, it is speculated that leaders influence employees who are perceived to negatively emulate their leaders (Voon, Lo, Ngui & Ayob, 2011). This belief supports O'Leary (2010), who described this type of governance as a guerilla government. The guerilla government (O'Leary, 2010) explained how public servants can defy their superiors' authority in favor of their own beliefs of what is best for their organization. This should not be viewed in a negative light. It can be effective to stir up a change in a system that will neither embrace change nor acknowledge an active representative bureaucracy that can shape an individual's outlook on policy outcomes (Kennedy, 2014; Krislov, 1974). Bureaucratic politics can be equated to defiance toward the rules of an organization, change, shared authority, and strategic innovations. Nonetheless, employees who display defiant characteristics and go against what is right will eventually surrender to their own demise (O'Leary, 2010).

If organizations including the government do not promote employee involvement or advocating for a change in governmental policy, it will prove that a guerilla government would emerge. The guerilla government (O'Leary, 2010) becomes aligned with Dahl's (1989) allegiance to change and polyarchy. In the same way, control, hierarchy, and tensions are the inherent behaviors of a guerilla government (O'Leary, 2010). This has placed focus on the accountability of leaders who did not want to change behaviors that would benefit the good of the organization and the employee (Simon,

1959). In the same way, the three authors placed emphasis on relinquishing bureaucratic governance but established the groundwork for a rational approach making certain that individuals are respected, appreciated, and inclusive.

A democratic approach should influence a leader's authority. Leaders who incorporate the democratic governance approach will be more susceptible to respecting the differences and opinions of the people that work for them and the people they serve (Dahl, 1989). This is not just inclusive to a government, as it can extend to an organization. When organizations begin to embrace evolutionary change, and create processes that break-down the tiers of bureaucratic nuisances, productivity may improve because of employee trust and commitment. This is accomplished when organizations allow flexibility, compensation, and allow employees to become fully engaged in the decision-making process (Georgia Child Welfare Reform Council, 2015). This has been noted in several Georgia Child Welfare Reform Council meetings. It has been reported for productivity to positively increase with the addition of caseload and improving performance, leadership will need to buy into changes regarding processes and development plans (p. 34).

Administrative Behavior Theory

The administrative behavior theory placed focus on organizational influence (Simon, 1959). This is representative of leaders having an impact on employees. He established his theory around decision-making. He believed that organizations should allow employees to become actively involved in the decision-making process. This includes working in an environment where dysfunctional work processes hinder

employee performance. He also concluded that employees should be given opportunities to partake in decision-making because they are involved with the work. He furthered his examination by noting this could determine whether or not employees remain with an organization.

Management should be accountable for their actions to ensure fair equality among employees. Simon (1959) used a bounded rationality to affirm his findings for leadership accountability. He later proposed using an alternative model. The alternative model was used for management toward decision-making. He noted that managers' viewpoints are often one-sided and not always clear and vivid. He used this method for managers to simplify any decisions they need to make that do not infringe on the capacity of their authority. Simon (1947, 1959) also validated his theory to organizational successes. To be successful and counterproductive he stated there should be a change of leadership behaviors. He also stated that leaders are the drivers of influence for employee success. This can be a step toward improving and positively impacting employee morale and job satisfaction.

Further, what drives an organization to achieve profitable results from various processes that are already in place or newly developed is the benefit of allowing individuals to make decisions, trusting their decisions, and acknowledging their contribution to the process. This is supported by Kennedy (2014) who noted there should be fairness and consistency whereby no group is misrepresented. This includes placing focus on building and sustaining relationships. This involves both the private and public sectors whereby individuals will be susceptible to support leaders who impact policies,

and the organization's mission and purpose (Blome & Steib, 2014; Foldy & Buckley, 2014). In all when there is a mutual meeting of the minds between employees and citizens to that of managers and public elected officials, this demonstrates incremental change is evolving both in government and the workplace.

Representative Bureaucracy

A government that is structured under a bureaucratic system is ruled by a hierarchal structure that can impact the culture of the workgroup (Lourenco, Dimas, & Rebelo, 2014). Within this system, there are positive and negative attributes of a bureaucracy. The positive attributes can be job security, pensions, and intellectual power. This power however, is not viewed negatively but positively whereby individuals who possess intellectual power can interpret the political nuisances within an organization (Guillaume, Dawson, Otaye-Ebede, Woods, & West, 2015). On the contrary, a bureaucracy typically symbolizes a negative system that suppresses democratic governance (Dahl, 1989). When a group or citizens who represent different social backgrounds, genders, and ethnicities are inhibited to make decisions, it can have adverse consequences. Dissension can be a result of differing values and beliefs of a group or citizens that are contrary to that of the government it is meant to respect. Some of the negative effects can limit the administrative ability of individuals making decisions that can create dissatisfaction of employees who become defiant.

When a system is considered rigid and does not value individual socialization, it can have a bearing on policy outcomes and goal-attainment. Research has indicated that active representative bureaucracy sets a framework for individuals who embody mixed

backgrounds that have a greater opportunity to influence public policy (Kellough, 2014). For example, minorities' interests in government significantly affect public interests. A study was conducted where the population consisted of African-American citizens and administrators. In short, it was concluded that Kellough (2014) ascertained that a varied group specifically race and ethnicity shaped the implementation of public policy. Their study was prefaced from Krislov and Rosenbloom's (1981) individual socialization principle where minorities have a direct influence on attitudes and opinions affecting decisions surrounding public policy. Based on the study African-American citizens and administrators were in a better position than Caucasian citizens, and officials to influence public policy and even decision-making in public sector organizations.

A current study was conducted on women legislators and their influence on policy proposals. It was concluded that women who are in elective offices will initiate policies that focus on women rights and equality to that of their male counterpart. It was concluded that women legislators will receive support based on loyalty and shared interests (Lin & Rowe, 2011). It was established that women legislators are more effective in a leadership role because they can gain the support of different groups with distinct ethnicities. Women legislators can propel groups to support public policy (Center for American Women & Politics, 2015; Kellough, 2014). They will already have possessed similar traits that align with the community, or they will have a shared belief that may be the focus of a group or individual concern. Measuring representative bureaucracy is still a challenge because certain topics and policies are represented by a specific race or gender of individuals. They are either affected or influence a change on

these same topics and policies. To say, people will lean toward those who look or mirror their characteristics. This study established grounds that women legislators were unique in their abilities to lead and influence because they could shape a culture of underrepresented groups and individuals (Kennedy, 2014).

On the other hand, individuals who do not support the principle of individual socialization that will provide a connection to government evolving from like-minded administrators, will at most times negatively reflect the community and citizens they serve (O'Leary, 2010). These individuals are passive in their actions to show their discontent where they are usually dissatisfied with people, policies, and programs. In public sector organizations, employees who show resembling characteristics will seldom develop perceptions about their leadership that will permeate over to their peers causing the same dissension. On the contrary, O'Leary's (2010) guerilla government is described when individuals tend to support publicly their leadership, but in private they will act unethically by plotting and holding private meetings. This group will look down and not respect policies, programs, and even processes. Although this may be true, particular actions could have caused citizens to reevaluate policies that go against their personal beliefs and values which in turn shaped policy outcome.

Representative bureaucracy describes how the public can influence public policy (Adusah-Karikari, 2014; Kennedy, 2014; Krislov, 1974; Krislov & Rosenbloom, 1981). An administrator, who represents the community and personify certain characteristics, will in turn demonstrate how people will show loyalty. They will support an official who is responsible to interpret legislation and public policy. Within both private and private

sector settings, supervisors who bridge the gap between employees will respect, support, and follow them.

Employees, citizens, and government officials have an influence on attitudes and opinions. This can be true for individuals who are defiant in their actions who typically represent a passive representation. They can influence public policy with supporters who share their negative ideology. For this reason, defiant individuals can cause a backlash that will ultimately raise concerns (O'Leary, 2010). These concerns should provoke citizens to understand the bureaucratic structure of the government and its effect on society.

Path-Goal Theory

The path-goal theory is categorized under the contingency model. This model is an approach that study interactions of a leader and patterns of leadership behaviors. Similarly, to Simon's (1959) administrative theory, House's (1971) interest and concerns toward leadership behaviors and supervision propelled further research of different types of supervision (leadership) that influences an employee's motivation. He wanted to demonstrate how a leader's behavior can affect individual outcomes that demonstrate leadership effectiveness. He later reformulated the path-goal theory with Mitchell (House & Mitchell, 1974) to distinguish if leadership styles affect an employee's motivation and performance. They wanted to identify if certain behaviors among the leadership would achieve an outcome of improved performance and job satisfaction. The four leadership styles that House and Mitchell (1974) concluded would be effective are the supportive leader (a leader who is concerned with the well-being of employees), directive leader (a

leader who is direct and task-oriented), participative leader (a leader who consults with employees when making a decision), and an achievement-oriented leader (a leader who sets challenging goals and expects them to achieve them, and shows confidence in their employees' ability to perform). Though each leadership style suggested certain behaviors evoke certain perceptions, the intention of the path-goal theory was designed for managers to empower employees to become successful with a well-defined plan to achieve their expected goals and professional goals.

The path-goal theory (House, 1971) has received radical reactions. It has been said different styles of leadership does not merit motivation, job satisfaction, and performance. Several studies reviewed particular leadership styles to determine if certain behaviors would improve or enhance job satisfaction. For example, it has been argued that directive leadership is not an acceptable leadership style and should be used only to reach particular employee outcomes (Awan, Mahmood, & Idrees, 2014). As such, it was later retracted and made mention that the participative leader was the appropriate style of leadership because employees prefer this type of leader. In contrast, a study was that examined how a particular leadership style can propel positive results and job satisfaction (Indvik, 1985, 1986; Owens, Wallace, & Waldman, 2015). The study involved 48 path-goal studies with a total of 11862 respondents. He argued that a work-group that does not include structure and the need for a participative, supportive, and an achievement-oriented leader was not capable to drive job satisfaction. He believed that a directive leadership style approach would be most appropriate because employees would appreciate a leader who is task-oriented. His beliefs were that it created a higher degree

of employee motivation to that of the other leadership styles. This rationale lines up with Graen and Cashman's (1975) leader-member exchange theory. They mentioned that leadership cannot be defined solely by leadership characteristics and behaviors. It should incorporate followership.

There are justifications surrounding leadership styles with a rationalization that different leadership styles are useful (Vandergrift & Matusitz, 2011). Through current studies that were conducted by Dixon and Hart (2010) who supported House's (1971) path-goal theory, believed that different leadership styles embodied varied behaviors that will motivate a group of employees. Having a mixed group of individuals has its advantages. There are three areas that often emerge as a result of a diversified group that are categorized as employee engagement involving innovation, creativity, and productivity (Chaudhry & Javed, 2012). Innovation and diversity can be an advantage for organizations. It can propel leaders to make improvements by removing barriers that will restore trust, commitment, and defray negative employee perceptions of leaders. It is advantageous that leaders' demonstrate a willingness to embrace change by working toward building relationships

Dimensions of Relational Work and the Relational Leadership Model

Dimensions of relational work have become known as a philosophy that extends to broadening a supervisors' outlook on developing employees. This model is centered on four dimensions that are: influence, interpersonal facilitation, relational creativity, and team leadership (Butler & Waldroop, 2004; Komives et al., 2013). Managers could make progress toward improving performance, and increasing job satisfaction by building a

balanced team environment. Because teams consist of mixed backgrounds, talents, and experiences, they believed managers could measure employee skills to help align employees with careers that mirror their professional background. This is aligned with Kennedy's (2014) recent study on representative bureaucracy where individual socialization and leadership is comprised of different social backgrounds that share the same attributes.

The dimensional philosophy expanded to three additional components that were derived from the original four dimensions. The factors encompass interpersonal facilitation about career development, team cohesiveness, and reward performance (Butler & Waldroop, 2004). These components according to the authors would be beneficial to a leader. They believed this would be instrumental in engaging employees to work together toward common goals. These components are considered to regulate employee perceptions. When supervisors demonstrate cooperative and supportive behaviors, it shows that an organization has prided their resources to develop leaders. These leaders will need to implement new techniques to continuously improve teamwork, efficiency, and embrace diversity.

Initially used for corporate professionals, the authors affirmed these dimensions can also be used in public and nonprofit organizations. The actual realization rests on supervisors aligning job assignments and careers to match employee skills and experiences to improve productivity. According to McBeath, et al., (2014), a cohesive team environment will respect different backgrounds, perspectives, and ideas. In all the dimensions are associated with people skills that are associated with relational interest.

Focusing not only on differences but also on similarities can help strengthen the team. It is equally important to demonstrate leadership effectiveness by nurturing relationships by encouraging personal and professional development.

In the same manner, it is emphasized that a leader's ability to create positive relationships determines their effectiveness. It is further emphasized they are capable to influence employees to increase productivity, and improve job satisfaction through empowerment, purpose, ethics, inclusiveness, and process-orientation. This is grounded from the relational leadership model. This model provides an outline for leaders to establish relationships between people for positive change (Komives et al., 2013; Wheatley, 1992).

The relational leadership model is built on three leadership components. The leadership components include purposeful, inclusive, and empowering. Not to mention, these components are used to create change. In their most recent publication, "Revisiting the Relational Leadership Model" (Komives et al., 2013) defined each leadership component as it relates to what a leader should be proactively doing to create change for organizational success. Their perspectives line up with theoretical studies such as the path-goal theory (House, 1971) and the administrative theory (Simon, 1959).

The first leadership component is purposeful. This component focuses on a leaders' commitment to a goal and vision. The second component is inclusive that is established on a leader's ability to acknowledge, accept, and embrace diversity by valuing employees' styles, perspectives, and their individuality (Thomas, 2006).

Diversity however can be an advantage for organizations. When leaders are engaged and

unbiased, the quality of managers and supervisor's relationships are strengthened because of acceptance rather than the inferiority of differences (Ellett, 2009). Empowerment is the third component. Since a leader's primary function is creating change, they will need to promote a climate that will create opportunities that capitalize on their employee's talent and involvement (Komives et al., 2013). It has been argued that leaders who empower employees remove barriers that block development. This will defray any misconceptions as well as, perceptions toward a leader (Clark et al., 2008; House, 1971).

Ethical leadership is the fourth component that respects the values of their employees. Leaders are placed in a higher standard of conforming to moral principles. They should be self-aware of their personal perspectives surrounding employees' values and beliefs that may differ from their own (Guillaume et al., 2015; Van Kleef, & De Dreu, 2007). The fifth component is a leader who is process-oriented and at the same time, leaders work together with their employees to create change (Komives et al., 2013). The authors mentioned when there was a mutual collaboration; leaders were nurturing the self-efficacy need of the employee. There is an exchange in that both members begin to bring right thinking and work toward meeting their needs. This is an attempt to change or make a difference in employee perceptions. This can either have adverse repercussions or positive attributes. This can bring awareness to leaders to start acknowledging talent among the group (Camargo-Collins & Royse, 2010). To cultivate change in a workplace requires building strong relationships, and leveraging professional development. This also requires a supervisor's optimistic outlook to manage change. For this reason, the

relational leadership model is used for facilitating change, affirming trust, and commitment to employees (Komives et al., 2013).

Additionally, this section explained how each theory and model will be a benefit to the study.

Conceptual Framework

This portion of the research outlined the rationale for incorporating historical theories that impacted perceptions about leadership, particularly Simon's (1959) administrative theory as it relates to decision-making behaviors. The democratic theory (Dahl, 1989) was explored based on the assumption that employees are undermined and not allowed to voice their concerns in the decision-making process. In this context, the path-goal theory (House, 1971) became the focus of the research. This theory builds on the previously mentioned theories. The basic assumption is that specific leadership styles are appropriate for the employee and work environment that maximizes performance, production, and goal achievement. The relational leadership model and the dimensions of relational work theory (Butler & Waldroop, 2004; Komives et al., 2013) focuses on broadening a supervisors' outlook on developing employees, by way of identifying skills that will be most fitting for their job tasks. Hence, the relational leadership model is used to emphasize a leader's ability to create positive relationships. Also, a phenomenological perspective provided a base to understand a phenomenon through factors such as lived experiences, events, or situations that may occur with someone (Finlay, 2009; Smith, Flowers, & Larkin, 2013). These factors are relative to the current study. It will allow the reader to either relate to or understand human perceptions. This study provided content to

evaluate employee perceptions of leadership, and how leaders can impact organizational change.

Decision Making

Simon (1959) is known for his theoretical views on administrative behavior, and decision-making that prefaces organizational performance. His method of solving problems and overcoming hurdles was simple but detailed in respect to changing behaviors. Simon (1959) presumed organizations would fail and not succeed if there were no efforts to rehabilitate its processes. He also believed accountability for management had not improved whereas leaders were not held to any performance measurements for their leadership skills. His theories rested upon goal setting, evaluating, and making decisions most appropriate for the situation. His framework was centralized on leaders' behaviors within an organization that minimized the inclusion of their workers' in various areas of work responsibilities. An organization's culture is comprised of attitudes, beliefs, and values. Simon (1959), Kennedy (2014) and Krislov (1974) believed a representative bureaucracy is symbolic to inclusion of individual interests in administrative decision-making.

This, of course, is centered on both the government and the citizens having similar demographic characteristics such as beliefs and values with no exception to race, gender, and ethnicity (Krislov, 1974; Krislov & Rosenbloom, 1981). As such, Simon (1959) reiterated his point in that leaders need to understand the seriousness of their roles, and how their actions impact a group's behavior and work performance. He like Dahl (1989) believed that total involvement from all employees in an organization should be a

mutual collaboration. Both theorists believed leaders should allow employees to become involved in the day-to-day decision-making process, or, at least, provide them with autonomy to make decisions that would be an advantage toward their work responsibilities.

In like manner, the administrative theory has been used in previous research. Buchanan and O'Connell (2006) made reference to the administrative theory with an in-depth outlook on decision-making and human behavior. They contrasted decision-making to taking risks. This was illustrated in their writings from various disciplines such as religion, philosophy, humanitarian efforts, and business (corporate). They based their derivation of decision-making to that of a gut instinct with a nontransferable attribute that increases value to a person. For this reason, this study benefited from the administrative theory. I provided a framework for understanding human behavior. This theory was used to identify the negative association of employee perceptions of their leader.

Democracy

Anarchy has been negatively implied to undermine the ability of ordinary people other than government officials (Green, 2015). This impacts taking part in the decision-making process that affects the political process. When the study of polyarchy was conducted by Dahl (1989), it was studied under the scope of observing political leaders and their authoritative rule. Though the current study aimed attention at child welfare agency leadership, the state of polyarchy is relevant because of government and political governance toward decision-making. Dahl (1989) was strong-willed in his position toward a democratic polyarchy. He believed polyarchy should be a system that respects

the decisions and opinions of people. He also believed that a polyarchy outlook should empower people including workers to participate in public policy and decision-making. Exercising freedom of speech and including everyone in the decision-making process mirrors the concepts of administrative behavior. Dahl's (1989) democratic process has been used in journals and cross-referenced in publications, such as Mitchell and Ambrose (2012) who used and studied Dahl's polyarchy outlook on addressing problem-solving. Most specifically, their work was applied by comparing deliberate anarchism to that of a democratic polyarchy within communities. They initiated debates and discussions to provide the groundwork for their study of democratic governance. They wanted to take note how it affects human behavior in traditional systems of government. For this study Dahl's (1989) democratic theory will provided a foundation for social change. His work benefited the study to point out how authoritative governance influences the workplace culture and heightens employee perceptions.

Leadership Styles

It is assumed that leaders' who do not establish professional relationships with their employee's risk losing talent, skills, and a wide-range of professional experiences. When employees begin to feel their contribution and self-worth is devalued, motivation and performance often create consequences (Herman & Warren, 2014; Yukl, 2011). This could result in high turnover and performance issues. In fact, employee attitudes and behaviors can become detrimental to the organization. They can develop perceptions and distrust toward their leaders. For this reason, leaders should try to develop a professional relationship with their employees. This will help leaders to understand what will motivate

their employees, and increase job satisfaction. In like manner, the path-goal theory (House, 1971) is based on the leader's influence on an employee's performance, satisfaction, and motivation. It is presumed the path-goal theory is founded on three components. They are identified as rewards for employees in exchange for work performance, clarification of expectations, and a leaders' ability to provide a path for employees to achieve their professional goals, as well as, leaders should remove obstacles that hinder performance (Braun, Peus, Weiswelier, & Frey, 2013; Vandergrift & Matusitz, 2011). Leaders who are fully engaged with their employees will begin to transform the climate and the culture to a progressive environment. Above all, the path-goal theory (House, 1971) is a collaborative attempt to strengthen communication between supervisors (leadership), and employees.

The four leadership styles and characteristics that are presumed to positively affect workgroup performance and goal attainment are supportive leader (a leader who is concerned with the well-being of employees), directive leader (a leader who is direct and task-oriented), participative leader (a leader who consults with employees when making a decision), and an achievement-oriented leader (a leader who sets challenging goals and expects them to achieve them, and shows confidence in their employees ability to perform). For this purpose, House and Mitchell (1974) claimed that a specific leadership style would increase employee job satisfaction. To this end, the path-goal theory is theorized as a motivational theory that aligns with Vroom's (1964) expectancy theory. In brevity, the expectancy theory is also considered a motivational theory that is established on reward, performance, and belief. This lines up with the path-goal theory, because

employees desire a leader who can meet their needs while leaders have an expectation from employees to increase performance and productivity (Vandergrift & Matusitz, 2011). These leadership styles were addressed in the online survey that is presented in Chapter 3.

The path-goal theory (House, 1971) has been used in many literary works including articles, journals, and textbooks. Some of the most notable publications have been researched from Northouse (2013) who supports the path-goal theory. He discovered emerging themes that developed when the path-goal theory was applied to dysfunctional workgroups. Some of the themes were increased motivation, career mobility, open and direct communication and feedback, and relational growth between the employee and the leader. Historically, the path-goal theory (House, 1971) has received criticism for not being effective and proving credible outcomes (Hersey & Blanchard, 1969; Vroom, 1964). Meanwhile, there is current research that has used the path-goal theory to analyze job satisfaction in a public-sector organization in Malaysia (Voon, Lo, Ngui, & Ayon, 2011). Additionally, a comparative analysis was conducted and analyzed the path-goal and transformational leaders' theories (Schriesheim, Castro, Zhou, & DeChurch, 2006). For this reason, the path-goal theory (House, 1971) was relevant to the study. This determined if specific leadership styles impact the perceptions of employees toward their leaders. In like manner, it was used to ascertain if there was a positive association between the leader and the employee based on predisposed perceptions.

Interpersonal Development

The four dimensions of relational work are associated with people skills. The relational interest is not only focused on differences, but also on similarities that can help strengthen the team. A cohesive team environment will respect different backgrounds, perspectives, and ideas. To demonstrate leadership effectiveness, a leader should demonstrate a commitment to the organization. This can be done by building relationships for long-term sustainability. In the same fashion, the dimensions of relational work have subconsciously been used in organizations, as leaders try to maintain the rigor of relationship building, and employee engagement (Collins-Camagro, 2014). Not to mention, there is literary work that expands on job behaviors that influence employees' perceptions about the organizations. Furthermore, studies were conducted to contrast the dimensions of relational work to the causes of employee's attitudes in relation to job satisfaction (Bahrami, Montazeralfaraj, Gazar, & Tafti, 2014; Ray, Wong, White & Heaslip, 2013). This model benefited the study to evaluate workplace attitudes, job satisfaction, and the impact of leadership influence toward employees.

Leveraging Leadership Development

Leaders are presumed to be change agents and facilitate change among their workgroup. They essentially empower employees with a vision-driven concept to that of a position or title-driven concept. This approach was founded on three leadership components. The leadership components include purposeful, inclusive, and empowering (Komives et al., 2013). These elements determine the effectiveness of a leader who will increase productivity and improve job satisfaction. This can be accomplished through

empowerment, purpose, ethics, inclusiveness, and one who is process oriented. Change in a workplace requires building strong relationships and leveraging professional development (Komives et al., 2013). This requires supervisors' compassion and an optimistic outlook to effectively manage change.

Prior research was conducted on the relational leadership theory to study the significance of social processes of leadership. The study addressed two viewpoints that gave two perspectives on relational leadership. The first perspective is considered the entity perspective. The entity perspective focused on attributes of an individual's interpersonal relationships. The second perspective is relational perspective as the emphasis is on a relational perspective and the concept of an understanding of ontology. The conclusion of the study rested on leadership as a social influence on individuals in the workplace that attributes to what is considered interactional justice (Vazifeh, Babai, & Zamanzadeh, 2013). Additional research has included dissertation proposals. To this end, the relational leadership model was used in the current study. I was able to distinguish the effectiveness of a leader as a result of behaviors, employee perceptions, and the impact of a leader's influence. The conceptual framework explained leadership styles, and their relationships to employee perceptions and performance.

Ethical Leadership

Leaders are viewed as role models because they are responsible for exemplifying ethical leadership principles. Employees who give a concerted effort to make an invaluable contribution to the organization, often place trust in their supervisors. The expectation is they desire continual support and honesty from their supervisors.

Organizations place high regard to their leaders to make certain they foster an inclusive work environment. It is just as important that their leaders promote honesty, respect, and fairness with their employees (Schrieder, Ehrhart, & Macy, 2013; Yukl, 2002). Ethical leadership principles are important to an organization because it establishes standards of integrity. These principles are believed to be linked to positive job satisfaction. Ethical leadership is believed to have a greater impact on employee satisfaction and organizational commitment (Voon, Lo, Ngui, & Ayob, 2011). In like manner, there are countless studies and research that attempt to define leadership behaviors and guiding principles. It has been reported that leadership behaviors are reflective of the situation and the environment, whereas principles center on integrity (Hirtz, Murray, & Riordam, 2007; Voon, Lo, Ngui & Ayob, 2011). Theorists have eluded that leaders' demonstrating various behaviors, or leadership styles show their effectiveness of managing employees (Davis, 2003; House 1971).

Guiding Leadership Principles and Behaviors

There are different perceptions of leadership behaviors that are exhibited with intentions of driving achievement and business results for an organization. For this purpose, various studies in the literature expounded on showing a lot of variations as far as, behaviors and principles that should guide leaders to improve performance. Guiding principles are thought to drive effective leadership that can impact a workgroup. These principles center on a leader's credibility and their integrity (Brown & Trevino, 2006). These principles become the footing for relationships that should be grounded on high ethical standards. Some of the most notable principles for effective leadership are

associated with the expected behaviors that leaders should model. These leadership principles are service and building community wherein the expected behavior of a leader is to value differences within their workgroup while providing a challenging and rewarding work environment (Cohen, 2012). Meanwhile, other principles include a commitment to career development wherewith the expected behavior of a leader is to encourage, and support their employee's professional development. This can be accomplished by providing clear directions, removing obstacles, and holding them accountable for their career aspirations (House, 1971). Other principles include honesty and unquestionable trust, with leaders upholding behaviors that represent high standards of integrity and excellence.

For now, diversity is a crucial leadership principle because leaders are expected to respect and treat others with dignity. This aligns with historical findings from Krislov (1974) representative bureaucracy in that leaders should not show any biases toward individuals and groups with different backgrounds and beliefs but, respect the varied talent that is often and traditionally underrepresented. Recognizing and supporting diversity builds awareness within the workforce and the communities as both are interdependent on each other to produce successful outcomes (Brown & Mitchell, 2010; DuBrin, 2010; Northouse, 2013; Shaer, 2013). These principles paralleled with Covey (2006) leadership principles which are integrity, intent, results, and capabilities. These principles are linked to behaviors that become critical to improve performance for organizational success. When a leader upholds these principles, and exemplify the behaviors, it will add value to their credibility and leadership competence.

Service and Building Community

Supervisors are in a position to support employees by providing tools, training, and exposure to perform their job responsibilities. When a leader put the needs of others before their own, they are providing a service to employees and fostering a supportive work environment. These attributes describe a servant leader. Servant leadership mirrors a transformation leader who leads followers and foster employee commitment (Chaudhry & Javed, 2012). For example, in the education profession, teachers perceive their principals as servant leaders. This reflects an earlier contribution toward leadership. It had been noted that servant leaders help develop people to perform at a high capacity. For this reason, veteran teachers especially, viewed principals as a participative, transformational, and a transactional leader. The demonstrated behaviors noted that administrators showed support by mentoring and providing additional resources for continued learning, and development to remain relevant in their profession (Greenleaf, 1991; Mihans, 2009). Similarly, administrators, principals, and supervisors who take an active role in professional development demonstrate their commitment to motivating employees and changing employee behaviors (Parkinson, 2008).

Leaders who are encouraging demonstrate versatility. They are skilled at engaging employees to become actively involved so they can perform better. Leaders' are skilled at crafting a team culture that embraces family like characteristics. These leaders exemplify an affective trust. This type of trust usually has positive outcomes. To illustrate, a case study was conducted that yielded two successful outcomes. This case

described Jane Liu a female founder and president of a global company, New Deantronics (Lin & Rowe, 2011).

Liu was challenged with trying to secure new business ventures successfully, and balancing a new team that required training. Because the demands were greater than the supply, she needed additional support. While seeking out additional resources, Liu was able to bridge business relationships with employees throughout the organization as well with her peers. She respected diversity, employee backgrounds, and had regard to their differences of values. Liu was described as a leader who was able to creatively engage her team. She successfully constructed a culture of sincerity and teamwork that provided a challenging and rewarding environment. As a result, there were two leadership principles identified in this study (Lin & Lowe, 2011).

The first principle was building community through nurturing and challenging. The second principle was valuing differences of others. This is congruent with the representative bureaucracy theory (Kennedy, 2014; Krislov, 1974). In all Liu needed a supportive community. These principles are connected to a leader who is transparent and willing to have open relationships with others (Shier & Graham, 2011). It was concluded when employees observe these behaviors; it reveals that transparency can be used as a motivational technique that increases organizational commitment. Most times when a person treats another with respect it is often reciprocated (Awan et al., 2008; Dhar, 2013). This kind of behavior will reduce negative employee perceptions toward a leader. It is already perceived that leaders do not respect employees' self-worth.

Commitment to Career Development

When leaders challenge employees to achieve excellence through attainable goal-setting, it sets a framework for leaders to foster relationships. Essentially, employees expect supervisors to support their career development. While providing a path that provides clear direction for upward career mobility, leaders will look for opportunities that will positively bring exposure to employee's talents and background experiences. Leaders who are intentional to foster and bridge relationships will need to identify talent from underrepresented groups (Butler & Waldroop, 2004; Kennedy, 2014; Komives et al., 2013; Krislov & Rosenbloom, 1981). Leaders who are deliberate to drive positive change will identify employees with talents that will give credence to their leadership ability and credibility. For example, a study was conducted with the North Carolina Child Welfare Workers. It was revealed that respondents gave higher ratings for supervisors because leaders supported career development (Childs & Francis, 2009).

This qualitative study focused on perceptions of adequate supervision. The study extended with research at both a public and private organization. It was noted that employees believed in leaders who took an active role in their career development by providing continuous development, and feedback to address skills gaps and job strengths. A leader who is committed to the development of employees exemplifies transparency and authentic leadership skills (Gibelman & Furman, 2008; Northouse, 2013).

Honesty and Unquestionable Trust

Honesty in a work environment builds on continued trust. When supervisors are honest with their employees, it creates openness between the supervisor and the

employee. To maintain the confidence from employees, supervisors should not make promises that are not attainable, however they should follow-through on commitments (Graham & Shier, 2010, 2011). If supervisors make a concerted effort to follow through on promises, it is predictive that their efforts will be reciprocated. For example, there was a study of Chinese employees' and how they regard their feelings of trust for their supervisors (Deng & Wang, 2009). It was revealed when employees begin to trust their supervisors they are satisfied with their jobs. On the contrary, the study revealed that honesty and trust are often misconstrued. This can compromise employee loyalty and performance. For this purpose, it was necessary to continue research on the Chinese workforce, and what they perceived as honesty and trust. The Chinese workforce measured honesty and trust on a leaders' ability to provide honest feedback for career and personal development, as well as for professional support. They believed a leader is one who demonstrates an ability to motivate employees, treat employees fair, and embody ethical principles. For this reason, it was revealed the Chinese culture value a trust-loyalty relationship. This is reflective based upon the Chinese cultural values such as harmony, reciprocity, and loyalty (Lau, 2012).

Another study was conducted surrounding a leader who makes promises to employees and later not fulfilling the promises. It was concluded that leaders had not fulfilled promises they initially mentioned to employees. This compelled employees to question not only the integrity of the organization but their authenticity to fulfill their obligation. Some of the promises that were mentioned in the study were autonomy and decision-making, career opportunities, and job security. When leaders do not fulfill their

promises or obligations to employees, it expands to distrust. This study emphasized that leaders are not authentic in their intentions to support employees therefore making it difficult for trust to be reciprocated from employees. In all, this study concluded that leaders tried to make impressionable gains at the vulnerability of the employee therefore trust became questionable (Yukl, 2012).

In turn, trust is an act that must be earned for it to yield a positive return to create an equitable work environment. This becomes an underlining expectation between the supervisor and the employee. Trust is the unwritten component that creates a high-performance culture. It reduces perceptions and employee job dissatisfaction (Abdallah & Ahluwalia, 2013; Dhar, 2013). Supervisors are influential wherein they can empower and motivate employees to accomplish goals. To maintain a balance between an organization achieving profits, leaders have a responsibility to cultivate a nurturing environment that engages employees who will more than likely excel in performance. When trust is established between the employee and the supervisors, supervisors unconsciously begin to create a positive and ethical climate. Trust is a three-way channel whereby management expects midtier leaders to make sound decisions. In turn, midtier leaders expect employees to perform in an efficient manner and employees place confidence in their management structure to make decisions for the best interest of the group (Auberbach, Lawrence, McGowan, Liu & Farnedes, 2011; Claiborne et al., 2011; Heifetz, 1994; Yukl, 2012).

Placing confidence in management rests on four tenets that are primarily centered on a leader's integrity and individual character (Covey, 2006). This can transcend

anywhere from humility to courage. The first tenet is integrity that is associated with transparency. The second principle is intent. The intent principle is looked upon as internal dwellings that are learned behaviors, practices, morals, and values. This principle is compared to feelings. Thirdly, capabilities align with strengths and passions that reflect the TASK acronym (Covey, 2006). This acronym is used for assessing one's talents, attitude, skills, knowledge, and style. This can serve as a checklist for leaders to dedicate their energies for self-development to energize their workgroup. The last principle is results. When priorities are set and focus becomes the center of potential, Covey (2006) stated leaders cannot produce results of a positive work group if the culture continues to be regimented or biased. If no change has occurred, there will be on-going challenges surrounding job satisfaction.

To illustrate organizational trust, Covey (2006) used himself as a subject within his organization, The Covey Leadership Center. He questioned the validity of the education department and their profits. He stated that he violated the trust in his staff wherein he negatively talked about the department and their skill competencies. For a leader, this is considered adversarial where it can affect organizational performance. As time progressed and numbers deemed to show improvement and high percentages, Covey (2006) apologized to the department head and the group. He also informed the group that they themselves were all critical factors to ensure the sustainability of the department's profits. For a leader to confront their wrongdoings and make amends with employees, this shows a demonstrated effort of restoring trust. It was pointed out that leaders who

show integrity are more likely to retain their staff, increase performance, and gain respect that in turn can impact job satisfaction.

In support of integrity and credibility, a study was conducted that consisted of women in corporate leadership. The study was aimed at identifying different leadership competencies (Folkman, 2012). The participants included male and female employees who were not in a leadership role, nor aspiring to be in leadership. Interview questions were comprised of different leadership competencies such as trust, commitment, empathy, and support. The responses yielded a high regard for female leaders who personify a high esteem of trust. This was one of the greatest leadership competencies for leadership effectiveness for female leaders. The indicators for unquestionable trust were integrity, honesty, respect, and a high regard to ethical standards (Folkman, 2012). Undoubtedly, the study affirmed that a leader must establish themselves as credible to gain the trust of their peers and employees. This required humility and courage (Covey, 2006; Folkman, 2012).

Diversity and Justice

A leader must establish themselves as credible through humility and courage. It may not appear to be as complicated for some oppose to others, but respect for others can be challenging. Respecting others can be alluded to treating people as one would like to be treated. According to Thomas (1992, 2006) who was a proponent of diversity emphasized how diversity and respect are synonymous to job satisfaction. He stated that leaders must broaden their scope of learned behaviors and their beliefs. If a supervisor does not adapt to the changes such as embracing diversity, employees will believe or

perceive they are excluded or ostracized. This can have crippling repercussions that can affect their morale and performance. Further drawbacks extend to impediments such as fear, irrational assumptions, and misunderstandings that evolve into cross-cultural differences (Coffey, 2012). Supervisors should seek to learn social identities such as respecting perspectives, communication styles, and generational differences of their employees. When they do this, they are positioned to create a holistic work environment (Guillaume et al., 2015; Kreitz, 2007).

Creating a holistic work environment within a diversified work group brings differences of behaviors and professional experiences. Supervisors will have to maintain consistency, fairness, and integrity. They are responsible for setting standards that reflect treating others with respect. This includes considering the appearances of their actions (Ellett, 2009; Guillaume et al., 2015; Kreitz, 2007). Employees perceive their supervisors as inconsistent and disengaged. Prior research discovered supervisors who are inconsistent with their actions and support, can influence an employee's perception, and affect their performance and productivity. Moreover, an employee's perception will reveal the leader's inconsistency. The inconsistency of a leader affects an employees' emotional outlook toward leadership and their jobs. This often time causes suppressed anger, depression, and resentment that contribute to negative perceptions (Akehurst, Comeche & Galindo, 2009; Kohl & Bellamy, 2010).

The authenticity of a leader is one who can inspire individuals. In a society where job security is no longer a privilege, employees need leaders who value employees. It has been criticized that leaders are often contradictory. Employees should not be placed in a

position to observe a leader who has inconsistent [negative] actions, but see a leader who is a positive team player (Northouse, 2013). Supervisors will begin to unconsciously set a framework for a workforce that prides itself on ethical practices (Komives et al., 2013; Yukl, 2012).

Perceptions of Leaders

Perceptions can be misconstrued because of the variables that surround leadership behaviors. Employee's perceptions of type-casting their leaders are categorized into two areas. The two areas include an organizational perception of leaders while the second deals with a leader's effectiveness as a role model. A study was conducted by Shaer (2013) who analyzed employee perceptions about their leadership. He first analyzed his findings around the organizational perceptions of leaders. In his findings board members, chairmen, and presidents based their perceptions of their own leadership team as being competent, engaging, and profit driven. They placed total confidence in their leaders' abilities to move their organization forward. When results showed different from what was expected, the perceptions began to focus on job-related challenges that alluded to workplace incivility (Ogunbamila, 2013).

In the banking and finance industries, workplace incivility is considered a downgraded behavior. This type of behavior does not have any regard for an individual's dignity and self-esteem (Ogunbamila, 2013). Leaders who exemplify traits that provoke workplace incivility do not establish themselves as credible and trustworthy. Though this type of behavior is not accepted in the workplace, it does occur more often among leaders than that of employees. Ogunbamila (2013) reported this behavior stirred tension

and discord among employees. It can be presumed this type of behavior generated negative perceptions that induced employee attitudes and behaviors in the workgroup (Brown & Trevino, 2006; Travis & Mor Barak, 2009). Incivility can be perceived differently in other professions wherein it does not generate crippling repercussions. For this study, it appeared preconceived perceptions, and incivility can lead to damaging outcomes and workplace mistreatment (Cortina, 2008, Cortina, Magley, Williams & Langhout, 2001).

The second category that Shaer (2013) analyzed centered on a leader's effectiveness as a role model. Role models are recognized as active individuals who demonstrate positive behaviors among a group or individual (Mayer, Kuenzi & Greenbaum, 2009). Perceptions and type casting a leaders' ability bring on conflict. This conflict was described as leadership style differences. In all, typecasting leaders demonstrate close-minded thinking. In his attempts to identify leadership characteristics, within different situations that encircle different beliefs and perspectives, Covey (2006) concluded it is difficult to give substantive results that surround what are the real expectations of a leader. He rested on the fact that the eye of the individual yields the actual result of how they perceive what they believe is expected of a leader.

In like manner, Otara (2011) noted that leaders will need to manage perceptions but most all, manage how they respond to perceptions. Perceptions that are not managed demonstrate a lack of self-awareness. Goleman (1995) stated that leaders who are not aware of their emotions or acknowledging their weaknesses and strengths can bear burdens on the environment. This brought on uncertainty about the sincerity of a

supervisor's ability to lead others (Ojedokum, 2008). It also raised questions about the supervisor's ability to openly interact with their employees without interjecting their personal dissatisfactions (Childs, Williams, Francis, & Hartley, 2011). Studies continue to affirm that supervisors need to manage their self-awareness effectively, and how it affects the workplace. There was however research that differed based on the situations and the environment. This ranged anywhere from resistance to diversity, resistance to different professional experiences, and a leader's lack of interpersonal skills toward their employee. Supervisors who impose their emotions, insecurities, and lack of emotional imbalance can cause frustration and job dissatisfaction (Bruce & Arguello's; 2010; Rad & Yarmohammadian, 2006).

The frustration evolves because supervisors do not want to acknowledge employees who have different ideas and suggestions. They do not value their employee's recommendations to create balance in the workplace, thus this creates unsolicited prejudices. Supervisors who exhibit these characteristics show cynicism and passive retaliation toward their employees. Further these behaviors also show their inability to accept change and diversity (Lourenco et al., 2014).

Leaders in any profession of work have become an integral component in an organization. Leaders' professional dispositions can impact employees and job satisfaction. This can be viewed positively or negatively as situations and circumstances present themselves to employees. Most supervisors who are seeking higher advancement in management are proven effective when they take an aggressive yet democratic approach to addressing stressful working conditions. If this is not addressed, it can reflect

a low level of professional development, while affecting employee performance (Parlalis, 2011). Supervisors are the bridge for employee performance outcomes. Studies supported this assumption in that supervisors ensured tasks are clearly defined, and provided the necessary resources for employees to perform their job responsibilities (Mor Barak, Travis, Pyu, & Xie, 2009). On the other hand, Shulman (2010) argued against individuals who made any assumptions about leadership support. They first must understand the definition of the word support. It can be misunderstood or interpreted differently by employees because employees' professional needs may change over time, and there is less dependency of supervisor's support. It may not yield the same outcome or results for some as it would to others. Since there are different viewpoints in the literature, the gap that was discovered would raise the question if a supervisor provides support and resources for successful employee outcomes, to that of different interpretations of supervisory support. What then will yield positive job satisfaction? This can be misleading. To concretely support this, research through an ethnographical lens will need to study employees over a span of time. Over an extended period, the study should reflect if the employee needs should change surrounding supervisory support in response to job satisfaction.

Factors Contributing to Job Satisfaction

As previously stated, there are different theories and models that align with leadership styles. A leader's behavior is reflected in various characteristics. The literature identified particular leadership attributes that are caused to drive employee perceptions. It is under the assumption that leaders' who exemplified certain characteristics would

change the employee perceptions about the effectiveness of a leader. These descriptions are used as indicators of job satisfaction that are connected to motivation and organizational commitment. They are identified as intrinsic and extrinsic, whereby the three types of organizational commitment are, affective, continuance, and normative. These components are usually identified as intrinsic and extrinsic motivations that are commonly associated with job satisfaction.

Affective Commitment

Affective commitment is linked to an employee's emotional attachment to their organization (Mayer & Allen, 1991). This has been noted as an important factor for an organization. Literature has stated those employees who have a strong affective commitment often display loyalty; therefore, they feel a sense of belonging (Gentry & Shanock, 2008). Prior research has shown there are antecedents that are associated with affective commitment. In addition, these antecedents include autonomy, supervisory support and feedback, and participatory inclusion. Employees can make decisions that would positively impact their workplace (Hamama, 2012; Schurer, Kohl & Bellamy, 2010). Affective commitment and intrinsic work motivation are integral to an organization. A small level of affective commitment establishes the base for employee turnover. On the other hand, when there is a high level of affective commitment, employees continue to believe in the mission and remain with their organization (Chernesky & Israel, 2009 2007).

Continuance Commitment

Continuance commitment represents the costs of an employee leaving the organization. Employees desire to work in a productive yet challenging environment where they are duly compensated for their labor. There are times when organizations do not have the fortitude to compensate employees which in turn place employees in a compromising situation. If they are not satisfied with these conditions, employees have to consider whether to remain or leave the organization., Employees will have to consider particular factors that would determine their decision with leaving the organization. The most notable factors are salary, tenure, skill-transferability, and career investments (Erdheim, Wang, & Zickar, 2006; Linn, 2008). As such, continuance commitment is associated with the extrinsic motivational factor.

Continuance commitment affects the employee and their commitment to the organization. This creates further challenges for the employee more so than the organization. These challenges become a risk because job knowledge is no longer an asset. Further disadvantages to employees become a concern when certain job tasks require specific job skills. Literature has revealed further disadvantages such as employees not being valued for their contribution, tenure, and commitment to the organization. It is noted when this occurs; negative perceptions emerge (Deng & Wang, 2009). Consequently, this causes disconnect in trust and commitment. Employees over time will continue to ponder leaving the organization even when they risk tenure, salary, and skill-transferability.

Normative Commitment

Normative commitment refers to an employees' obligation to their organization. This is related to the commitment that employees have toward the organization's goals and values. Normative commitment extended to an employee's commitment toward their peers associated with coworkers' commitment. Furthermore, like affective commitment employees are devoted to the organization's participatory management style. When an organization encourages participatory management, they allow employees job autonomy and inclusiveness to make decisions that impact or influence work processes (Hwang & Hopkins, 2015; Simon, 1959). Conversely, employees are expecting reciprocity from their organization in that they expect the organization to uphold their obligation to the employee (Dhar, 2012).

Intrinsic Job Satisfaction

Intrinsic job satisfaction is commonly associated with advancement and promotion whereby extrinsic job satisfaction is linked to compensation and job security (Akehurst et al., 2009). These depictions are equated to leadership effectiveness and how they promote organizational commitment. Job satisfaction is continuously researched because employee commitment can change over time. For this reason, employee needs may change as to what is important to them that gauge their perceptions of job satisfaction (Nielsen & Randall, 2012; Parbudyal & Loncar, 2010). Understanding the differences of each component will define the motivational factors that impact job satisfaction.

Intrinsic job satisfaction is more expressive of the actual work and how employees view their job tasks. If job functions become mundane and do not challenge employees, it will affect employee motivation. When job tasks are not challenging to employees, their performance is impacted that can affect the outcome of their goals and rewards (Smith & Shields, 2013). Employees will begin to feel restricted to a particular job task that does not offer any opportunity for them to demonstrate their skills.

Redundancy could lead to limitations and resentment when employees are not given any autonomy. Employees could start building up a defiant attitude. They will be more defensive and believe they are not allowed opportunities to make decisions that impact their jobs (Simon, 1959). They want to be valued for their commitment to the organization (Greenberger & Strasser, 1986). Autonomy is noted to have a positive impact on job satisfaction when there is an opportunity to refrain from repetitive tasks.

The same way autonomy is a form of intrinsic motivation, advancement and promotion are also associated with job satisfaction (Thomas, 2009). When employees are given challenging job tasks that are aligned with their skills, it can positively affect job performance (Madi, Abu-Jarad & Alqahtani, 2012). Butler and Waldroop's (2004) relational model are instrumental to motivate employees. This model can be used for managers to assess employee skills to help align them with their career development. This expands to the relational leadership theory that was originally researched by Dachler and Hosking (1995). They described leaders as individuals who motivated employees through autonomy which connects to an entity. The authors associated entity with social relationships. Within this construct, leaders were prone to seek out how to positively

influence other individuals and groups (Komives et al., 2013). This can be a crucial factor in a workgroup, because employees are exposed to different ideas and skills.

When there are mutual collaboration and support from leaders, it is an attempt to change perceptions. Intrinsic job satisfaction and how employees view their job tasks could affect career commitment. Until leaders are willing to change, employees will continue to show signs of discontent. Employees are significant and are valuable to their organization. Like House (1971) who mentioned that leaders will have to provide a path for employees to manage their career and their current job tasks. On the other hand, Herzberg (1966) believed the intrinsic value is indeed contingent upon a leader. He felt that a leader will need to remove barriers and controls to allow employees personal accountability. He also believed in autonomy, where leaders encourage employees to take initiatives to undertake challenging work tasks. Komives et al. (2013) also mentioned the effectiveness of a leader is one who will increase productivity through improved job satisfaction (Lourenco et al., 2014; Thomas (2009). This can be channeled through empowerment, purpose, ethics, and inclusiveness. This type of leadership is known as a process-oriented leader.

Extrinsic Job Satisfaction

Extrinsic job satisfaction is linked to incentives. When employees know, they will be rewarded beyond their usual compensation, they begin to package themselves to become indispensable. Just as employee's desire autonomy and challenging job tasks, they also want to be compensated for their efforts. When employees have met performance goals, the expectation is compensation. This concept mirrors Vroom's

(1964) expectancy theory of motivation. The expectancy theory (Vroom, 1964) is aligned with extrinsic job satisfaction because employees expect an outcome that is associated with rewards (valence). Employees completing a job task with confidence and meeting their goals are expecting an outcome (expectancy). Additionally, when leaders make promises, it creates a perception of employees whereby leaders will fully comply with their commitment (instrumentality). Extrinsic job satisfaction is a result of expected outcomes for a task that is performed.

Supervisors, who have a relational commitment to their employees, are adept to match skills with job tasks. For this reason, leaders should compensate employees. The perception of employees who are willing to go over and beyond to perform their job task, desire either a salary increase, promotion, or job security (Daryoush, Silong, Omar & Othman, 2013; Rowden, 2003). For example, in a society where the economy has affected employment, options are very limited for career advancement, growth, and continued training for advancement. This will affect salary increases, and bonuses that are associated with performance goals. Work commitment is contingent upon intrinsic value. Extrinsic job satisfaction is related to job knowledge and transfer knowledge. Thus, Cruz, Martin, and Cantero, (2009) believed that employees need to have the assurance they are indispensable. Their organization should acknowledge them for their willingness to take initiative to seek out further development that will not only benefit them but their team. Extrinsic job satisfaction can affect work commitment since it encompasses an expectation, because it is commonly associated with employment and

compensation. When there is a low level of work commitment because of the extrinsic value, it will affect the retention and turnover (Parbudyal & Loncar, 2010).

Gaps in the Literature

There were gaps however that derived from the study of representative bureaucracy such as exploring external demographic representation regarding what group is now considered minorities to that of the majority. This provides equal opportunity for individuals including legislators and the public to make and support decisions that have an impact on public policies. Basically, if representative bureaucracy is to look at commonalities and equality, it should do so by not segregating itself into different groups that may challenge or include social ideals.

This study filled the gaps by applying the path-goal theory and the four leadership styles. Assessing the four leadership styles assisted with determining whether different leadership styles indeed impact job satisfaction, performance, and productivity. This study also filled the gaps by revealing that child welfare agency employees are inclined to both task related and people oriented relations that attributed to the causes of negative perceptions. This study filled gaps by establishing if leader rewards inspires and motivates their employees for task achievement.

Summary

The literature review described theories that will frame this study. The theories and models offered an approach to explaining behaviors and leadership. The literature review expanded on organizational influence, decision-making, and democratic governance. Hence, this chapter began with a review of Simon (1959) administrative

theory. He emphasized employee inclusiveness and decision-making. His framework was centralized on leaders' behaviors within an organization that minimized the inclusion of their workers' in various areas of work responsibilities. He believed leadership should be held accountable to ensure employees are allowed to participate in the decision-making process. Simon (1959) believed that active employee participation in the decision-making process would yield positive change in a system that is ruled by a hierarchal structure. Managers should foster an inclusive culture where employees who have different perspectives are encouraged to contribute. They should also find practical solutions to improve performance and productivity. Simon (1959) also believed if organizations failed to allow employee's opportunities to realize their full potential, and take steps to rehabilitate its processes, their actions would negatively influence behaviors. Their actions could also affect employee motivation and performance outcomes. To maintain employee job satisfaction, the administrative theory (Simon, 1959) indicated that leaders will need to broaden their outlook by creating positive relationships through support, development, and relational by way of removing bureaucratic constraints that undermine employees' contributions to the decision-making process.

Similarly, to that of the administrative behavior, there should be further accountability from management. In a top-down organizational structure, leaders are responsible to ensure the organization strives to create a workplace where employees are valued, engaged, and empowered to step outside of the confines of a controlled system. Control should not be looked upon as negative because there should be some level of governance. For the sake of the study, governance (control) should create balance where

employees are allowed opportunities to express their concerns without any negative ramifications. This representation reflects the democratic theory (Dahl, 1989).

It is often perceived that employees are often intellectually undermined. Dahl (1989) based the democratic theory on a bureaucratic system of government. He noted a government that is controlled with gradual change; will often use their authoritative rule to override the rules and policies of the organization. They are usually categorized as an anarchy system. Anarchy is considered total control of one governing body. An anarchy system in this regard did not support Simon's (1959) administrative theory in that it restricted an inclusive workplace. Both theorists focused on behavioral processes that were formulated for organizations to work collaboratively with employees to reach organizational goals. Dahl (1989) believed there should not be any exclusion and dissension because he considered every individual should be valued by management as well as the government.

For this reason, government and organizations tend to overlook underrepresented groups and individuals in a workgroup. This limits creativity, causes resentment, and affects performance negatively which in turn affects performance outcomes. A community that is comprised of individuals who impact performance outcomes and public policy will often support leadership that mirror or share similar characteristics such as race, gender, and ethnicity (Adusah-Karikar & Ohemeng, 2014; Krislov, 19741). This is considered a representative bureaucracy because groups and individuals feel they are valued and respected because their ideas and beliefs can influence directly public policy and performance outcomes. Krislov and Rosenbloom (1981) argued that

representative bureaucracy is not directed solely toward power, but that of unrepresentative power. Leaders who share similar values and beliefs will be susceptible to foster a holistic environment. On the contrary, if there are differences of values and beliefs, it will begin to cause dissension that can be linked to passive aggressive retaliation.

The chapter then reviewed how dissension can cause passive aggressive retaliation in a public service career. This type of government is not limited to private sectors. However, O'Leary (2010) grounded her study on a guerilla government because public service employees who work in a bureaucratic system are inhibited to make decisions. She described these individuals who are dissatisfied with public policies and programs will retaliate silently against their leadership to stand fervently on their position. O'Leary (2010) made mention that guerilla employees who strike back even if it is for strategic reasons are often their own demise. This could be on the other hand looked upon as employees who are governed under a suppressed system of leadership that do not share their values and beliefs and opinions surrounding public policy. This is presumed to create discord in the workplace. This goes back to the limitation or lack of democratic governance where individuals become disengaged, because they are not allowed to make decisions freely, and often undermined (Dahl, 1989).

To foster a collaborative work force, leaders will need to become actively involved with their employees. This will allow them to tap into a range of talents and experiences that will add value to the organization, and the workgroup. Leadership involvement can either drive down negative perceptions or it could positively impact the

organization. Employees will be receptive to go beyond the scope of their job responsibilities to excel that mirror the leadership style of their leader. Engagement and innovation are closely associated with interpersonal skills. This can be linked to relational work that surrounds the leader and the employee (Butler & Waldroop, 2004).

Moreover, this chapter review highlighted critical attributes of the dimensions of relational work and how this model is connected to relationships. Leaders who engaged actively with their employees can incorporate representative democracy, (Peters et al., 2015). They can recognize if there are any differences that may hinder positive relationships, performance, impact productivity and perceptions. It is important to understand the relational interest between the leader and the employee is not only focused on differences, but also on similarities that can help strengthen the team. A cohesive team environment will respect different backgrounds, perspectives, and ideas (Adusah-Karkari & Ohemeng, 2012; Krislov, 1974). To demonstrate leadership effectiveness, Butler and Waldroop (2004) along with Northouse (2016) concluded that a leader should demonstrate a commitment to the organization. In like manner, it is emphasized that a leader's ability to create positive relationships determines their effectiveness in the workplace. Also, they are capable of influencing employees to increase productivity, and improve job satisfaction through empowerment, purpose, ethics, inclusiveness, and process-orientation. This is grounded on the relational leadership model that provides an outline for leaders to establish relationships between the people for a positive change (Komives et al., 2013). As such the relational leadership model is built on three leadership components. The leadership components include purposeful, inclusive, and

empowering. These components should guide a leader to make a positive change in a workgroup. They become the catalyst for change that will ensure positive employee interaction that will permeate to overcoming internal challenges.

The chapter provided an overview of leadership behaviors and principles. There were five leadership principles that described what leaders should represent. The five principles that were mentioned were respect for others, service to others, justice for others honesty toward others, and building community. It is believed these principles are fundamental to an organization's code of ethics. These principles are implied to reveal the greatest good of a leader. In all these principles embody the character, actions, and the behaviors of a leader (Brown & Mitchell, 2010; DuBrin, 2010; Northouse, 2013; Shaer, 2013). The literature presented case studies that emphasized what is perceived as effective leadership behaviors. Common behavioral themes were repetitively mentioned such as respect, diversity, trust, and honesty that set the groundwork for leadership effectiveness. The literature placed focus on a leader's ability to increase performance, productivity, and employee satisfaction by creating opportunities to focus on matters that appeared to be small and overlooked, thus creating mistrust and disengagement (Vandergrift & Matusitz, 2011). The literature review provided backgrounds of factors that are attributed to employee perceptions, and its relationship to job satisfaction.

The chapter of the literature review began by discussing some of the possible factors that evoke employees' perceptions, and how leaders should manage perceptions. The literature brought attention to three commitment styles. These styles were affective, continuance and normative. The different forms of commitment set the framework for

further study. There were indicators that were associated with employee perceptions impacting job satisfaction. They were classified as extrinsic and intrinsic job satisfaction. The literature provided generalities of the two motivational styles that are strategic to employee commitment. This section provided a review of factors that can affect motivation, performance, and job satisfaction.

The literature review highlighted a myriad of contributors and indicators that affected perceptions and employee job satisfaction. Prior and current research expounded on similar theories and findings. There were repetitive themes in the literature that displayed a significant impact toward perceptions and performance. Some of the themes were relational leadership, unquestionable trust, reciprocity, leadership behaviors, and characteristics that affect the workgroup, while leaving deep-seeded employee perceptions. Additional themes were governance, inclusion, autonomy, and decision-making.

On the contrary, this study addressed if indeed one component became the primary reason for spiraling performance and negative employee perceptions. This study also explored to determine if one leadership style is most suitable to address and change a workforce that is faced with operational challenges. Leadership can make changes or have made changes to processes that remove the stigma of a bureaucratic climate to that of a transformational climate. This would include embracing the mission of the organization, outline a vision to achieve attainable goals, and be committed to the success of the staff. The expected outcome may permeate over to delivering positive results for families and children.

Chapter 2 provided a review of historical and current theoretical literature historical theories that focused on leadership behaviors affecting employee motivation, performance, and productivity that can occur in child welfare agencies. Chapter 3 focused on the methodology, design, instrumentation, and data analysis method that was used in two child welfare county offices in Dekalb and Fulton [County], Georgia. Chapter 4 will present a general analysis of pilot study, the demographic information, data analysis, evidence of trustworthiness, dependability, and results. In Chapter 5, I will present the interpretation of the results, the findings, recommendations, awareness to positive social change, followed by a summary and conclusion.

Chapter 3: Research Method

Introduction

The purpose of this qualitative study was to examine human interaction through a phenomenological lens regarding perceptions about leaders' behavior and the effectiveness of current practices in child welfare agencies in two counties in the state of Georgia. In Chapter 2, I explored the discussed the theoretical framework that focused on leadership behaviors affecting work performance and job satisfaction.

The chapter will include a description of the specific research design with an explanation of why the design model was most appropriate for this framework. Additionally, this chapter will describe the methodology that was used to capture the purpose of the research. This chapter will also outline how each research question was relevant to the study, a description of the participants and how they were selected, the role I played as the researcher, and the research instruments, including the procedures for recruitment and participation. Moreover, Chapter 3 will address the data collection tools and how the data were collected and analyzed, with consideration to the issues of confidentiality and trustworthiness of the data and ethical concerns. To protect the integrity of the study, this chapter will further address the protection of human participants without compromising the confidentiality of data storage.

Research Design and Rationale

This study used a qualitative phenomenological research design to examine the perceptions of caseworkers toward their leaders. The reason a phenomenological research design was used for the study was to explore the lived experiences of participants that

affect employee performance in a work environment. This study identified phenomena that were interpreted through a qualitative method such as an online survey with reactions to the structured open-ended online questions. I conducted an online survey that was distributed to selected administrators' and supervisors, asking questions regarding their leadership behaviors, perceptions, styles, and their social relations in their work group. The rationale for the study was to capture themes, behaviors, and actual experiences that would interpret and understand a lived experience (Patton, 2015).

A journal was used to record my thoughts and opinions as they related to the survey responses. The journal was used to capture jargon and inferences that were needed for further probing for understanding. The journal did not present any consequence to the study and the participants. For further clarification toward a specific question, I was able to reference the coding framework for the study. For this approach, there were no tape-recorded or telephone interviews that were required or recorded the participants' approval. The surveys, however, consisted of open-ended survey questions (Appendix C).

Research Questions

The central research question that guided this was as follows: What are the perceptions and the impact of public leaders on employee goals, productivity, and direct work service in a public-sector workgroup?

The following were sub-questions that were also explored to answer this question:

1. How can different leadership strategies change worker and leader behaviors for improved work performance and job satisfaction?

2. What strategies are perceived by administrators to broaden access to work related products and services while demonstrating a commitment to the agency and staff?
3. What strategies are perceived by county directors for improving the communication, performance, and productivity with child welfare workers?
4. What strategies are perceived by supervisors for improving communication and performance that can foster an inclusive culture where employees are comfortable, and encouraged to contribute to the agency and workgroup?

Role of the Researcher

It is important to consider the role of the researcher because as the researcher, I was the primary instrument for this qualitative research. I am not employed by any public organizations or nonprofit organization, including child welfare agencies. I was considered an observer by the study participants. I am neither a supervisor nor a caseworker as this did not affect the validity of the research. My personal, professional, and civic involvement with this subject matter came from my interest in organizational behaviors. This included interest in behaviors that affect employees' performance and productivity. I have an added interest in laws that connect abused and neglected children with juvenile reform.

As the researcher, I had no prior established relationship with the study's potential participants. For this study, online surveys were used, allowing me to establish a nonthreatening presence. I did not coerce responses that could have included implicating certain jargon and phrases within the open-ended questions. The survey allowed

opportunities that revealed authentic responses and experiences (Maxwell, 2012a). I used discretion and precaution. I ensured the open-ended survey questions were not a reflection of my own personal views and personal beliefs that could have been imposed on the interpretation of the study.

I did not share my personal experiences with the participants. I did not share the participants' stories or experiences with other participants. I did not judge any participants, as this creates ethical challenges that can cause conflict of interest (Wiles, 2012).

Methodology

The methodology for this study involved a qualitative phenomenological research design utilizing online surveys to collect open-ended responses. In addition to county directors, managers, and supervisors, I was able to draw lived experiences from backgrounds and cultural differences that represented a diversified workgroup through their active involvement in the community as child welfare advocates. I have affiliations with nonprofit child policy and advocacy agencies such as Voices for Georgia's Children, (Georgia Voices, 2012), JUSTGeorgia advocacy coalition (JUSTGeorgia, 2012), Georgia Children's Advocacy Network, and CASA (Court Appointed Special Advocates). Furthermore, I established a developing rapport with select individuals and have had a discussion of my interest in child welfare leadership.

This workgroup was a reflection of the groups that had similar attitudes and behaviors (Kennedy, 2014; Krislov, 1974). This included how individuals responded to

other people through perceptions and how people reacted to certain situations. This provided a rationalization to conduct a phenomenological research (Connolly, 2010).

Participation Selection

The target population consisted of 16 participants within two regional child welfare offices located in a suburban area in the state of Georgia. The regional office has two counties 4 satellite offices that service 15 cities. The two counties that were studied were Fulton and Dekalb. These two counties both have a high percentage of deprivation caseloads associated with abuse and neglect. The average number of caseloads between the two counties is an estimated 40,000 investigations, of which half were declared substantiated (Georgia Department of Family and Children Services, 2013). The staff population between the two county offices averages approximately 1,500 employees.

A purposeful sampling method was used to recruit participants for this study. I utilized a research affiliate ., to preserve participants and to protect the rigor of the study through anonymity and confidentiality. This agency works in conjunction with Georgia Department of Family and Children Services (GA DFCS). I made known to the child welfare affiliate the specifics surrounding the participant pool and the inclusion criteria (educational and professional) set forth by the state of Georgia Department of Human Services (2016) through written documentation (Appendix B. This ensured the surveys were sent to the targeted participant population. The research affiliate introduced me as the researcher through e-mail and provided the documents that I prepared for the affiliate to request participants to participate in the online survey (Appendix A). The research affiliate e-mailed survey invitations to all potential participants who were in leadership

roles including administrators, directors, and supervisors. Neither the researcher affiliate nor I were made known of the participants regarding their responses if they chose to participate in the study or declined participation.

For participants who responded to the e-mail invitation, they were directed to a hyperlink to the survey website, where they could access the required informed consent form and questions that pertained to their work demographics. The data collection procedures advanced once the participants signed the informed consent form and responded to the demographic question.

Instrumentation

Multiple data sources were used for this study, which included online surveys that consisted of structured open-ended questions and documents that included agency manuals, leadership training manuals, and assessment tools for supervisors. The multiple data sources helped to reveal consistencies and themes (Northcote, 2012). The triangulation consisted of surveys and documents, as they aligned with the theory, methodology, and data construction instrument. This provided credibility, validity, and reliability throughout the research.

The SurveyGizmo (2016) digital software online survey protocol was used to ensure the anonymity and confidentiality of participants. The online surveys minimized scheduling and travel time that would have been needed to conduct face-to-face interviews. The open-ended survey questions (Appendix C) was used to draw out each participant's beliefs, perceptions, and experiences that related to their leadership abilities and competencies toward employees. I used the same open-ended questions for each

participant in the study. I did not have to resubmit the survey to ensure more understanding of the responses, because I reached saturation when there was repetitiveness that did not reveal any new data (O'Reilly & Parker, 2012).

Data Collection

To maintain the rigor of the research, data collection instruments consisted of conducting online surveys and collecting 16 participant responses that generated from the online surveys, along with myriad online documents that pertain to child welfare leadership. The documents that were analyzed consisted of reviewing existing documents such as scholarly journals, policy manuals, leadership training manuals, and job descriptions that revealed how managers are supervising employees. This included *Social Work Supervision Manual* (National Association of Social Workers, 2013;), the *Supervising Child Protective Services Leadership Training Manual* (U.S. Department of Health and Human Services Administration for Children and Families, 2004;), the *Childcare and Parent Service Policy Manual* (Georgia Department of Human Services, 2015;). I also analyzed job descriptions that provided a detailed synopsis of supervisors' credentials and expectations (Georgia Department of Human Services, 2016;).

Surveys were disseminated from the research affiliate to administrators and supervisors who agreed to participate in the study. I ensured the time to complete the surveys should have been no more than 15 minutes. This allowed participants to complete the survey at their leisure, but there was a 2-week deadline to return all survey responses to me. There were some participants who consented to participate, but did not complete

the survey in its entirety or chose only to complete a portion. This limitation did not hinder the study because the responses were not collected and included in the study.

After the completion of all surveys, I uploaded the surveys from the Survey Gizmo (2016) digital software into the ATLAS.ti 7 (2016) qualitative data management software to store, organize, categorize, and code the data. Pattern analysis was also used to determine if there were any consistent perceptions within the sample populations.

Document Analysis

Documents were used to assess data that identified information for the study. Such documents consisted of scholarly journals, previously written reports, and leadership training manuals. Job descriptions were used and revealed how managers are supervising employees. The documents were another instrument that assisted with analyzing data that evolved from the research questions. They were used to glean a better understanding of the phenomena. These documents were online for public viewing.

Data Analysis

Identifying common themes that are based on perceptions and how one interprets questions is contingent on understanding a particular phenomenon (Suter, 2006). This is commonly known by viewing data that require an analytic lens (Saldaña, 2009). I used an open-coding system with specific codes to identify and categorize the data. I then used axial and pattern coding to determine any consistent themes, phrases, and words that emerged from the data (Saldaña, 2009). This labeling emerged from the narrative responses from the online survey. Open-coding allowed me to look for repetitiveness that was linked to a specific research question and the theoretical framework of the study.

Open-coding resulted into exploring further research and analyzing that identified additional patterns and themes (Saldaña, 2009). This resulted in using axial codes. These axial codes yielded a subcategory to justify and possibly confirm responses.

I analyzed the data by using the modified van Kaam (as cited in Moustakas, 1994) eight-step method:

- Step 1: Horizontalization: Listing every experience, expressions, words, and phrases that were shared by each participant that resulted in a broad culmination of words.
- Step 2: Reduction and Elimination: Reducing any redundant words and phrases. This is done on the grounds of eliminating any additional words, phrases, experiences, and themes that did not relate to the phenomenon.
- Step 3: Clustering and thematizing: Grouping related invariant constituents to organize words that yielded core theme surrounding the phenomenon
- Step 4: Final Identification of Invariant Constituents: Determines if participants' direct phrases and themes were relevant to the phenomenon.
- Step 5: Textural Descriptions of Individual Experiences: Requires a complete review all the relevant phrases and responses that emerge from the data including common themes. The common themes are derived from verbatim quotes.
- Step 6: Structural Descriptions of Individual Experiences: This process required developing a vivid explanation of themes, emotions, and from the transcribed interviews.

- Step 7: Textural and Structural Descriptions of Meanings and Experiences: Constructs the essence and meaning of each experience and imaginative theme.
- Step 8: Composite Description: Identify common meaning and interconnect each theme using qualitative analysis software.

I used preliminary code words that included the following: *performance*; *strategies*; *inclusive*; *factors*; *autonomy*; and *challenges*. The ATLAS.ti 7 (2016) qualitative management system was used to code these words into categories. The preliminary coding consisted of four categories. The categories included theories derived from the literature, thematic categories based on the participants' responses from each of the interview questions, and how each response was associated with the research question. As mentioned there were subcategories that emerged from research. The open codes were used to identify axial coding in turn used to determine themes.

The path-goal theory was linked to the leadership styles and job satisfaction thematic category. The subcategory was identified with change and building relationships. The second theory, relational leadership model theory was linked to the thematic category for leadership behaviors. The subcategory was created to explain perceived strategies and valuing employee. The third section overlapped with three theories that included path-goal theory, the relational leadership model and the representative bureaucracy theory. The thematic category was associated with leadership skills, agility, and inclusiveness. The subcategory sought to give reason for change, diversity, valuing employees, and building relationships. Lastly, the fourth theory, the

representative bureaucracy theory was linked with the thematic category, agility and inclusiveness. The subcategory was helpful for improvements in the areas of inclusive, challenges, and building relationships.

The study explored the experiences of leaders who are in a leadership position and how they influence employee performance. This study devolved into employee perceptions of their leadership. This supported the phenomenological research design that examined the perceptions of human interaction.

Ensuring the Validity of the Instrument

Validity is most often associated with descriptions and explanations that will give explanations to determine if each is fitting for the description of the study. This is yielded from the researcher's perspective (Jansen, 2010). There are several suggestions that Maxwell (2012b) mentioned such as observation, peer review, debriefing, triangulation, and multiple sources that provide thick descriptions. To ensure validity in this study, I used multiple data sources including online surveys and existing documents. This allowed me to use thick descriptions that gave a clear understanding of participants' perceptions.

Issues of Trustworthiness

To ensure the quality of the study, it is imperative for the researcher to refrain from coercion toward the participants. This presents threats to the research in that researchers can make implications that reflect biases in the interpretation of participants' responses (Saldaña, 2009). To maintain the rigor of the research, I collected and

established the credibility of the research by using the ATLAS.ti 7 (2016) qualitative data analysis research software.

Credibility

Credibility is having confidence in any truth of research findings (Smith, Flowers, & Larkin, 2013). Further credibility establishes the actual representation that can be done by observation, debriefing and active engagement in the field (Weber, 1990). To guarantee accuracy and ensure the credibility of the study, I used triangulation as another strategy to sustain credibility. Using triangulation allowed multiple sources to build a rationale for the occurring themes (Maxwell, 2012a). The criterion was used to establish the credibility through surveys, saturation, member checks, peer reviews, and reflectivity (Onwuegbuzie, Leech, & Collins, 2010).

I used thick descriptions to give a further explanation that addressed the validity of the study. I began with on-line surveys. The open-ended survey questions (Appendix C) were derived from the literature and addressed the research questions. Through the surveys and my own journal notes, I determined there were new and emerging findings. At this point, saturation had occurred and further data was not used in the study.

Transferability

Thick descriptions describe a social phenomenon that produces the external validity of the research; commonly associated with the transferability of the study (Houghton, Carnes, & Ellison, 2013). I used strategic efforts to establish the transferability through thick descriptions of participant selection. I made certain that particular characteristics from the participant pool differed from the study and data was

presented in another setting (Maxwell, 2012a; Merriam, 2009). The same method was used to gather data. Different environments will have a significant factor and the results may differ slightly during the study and interviews.

Dependability

The purpose of dependability is primarily to focus on and determine if the present study can be applied to other situations or circumstances (Merriam, 2009). I used open-ended survey questions (Appendix C) that were repeated to show same, similar, or different findings. This was done to evaluate if responses showed any differentiations of themes and patterns. To further determine, I gained more insight through previously written documents and literature.

Confirmability

Confirmability is the examination of evaluating and interpreting (Golafshani, 2005). The intent of meeting confirmability requirements required using another audit trail. My efforts to reduce bias included keeping journal notes that were related to the study (Teddie & Tashakkori, 2009). The journal notes were comprised of detailed descriptions of the participants' responses, reflections, and biases. This was used to clear any misguided interpretations and comparisons to any previous findings.

Ethical Procedures

To ensure the rigor of the study and to protect the confidentiality and integrity of human participants, I adhered to the ethical standards set forth by Walden University Institutional Review Board (IRB). The research study was not conducted until after approval was granted by the Georgia Department of Public Health IRB approval on

December 21, 2016; approval number 161003 and Walden University IRB on January 6, 2017; approval number 09-13-16-0110289. To further uphold ethical standards, I received approval from the research affiliate who is an affiliate of Georgia Department of Family and Children Services to serve as my child welfare research affiliate sponsor to prevent any discord with the study.

As a standard throughout this research and to always maintain the confidentiality and integrity of human participants', I am the only person who has the password to protect the survey responses and accessibility to the internet protocol (IP) for both software systems. I will make certain that any technological recorded data such as print outs and any signed forms including informed consent forms, confidentiality forms, and request to obtain data forms will be deleted within the 5-year minimum IRB requirement. Documentation such as journal notes, code books, and transcriptions of the print-out surveys will be securely stored in a secure fireproof cabinet with a combination lock inside the home of the researcher.

Summary

Chapter 3 presented the methodology that was used to evaluate how leadership behavior affects employee motivation, performance, and productivity. This chapter also included descriptions of various instruments that were used for data collection, participation selection, research analysis, and ethical procedures to ensure the protection of human participants. Chapter 4 will, report details of the results of this research evaluation. Chapter 5 will analyze survey findings and any inferences on leadership styles and make recommendations for further research.

Chapter 4: Results

Introduction

The purpose of this qualitative phenomenological study was to explore the lived perceptions of a specific leadership style in child welfare agencies in two counties in Georgia that would be most beneficial and influence employees' behaviors, performance, and work environment. This chapter will present data analysis and findings that were related to perceptions of leadership and employee performance in child welfare by analyzing experiences, expectations, and perceptions of nonprofit child welfare leaders. Participants could share their experiences, knowledge, and perceptions through an online survey using open-ended and semi-structured questions. I analyzed and transcribed the interview findings and used coding to identify emerging themes. A response identification number was assigned to protect the anonymity and confidentiality of the participants. This study used the modified van Kaam method of analysis described by Moustakas (1994). I used a content analysis approach to establish validity and results through direct quotations of participants from the study. This section of the study will also link research questions to the findings, data collection, and a summary of Chapter 4.

Research Questions

The central question guiding this study was this: What are the perceptions and the impact of public leaders on employee goals, productivity, and direct work service in a public-sector workgroup? To gain an in-depth understanding of the central question, there were subquestions to explore responses to any themes and phrases:

1. How can different leadership strategies change worker and leader behaviors for improved work performance and job satisfaction?
2. What strategies are perceived by administrators to broaden access to work related products and services while demonstrating a commitment to the agency and staff?
3. What strategies are perceived by county directors for improving the communication, performance, and productivity with child welfare workers?
4. What strategies are perceived by supervisors for improving communication and performance that can foster an inclusive culture where employees are comfortable, and encouraged to contribute to the agency and workgroup?

Pilot Study

I conducted a pilot study on three individuals who were unrelated to the final study and not affiliated with any child welfare agencies or nonprofit organizations. These individuals were retired and had been employed with a private sector organization. The three participants previously held positions as either a manager or supervisor. The pilot study took place at the participants' leisure. They were e-mailed a survey questionnaire that consisted of 20 questions surrounding perceptions, leadership, performance, productivity, and overall job satisfaction. They completed and returned the survey within 1 week of distribution. The pilot participants' responses were received and reviewed within 1 week from distribution. This allowed me an opportunity to identify if any questions needed to be changed because of being unclear or delete any improper use of certain words and jargon.

After review of the responses and feedback, the research instrument and data analysis did not need to be revised. The pilot study participants' responses, however, could not be used in the final study because I did not receive consent prior to the study. The pilot study was helpful because it provided me an opportunity to fully understand how the interview questions aligned with the research questions. This was needed because it made clear as to how I was going to code the data.

Setting and Demographics

The participants for this study consisted of 16 individuals currently employed in a leadership role as administrators, directors, and supervisors. All participants at the time of taking the survey reported they were over the age of 18. Out of the criteria requirements, participants had to work at one of the two regional child welfare offices located in either Dekalb or Fulton counties. These two counties are centralized in suburban areas within the state of Georgia. They met the qualification criteria such as having obtained a college degree from an accredited college or university. Their professional experience included working in a human services program for at least 1 year or more either as a manager, supervisor, county director, or regional director in a nonprofit agency and subordinates reporting to them. Table 1 provides a description of the number of years that each participant had worked in a leadership capacity.

Table 1

Participant Number of Years Worked

Number of Years	Compiled Responses
1 year	1
2 years	3
4 years	1
5 years	3
7 years	1
8 years	1
10 years	3
13 years	1
15 months	1
7 months	1

Data Collection

During this process and due to the nature of the study being conducted on actual human participants, approvals had to be granted by the Georgia Department of Public Health IRB and Walden University IRB. After meeting all requirements, the Georgia Department of Public Health granted approval on December 21, 2016 (IRB# 161003) and Walden University granted approval on January 6, 2017 (IRB approval # 09-13-16-0110289). I was then able to proceed with the data collection process. The process began when administrators, directors, and supervisors were e-mailed an invitation to participate in the study by the child welfare researcher affiliate (Appendix A). The e-mail included the survey hyperlink and instructions for completion of the survey. Neither the child welfare affiliate nor I as the researcher was made known of the participants who elected to participate and complete the online survey.

The 20 semistructured interview questions involved a series of open-ended questions (Appendix C). These questions were intended to entreat a comprehensive

exploration of leadership styles and a leaders' influence on employees' behaviors and work performance. The interview questions were distributed through an online survey tool, Survey Gizmo. The participants were given a span of 2- weeks to participate and complete the survey. I closed the survey after the 2-week deadline to begin analyzing data.

The documents that were analyzed consisted of existing documents such as scholarly journals, policy manuals, leadership training manuals, and job descriptions that revealed how managers are supervising employees. They included the *Social Work Supervision Manual* (National Association of Social Workers, 2013;), the *Supervising Child Protective Services Leadership Training Manual* (U.S. Department of Health and Human Services Administration for Children and Families, 2004; the *Childcare and Parent Service Policy Manual* (Georgia Department of Human Services, 2015;). I also analyzed job descriptions that provided a detailed synopsis of supervisors' credentials and expectations (Georgia Department of Human Services, 2016;).

Data Analysis

The data analysis was performed on the completed survey responses of the study participants. The modified van Kaam method of analysis described by Moustakas's (1994) eight-step process was used to analyze the data. This process included transcribing each interview, coding, clustering to identify themes, and developing a group composite that represents the participants' population (Moustakas, 1994). I used the ATLAS.ti 7 (2016) qualitative data management software to store, organize, and code the interview responses. I reviewed each transcription wherein I was able to determine emerging

patterns, themes, phrases, and expressions from each participant. I used the process of epoché that allowed me to trace experiences that were most applicable and most relevant to the phenomenon while interpreting interpretations and themes (Moustakas, 1994). To ensure that I set aside my own personal beliefs and knowledge, epoché and bracketing was used to avoid further judgment that would discredit the study (Moustakas, 1994). Bracketing allowed me to remain focused on the targeted topic and the research questions.

I was able to cross-reference frontline supervision skill sets based off coding, clustering to identify themes, and select journals that led to developing a group composite that represented the participants' population. There was emphasis on supervisors being supportive of the agency's vision skills, communications, competencies, relationship building and being actively engaged with their staff, job satisfaction, trust, cultural awareness, and recognizing employees for their contributions. This aligned with the study and along with the coding because coaching was emphasized with focus on mentoring employees to strengthen their opportunities to assist in their career development. This was repeated several times throughout the manuals. There was information that alluded to supervisors becoming more knowledgeable and sensitive to cultural awareness. This aligned with supervisors selecting employees who have unique skills and recognize their abilities that can support functions that will benefit the team, the employee, and the agency.

I analyzed information from *The Childcare and Parent Service Policy Manual* (Georgia Department of Human Services, 2013). This manual pointed out supervisory

practices that support community partnerships. There was discussion on supervisors consistently coaching and supporting employees, focus on specific skills of the employees, empathy, obstacles, and holding employees accountable while celebrating their successes. I also analyzed data from the *Social Work Supervision Manual* (National Association of Social Workers, 2013) and job descriptions for both social workers and supervisors. I coded data from these documents under behaviors, skills, inclusion, and leadership styles.

The manual provided data regarding the National Association of Social Workers (2013) standards, communication, cultural awareness, performance, methodological skills and techniques for supervising employees, performance, and success. I also analyzed in depth the ethical and regulatory issues that embody social work supervision. I coded this area under behaviors, skills, inclusion, and leadership styles.

The job descriptions provided a detailed synopsis of supervisors' credentials and expectations (Georgia Department of Human Services, 2016). This included specifics relating to required job functions, education, certification, and compliance, competencies, building and fostering trust, regulations, and performance. This was a professional requirement for county directors, managers, and supervisors. After analyzing and identifying similar words and terms, I coded the data under skills and behaviors.

Analyzing documents provided a broad outlook on the role of child welfare managers. The documents also provided information surrounding how supervisors impact the culture of the work environment and employee performance. The documents also affirmed skills needed to be effective to achieve performance and job satisfaction.

Horizontalization

Using the modified van Kaam method of analysis described by Moustakas's (1994) eight-step process, I listed and composed a preliminary grouping of the raw data from the survey responses (horizontalization). This included listing every experience, expressions, words, and phrases that were shared by each participant that resulted in a broad culmination of words that were verbatim words from the participants surrounding leadership (Table 2), and verbatim words from the participants surrounding inclusion (Table 3). I read and reread the transcripts to gain a holistic insight from participants.

Table 2

Frequencies of Recurring Words for Leadership

Words	Length	Density/Count
Team	4	45
Open	4	21
Goals	5	20
Skills	6	38
Reward	7	21
Success	7	18
Empathy	7	16
Factors	7	16
Employee	8	70
Training	8	29
Feedback	8	27
Critical	8	18
Obstacles	9	16
Inclusive	9	15
Leadership	10	40
Challenges	10	22
Environment	11	20
Development	11	19
Accountability	14	19

Table 3

Frequencies of Recurring Words for Inclusion

Words	Length	Density/Count
Balance	7	16
Changes	7	18
Culture	7	16
Cultural	8	20
Customs	8	16
Inclusive	9	15
Integrity	9	22
Challenges	10	22
Achievement	11	14
Differences	11	18
Diversity	11	16
Environment	11	20
Inclusion	11	15
Recognition	11	28
Transparent	11	18
Trustworthy	11	18
Generational	12	10
Motivational	12	22
Transparency	12	17
Individuality	13	12
Communication	14	20
Discrimination	14	11
Organizational	14	10
Opportunities	14	10
Systematically	14	10
Recommendations	15	10

Reduction and Elimination

There were several words that emerged from the frequency process. I began to reduce any redundant words and phrases. This was done on the grounds of eliminating any additional words, phrases, experiences, and themes that did not relate to the phenomenon. The second step within this process was to produce invariant constituents of themes and phrases that were closely related and the main focus of the study.

Clustering and Thematizing

Through the clustering and thematizing process, I could group related invariant constituents. I used the clustering and labeling process to organize words that yielded core themes surrounding the phenomenon. I manually highlighted phrases, underlined words, and circle experiences and knowledge expressed by each participant. The list of words that were underlined was: autonomy, team, support, goals, skills, training, success, feedback, communication, obstacles, inclusive, leadership, challenges, development, accountability, strategies, vision, culture, integrity, differences, recognition, expectations, productivity, coaching, approach, open-door, oriented, promotion, deadlines, decisions, individual, management, bias, transparency, differences

I inductively coded units to larger presentations including categories and themes using specific codes. These codes were used to conceptualize more clarity to describe the eight-step phenomenological research. The codes included feedback, autonomy, challenges, leadership critical skills, empathy, inclusive, obstacles, strategies, trust, employee development, employee success, and employee accountability.

The list of highlighted phrases that yielded core themes surrounding the phenomenon were:

P2:94: Through *team meetings* and always keeping an *open door policy*.

P3:96: We have staff meetings periodically, attend social events together, and remind them that *my door is always open* if they need something.

P6:99: I have an *open door policy* and encourage my volunteers to come in work in my area and or come to lunch with staff whenever they are in the area.

P7:100: Having an *open door policy* for team members to talk with me about any subject

The circled experiences included verbatim phrases were:

P5:98: *As a Manager/Supervisor Skills (25 yrs.), Training employees (20 yrs.), Employee Evaluations, Hearing Report Writing. It is very important for a CASA Supervisor to possess a professional background with diversity skills to ensure the volunteer are trained to be effective in their assign responsibilities when advocating on behalf of foster children.*

P15:109: *I have to be able to meet the employee where they are. Employees possess a myriad of skills, strengths and weaknesses. It is my duty to be able to relate to each while drawing out the best performance that's within their capacity.*

If I don't attempt to know what they bring to the table on more than a surface level, I risk creating a barrier that affects their performance.

P7:100: The skills in which I possess come from many years of being mentored and on the job training. I have learned over the many years of leadership that leadership is in part influence. I've garnered the style of leadership that allows me to work with people on all educational, financial, social and emotional levels. Therefore, the tools I possess *is having the ability to: 1. Meet people where they are. 2. Take a genuine interest in the person. 3. Operate with personal integrity. 4. Be what I'm selling. 5. Exercise great amounts of patience. 6. Be a great listener to other's ideas. 7. Apologize if I made an error or offended others.*

Final Identification of Invariant Constituents

After careful review of the participant responses, the final identification constituents helped when I grouped the relevant invariant constituents into thematic categories. The invariant constituents were phrases that resulted into themes for leadership style and job satisfaction, behaviors, and skills. The phrases were: explains goals and expectations, provides recognition and rewards of performance, have an open door policy, mentor/coach, gives performance feedback, effective communicator, trusting, and listens to employees.

This process also helped to group the relevant invariant constituents into another theme; inclusion. The phrases that emerged were making sure each employee is valued, no biases and discrimination, integrity of the company, try to be sensitive to the cultural differences and keeping an open mind, transparency, and openness.

Textural Descriptions of Individual Experiences

This process required a complete review all the relevant phrases and responses that emerged from the data. I was able to identify common themes. The common themes were derived from the transcribed interviews centered on leadership inclusion, and training (Table 4).

Table 4

Textural Themes and Relevant Statements

Textural Themes- Challenges of leaders managing inclusion, recognizing, and understanding the differences of a diverse background of employees.	Verbatim Relevant Statements
Leadership, Training, Critical Skills,	<i>P1:92: Being aware of the different in generation gap cultural background and economic background.</i>
Critical Skills, Training, Effective Communication (diverse interactions)	<i>P3:96: Different people view different items as a priority. Therefore, a leader has to be certain that employees understand what their employer views as a priority.</i>
Challenges when managing diversity and inclusion, Effective Communication Managing the differences	<i>P5:98: It is very important for a CASA Supervisor to possess a professional background with diversity skills to ensure the volunteer are trained to be effective in their assign responsibilities when advocating on behalf of foster children.</i>
Generational Gaps Managing multi-cultural differences Training	<i>P7:100: It is always challenging when you deal with different temperaments, genders, cultural differences, and power hungry employees/team members. As a manager one has to always remind oneself, that despite the diverse pool of employees, there is still one agenda.</i>
	<i>Training to understand multi-cultural differences is essential. The caseload must go beyond being a case number; the case number is a person with real-life feelings and experiences. So sensitivity training must be ongoing. And a constant reminder to the team worker to always put yourself in their situation, and "walk a mile in their shoes."</i>
	<i>P14:108: a. Challenged: with contentment by some more experienced and seasoned employees. b. Generational differences c. Culture differences</i>

Structural Descriptions of Individual Experiences

This process required developing a vivid explanation of themes, emotions, and participants' experiences (Moustakas, 1994). It also provided ground work to understand a broader perspective on leadership perception and employee performance outcomes. During this process, I was able to construct a description minus personal biases of each participant. This consisted of identifying verbatim responses including particular jargon, phrases, and perceptions.

Textural and Structural Descriptions of Meanings and Experiences

The invariant constituents were instrumental when creating themes. The themes reflected the essence of each participant.

Composite Description

The ATLAS.ti 7 (, 2016) qualitative analysis software assisted with analyzing because I was able to identify common meaning and interconnect the primary research question and subquestions to the four primary themes. I deduced this to connect with the phenomena of lived experiences.

I then completed another step of horizontalization by using the primary themes by utilizing ATLAS.ti 7 (2016) qualitative software management software. The software tool provided technology that supported the transcriptions of the survey responses and thematizing the data. This system also provided a tool to assign codes for each phrase, word, and expression that was related to the study.

Document Analysis

The document analysis was performed through analyzing a series of documents that surrounded the study. The modified van Kaam method of analysis described by Moustakas (1994) eight-step process was also used to analyze the data. This process included saturating data that was collected after analyzing documents such as manuals, policies, and job descriptions of a manager and supervisor within a child welfare agency. I began with saturation by analyzing the documents and identified repeated words and verbiage as this generated how I would begin to code, categorize, and identify themes. I did this through the modified van Kaam method of analysis described by Moustakas (1994) eight-step process.

Just as with the data analysis for the survey responses from each participant, I began with the horizontalization step for the document analysis way of listing every expression, verbiage, and words that was relevant to the phenomena. Secondly, reduction and elimination was done to determine if there were any invariant constituents that did not have any relevant bearing on the study and codes. The clustering and thematizing required me to group similar codes and themes. The final identification determined if the invariant constituents and themes had words, phrases, experiences, and expressions that were compatible from the documents to that of the survey participants' responses.

I constructed the individual textural description by way of extracting phrases from each document by using originally developed codes and categories. I then constructed individual textural descriptions though imaginative variation to construct a more descriptive perspective of the phenomenon. I followed up with constructing textural-

structural descriptions that involved creating a description or essence from each document that was analyzed to support phenomena. Finally, I was able to identify common meaning and interconnect the primary research question and subquestions to the four primary themes based on the data provided through the different documents.

Horizontalization

I analyzed each of the documents and organized a listing of expressions, words, and phrases that were identified from each document. There were similarities from the document data and the survey responses. The frequency of words was very exact, phrases that were derived from the survey responses paralleled with the analyzed data. I reread and further analyzed the documents to identify if whether certain words, phrases, expressions were similar to the previously constructed codes and themes that were based off the survey responses. There were words that were relevant and similar that surrounded leadership-particularly supervisory leadership, behaviors, skills, and diversity. I used this information through an aggregated process between the survey data and the document data. Based on the 16 participants survey responses and the document analysis, there was a high percentage of 373% for trust, and 336% for employee success in Dekalb County. The high percentage in Fulton County focused on leadership skills with 208% and employee success at 188%. There were exact percentages from both counties that surrounded employee accountability with 123% that resulted from the number of participants that responded to the survey question and the analyzation of frequencies and occurrences from the document data.

Reduction and Elimination

I began to reduce any redundant words and phrases from the documents. As with the survey responses data, this was also done on the grounds of eliminating any additional words, phrases, experiences, and themes that did not relate to the phenomenon. I reduced words and phrases such as subpoenas, intake, fatality, family violence, investigation, agreement strategy, transition, continuances, court transfer, service provisions, and family functioning assessment, judicial reviews, substantiated, coordination of care, and family developmental.

Clustering and Thematizing

I used the clustering and labeling process to organize words that yielded core themes surrounding the phenomenon. I grouped them as they were related to the invariant constituents. I highlighted relevant words, phrases, and expressions. I circled those same indicators as a way of identifying how they paralleled with the survey responses. The list of words, phrases, and expressions that were highlighted was: job satisfaction, fairness, communication, positive experiences, support, leadership, competent, cultural, strategies, obstacles, diversity, challenges, vision, coaching, mentoring, feedback, differences, productivity, and performance. The phrases and expressions that were highlighted were: service delivery modes, agencies lack cultural competence, child welfare workforce is critical, improved outcomes, professional satisfaction, training should be ongoing, and leadership is essential.

I proceeded to circle those same words as they were relevant to the survey responses. I further analyzed the documents, the listed words, phrases, and expressions to

determine if any newly emerging codes and themes had evolved from the document data. There were none identified because the aforementioned list of words, phrases, and expressions were clustered under the original constructed codes such as feedback, autonomy, challenges, leadership critical skills, empathy, inclusive, obstacles, strategies, trust, employee development, employee success, and employee accountability.

The list of circled and highlighted words, phrases, and expressions yielded core themes surrounding the phenomenon were: *develop policies and plans to retain skilled employees, consistent communication, openness, identify any areas of opportunities for professional development, supervisors are essential in coaching and mentoring employees to help them to provide quality performance, child welfare supervisors should be visionaries and competent, supervisors need further training on inclusion by recognizing unique talents and cultural indifferences* that may differ from the norm of the group.

Final Identification of Invariant Constituents

The final identification constituents helped when I grouped the relevant invariant constituents into thematic categories. The invariant constituents were phrases that resulted into themes for leadership style and job satisfaction, behaviors, and skills. The phrases were: *a supportive leader creates an environment to promote long-term commitment, develop personal relationships with employees, have values that do not contradict their role, provide quality mentoring support, continuous feedback, trust employees to make decisions that will benefit their job functions, points out areas of improvement while acknowledging employee successes, and ensure employees are provided with professional development.*

This process also helped to group the relevant invariant constituents from the document data into another theme; inclusion. The phrases that emerged were agency leaders must be culturally competent, leaders are not trained to recognize the differences and sensitivity of values and customs, leaders must adapt to generational differences, hire and retain minority professionals, and value employee's contributions.

Textural Descriptions of Document Data

This process required a complete review all the relevant phrases and responses that emerged from the documents data. I was able to identify common themes. The themes derived from the different document such as manuals, policy manuals, training manuals, and job descriptions. They included leadership, skills, communication, inclusion, and training (Table 5).

Table 5

Textural Descriptions of Document Data

Textural Themes	Verbatim Relevant Statements
Leadership	critical role of supervisors in providing workers with on-the-job training, best practice modeling, case consultation and empower employees for decision-making, support their ideas, create an environment built on teamwork, security, and encouragement
Behaviors	visionaries, facilitators, change-agents, consistent, trustworthy, listener, negotiator, problem solver,
Critical Skills	ethics and values, encourages self-reflection and critical thinking skills, trust, builds relationships supports them throughout casework decision making and must be innovative and adaptable, change agent, interpersonal skills crisis, ongoing feedback, policy clarification, articulation of goals and expectations
Inclusion	diverse, agile, achieving cultural competence cultural incompetence and lack of linguistic diversity hinder the effectiveness of systems and disempower workers and the children and families they serve.

Structural Descriptions of Individual Experiences

The document data did not provide individual experiences however each document provided data that represented a variation of elements of an experience relating to supervision (Moustakas, 1994). I was, however, able to extract themes that were heavily emphasized that surrounded performance, leadership competency, and job satisfaction. These themes were: *supportive supervision is associated with higher levels of organizational support, caseworkers need supervision that reinforces positive social work ethics and values, it is vital for leaders to embody critical thinking skills, leaders should provide continuous training to enhance performance, and support caseworker's decision-making through casework management.* This provided ground work to understand a broader perspective on leadership perception and employee performance outcomes. This consisted of identifying verbatim responses including particular jargon, phrases, and perceptions.

Textural and Structural Descriptions of Meanings

The invariant constituents were instrumental when creating themes. The themes reflected the essence from each document that was analyzed to support phenomena.

Composite Description

The ATLAS.ti 7 (2016) qualitative analysis software also assisted with analyzing the document data, because I was able to identify common meaning and interconnect the participant responses with the primary research question and subquestions to the four primary themes. I deduced this to connect with the phenomena of lived experiences.

I then completed another step of horizontalization by using the primary themes by utilizing ATLAS.ti 7 (2016) qualitative software management software. The software tool provided technology that supported the transcriptions from the documents and thematizing the data. I also used Excel Power-Query (Microsoft.com) to further analyze the data for the documents wherein I was able to identify overall frequencies and occurrences from words, phrases, and experiences. This process shaped the direction of themes for the study. This system also provided a tool to assign codes for each phrase, word, and expression that was related to the study.

Presentation of Findings

This section details the results using the modified van Kaam method of analysis described by Moustakas (1994). The data describes the foundations of the study. This originated from participants' verbatim words, phrases, expressions, and experiences that were transcribed from the 20 interview questions. After collecting and filtering the survey responses, the return yielded a 37% completion rate. This was revealed after 14 disqualified respondents did not comply with the questions because they did not acknowledge the required consent form and the demographics question of the survey. There was however a 100% completion rate for each of the 16 participants based on the time, qualifications, and survey questions. The combined themes that became known through codes, categories, and phrases were a result of inductively moving the codes to a larger representation of the transcribed survey responses.

As part of the criteria requirement, the participants had to work in either the Dekalb or Fulton county regional office. Upon so, I reviewed the work location that had

the most participant representation. It was revealed that Fulton County had more representation in participation than that of Dekalb. As mentioned in Chapter 3, though both regional offices in Dekalb and Fulton have high case management, Fulton County has the highest percentage of caseload and management because this regional office serves a widespread area of the metropolitan area that is comprised of individualized cities (Table 6).

Table 6

Work Demographics

	Value	Responses	Percent
Dekalb		6	37.5%
Fulton		10	62.5%

After analyzing the work demographics, I began the analyzation process by further coding my primary document families that is representative of attributes to analyzing data in the ATLAS.ti 7 software. This was done by coding certain phrases, experiences, and words that were most relevant to yield emerging themes. Once I completed the coding process, I began grouping each code that included certain phrases, experiences, and words into code families. These code families were created for a specific focus on leadership and job satisfaction. After creating the code families, I matched up responses from the participants' response identification number to ensure anonymity. There were four primary themes that emerged from participants' responses in both counties, Dekalb (Appendix L) and Fulton (Appendix M).

Theme 1: Influence of Different Leadership Styles on Work Performance and Job Satisfaction

The first theme that emerged from research question one addressed the main objective of the phenomenological study which was to explore perceptions of leadership and employee performance that encouraged overall job satisfaction. Research question one addressed how can different leadership perceptions change worker and leader behaviors for improved work performance and job satisfaction. The perception that transpired from the participants' responses centered on a particular leadership style that would positively influence work performance and job satisfaction.

There were responses that were directed toward how leaders show concern toward their employees. Participant 3:96 stated that "leaders' must be good listeners, problem solvers, and really care about their staff." Participant 9:103 said that as a leader, they should remain focus on the needs of their employees, respect their concerns, and most all listen and keep an open line of communication. Participant 7:100 stated "I express empathy by sharing with them my personal work stories, the success and failures, yet encouraging them not to give up, but to press forward. The "If I can do it, you can do it too speech." Participant 9:103 stated they remain focus on their need, respect their concerns, and most all listen and keep an open line of communication." Participant 11:105 stated they "Just listen and offer no solutions or opinions." Participant 13:107 stated that "Empathy is shown at any time. Employees and Supervisors all go through changes in their lives. We must show concern and respect as these conversations will come up." Participant 6:99 stated "I try to have personal conversations with CASA

volunteers when they bring up personal problems or issues and show genuine concern.” Lastly Participant 12:106 simply stated they should keep “an open ear.”

The participants’ responses also evolved around leaders providing coaching and mentoring for career development. Participant 11:105 stated “coaching training because of the nature of the work.” Participant 11:105 stated “Not being overbearing, listening supportive being a mentor and a coach.” Participant 8:102 stated “While I am coaching and being a mentor, I address their areas of opportunity.” Participant 8:102 stated they make sure the employee is on target with current goals and address how they can work together to help them move forward to meeting and exceeding their goals. 13:107 stated they allow their employees to express ideas to improve their work flow. Participants 2:94, 3:96, and 6:99 all stated they have an open door policy that ensures employees they are there to help as much as they can, and are open to discuss any concerns or suggestions that may impact their employees’ professional growth and development.

The responses placed focus on a leadership style and behaviors for improving work performance and job satisfaction. Many of the responses focused on leaders’ encouraging employees with the confidence they need to improve their performance. This lined up with an influence on job satisfaction. Participant 15:109 noted “when leaders’ are able to meet employees where they are and listen while filtering out their skills, strengths, and weaknesses; they can then draw out the best performance in their employees.” This research question further extended to how work performance is actually perceived that drives to improving work performance. Participant 12:106 added as a leader, “I find areas of weaknesses and strengths” while Participant 9:103 stated, “I listen

to the employees address their concerns, respect their differences, and then I address challenges and opportunities through various tools such as report cards and statistics to improve and capitalize on their work performance.” Lastly, Participant 13:107 stated “I set goals and time limits and also advise employees if the goals cannot be met, they are to follow up with their supervisor.”

Additionally, by encouraging employee performance and job satisfaction, it was revealed in the responses that participants’ show their gratitude through different mediums of recognition. Participant 1:92 stated they listen to the needs of their employees and express positive verbal and written communication on the good work and attitude of their employees. Participant 2:94 stated they send out group e-mails to shine the spotlight on that employee so other can know about their performance. Participant 5:98 stated “Our CASA program reward and acknowledge volunteers thru annual volunteer appreciation and a trip to CASA National yearly and team meeting luncheon.” Participant 4:97 stated “My first acknowledge job well do and my reward be a promotion and raise.” Participant 12:106 mentioned they made sure to recognize the employees in front of their peers, while Participant 14:108 stated they would acknowledge through recognition programs and merit pay increase based on performance evaluations. As for a more detailed acknowledgement,

Participant 10:104 stated 1. An e-mail thanking them for their individual performance in delivering a great customer service experience. 2. Recognition in team meetings 3. Reward for team performance by bringing in lunch. 4.

Acknowledging outstanding performance that has a substantial impact on the business in front of senior management.

Theme 2: Leadership Strategic Behaviors to Broaden Work Services and Commitment

The second theme followed the first theme in that a leaders' behavior can either yield positive results or interfere with an opportunity to improve work performance and job satisfaction. Research question two concentrated on perceived strategies at the administrative level that will broaden access to work related products and services, while demonstrating a commitment to the agency and staff. At any level of management, leaders' are responsible for upholding the mission and vision of the agency. It requires removing barriers of exclusiveness and replacing it with inclusiveness by recognizing and acknowledging the diverse contributions of their staff. This extends to ensuring that employees' are empowered to work in an environment that is centered on trust, respect, teamwork, feedback candor, and even risk taking (Zeffane, 2012). To ensure that both needs are met, it should be that leaders' first show themselves as being committed to accomplish change. This can be accomplished by implementing behavioral strategies that will broaden access to work services that requires full utilization of everyone in the department.

Participant 9:103 stated "that leaders first have a responsibility for setting the vision and redefining the mission and to effectively uphold the organization's mission and vision." Participant 8:102 stated "they promote growth and supports the mission of the company." Participant 7:100 stated "Knowing the vision. Trust in the staff's ability to

reach goals.” Participant 13:107 responses came in line with the coded family of trust as they stated, “Leadership and management earn trust.” Participant 13:107 also stated that “earned trust from a management level is access to commitment.” Participant 7:100 stated, “Knowing the vision. Trust in the staff’s ability to reach goals.”

To further support the second research question, participants provided additional strategies. Participant 13:107 stated, “Accountability is documented. Good, bad and ugly. At the time of review all issues should be addressed so there are no surprises. We are all accountable for our work ethics and practices. As a supervisor our employees know what is accepted.” Participant 14:108 stated that “Setting expectations via deadlines and allowing employees to see the impact they may have on the entire team. Each employee is responsible for managing their own CASA volunteer and assuring that they know what is expected.” Participant 10:104 added by saying “There are strategies that have been established by the company. Within those strategic goals department goals are established and within that individual measurable goals are established that are used as the metric to hold employees accountable.”

More findings for the second research question produced that leaders’ should provide feedback while holding employees accountable for their work performance. Participant 1:92 stated “With the proper feedback to the employee, I discuss any concern they may have regarding a particular case.” Participant 15:109 stated to be effective as they hold themselves accountable for employee success, they have consistent one on one individual meetings with their staff. Participant 1:92 stated they “provide feedback to the employee and discuss any concerns they have regarding their casework.” Participant

11:105 also added, “Try to have coaching times at least 2x’s out of the month and this open up any gray areas of concerns.” Participant 11:105 stated they conduct “biweekly individual meetings coaching reviewing caseloads to ensure they are on task and address challenges.” In contrast Participant 4:97 stated they “Let he/she know that they are doing good job and award that person.”

Participant 8:102 was more detailed by stating

I recognize them for meeting their goals, caseloads, and assisting their teammates. I also make sure to review their work statistics and make sure they are on target and address how we can work together to help them move forward to meeting and exceeding their goals.”

In addition, Participant 8:102 took another approach to providing feedback by stating

I first ask them how do they feel they are excelling in their role and what are their honest challenges and then ask them how they can work on correcting or managing their work...and then I am able to review with them their goals and the progression of their work including performance areas and offer solutions, training for developing in those areas that appear challenging.

Lastly for the second research questions two code families were created that aligned with strategies and employee success. These two job families generated verbatim quotations from the category of decision-making. Participants noted they empower employees by being engaged in the workplace. Participant 10:104 expressed descriptive responses that are reflective of their past managerial experiences by stating, “When I was

a manager I allowed my supervisors to solicit their input through decision-making while learning to embrace their differing beliefs and opinions. Participant 10:104 goes on to say, “this created a subliminal synergy that embodied inclusiveness that demonstrated commitment.” Participant 9:11:105 stated that “Decision making-allow them to tell me where they want to develop and we work on a plan to get there.” Participant 4:97 stated “I do not have a problem with employees making decisions but I do want to make sure it is the right one.” Participant 3:96 stated, “Employees are assigned cases but they choose when to how and make a custody determination. I do not question their recommendation but ask that they are able to support their decision.”

Participant 10:104 expressed descriptive responses that were reflective of their past managerial experiences by stating, “When I was a manager I allowed my supervisors to solicit their input through decision-making while learning to embrace their differing beliefs and opinions. Participant 10:104 goes on to say, “this created a subliminal synergy that embodied inclusiveness that demonstrated commitment.” Participant 10:104 also stated in their current role “I develop procedures and policies that can be followed by the employees. I also ask for their input into the process to gain their commitment to the processes.” Participant 13:107 also added “I always advise employees to ask the questions.” Participant 14:108 stated, “I give employees projects to work on that empowers them.” Participant 15:109 stated “I like to start by trusting that my employees are professionals and are capable of making certain decisions on their own until proven otherwise. I, along with other management are there to offer guidance or input when needed.”

From the participants' responses, there were four emerging subthemes that aligned with the second research question. The subthemes related to a leader who is (a) leaders' upholding the mission and vision of the organization, (b) trusting and valuing relationship, (c) encourages decision-making input of their employees, and (d) accountability and feedback. This question was answered from the following codes: obstacles, autonomy, and decision-making.

Theme 3: Leadership Skills

The third theme that emerged from the third research question addressed what strategies are perceived by county directors for improving the communication, performance, and productivity with child welfare workers. The research questions gave opportunity to gather viewpoints from midtier leadership. Their responses provided an essence of understanding of the critical skills of a leader that are related to influencing favorable work performance outcomes and heighten job satisfaction.

It was perceived based on the responses that possessing certain skills would be a reason or cause to improve the communication among child welfare works. Participants focused on their critical skills.

Participant 7:100 stated

“The skills in which I possess come from many years of being mentored and on the job training. I have learned over the many years of leadership that leadership is in part influence. I've garnered the style of leadership that allows me to work with people on all educational, financial, social and emotional levels. Therefore, the tools I possess is having the ability to: 1. Meet people where they are. 2. Take

a genuine interest in the person. 3. Operate with personal integrity. 4. Be what I'm selling. 5. Exercise great amounts of patience. 6. Be a great listener to other's ideas. 7. Apologize if I made an error or offended others.”.

Participant 8:102 stated “My critical skills that I strongly possess are listening and focusing on the employee by engaging with them in a consistent manner. I also make a point to EARN their trust by displaying honesty and being open for any communication even if it may appear offensive or just abrasive. I am a visionary and I have to respect the fact that some employees may not be this way so I have to come to their needs and level of expectation.”

Additional participants’ responses included: Participant 16:108 stated their strongest skill set is “Listening to their concerns.” Participant 10:104 stated their form of communication is “Soliciting ideas and open communication.” Participant 14:108 stated “I allow open and direct communication.” Participant 3:96 stated that “A leader much be a good listener, problem solver, care about their staff and cases in the unit.” Participant 13:107 stated they are “Personable. Approachable, making sure that all employees are included in all aspects of changes in policies and/or procedures. Respect everyone and acknowledge that they are important in making decisions. Excepting ideas for making work flow easier. Listening and explaining in detail for better understanding.” Participant 10:104 also mentioned they believed that understanding the psychological behavioral skills of their employees would induce better communication; that knows how to approach an employee.

Participant 8:102 approach was different than the previously mentioned participants' whereby they address the team and not just individuals. This is to be certain that everyone is communicated with same information:

I have team meetings to address concerns as a whole from each team member and then have individual meetings so that I can hear where they would like to develop and work on skills while not being a great impact on the team and ensure goals are still managed and productivity is managed.

Participant 13:107 stated similar assertions "I make sure that employees know what changes are made, why they are made, and explained in detail. Review work load with employees that is multi-taking so they do not get over worked." Participant 15:109 simply stated "communication consistently."

There were additional strategies that county directors perceived to improve performance and productivity. This consisted of training and professional growth. Leaders' who are in tune with their workgroup and consistently communicate with their employee can point out what is needed for the betterment of the group. To ensure favor outcomes of productivity and performance, leaders' are more apt to provide training and development for their employees.

Participant 11:105 stated "being relatable and knowledgeable about their subordinates' jobs is vital." Participant 4:97 mentioned "having the right people in place to do the job and perform well." Participant 1:92 mentioned they introduce each employee to every aspect of a department when appropriate. Participant 5:98 added they "make sure their employees are constantly training through workshops and webinars due

to the changing of legislation of child welfare.” Participant 9:103 stated “I allow training, rotation of jobs, and allow employees to job shadow different areas.” Participant 12:106 stated they conduct quarterly training and individual training. Participant 2:94 also alluded to training whereby they give their employees’ the opportunity to train to develop the needed skills for the job responsibilities and job programs. This includes providing an outline on how the work should be done and the expectations. Participant 13:107 stated they “Make sure that employees know what changes are made, why they are made, and explained in detail. Review work load with employees that are multi-tasking so they do not get over worked.”

Participant 7:100 stated

Ongoing training is crucial to the survival of the company competing in the global market. My strategy is to train/develop by departments or specialized teams, to ensure that the production does not fall short because of training. Also, it is ever so often necessary to call all of the staff at one time to meet together for a visionary moment and give a total picture of where we are as a company and where we are going, and the strengths, weaknesses, opportunities, and threats that the organization faces.

Theme 4: Leadership Agility & Inclusiveness

The fourth research questions addressed what strategies are perceived by supervisors for improving communication and performance that can foster an inclusive culture where employees are comfortable, and encouraged to contribute to the agency and work group. For the most part, leadership agility is more applicable to research question

four, because a leader has to have an influential ability. They must have the capacity and ability to define, address challenges, and communicate the agency's mission and vision. They have to combine these while balancing a diverse generational workforce.

It was noted from the participant responses to address differences of cultures, backgrounds and work ethics. However, as a leader, participants believed a leader should exemplify inclusive leadership behaviors and integrity among employees. Participant 8:102 stated "I make sure to incorporate an environment that embraces differences, be open and trust worthy and making sure that each employee is valued and there are no biases and discrimination that would go against the mission and integrity of the company as well as a reflection of myself as a leader. Participant 11:105 also stated that leaders have to have openness and be trustworthy with no biases, no discrimination, and sensitive to the employees' cultural differences. Participant 16:100 response also lined up with Participant 11:105 by stating "transparency and openness." Participant 13: 107 stated, "Keeping line of communication open. Be a professional, listen to ideas from everyone. Learn employees' activities outside of work. Keeping open mind and treating everyone the same." Participant 15:109 also stated "No biases."

Participant 5:98 stated in sum that as a
Manager/Supervisor Skills (25 yrs.), Training employees (20 yrs.), Employee Evaluations, Hearing Report Writing. It is very important for a CASA Supervisor to possess a professional background with diversity skills to ensure the volunteer are trained to be effective in their assign responsibilities when advocating on behalf of foster children.

Also as an agile leader, leaders must get to know their team to carry out the vision of the agency and organization.

Participant 7:100 stated

It is always challenging when you deal with different temperaments, genders, cultural differences, and power hungry employees/team members. As a manager one has to always remind oneself, that despite the diverse pool of employees, there is still one agenda. You cannot get sucked into the "politics" of the office; you have to keep your eyes on the vision.

When selecting team members and assigning assignment, leaders should focus less on the person being a fit for the group, but more on the capabilities of them excelling in their position. Responses also reflected recognizing performance among the group. This builds respect and trust. This synergy creates an acknowledgement of diversity that will improve workplace satisfaction. Lastly, Participant 7:100 stated their strategy is to “train and develop specialized teams based on their unique talents and diverse professional background.” Participant 9:103 stated they “Allow teams to express their concerns with no regard to their background. Trust Integrity.” Participant 14:108 mentioned they give employees projects to work on that empowers them, and Participant 15:109 stated they start by allowing employees to make decisions on their own while offering guidance or input when needed. Participant 3:96 stated “Different people view different items as priority. Therefore, a leader has to be certain that employees understand what their employer views as a priority.” Participant 7:100 stated “1. Having an open door policy for team members to talk with me about any subject. 2. Allowing the team members to

add helpful ideas for the betterment of the organization. 3. Receiving the pulse of the staff from the team leaders.” Participant 14:108 stated, “Celebrating differences in the workplace through open communication and inclusion.”

The results from the documents revealed consistency that aligned with the survey responses. The data presented in the documents identified key themes for supervising child welfare employees. These themes consisted of leadership skills. There was emphasis on supervisors encouraging and supporting staff to attain performance achievement as well as promote teamwork. Under leadership skills, supervisors must be adaptable in a diverse workforce. They have to know how to manage change, coach and mentor employees while balancing the workload to achieve favorable performance results and overall job satisfaction.

The documents also revealed that supervisors need to be sensitive to cultural differences and encourage diversity. They need to embrace different ideas and solutions. They also need to embrace constant change especially generational differences. It was revealed that supervisors should always respect employee’s uniqueness, and identify particular skills that need to be developed to promote career advancement.

The data for the documents was closely related to the codes and themes resulting from the survey responses. Based on the 16 participants survey responses and the document analysis, there was a high percentage of 373% for trust, and 336% for employee success in in Dekalb County. The high percentage in Fulton County focused on leadership skills with 208% and employee success at 188%. There were exact percentages from both counties that surrounded employee accountability with 123% that

resulted from the number of participants that responded to the survey question and the analyzation of frequencies and occurrences from the document data.

Analyzing the documents revealed consistencies in several themes such as leadership skills regarding achieving quality performance through coaching and mentoring, development in communication, sensitivity training to be an effective yet supportive leader. Acknowledging employee's successes while holding them accountable was consistent from the survey responses, manuals, policies, and job descriptions. Consequently, openness was categorized under communication because the survey responses and the documents placed emphasis on supervisors genuinely being honest, sincere, and truthful.

The data from the survey responses and the documents aligned with theorists Butler and Waldroop (2004) four dimensions of relational leadership building to always maintain openness by not only building relationships but maintaining to retain trust and transparency. The data also revealed that representative bureaucracy theory (Kennedy, 2014; Krislov, 1974) was identified in areas of inclusion. It was noted that child welfare agency leadership is undergoing extensive training on agility and inclusion. Because communities are culturally diverse, leaders are working to make certain employees mirror their community, and sensitive to their constituent's cultural differences. The administrative theory (Simon, 1959) was also reflective during the data analysis. Further supervisors are to trust employees and allow opportunities for them to become involved in the decision-making process. This was alluded to providing autonomy while maintaining balance with the workload and monitoring results. The path-goal theory

(House, 1971) was clearly identified wherein the data from the documents and the survey responses pointed out behaviors that are reflective of a supportive leader. These leaders remove barriers, allow autonomy, coach and mentor for professional development, as well as, provide feedback to strengthen any gaps in employee job performance. This is leveraged with acknowledging employees' successes. The overall data provided a consistent range of findings that matched with the theoretical and conceptual framework for this study.

Data Management

To adequately identify participants' expressions, I used the ATLAS.ti 7 (, 2016) qualitative data analysis software to store, organize, and code the interview responses and document data that was retrieved from manuals, policies, and job descriptions. I reviewed each transcription wherein I was able to determine emerging patterns, themes, phrases, and expressions from each participant. I also narrowed down four categories of data. I organized and analyzed data in categories of leadership styles, behaviors, skills, employee development, employee success, and inclusiveness. From this category, I was able to use the Atlas ti. 7 (2016) co-occurrence tree explorer to focus directly on particular codes that were associated with the primary codes. I also used Microsoft Excel Power-Query to further analyze the data for the documents wherein I was able to identify overall frequencies and occurrences from words, phrases, and experiences. This process shaped the direction of themes for the study.

Evidence of Trustworthiness

To uphold the importance of trustworthiness I did not use any coercing words or phrases toward the participants to participate in the study. This would have presented a threat in the research and would have imposed personal biases. To avoid any personal biases, I collected enough data to use. I analyzed the data using an analytic lens to further understand its context (Saldaña, 2009). I do not have any child welfare professional experience however I have a personal interest in the leadership of child welfare agencies. I therefore had to minimize my own personal biases as this could have discredited the rigor of the study.

Credibility

To guarantee accuracy and ensure the curability of the study, I used the triangulation strategy to sustain credibility. This allowed multiple sources to assist with building a rationale for the occurring themes (Maxell, 2012). The criterion that was used was surveys, saturations, peer reviews, and reflectivity (Onwuegbuzie, Leech & Collin, 2010). I was the sole researcher who collected the data, coded, and analyzed the findings. I used thick description to give a further explanation of the study. I conducted an audit trail that consisted of my own personal notes from the data. These notes were used to determine if new findings had emerged. I also used documents, manuals, policies, and job descriptions to determine new findings. I also used excerpts from conversations from child welfare advocates. I listened for key words derived from my coding and analyzation of my findings. From this point, there was no further data used in the study after saturation.

Transferability

Thick descriptions describe a social phenomenon that produce the external validity of the research; commonly associated with the transferability of the study (Houghton et al., 2013). I used strategic efforts to establish the transferability through thick descriptions of participant selections. Different environments will have a significant factor and the results may slightly differ during the study and interviews. I made certain that particular characteristics from the participant pool differed if the study and data are represented in another setting, (Maxwell, 2012b; Merriam, 2009). The same method was used to gather data.

Dependability

While conducting this study, I also focused on determining if this study could be applied in other circumstances (Merriam, 2009). If it could be used, the same guidelines will need to be applied such as complying with the privacy and anonymity of participants, instruments used, and a demonstration of same, similar, or different findings within the research.

Confirmability

Confirmability is the examination of evaluating and interpreting (Golafshani, 2005). The intent of meeting confirmability requirements will require using another audit trail. My efforts to reduce bias included keeping journal notes that were related to the study (Teddie & Tashakkori, 2009). The journal notes comprised of detailed descriptions of each participant responses. This prevented any misguided interpretations and comparisons to any previous studies.

Results

The central question guiding this study was: what are the perceptions and the impact of public leaders on employee goals, productivity, and direct work service in a public sector workgroup? The study findings validated each research question. The literature review set the premise for the identifying phrases, words, expressions, and experiences that identified themes surrounding perception and leadership. The path-goal theory (House, 1971) is based on a specified leadership behavior that would be intended to increase job satisfaction and instill a sense of empowerment and autonomy to employees to increase productivity and improve performance (House, 1971, 1996). This would be considered a motivational dimension for employees to succeed in their current workplace. I presented the results of the study findings that supported previous studies and theories on the influence of perceived leadership behaviors. The 16 participant responses reflected their type of leadership style and strategies for improving workplace performance and job satisfaction. This was revealed through emerging themes, recurring phrases, and experiences.

The four emerging primary themes from the two counties, Dekalb and Fulton were (a) agility and inclusiveness, (b) behaviors, (c) skills, and (d) leadership styles. I further analyzed the data and made note to determine where the most weight of participation derived from for each theme. It was revealed that Dekalb and Fulton counties both had high responses in the areas of behaviors and job satisfaction. Leadership skills and agility had medium responses in Fulton with low response in Dekalb counties (Table 7).

Table 7

Primary Themes

Primary Themes	Work Demographic Fulton	Work Demographic Dekalb
Agility and Inclusiveness	79	49
Behaviors	157	92
Leadership Style and Job Satisfaction	140	75
Leadership Skills	83	50

Leadership Styles and Job Satisfaction

From the participants' responses, there were four emerging subthemes that aligned with the first research question. The subthemes related to a leader who (a) listens and is concerned, (b) coaching and mentoring, (c) high degree of importance on organizational rewards, and (d) maintain positive interpersonal relationships. These subthemes aligned with the behaviors of a leader that typically describe a leadership style that would be most suitable for the work environment. According to House, (1971, 1996), the four leadership styles are: achievement-oriented, democratic, participative, and supportive.

In brevity the four leadership styles and characteristics that are presumed to positively affect workgroup performance and goal attainment according to House (1971, 1996) are a supportive leader (a leader who is concerned with the well-being of employees), directive leader (a leader who is direct and task-oriented), participative leader (a leader who consults with employees when making a decision), and an achievement-oriented leader (a leader who sets challenging goals and expects them to

achieve them, and shows confidence in their employees ability to perform). Based on the path-goal theory (House, 1971, 1996), the participant responses revealed that a supportive leader would be the most appropriate leadership styles. A supportive leader helps build and maintain effective interpersonal relationships and therefore shapes the climate as well as drive performance effectiveness of the workgroup (House, 1996; Yukul, 2010). Additionally, current research Wells and Peachey's (2011) study revealed that intrinsic motivators, driven by internal rewards, career growth, and employee recognition positively affect job performance and employee satisfaction.

Research question one was answered and received a wide range of responses. There was a 25% returned response rate that provided same or similar descriptions of a supportive leader. Based on responses from both Dekalb and Fulton counties, the leadership style that had the most positive effect was that of a supportive leadership style (Figure 1).

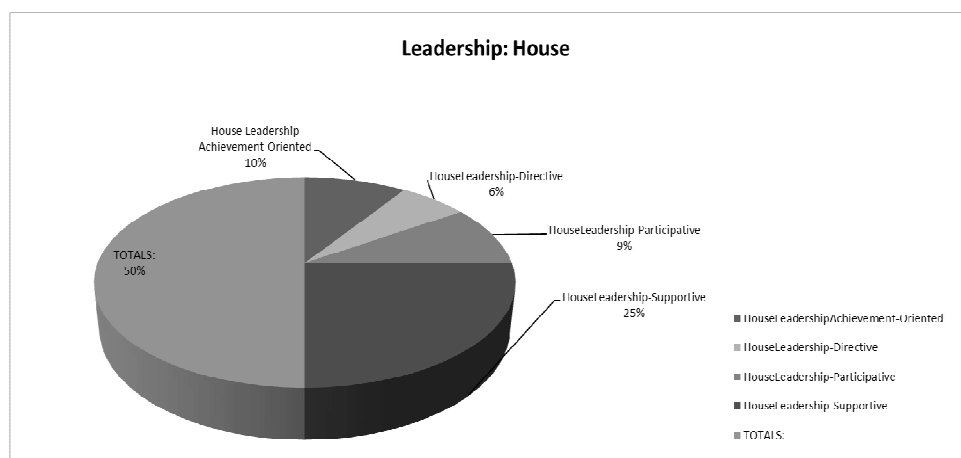


Figure 1. Four leadership styles.

Leadership Behaviors

Participants' responses produced four emerging subthemes that aligned with the second research question. The subthemes related to a leader who is (a) upholding the mission and vision of the organization, (b) trusting relationship, (c) encourages decision-making input of their employees, and (d) accountability and feedback. A leader is responsible for modeling the way for the agency and their employees. They model the way to establish a common purpose through shared values from the workgroup. They are driven not only by their own values but to create a relational group. This is built on sharing the vision of agency and ensuring that all employees are engaged and are committed. A shared vision is built on trust at different levels.

Employees' perceptions of leaders extend to lack of trust. Employees have to know they have leaders who are trusting. An employee has to be able to know that their leaders' will treat them fairly and respect their individuality. Leaders' in this regard should embody behaviors of transparency, effective communication, capability, and employee focus (Ehrhardt, 2014). This goes to say, that trust is built on relationships (Komives et al., 2013).

Leader behaviors also reflect encouraging their employees to have a voice and speak on concerns or even suggestive matters that could strengthen the department. Leaders' should create an environment where they allow their employees to challenge a process and provide solutions to support their decisions. This creates an opportunity for a learning event whereby the group can capitalize on making the workplace better to improve performance. This challenge should not be perceived as a negative slant on the

agency or the leadership. This is an opportunity where employees are allowed to become involved in the decision-making process, because they feel they are part of the shared vision of the agency (Ehrhardt, 2014; Komives et al., 2013).

To continue the momentum of sharing the vision, a leader has to provide feedback to employees. This should be used as a tool for inspiring employees and recognizing their accomplishments (Herman & Warren, 2014). When there are areas that employees need to work on, the leader should provide pathways that will provide opportunities to develop and succeed. A leader demonstrates effectiveness when they can identify challenges and courageously communicate to employees the outcomes of their work performance on (Aguinis, Gottfredson, & Joo, 2012). It is a leader who can cohesively blend identifying and address challenges, celebrate the achievements of the employee and the workgroup. Effective feedback is a reflection of trust and transparency (House, 1971).

The subthemes answered the question surrounding strategies at the administrative level that would broaden work services with a commitment to employees. The second research question was answered from the following codes: strategies, obstacles, autonomy, and decision-making.

Leadership Skills

For research question three, the participants' responses produced two emerging subthemes that aligned with the second research question. The subthemes related to a leader who has (a) effective critical skills and (b) support employee development. These subthemes answered the question surrounding strategies at the administrative level that would broaden work services with a commitment to employees. The responses for this

question had combined elements with focus on skills and communication. Many of the responses were centered on effective communication by not just speaking but being an effective listener. Leaders' should listen to the needs of their employees and filter concerns, emotions, and thoughts of their employee. It shows respect, trust, as well showing employees that their leaders value them as more than employees.

Leadership characteristics and skills were also filtered from the responses. A leader who has an open mind is one who is relatable and innovative. They are not afraid of taking risks. They are visionaries who can see beyond the present and make suggestions that will prepare them for the future. They embrace employees who have ideas as one of the responses alluded to in that they expect ideas from their employees to make the work flow easier. When a leader is flexible and adaptive through different mediums of communication and leadership characteristics, it speaks of their confidence to stand behind what they believe (values and the agency's shared mission and vision) and inspire others to take the same or similar initiative (Cohen, 2012).

This question was answered from the following codes: strategies, factors, and training.

Leadership Agility and Inclusiveness

From the participants' responses, there were three emerging subthemes that aligned with the fourth research question. The subthemes related to a leader who (a) embrace unique skills and qualities of all employees, (b) empower employees to be able to make their mark in the workplace, and (c) foster workplace inclusiveness.

With a rapid society by way of advanced technology, ongoing changing of policies and procedures coupled with complex work situations, participants' responses

aligned with leadership styles as well as with leadership agility. Agile leaders are leaders who can lead under change and complexity. Depending on the makeup of the organizational, agile leaders can lead organizational change through diversity and inclusiveness, improve team performance, and have the ability to make good judgment and quick decisions (Mattsson, 2015).

Despite the challenges, effective change agent leaders must acknowledge the diverse talents of group members. They have to capture all aspects of the population regardless of their background, ethnic beliefs, and gender. Agile leaders are charged with building relationships between employees and their employers. They are the bridge to ensure that everyone matters and have a contribution to the agency regardless of indifferences (Komives et al., 2013; Krislov & Rosenbloom, 1981). Leaders' have to earn the trust and respect from their employees especially when they are trying to improve overall job satisfaction. They need to exemplify behaviors such as interpersonal relationships by engaging with their employees to understand different perspectives, understand how each group of employees differ from each other, always focus on the capabilities of the employee, and capitalize on building future leaders by acting with integrity and fairness (Krislov, 1974; Tebain, 2012).

This question was answered from the following codes: inclusiveness, rewards, and employee success.

Summary

This chapter discussed the qualitative content analysis of a phenomenological study regarding perceptions of leadership and employee performance. I conducted 16

interviews through an online survey with nonprofit agencies in the state of Georgia by analyzing experiences, knowledge, and the perceptions of the 16 participants. I also analyzed documents such as leadership manuals, policies, journal, and job descriptions. I analyzed these findings through a content analysis eight-step research methodology. This was done through a series of clustering and thematizing as four themes emerged and addressed the central guiding and research question of the study.

The study findings were able to support the research in different leadership styles and behaviors that best fit the needs of the workgroup can be a determining factor for the work environment to achieve their goals and improve their work performance. There were four themes that emerged and answered questions regarding perceptions of leadership and employee performance in child welfare agencies. The main findings of the study were centered on supportive leaders who are concerned and considerate, encourages two-way communication, and trusting and respectful while fostering an inclusive work force through professional development. The barriers that were shared by the participants were lack of awareness of the generational gap, diversity and inclusion, dealing with different behavioral temperaments, and dedicating more time to establish professional relationships with employees. In Chapter 5, the interpretation of the results, inferences about the findings, conclusions and recommendations will be presented.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative phenomenological study was to explore lived experiences and perceptions among 16 participants working as administrators, county directors, and supervisors in the nonprofit sector. This study evaluated the findings associated with perceived behaviors and leadership styles in child welfare agency offices in two counties in Georgia. The results of the study could be used for creating intervention programs for leaders to fully engage in change management through motivational dimensions that produce favorable and consistent work performance while sustaining overall job satisfaction. The first section of this chapter will begin with an overview, including interpretations of the findings of the study. As discussed in Chapter 4, there were four themes that were used as the framework to gain a greater understanding of the study. In addition, the chapter incorporates theories from the literature review as discussed in Chapter 2. The chapter will include any limitations that pertain directly to the study. Next, there will be a discussion on the implications for positive social change. Lastly, this chapter will include recommendations for further research followed by a summary conclusion.

Overview of the Study

Child welfare agency administrators are consistently challenged to overcome workforce obstacles. Increasing the performance of an employee is contingent upon the organizational commitment and leadership style of a leader. It is the leader who is accountable and who influences the facilitation of performance outcomes from their

employees. Employees' and leaders' outcomes contribute to the organizational success of the organization. To accomplish these deliverables, a leader must exemplify certain behaviors that distinguish them as a leader of change and innovation by way of encouraging employees to move toward a shared goal (Doucet, Fredette, Simard, & Tremblay, 2015).

For this study, I used a conceptual and theoretical framework to explore perceptions of leaders' behaviors and their influence on employee performance. I used the path-goal theory (House, 1971, 1996) as the primary theory for the study. In addition, I used the dimensions of relational leadership theory (Butler & Waldroop, 2004; Komives et al., 2013), with further emphasis on the representative bureaucracy (Kennedy, 2014; Krislov, 1974). The literature provided focus to capture underlying reasons behind certain leadership styles that influence perceptions, work performance, and job satisfaction from employees who work in a high intensive field. Numerous studies have shown that job satisfaction relates to performance and leadership styles (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012).

Exploring perceptions and their influence on work performance and job satisfaction, I looked at factors that were revealed that can be used as a positive yet transformative leadership style. These elements can be fully developed to improve performance outcomes and increase job satisfaction in organizations that are challenged with organizational commitment. This involved creating an environment that is trusting, open, and inclusive while developing and fostering professional development (Doucet et al., 2015).

Interpretation of the Findings

The key findings of the study produced four themes that related to perceptions of leadership and employee performance. The four themes were (a) leadership style and job satisfaction, (b) leadership behaviors, (c) leadership skills, and (d) leadership agility and inclusiveness. The findings were centered on a supportive leadership style. The findings revealed supportive leaders are concerned and considerate, encourage two-way communication, and are trusting and respectful while fostering an inclusive work force through professional development. The primary concerns that were shared by the participants and the documents were a leader's lack of awareness of the generational gap, diversity and inclusion, dealing with different behavioral temperaments, and dedicating more time to establish professional relationships with employees. The results were not shocking because the responses aligned with the theoretical framework presented by House (1971) in that a specific leadership style can positively drive performance and work satisfaction. Needless to say, different circumstances may cause leaders to change or alter their leadership style. Research has shown that a leader can exclusively use one out of the four leadership styles (Ballaro & O'Neil, 2013). On the other hand, the leader should evaluate what type of leadership style is best suited to yield positive outcomes and achieve job satisfaction (House, 1971).

The purpose of conducting this study was to explore how the path-goal theory (House, 1971) is still congruent with an employee's interest and work group. The path-goal theory (House, 1971) is intended to increase job satisfaction and instill a sense of empowerment and autonomy to employees to increase productivity and improve

performance. There are, however, additional elements that will yield the desired outcomes of performance and job satisfaction. Studies have shown that outcomes and performance through interpersonal facilitation (Komives et al., 2013) are closely linked with the human resource management theory that drives an organization's performance strategy. This attracts them to perform better and motivates the worker to realize their own professional aspirations. These studies of interpersonal relationships supported not only the path-goal theory (House, 1971) motivational dimensions but served as the core for effective change (Northouse, 2013).

There are four leadership styles and characteristics that are associated with the framework of the path-goal theory (House, 1971). The first is a supportive leader (a leader who is concerned with the well-being of employees), the second is a directive leader (a leader who is direct and task-oriented), the third is a participative leader (a leader who consults with employees when making a decision), and the fourth is an achievement-oriented leader (a leader who sets challenging goals and expects them to achieve them, and shows confidence in their employees' ability to perform). All four leadership styles are presumed to positively affect workgroup performance and goal attainment, according to House (1971, 1996).

From the variety of the leadership styles of the path-goal theory (House, 1971), the participants' responses were directed toward the supportive leadership style. Their responses were consistent and reasoned to be that the supportive leader is best suited for their workgroup. Their responses also revealed that a supportive leader represents particular behaviors that will continue to build organizational momentum. This resulted

in recurring findings that later developed into subthemes that stemmed from the research questions. The survey responses and the documents were closely related and revealed themes that identified a supportive leader coupled with behaviors that embody this leadership style.

Leadership Style and Job Satisfaction

The first research question was seeking to determine strategies and behaviors that will improve work performance and job satisfaction. I found that 25% of the participants noted that the behaviors of supportive leader would be most appropriate. The responses reflected that a supportive leader helps build and maintain effective interpersonal relationships and therefore shapes the climate as well as drive performance effectiveness of the workgroup (House, 1996; Yukul, 2010). The documents revealed findings that a supportive leader is most appropriate to supervise employees in child welfare. There were, however, 10% of the participants who preferred the achievement-oriented leadership style.

Behaviors

With the second research question, I discovered how different strategies were perceived at the administrative level that would broaden work services and the administrator's commitment to their employees. Participants' responses revolved around creating a relational group (Butler & Waldroop, 2004). This encompasses that leaders must create a trusting environment that demonstrates behaviors of transparency through a shared vision, effective communication, and employee focus that will allow employment through decision-making. Thus, leaders will still need to manage holding employees

accountable but provide the needed feedback to address any challenges while recognizing their accomplishments. The participants' responses and the documents also aligned with the path-goal theory (House, 1971; Dusterhoff, Cunningham, & MacGregor, 2014) because leaders need to remove barriers that hinder employee effectiveness in the organization, therefore answering the question and realigning it with previously mentioned theories in Chapter 2.

Skills

The third research question overlapped with the second research question, though there were some variations. I was seeking to understand at the midtier level the perceived strategies to improve communication, performance, and productivity. The subthemes answered this question as particular focus still reflected a supportive leader. There were two particular skills that stood out for a supportive leader in that they have to encourage and support employee development and demonstrate effective critical skills and communication skills. The documents also revealed communication skills are critical for employee success and development. The participants' responses and the data that were analyzed from the documents provided a clear understanding by answering the research questions. The participants' responses and the documents aligned with the path-goal theory (House, 1971) and the relational leadership theory (Komives et al., 2013), therefore answering the questions and objective.

Agility and Inclusiveness

For the fourth research question, I was seeking to discover strategies perceived by supervisors for improving communication and performance while fostering an inclusive

work environment. Surprisingly with this question, the participants' detailed responses provided a clear understanding of an evolving workplace regarding innovation, cultural differences, and generational gaps. Their responses were directed toward leaders creating an inclusive environment that is predicated on trust, transparency, integrity, and empowering employees by capitalizing on building future leaders. The data from the documents revealed that there is slow progression yet strides to gain a greater understanding of cultural and generational differences. The participants' responses and the data from the documents provided a clear understanding of leaders celebrating workplace diversity and inclusion (Freedman, 2012).

Summary of Results

Based on the data and findings, it appeared to be a trend that a supportive leader can influence organizational commitment by improving work performance and increasing job satisfaction. The participants shared the same or similar responses that reflected how a particular leadership style can foster professional development and professional relationships (Cohen, 2012). It was revealed that a supportive leader supports the mission and vision of the organization. The supportive leader has the capacity to build working relationships and effectively communicate any developmental needs while celebrating employee accomplishments, as well as coaching, mentoring, and providing employees with the tools, resources, and a goal-setting path to ensure their professional mobility. This is presumed to heighten and strengthen the quality of leadership, performance, and job satisfaction. The findings supported the path-goal theory (House, 1971) wherein a

specific leadership can steer change and motivation; however, different leadership styles are warranted under certain circumstances.

The findings also revealed the path-goal theory (House, 1971) does not specifically address diversity and inclusion per se but does make relevant implications toward diversity and inclusion. The path-goal theory (House, 1971) does imply that all employees should be given fair opportunity to succeed, and that leaders are responsible for removing barriers that would prevent professional development. Based on the findings, there is a need to emphasize incorporating diversity and inclusion training programs to increase job satisfaction and work performance. This will align with leaders valuing employees and modeling behaviors for employees to replicate with efforts to move toward a common goal.

The key findings of the study produced four themes that related to perceptions of leadership and employee performance. The four themes were (a) leadership style, (b) leadership behaviors, (c) leadership skills, and (d) leadership agility and inclusiveness.

Limitations

There were comparisons in Chapter 1 that interconnected with Chapter 5 surrounding limitations derived from using a sample population that consisted of 16 participants working as administrators, county directors, and supervisors in the nonprofit sector. For example, it was assumed that the participants would provide more credible and in-depth responses. Chapter 1 mentioned there were disadvantages to completing the online surveys such as apprehensions. It was noticed participants did not complete the entire survey even after consenting to participate. There were also some responses that

were unclear. Another limitation was an assumption that the participants would be familiar with the vocabulary.

As Chapter 1 mentioned there were some responses that were unclear and after analyzing and interpreting the responses, it was demonstrated that participants were not familiar with the terms. For instance, participants' either did not answer the question on autonomy or did not have a clear understanding of the definition. Another example of not having a clear understanding of the terms in that inclusion expands farther than just the traditional race and gender but to that of innovation and continuous strategies that will improve, attract, and retain employees. Though that was a small percentage, participants who completed the online surveys were knowledgeable of the subject matter or topic surrounding the questions that were asked and did not misrepresent the data findings.

The second limitation was that I missed an opportunity to ask specific questions pertaining to gender differences. For example, with a digital survey I did not see participants, so I did not know nor did I collect any gender data. Another aspect would have been to identify if there was any difference in treatment of employees based on gender. This would have provided more data, as well as filter different perspectives from each gender surrounding the interview questions. This would however result into a different study.

The third limitation could have extended to designing the survey to ask specific questions pertaining to the current position of each participant instead of generalizing the criteria and requirements. This would have provided a rationale to categorize experiences and knowledge of participants, so that I could better understand the phenomena. The last

limitation would be that of my professional experiences. I do not work in human services or any field associated with child welfare. My interpretation of the data, analysis, and results would be based on my civic advocacy affiliations, corporate and educational experiences, and a strong interest in the topic that relate to leadership. I would consult with human services providers for additional support to minimize my personal biases so that it will not affect but improve the validity of the results.

Recommendations for Further Research

This study can be expanded for further research to determine if current findings are relevant in work environments such as for profit sectors including corporate. A second recommendation is to conduct a study to determine out of the four leadership styles why achievement-oriented leadership style is less favored in child welfare agencies based on the findings. The third recommendation is to conduct research based on race and gender, and to identify if there are differences in treatment of employees based on these two factors. The fourth and last recommendation is to conduct further research on leadership styles and how different leadership styles impact diversity and inclusion. The study findings raised awareness that diversity and inclusion is slowly taking root in the workplace. There are training gaps in that leaders are not fully adept how to approach diversity and inclusiveness beyond the traditional race and gender to that of recognizing and managing social, cultural, economic, and generational differences in the workplace.

Implications for Positive Social Change

The positive social change implications for this study provided a premise to address a diversified and inclusive community that will empower each other to facilitate

social change through shared commonalities that move toward a shared goal. Positive social change is not about making changes for the individual but rather about focusing on change of behaviors and perceptions that can impact the community. Inclusiveness should be used to close the gap on individualism but rather focus on opportunities to drive change in the communities, organizations, family settings, and even among policy makers.

Leaders who are building a diverse and inclusive workplace recognize that each group will have different perspectives and viewpoints. It is the responsibility of managers, supervisors, and employees to make a concerted effort for change. There should be a concerted effort to be effective change agents. For policy makers, just as there are efforts to gather votes from all community constituents, there should be no restraints that prevent policies and legislation from being passed for making improvements in the workplace that impact a community of employees and families. When there are patterns of derailing performance and ongoing challenges to promote job satisfaction specifically among child welfare agencies; there should be consideration to allocate funding that will provide programs for ongoing training to undertake the job responsibilities and challenges to ensure foster care children are in a safe and permanent environment. It takes a community to make certain that workers are empowered with the tools and resources to perform their jobs; and managers and supervisors are equipped to provide the support, while creating an inclusive workplace that respects, acknowledges, and recognize employees for their unique talents and perspectives to improve work performance and job satisfaction.

Conclusion

This qualitative phenomenological study explored lived perceptions of a specific leadership style behaviors and characteristics that could be beneficial to influence employee work performance and job satisfaction. The theoretical framework comprised of the path-goal theory (House, 1971), the four dimensions of relational study (Butler & Waldroop; Komives et al., 2013), and the representative bureaucracy theory (Krislov, 1974). This provided a foundation to formulate the research questions and a conceptual framework for this study. The Moustakas's modified vanKaam method was used to analyze data while the ATLAS.ti 7 (ATLAS.ti, 2016) qualitative data management software was used to store, organize, and code interview responses.

There were 16 participants working as administrators, county directors, and supervisors in the nonprofit sector who confirmed that a specific leadership style can influence work performance and increase job satisfaction. There were four emerging themes (a) leadership style, (b) leadership behaviors, (c) leadership skills, and (d) leadership agility and inclusiveness. These themes demonstrated that a supportive leader is a visionary and committed to foster teams for success. The supportive leader effectively communicated any feedback through coaching and mentoring to capitalize on any developmental opportunities and celebrate accomplishments, as well as, provide the tools and resources to ensure employees achieve expected goals while pursuing professional mobility. These blended skills and behaviors exemplified the fundamentals of the path-goal theory (House, 1971); in that a specific leader has the potential to create a path to remove barriers to increase motivation within employees to achieve their goals.

On the other hand, a leader may need to shift their leadership style to meet the need of the circumstance. The findings however revealed that diversity and inclusion programs fully embrace and recognize individual differences and to increase management practices through training are needed to and development.

Finally, Chapter 5 concludes that future research can be done within a larger population sample. This could be conducted to examine how House's (1971) path-goal theory of different leadership styles can influence perceptions and work performance among different generations, genders, and cultural backgrounds. This would also address a gap that would determine if diversity and inclusion is a subject that should be fully explored more while using the path-goal theory (House, 1971) for the theoretical framework.

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Appendix A: Interview Letter

Dear Participant,

As a doctoral student at Walden University, I am proposing a qualitative study on the paths taken by child welfare agency leadership. I am studying leadership behaviors to understand the effectiveness of current practices that will sustain favorable performance results among employees. In addition, the study explores perceptions of leaders' behaviors that may affect permanency outcomes for children, and in turn child welfare workers' goal attainment. This will extend to the impact on performance and direct work service in the work group. To explore strategies that will further motivate employees through communication including consistent feedback in hopes of changing employee behaviors, and strengthening supervisors' relational allegiance and support to their employees. I believe the data must come from true experience and voices of child welfare agency leadership. I am asking for your assistance and to consider my request to conduct research.

I am interested in recruiting county administrators, directors, and regional supervisors who currently work at child welfare agencies in the metro suburban Atlanta area. Online survey responses will be used as data to generate common themes. Your participation is voluntary and if the completion of the survey poses a challenge, you can choose not to participate. If you should choose to participate and later decide to withdraw, you can do so without penalty. To ensure the confidentiality of each participant, no names and personal information will be disclosed. In addition, if you

would like to recommend a caseworker that you believe is knowledgeable about this topic, and would like to participate in the study, the recommendations are greatly appreciated.

It is my hope this study may be useful in providing an understanding on how leaders respond to employee behaviors and beliefs that impact employee performance, and job satisfaction. Results of this study may also provide further research information to modify any training programs to ensure quality service to promote a safe haven for children while strengthening the workforce.

If you should choose to participate in the study, please click on the following link, <http://www.surveygizmo.com/s3/3307309/Research2017> which will take you directly to the survey. Your anonymity is protected and I, as the researcher will not know the identity of the participants who agree to participate or choose to decline. Once you enter the survey page, you will find a reminder regarding the confidentiality of your responses. There will be an informed consent page that will need to be completed before proceeding to the rest of the survey.

You will have to click the consent link to participate in the study to gain access to the survey. For those of you who do not acknowledge the consent form, you will be thanked for your time and interest. The survey should take no more than 15 minutes to complete. If you agreed to participate in the survey, you may pause while taking the survey. The prompt will allow you to resume at another time. There is no penalty if you should choose to withdraw.

Walden University IRB has approved this research study [09-13-16-110289], as well as, the Georgia Department of Public Health IRB approved this study [161003].

Thank you for your time and consideration. I hope you elect to participate. The link to the survey is as follows:

[<https://app.surveygizmo.com/distribute/share/id/3307309>]

Sincerely

Deatrice "Dee" Haney

Public Administration/Criminal Justice
Walden University

Appendix B: Participants Requirements and Synopsis of Study

As the research sponsor for Deatrice “Dee” Haney who is a doctoral student at Walden University. I am requesting a list of supervisors’ names as well as administrators and directors email addresses to request their participation in this study. This study will be confidential. The researcher, Dee Haney will not be made known of the participants contact information that includes email addresses, nor their online survey responses.

Synopsis of the Study: The entitled research study is The Influence of Path-Goal Theory on Leadership and Employee Performance in Child Welfare Agencies. The purpose of the study is to explore and dispel negative perceptions of leaders’ behaviors that are perceived to affect permanency outcomes and child welfare workers goal attainment. In addition, this study will examine public organizations leadership style and determine which leadership style might align or even match up with improving and strengthening performance. This data will be used for strategically changing employee behaviors, perceptions, and building up supervisors’ relational allegiance and support to employees to make a meaningful impact on employee goals, motivation, and productivity.

Criteria: As a participant, you will have to have acquired the following qualifications that would satisfy the educational and professional requirements set forth by Georgia’s Department of Human Services as well as meeting the criteria to participate in this study. The following criteria’s have to be met:

- You will have to be in a leadership role including that of administrator, director, or a supervisor. The educational requirements will include having obtained a

master's degree in a related field of human service from an accredited college or university, or obtaining specialized certifications and licenses. In addition, the participants must have two years of supervisory experience in a human services program. As a county director or administrator, and supervisor, the participant's work duties and experiences will include supervision of subordinate directors, managers, or supervisors, as well as caseworkers.

- For a supervisor role, the participants must have two years of supervisory experience in a human services program whether through the various departments; family and children services, child support services, aging services, or juvenile justice. As a county director or administrator, the participant's professional experience will include supervision of subordinate directors, managers, or supervisors, as well as caseworkers.

I, , the researcher's sponsor will not be made known of the participants names, their online responses, nor if they will be participating, or not completing the survey.

Both Dee and I are held to the highest ethical standards set forth by Walden University IRB and the Georgia Department of Public Health IRB Boards.

I would like to thank you for your willingness to support Dee Haney and the research study. Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Typed Signature: _____ Date: _____

All the best,

Chief Operating Office

Appendix C: Open-Ended Survey Questions

1. How long have you been in your current position?
2. How do you reward and acknowledge top performers in your business unit?
3. What is one critical skill that you as a leader possess when working with employees, and why?
4. How would you incorporate autonomy for employees to make decisions about their work?
5. How would you provide quality employee development within a busy workplace that includes multi-tasking and constant change?
6. How do you build rapport among employees to ensure trust and developing a personal connection with their leadership and management team?
7. In a region that has an influx of multi-cultural caseloads, how do you ensure employees feel like they are successful in their work?
8. Based on the descriptions of each leadership style, which of the four best describes your leadership style?
 - a. Supportive Leadership-A leader who is concerned with the well-being of employees
 - b. Directive Leadership-A leader who is direct and task-oriented
 - c. Participative Leadership- A leader who consults with employees when making a decision
 - d. Achievement-Oriented Leadership- A leader who sets challenging goals and expects them to achieve them, and shows confidence in their employees ability to perform
9. What are some factors that really motivate your staff?

10. What are two strategies that you have used to eliminate barriers that hinder productivity?
11. How do you provide feedback that does not appear offensive but constructive to improve performance?
12. What do you do to remove obstacles that prevent employee professional mobility?
13. How do you express empathy to show concern with your direct reports?
14. What is one challenge that you as a leader encounter while managing and supervising a diverse pool of employees?
15. What is your approach toward employee accountability?
16. What are the steps that you have used to foster an inclusive work environment including your approach to know your team/employees?

Appendix D: Emerging Themes Dekalb County

	P6:99	P8:102	P9:103	P11:105	P12:106	P15:109	Dekalb County	Total
Inclusiveness	5	13	7	10	5	9	49	98
Behaviors	14	17	13	21	13	14	92	184
Leadership Styles	13	16	11	17	8	10	75	150
Skills	11	8	8	14	5	4	50	100
Total	43	54	39	62	31	37	266	532

Appendix E: Emerging Themes Fulton County

	P1:98	P2:92	P3:96	P4:97	P5:94	P7:100	P10:104	P13:107	P14:108	P16:110	Fulton County	Total
Inclusiveness	5	5	6	8	9	10	10	9	10	7	79	158
Behaviors	14	10	17	16	16	16	15	21	17	15	157	314
Leadership Styles	14	11	13	10	18	13	15	19	15	12	140	280
Skills	7	4	5	5	8	11	14	15	6	8	83	166
Total	40	30	41	39	51	50	54	64	48	42	459	918

Appendix F: Overall Frequency Survey Responses

Categories Codes for Survey Responses & Document Data	Frequency of Occurrence Survey Responses DeKalb n=6	Weighted Percentage DeKalb	Weighted Percentage Fulton	Frequency of Occurrence Survey Responses Fulton n=10
Feedback	14	105%	23%	16
Autonomy	7	132%	177%	8
Challenges	11	114%	54%	13
Leadership Critical Skills	8	82%	208%	9
Empathy	12	105%	81%	14
Inclusive	9	191%	27%	11
Obstacles	13	36%	15%	15
Strategies	12	105%	31%	2
Trust	5	373%	92%	6
Employee Development	6	123%	158%	7
Employee Success	4	336%	188%	5
Employee Accountability	10	123%	123%	12

Appendix G: Overall Frequencies Social Work Manual

Top Phrases	Occurrences	Top Unfiltered Words	Occurrences	Percentage
Understanding about the culture	16	Supervision	18	2.5070
To use appropriate methodological approaches skills and techniques	16	Cultural	6	0.8357
The increasing focus on interdisciplinary practice in	14	Understanding	4	0.5571
Should be able to communicate information	12	Performance	1	0.1393
NASW standards for cultural competence in	12	Success	1	0.1393

Appendix H: Overall Frequencies of Document Data Supervising Manual

Top Phrases	Occurrences	Top Unfiltered Words	Occurrences	Percentage
Primary goal	5	supervision	448	6.0787
Training on diversity and inclusion	2	goals		
Training on diversity and inclusion	2	decision-making	17	0.2307
Quality of service	3	training	17	0.2307
Training supervisors	2	education	15	0.2035
Enhance performance	5	managers	13	0.1764
Supervisors should be visionaries	7	concern	13	0.1764
Supervisors need to be engaged	7	value	18	0.2442
Support caseworkers' decision-making	8	development	12	0.1628
Cultural Indifferences	8	trust	12	0.1628
Lack cultural competence	8	Feedback	31	0.4206
Consistent communication	10	Empathy	22	0.2985
Recognize unique talents	12			
Professional development	13	Inclusive	10	0.1357
Leadership is essential	13	Obstacles	9	0.1221
Provide quality mentoring	15	Employee Development	8	0.1085
Develop policies	16	Coaching	10	0.1357
Continuous feedback	18	Performance	10	0.1357
Promote long term commitment	18	Productivity	10	0.1357
Should reward employees	18	Strategies	15	0.2035
Value Employees	19	Diversity	11	0.1493
Recognize caseworkers opinions	20	Vision	18	0.2442
Leaders need continued skills	20	Job Satisfaction	17	0.2307
Value employees	20	Communication	24	0.3256
				<i>(table continues)</i>
Supervisors	20	Mentoring	22	0.2985

need to be
engaged
Focus on
Strengths

23

Behaviors

24

0.3256

Appendix I: Overall Frequencies Child Care Manual

Top Phrases	Occurrences	Top Unfiltered Words	Occurrences	Percentage
Supervisors support	4	Values	10	1.6051
Always focus	4	Acknowledging	8	1.2841
share	4	Expectations	7	1.1236
information and empathize with the	4	Culture	3	0.4815
feel free to	4	Communicating	3	0.4815
expectations and values	3	Awareness	3	0.4815
clarify	3	Openness	2	0.3210
expectations monitor results	3	Relationship	2	0.3210
culture	3	Autonomy	1	0.1605
Understanding	2	Generation	1	0.1605
The job	2	Accountability	1	0.1605
Caseworker	1	Perceptions	1	0.1605

Appendix J: Overall Frequencies Georgia DHS Job Descriptions

Top Unfiltered Words	Occurrences	Percentage
Management	4	0.6033
Communications	4	0.6033
Strategic	3	0.4525
Competencies	3	0.4525
Analyzes	4	0.6033
Evaluates	3	0.4525
Builds	3	0.4525
Trust	3	0.4525
Regulations	4	0.6033
Team	3	0.4525
Skills	3	0.4525
Qualifications	2	0.3017
Supervisors	3	0.4525
Environment	2	0.3017
Degree	3	0.4525
Leadership	5	0.7541
Compliance	4	0.6033
College	3	0.4525
Masters	1	0.1508
Culture	1	0.1508
Proficiency	1	0.1508
Performance	1	0.1508
Mission	1	0.1508
Standards	1	0.1508
Decisions	1	0.1508
Promotes	1	0.1508
Awareness	1	0.1508
People	1	0.1508

Appendix K: Code Book

Theories	Thematic Categories	Research Questions	Interview Questions
Path goal theory	Leadership Style and Job Satisfaction	1,2,3,4	2,4,5,7,8,9,
Relational leadership model theory	Leadership Behaviors	2,3,4	3,6,7,9,10,11,12,13,14,15
Relational leadership model theory and the path goal theory	Leadership Skills	2,3,4	3,4,6,7,9,10,11,12,15
Representative Bureaucracy Theory	Agility and Inclusiveness	2,3,4	7,9,10,12,16