2018

Effects of the Authentic Leadership Style on Job Satisfaction in Subordinate Employees

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Walden University
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Abstract

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BS, Virginia Commonwealth University, 1991

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Dissertation Submitted in Partial Fulfillment

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Walden University

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Abstract

Prior studies examined the importance of good leadership skills for those in leadership positions; however, this study addressed a gap in literature regarding how leadership characteristics in supervised employees can impact job satisfaction. The purpose of this quantitative study was to assess the influence of authentic leadership on leader, coworker, task, and general job satisfaction. Authentic leadership emerged from the theory of positive psychology which surmises that self-growth coincides with a focus on the development of others and is based on the premise that individual improvement is gained by focusing on positive personality aspects. Online recruitment using a participant pool and social media was used to sample adults who have been employed either full or part-time, can read English, and have been under supervision while at work. Participants ($N = 138$) completed the Authentic Leadership Questionnaire and the Job Descriptive Index. Research questions were addressed by using 4 logistic regression models to show the relationship between the independent variable (authentic leadership) and each of the 4 dependent variables (coworker satisfaction, general job satisfaction, task satisfaction, and leader satisfaction). The results of this study were that a significant association existed between authentic leadership and coworker satisfaction, as well as general job satisfaction, but not between authentic leadership and task satisfaction or leader satisfaction. Implications for positive social change include the improvement of human resource processes. Human resource professionals could use authentic leadership in employee recruitment by gearing onboarding assessments to authenticity constructs such as ethical conduct and transparency. In addition, employee training designed around authentic traits may reduce job-related stress, absenteeism, and job turnover.

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Dedication

This work is dedicated to my son Brian William Pope. You are the reason why I have worked so hard and so late into the night (and early morning) to reach my educational goal. Thank you for your patience when I could not play, your acceptance when dinner was late, and your long-suffering when I insisted on having the house as quiet as possible while I worked. Thank you for your love and encouragement, without which this endeavor would have been much more difficult. You are my best friend.

Acknowledgements

Completing my dissertation was the toughest of all my academic achievements and required an impressive amount of time, energy, and focus. I would like to thank my mother, Marcelle Agee, who instilled the importance of hard work and education in all her children. I would like to thank my sister, Aurelia Agee, who was my cheerleader throughout the process and made the dream seem more reachable. I am grateful to my committee, Dr. Jennifer Rounds-Bryant, Dr. Craig Marker, and Dr. Virginia Salzer for guiding me through the dissertation process. Their patience and expertise were invaluable. I would also like to thank everyone who believed in my ability to return to college so many years after undergraduate school, and to achieve a doctoral degree. Finally, I am grateful to all of my participants who took valuable time out of from their day to assist me in my research.

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Chapter 1: Introduction to the Study

The focus of this study was the examination of authentic leadership as it related to

job satisfaction in employees who were under supervision. The study is significant because

research on leadership traits that induce employee job satisfaction is important to industry as

it could be a solution to several industry-related issues, such as how to improve retention

rates, increase job satisfaction, reduce job stress, decrease absenteeism, and increase

productivity and profitability (Sousa-Lima, Michel, & Caetano, 2013; Wang & Hsieh,

2013). Authentic leadership is a management style that encourages employees by seeking

their input while modeling ethical behavior and, thus, may improve work culture.

Characteristics associated with authenticity are ethical behavior, transparency, self-

awareness, and informed decision-making (Fusco, O'Riordan & Palmer, 2015; Walumbwa,

Wang, Wang, Schaubroeck, & Avolio, 2010). Although there are many leadership styles

that claim ethics as a primary characteristic, authentic leadership differs in its focus on self-

awareness and transparency (Azanza, Moriano, & Molerob, 2013).

Efficient and effective leadership capabilities are believed to be rooted in ethics,

personalities, and motives (Valentine, Hollingworth, & Eidsness, 2014). However,

characteristics associated with positive leadership are not exclusively possessed by

leaders, they also exist in the personalities of supervised employees (Sharp, Roche, &

Cable, 2015; Tonkin, 2013). Organizational leaders do not make a company successful

singlehandedly (Azanza et al., 2013). They rely on subordinate workers to manage their

time so that deadlines are met, collaborate with colleagues, and problem-solve to

overcome challenges. Therefore, it is important that they possess leadership

characteristics to maintain the functionality of their workplace (Azanza et al., 2013;

Hsiung, 2012) Positive social change may result from a greater understanding of how subordinate staff uses leadership characteristics to regulate their actions, interactions, and work quality to the benefit of the work culture (Sousa-Lima et al., 2013).

The most influential theory associated with this study is positive psychology, the foundation for the authentic leadership theory. According to this theory, progress was best achieved by focusing on and building people's strengths rather than learning interventions that focused on what was wrong with people and their weaknesses (Howard, 2008; Morganson, Litano, & O'Neill, 2014). The components of authentic leadership are built on the foundation of positive psychology, in that authentic leadership involves self-awareness, or having a self-understanding, that serves as a foundation for making beneficial decisions and taking well-planned and favorable actions. Authentic leadership also includes balanced information processing or the unbiased collection and interpretation of information (Metcalf, 2014).

Background

Hannah, Walumbwa, and Fry (2011) provided information on the influence of authentic leadership on nonmanagerial employees that resulted from a study of military leaders and training teams using the ALQ. Results indicated that authenticity in leaders is positively associated with authenticity in followers. Hsiung (2012) provided information on the importance of the authentic leader trait of informed decision-making and employee voice using 70 Taiwanese real estate teams using variables such as perceived justice, authentic leadership, leader-member exchange (LMX), and employee voice. A modified version of the LePine and Van Dyne scale was used to assess worker voice and the Authentic Leadership Questionnaire was used to measure authentic

leadership (Hsiung, 2012). A positive association was found between authentic leadership and employee job satisfaction as evident in the level of voice.

Valsania, Moriano León, Alonso, and Cantisano (2012) provided information on job satisfaction levels in the workplace as it is related to the influence of authenticity on nonmanagerial employees. The participants of this study were 227 Spanish workers from several organizations, separated into 40 teams. Team members completed the ALQ as well as the Lee and Allen scale for organizational citizenship through which the variables authentic leadership and organizational citizenship behaviors (OCB) were measured. The results were that authentic leadership traits of transparency and high ethical standards positively affected the employees' organizational satisfaction and commitment levels. Wang and Hsieh (2013) investigated the relationship between authenticity and job satisfaction expressed through the level of engagement using 386 Taiwanese employees in different businesses. The results showed that employee job satisfaction was positively related to employee engagement when using the ALQ to assess authentic characteristics (Wang & Hsieh, 2013).

Problem Statement

Authenticity in the workplace refers to the expression of traits such as self-awareness, high moral values, informed decision-making, and transparency (Gardner & Avolio, 2005). While authentic characteristics can apply to individuals on any work level, authenticity as a means of self-management was a relatively new interpretation of authenticity and those who practiced it were purported to have contributed to the work culture through ethical characteristics (Shirey, 2006; Yang, 2014). Authentic employees, who were under the supervision of their leaders, were deeply in-tuned with their own

strengths, weaknesses, and how their traits affect their followers. They use their own ethical practices to influence to inspire efficiency in others (Sharp et al., 2015). Leaders have been judged based on their effectiveness in bringing about success in an organization, but it was important to note that the personality of the subordinate worker has played a part in whether or not they accept and comply with their direction, so have also contributed to that success (Copeland, 2016).

Wong, Laschinger, and Cummings (2013) examined authenticity as it related to job satisfaction and found that authenticity in leadership was positively associated with authenticity in those who follow them. Considering the potential impact on the work environment that such a combination of characteristics can garner, it is important to further understand both the constructs and their impact on organizations (Burris, Ayman, Che, & Min, 2013). Developments in the understanding of this leadership style and its effects in the industrial arena could set in motion management training programs that serve to improve employee/employer relations and an increase in job satisfaction (Azanza et al., 2013). Van Quaquebeke, Kerschreiter, Buxton, and van Dick (2010) assessed how such perceptions influenced follower self-identification with their leaders as well as job satisfaction levels. They found that there was a positive association between constructive leadership values and the level of workplace satisfaction and leader satisfaction when leader values matched those of followers.

This dissertation study was limited as a result of a lack of consensus over constructs associated with authentic leadership, thus there is a threat to construct validity due to an inexact definition of constructs (Avolio, Gardner, & Walumbwa, 2007). Additionally, a limitation was that the identity of the respondent as an employee under

supervision was not verified which could have led to undercoverage bias. Also, a gap in literature was evident when it came to sample variety versus the use of employees from a single organization. A gap in current leader/follower research also existed regarding how the characteristics of lower and higher-ranked workers mutually influenced each other.

In order to address the limitation of construct validity, the proposed study utilized the concepts that have been narrowed down into the measurable constructs of transparency, informed decision-making, ethics, and self-assessment (Avolio et al., 2007). Undercoverage bias could occur when members of the target population are underrepresented. This was addressed when a clear statement was made regarding the desired population of supervised workers, which included almost all workers with the exception of the business owners. Response bias in regard to social desirability was reduced using an online survey that allowed respondents to retain confidentiality through the use of questions that were not specific to a particular organization.

Purpose

The purpose of this study was to evaluate the relationship between authentic leadership traits in employees under supervision and job satisfaction. Leadership traits that promote ethical standards are important in self-management as well as in the management of others (Sousa-Lima et al., 2013). Research on leadership traits that induce employee job satisfaction continue to be important to industry, as it may be a solution to several industry-related issues such as how to improve retention rates, increase job satisfaction, reduce job stress, decrease absenteeism, and increase productivity and profitability (Pavlovic, 2016; Sousa-Lima et al., 2013; Wang & Hsieh, 2013).

Framework

The field of psychology has traditionally been focused on psychological problems and how to treat them; however, in contradiction to that approach, positive psychology has been focused on how people can become happier and more fulfilled (Howard, 2008; Macik-Frey, Quick, & Cooper, 2009). Such a theory can be readily applied to employees as a means of improving the work environment, particularly the relationship between company leaders and lower-level employees. Positive psychology also involves a moral and ethical perspective. A leader whose behavior is guided by core values, beliefs, thoughts, and feelings rather than outside pressures of product or service quotas may positively influence employee satisfaction (Morganson et al., 2014). The most influential theory associated with the study of authenticity was positive psychology, the foundation for the authentic leadership theory, which argues that progress is best achieved by focusing on and building people's strengths as opposed to focusing on negative behavioral aspects (Howard, 2008). The components of authentic leadership build on the foundation of positive psychology in that it involves self-awareness or having a self-understanding that serves as a foundation for making beneficial decisions and taking well-planned and favorable actions (Cohrs, Christie, White, & Das, 2013). Authentic leadership also encompasses the use of balanced information processing or the unbiased collection and interpretation of information (Cohrs et al., 2013). Authentic leadership involves transparency or relational disclosure and openness (Cohrs et al., 2013). According to Burris et al. (2013), those who adopt the authentic leadership style are efficient due to their characteristic morals, enthusiasm in accomplishing organizational missions, and the importance they place on employee development.

Research Questions and Hypotheses

To address the identified gaps the following research questions are proposed:

Research Question 1 (RQ1): Does authenticity predict coworker satisfaction in

supervised employees?

Null Hypothesis (H_01): Authenticity does not predict coworker satisfaction in

supervised employees.

Alternative Hypothesis (H_a1): Authenticity predicts coworker satisfaction in

supervised employees.

Research Question 2 (RQ2): Does authenticity predict task satisfaction in supervised

employees?

Null Hypothesis (H_02): Authenticity does not predict task satisfaction in

supervised employees.

Alternative Hypothesis (H_a2): Authenticity predicts task satisfaction in supervised

employees.

Research Question 3 (RQ3): Does authenticity predict leader satisfaction in supervised

employees?

Null Hypothesis (H_03): Authenticity does not predict leader satisfaction in

supervised employees.

Alternative Hypothesis H_a3: Authenticity predicts leader satisfaction in

supervised employees.

Research Question 4 (RQ4): Does authenticity predict general job satisfaction in

supervised employees?

Null Hypothesis (H_04): Authenticity does not predict general job satisfaction in supervised employees.

Alternative Hypothesis (H_a4): Authenticity predicts general job satisfaction in supervised employees.

Nature of the Study

In this quantitative study on authentic leadership in employees under supervision, the Walden Participant Pool and Facebook were used to survey participants as part of the convenience sampling method. Quantitative research is appropriate for exploring how higher and lower-level employees rate their level of authentic leadership traits. Surveys were useful for rating the level of job satisfaction in employees (Creswell, 2014). I used electronic versions of the Job Descriptive Index (JDI) and Authentic Leadership Questionnaire (ALQ) to examine and present data on the impact of authentic leadership as it related to job satisfaction in supervised employees (Avolio et al., 2007; Smith, Kendall, & Hulin, 1969).

Job satisfaction can be understood as the sum of various aspects of workplace experiences as well as by the measure of those experiences individually (Lan, Okechuku, Zhang, & Cao, 2013). Studies have revealed that a difference exists between general workplace impressions and opinions on specific features of ones' job, as with the JDI workplace individual constructs of coworker, task, and leader job satisfaction (Lopes, Chambel, Castanheira, & Oliveira-Cruz, 2015; Parker & Brummel, 2016). Each dissertation research question involved a review of individual constructs of the workplace experience listed in the JDI (Bang, 2015; Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017).

The JDI has frequently been used to measure levels of job satisfaction in employment situations and was invented by Smith et al. (1969). It consists of 72 questions and involves several issues related to work fulfillment, such as pay, colleagues, current work, promotion prospects, and leader perception. The JDI is composed of a list of descriptive phrases or terms and participants choose which terms or phrases accurately describes a particular work aspect by writing a "Y", "N", or "?" next to the item signifying yes, no, or unsure, respectively (Smith et al., 1969). McIntyre and McIntyre (2010) measured the reliability of the JDI determining that there was a relatively high level of internal consistency for pay, colleagues, work, chances for advancement, and leader perception. Additionally, the construct validity of each of the five JDI facets was supported through factor analysis (Lopes et al., 2015; McIntyre & McIntyre, 2010). Each research question for this dissertation was examined using the logistic regression model. This type of analysis allowed for the prediction of variable scores (Creswell, 2014; Leider, Harper, Shon, Sellers, & Castrucci, 2016; Starmer, Frintner, & Freed, 2016). I conducted analyses using the IBM statistical software SPSS.

Significance

The ability to reshape leadership training design and development as conducted by human resource personnel can foster change in executive approaches to employee relations through less aggressive production tactics (Faircloth, 2017; Howard, 2008). The positive effects of authentic leadership may also counteract the effects of job stress, which could otherwise lead to burnout and absenteeism. Widespread use of authentic leadership, which is based on more benign decision-making and consideration of employee impact, may improve work conditions internationally (Hsiung, 2012).

Additionally, a broader understanding of common authentic traits shared by managers and direct reports would be valuable in the current globally oriented marketplace in which leaders and their staff may be from different cultures. Finding a common thread in the form of values and work ethics may ease any existing antipathy that may become evident as a result of individuals from different backgrounds interacting (Liborius, 2014). Developing countries, which look to nations that have a longer industrial history, may potentially seek and choose to replicate methods of increasing production through improved employer/employee relations without resorting to abusive or oppressive tactics.

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Assumptions, Limitations, and Delimitations

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Assumptions

It was assumed that the topics of this study - authentic leadership and job satisfaction—were measurable quantities for the purpose of this research. It was assumed that the concepts of authentic leadership and job satisfaction would be understood by those involved in the study. An assumption of the theory of positive psychology was that emotions relating to optimism could be linked to personal development whereas those associated with pessimism could be related to a will to survive (Cohrs et al., 2013). Another assumption of this theory was that the propensity for decency among individuals is typical of human nature (Cohrs et al., 2013). Regarding the use of a cross sectional sampling method, it was assumed that it would result in a diverse group of participants who would allow for useful analysis. It was also assumed that the method of surveying subjects who represent different organizations of various nonmanagerial positions would yield a cross section of responses in spite of organizational affiliation, work culture, and specific position.

Limitations and Delimitations

This study was limited due to a lack of consensus over constructs associated with authentic leadership; therefore, there was a threat to construct validity due to an inexact definition of constructs (Avolio et al., 2007). Additionally, a limitation was that the identity of the respondent as an employee under supervision was not verified which could have led to undercoverage bias. A delimitation was that the population chosen included employees under supervision within their organizations; and that the population excluded individuals who were not, or have not been, under supervision in their workplace.

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Definition of Terms

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Authentic leadership: A leadership style that emphasizes candid communication, high moral objectives, balanced processing, and a willingness to self-evaluate (Avolio, Gardner, Walumbwa, & May, 2004).

Informed decision-making or balanced processing: The act of seeking and including opposing viewpoints and various options in ones decision-making process prior to deciding on a course of action (Avolio et al., 2004).

Internalized moral perspective: The drive to conduct oneself with a predilection for justice and ethics (Gardner & Avolio, 2005).

Self-awareness: Being cognizant of one's own abilities, principles, and weaknesses (Gardner & Avolio, 2005).

Transparency: A state of being forthright and truthful (Avolio et al., 2004).

Work culture: The nature of an organization and as defined by the types of interactions, relations, customs, and attitudes that are a part of that entity (Pilch & Turska, 2015).

Chapter 2: Literature Review

Introduction

Ethics are at the heart of effective corporate governance and good leaders should model values that will promote the positive well-being of their organization (Ruiz-Palomino, Sáez-Martínez, & Martínez-Cañas, 2013; Sharif & Scandura, 2014). Organizations may be met with a variety of crises relating to management, ranging from environmental disasters to corporate scandals. For example, Siemens was found to be guilty of bribery on an international scale in order to gain contracts and were made to pay over a billion dollars in fines; Exxon's oil spill which was portrayed as one of the worst manmade environmental disasters in history (Wiersema & Zhang, 2013). Each case was not simply financially taxing but played a significant role in the lack of trust in corporate leaders, in general, by the general public and employees alike (Wiersema & Zhang, 2013). This distrust has prompted companies to improve their images by developing more stringent hiring practices for their potential leaders (Hsieh & Wang, 2015; Peus, Wesche, Streicher, Braun, & Frey, 2012). One way to restore a damaged corporate image is to replace those who were in a position of leadership when the impropriety occurred with individuals who have a proven reputation of integrity (Wiersema & Zhang, 2013).

The behavior of organizational leaders, as well as those under their supervision, can be an important contributor to the level of productivity in the workplace (Hannah et al., 2011). When leaders and nonmanagerial employees exhibit authenticity on an individual level, for example, there can be a cascade effect on the productivity level of

workgroups (Ehrhart, 2012). Similarly, Walumbwa, Luthans, Avey, and Oke (2011) found that authentic traits were instrumental in mediating desirable workgroup outcomes.

Understanding methods of effectively strengthening leader/employee relationships, such as authentic leadership, can be instrumental to the promotion of positive supervisory tactics through the implementation of a management training and/or counseling program (Hirst, Walumbwa, Aryee, Butarbutar, & Chen, 2016; Petriglieri, Wood, & Petriglieri, 2011). That workplace relationship thrives on consistency in ethical behavior and may promote job satisfaction (Men & Stacks, 2014; Petriglieri et al., 2011). According to Wang and Hsieh (2013), when there is consistency between what one says and how one behaves there results a perception of reliability and an increase in job satisfaction. The study of how authenticity influences levels of job satisfaction in lower-level employees is also important since it can serve as employee development tool (Tremblay, Cloutier, Simard, Chênevert, & Vandenberghe, 2010). Authentic leadership in employees under supervision may improve the work environment through a combination of ethics and self-evaluation (Gardner & Avolio, 2005).

<div align="center">**Theoretical Foundation**</div>

Authentic Leadership Theory

Authenticity in industry involves being tactfully genuine (Sharif & Scandura, 2014). Individuals may be candid in their beliefs about how their organization should be run but politic enough to know when and how to voice concerns and ideas for improvement (Sharif & Scandura, 2014). Additionally, authenticity means being keenly aware of ones' own character and how traits influence others (Hannah et al., 2011). Authenticity involves understanding that personal development is a fluid process with

changes occurring over time, so that politic expression of ones' beliefs and values and patient endurance rather than pursuit of perfection is the object (Sharif & Scandura, 2014).

Authenticity is based on morals and self-concept, and how that image translates into actions that influence others (Hsiung, 2012). This style of self-management and its potential influences directly relate to the questions of whether authentic leadership traits contribute to increased employee job satisfaction (Hsiung, 2012; Wang & Hsieh, 2013). Additionally, authenticity involves the use of informed decision-making which includes seeking the input of others, regardless of rank, prior to making big decisions, so that followers will be encouraged by a sense of involvement in their organization (Gardner & Avolio, 2005). The authentic leader acts as a positive role model for employees, thus promoting authenticity in their behavior (Avey, Avolio, & Luthans, 2011). When leaders and nonmanagerial employees find common ground in their morals or value systems, such as with authentic leadership, there may be a greater opportunity for agreement in the best way to achieve the mission of their organization under existing company policies (Gutierrez, Candel, & Carver, 2012).

Authenticity is the concept on which the authentic leadership theory is based, and the authentic leadership style is based on authentic leadership theory (Ötken & Cenkci, 2012). Authentic leadership theory consists of constructs such as transparency, informed decision-making or balanced processing, high ethics, and self-awareness - all of which may be instrumental in bringing about the type of ethical leader image that many organizations desire (Ötken & Cenkci, 2012). Authenticity as a leadership style is not the only management style that involves an attention to ethics; however, it is the distinction

of transparency and self-awareness that distinguishes authentic leadership as a viable way to manage and encourage employees (Valentine et al., 2014). As companies work to develop work cultures that promote job satisfaction and confidence in an organizational mission, a primary consideration should be the needs of workers on every level (Jacques, Garger, Lee, & Ko, 2015). For example, organizations may benefit from choosing new leaders who have characteristics that can be paired with those of existing nonmanagerial staff, such as when leaders and direct reports share authentic characteristics (Hsiung, 2012).

Authentic leadership traits can be a catalyst to an improved work culture through ethical practices and employee inclusiveness (Hsiung, 2012). An assumption of authentic leadership theory is that self-awareness and high moral values in a leader will improve interactions between leaders and followers (Valsania et al., 2012). Another assumption is that when a leader engages in transparency, so that they are blatant regarding their ideas and opinions, their followers are more likely to be satisfied with their jobs (Wang & Hsieh, 2013). Authentic traits such as fairness and candidness may enhance work relations between leaders and nonmanagerial workers (Chernyak-Hai & Tziner, 2015; Wang & Hsieh, 2013).

Ethics is central to authenticity and is related to job satisfaction that is built on consistency of moral actions (Sharif & Scandura, 2014). The perception of job satisfaction in nonmanagerial employees involves a level of confidence in an organization as well as the competence and track record of consistency in word and deed of their leaders (Wang & Hsieh, 2013). In addition, job satisfaction does not occur without some level of empathy toward leaders and organizational processes, which can

become evident through the authentic practice of being in tune with one's own behavior and the psychological impression that is made on others (Owusu-Bempah, Addison, & Fairweather, 2014; Xiong, Lin, Li, & Wang, 2016). Practicing authentic traits such as ethical behavior may lead to increased employee loyalty to the organization as well as improved job satisfaction (Xiong et al., 2016)

The components of authenticity build on the foundation of positive psychology because it involves of self-awareness or having a self-understanding that serves as a foundation for making beneficial decisions - potentially influencing job satisfaction (Cohrs et al., 2013). In addition, authenticity involves taking well-planned and favorable actions, as well as, balanced information processing or the unbiased collection and interpretation of information (Macik-Frey et al., 2009; Sharif & Scandura, 2014). Authenticity also involves the inclusion of a moral and ethical perspective so that behavior is guided by a leader's core values, beliefs, thoughts, and feelings rather than by outside pressure, which may play an intricate role in employee satisfaction (Leroy, Anseel, Gardner, & Sels, 2015; Palanski, Avey, & Jiraporn, 2014).

The practice of authenticity has the potential to evoke more than corporate health and healing (Valsania et al., 2012). The quality of one's work culture can be greatly intertwined with living outside of the workplace and influence both aspects of life (Braun & Nieberle, 2017; Sok, Blomme, & Tromp, 2014). Authentic leadership practices such as self-awareness, transparency, informed decision-making, and high ethics may help reduce work-related stress which can otherwise result in increased bouts of sickness such as headaches and digestive issues. These may result in more sick-day requests and other types of absences, impacting efficiency (Macik-Frey et al., 2009). The resultant

diminished production time, rescheduling, and even loss of business due to a reduction in personnel can constitute a significant financial loss to businesses (Macik-Frey et al., 2009). Workers who are aware of their positive and negative attributes and how their actions and methods of communication may influence other employees can promote self-confidence and reduce stress in the work culture overall (Sharif & Scandura, 2014; Wang & Hsieh, 2013).

Transparency. One way to increase the level of trust between employers and employees is to engage in a more transparent work environment which is characteristic of authenticity (Leroy, Palanski, & Simons, 2012). Transparency involves the disclosure of information that will affect personnel either directly or indirectly (Penger & Cerne, 2014). Rather than call a meeting for subordinate workers stating that a factory is closing, updates of the status of an organization could be provided to employees through team meetings, a newsletter, etc. (Penger & Cerne, 2014). That information would not only aid workers in their career decisions, but it may further induce trust in leaders (Valsania et al., 2012).

Informed decision-making. The authentic facet of informed decision-making involves gathering information from various sources prior to coming to a final decision (Burris et al., 2013). For example, after informing employees of a significant reduction in profits, corporate leaders who are faced with the decision of which employees to fire could benefit from looking to their workers to help decide on how to offset costs such as by furloughs versus firings (Azanza et al., 2013). This level of inclusion could promote job satisfaction from subordinate employees who choose to reflect the level of loyalty that they see in their leaders (Azanza et al., 2013; de Haan, Duckworth, Birch, & Jones,

2013). On the other hand, when workers feel discouraged from making suggestions regarding policies, such as pay rates, incentives, and work hours, that influence their workplace, reduced job satisfaction can result (Hsiung, 2012). When lower-level employees are consulted by supervisors, it can serve to improve their sense of importance to the functionality of the organization and, consequently, increase job satisfaction in accordance with perceived quality of the relationship between workers and managers, which may be strengthened through mutual values such as authenticity (Men & Stacks, 2014; Wong et al., 2013).

Ethics. Characteristics indicative of the authentic style, such as openness and an adherence to an ethical code, can be taught as indicated in the Fusco et al. (2015) study on authentic leader development. Wang and Hsieh (2013) determined that there was a positive association between authenticity and job satisfaction, particularly when there was consistency between the actions and statements of an authentic leader.

Self-Awareness. Self-awareness involves being sensible of one's own nature and desires and how one's character impresses others (Sharif & Scandura, 2014). In the workplace, self-awareness serves as a foundation for making beneficial decisions and taking well-planned and favorable actions (Sharif & Scandura, 2014). Additionally, it influences balanced information processing or the unbiased collection and interpretation of information (Sharif & Scandura, 2014).

Positive Psychology

Positive psychology theory posits that progress is best achieved by focusing on, and building, people's strengths rather than learning interventions that focus on what is wrong with people and their weaknesses (Cohrs et al., 2013). Traditionally, psychology

has centered on how to treat mental and emotional deficiencies (Wang & Hsieh, 2013).

The nurturing relationship emphasized in positive psychology is prevalent in authentic

leadership (Woolley, Caza, & Levy, 2011). Positive psychology hinges on how to make

individuals become more satisfied with life in general (Cohrs et al., 2013).

Positive psychology is central to authentic leadership theory and entails several

benefits such as improved self-assurance and general work outlook (Cassar & Buttigieg,

2013; Morganson et al., 2014; Smith, Koppes Bryan, & Vodanovich, 2012). Positive

psychology, as with authentic leadership, encompasses a motivational factor that may

improve employee job satisfaction (Walumbwa et al., 2011). Constructive

leader/employee relationships developed through authentic leadership theory are a natural

outcome of its foundation on positive psychology (Morganson et al., 2014). Authentic

leadership is heavily influenced by positive psychology as a means of focusing on

positive characteristics and how they, in turn, affect followers (Cassar & Buttigieg,

2013).

Psychological health of employees has significant repercussions for companies.

Concerns over market decline and job security can be the source of anxiety for employees

(Kaplan, Cortina, Ruark, LaPort, & Nicolaides, 2014). Despite external pressures,

individuals may truly be their own source of stress as they actively choose how they will

react to events, whether positive or negative (Donaldson, Dollwet, & Rao, 2015; Kaplan

et al., 2014). Programs that instruct workers in constructive workplace-anxiety coping

methods can be impactful on job satisfaction which may, in turn, affect productivity

(Donaldson et al., 2015; Kaplan et al., 2014). The connection between positive

psychology and job satisfaction makes it an appropriate tool for exploring the influence

of authentic leadership on job satisfaction in employees under supervision (Donaldson et al., 2015).

Positive psychology interventions may be instrumental in alleviating ills associated with human resource management (Kaplan et al., 2014). Interventions, such as gratitude, may reduce workplace absences due to stress-related sicknesses (Bolier et al., 2013). The positive psychological relationship emphasized in authentic leadership theory is a form of positive leadership that is based on positive psychology (Morganson et al., 2014). Attempts to positively influence one's own level of job satisfaction through enhanced workplace relationships may also yield greater levels of satisfaction (Semedo, Coelho, & Ribeiro, 2016). The exploration and development of workplace wellness intervention programs, such as those that target interrelations and a focus on the positive aspects of one's job, can improve functionality through increased job satisfaction (Bolier et al., 2013).

The improvement of business through increased productivity, product quality, and service to customers/clients is the paramount goal in industry; and methods of achieving those goals are as varied as the types of industries and work environments that exist (Ötken & Cenkci, 2012). Success may rely on a combination of leadership traits, work culture, and the type of industry, and one method of achieving a productive workplace is by hiring new managers, or training existing supervisors, on how to positively influence workers (Fusco et al., 2015; Semedo et al., 2016). Authentic leadership is a management style that encourages employees by seeking their input while modeling ethical behavior and, thus, may improve the work culture. Efficient and effective leadership capabilities are believed to be rooted in ethics, personalities, and motives (Lyubovnikova, Legood,

Turner, & Mamakouka, 2017). What has eluded management studies has been the framework for determining which specific aspects of one's character best influence whether or not an individual will make an exceptional leader albeit due to the level of knowledge, bravery, sympathy, integrity, self-control, candidness, or none of these (Lyubovnikova et al., 2017).

Job Satisfaction

Satisfaction in ones' work is an affective reaction that incorporates experiences from the work environment as a whole rather than merely assigned tasks (Gutierrez et al., 2012). Previously researchers concluded that job satisfaction was the result of achievement or production levels (Loi, Chan, & Lam, 2014). It was found, in subsequent studies, that such a relationship was not necessarily accurate since it is possible for an employee to be a high producer but be unhappy in their work, or for them to be satisfied with their job, but to be low producers (Kafetsios, Nezlek, & Vassilakou, 2012).

Reactions to job satisfaction vary and can result in blatantly negative behavior such as tardiness, changes in attendance, and reduced efficiency (Wong et al., 2013). Consequences can be less obvious such as headaches, ulcers, or unusual fatigue (Jaramillo, Mulki, & Boles, 2011). On the other hand, individual character could cause reactions that, to an onlooker, would not imply that the employee is at all disgruntled so that the employer would have no indication of discontentment unless the employee quits (Jaramillo et al., 2011; Liang, 2017). Indeed, personality, opportunity to voice concerns, and the alternative work opportunities available, all play a part in whether an employee remains with an employer even under substandard work conditions and how they react to those conditions (Semedo et al., 2016; Wong et al., 2013).

It has been suggested that the pursuit of job satisfaction can be considered an organizational goal without questioning why it should be a priority, since seeking pleasure in ones' work, or with anything, could be considered naturally advantageous and desirable (Penger & Cerne, 2014). If job satisfaction truly is what employees naturally want, then it should also be a natural aspect of management training, objectives, and organizational policies; and it should be considered, at least, one litmus test by which a company measures its success (Ruiz-Palomino et al., 2013).

The study of job satisfaction has several applications, for example plotting tendencies over time would be useful when tracking whether satisfaction levels rise or fall in relation to the implementation policy changes (Rockstuhl, Dulebohn, Ang, & Shore, 2012). In today's global market, measuring job satisfaction could also be useful when comparing various cultures particularly those of similar industrial branches or even within the same company (Rockstuhl et al., 2012). Another example of the application of job satisfaction data, in this instance, would be to ascertain how workers of a branch office in one country compare with those in offices throughout the world (Dello Russo, Vecchione, & Borgogni, 2013).

The responsibility for ensuring that a workplace is conducive to creativity and places value on ethics is largely due to organizational leaders; however, lower-ranked workers are responsible for taking advantage of workplace resources and opportunities made available to them to make suggestions or state concerns (Do Rego Furtado, Da Graça Câmara Batista, & Silva, 2011). Perceptions of good leadership are subjective. Employees may differ in what they consider ethical behavior or good decision-making skills in leaders; and there are a variety of personality types found in workplaces which

may or may not be conducive speaking out for positive change (Nie & Lämsä, 2015). In this sense, both leaders and lower-ranked workers are responsible for job satisfaction levels. However, as far as it is reliant upon heads of organizations, leaders need to be aware of the work culture and how leader/follower relationships and behavior may promote an improved culture (Do Rego Furtado et al., 2011).

According to Azanza et al. (2013), leaders who allow flexibility in organizations encourage workers to feel confident in their ability to communicate and secure in the belief that when they venture to make constructive suggestions, they will be taken seriously are more likely to remain committed to an organization (Azanza et al., 2013). Progress that has its origin in the lower ranks of a company is born of a lack of fear of reprisal that is a risk whenever an employee, particularly a subordinate, states that a policy or procedure is faulty. Authentic leaders arbitrate that connection between open-mindedness or flexibility in the workplace and the job satisfaction (Semedo et al., 2016). The same flexibility that allows subordinates to submit their ideas for improvement also permits supervisors to accept them. In today's competitive market, wise leaders will use any and all resources at their disposal to keep ahead of their competition, and it may well be that organizations cannot afford to turn away from innovative ideas by restricting input by allowing proposals from their colleagues only (Hsiung, 2012).

Employee job satisfaction can be reflected in worker citizenship and performance (Kimura, 2013; Pierro, Raven, Amato, & Bélanger, 2013). Traits associated with authentic leadership, such as self-awareness, may lead to increased job satisfaction due to its implication that an individual who possesses such traits takes into consideration how their actions will influence their colleagues. The potential to negatively affect their own

work culture may prompt supervised employees to communicate cautiously and with forethought (Kell & Motowidlo, 2012). Seeking to increase their own production levels, an authentic supervised employee could choose to act in ways that inspire colleagues to work cohesively to complete tasks as efficiently as possible and, thus, authentic supervised employees will be vigilant in monitoring how and what they communicate and their interactions with those who have power over them (Kell & Motowidlo, 2012). Authentic supervised employees who put forth a positive image can provoke other workers to take the mission of an organization seriously, even potentially increasing their attachment to the workplace (Kimura, 2013).

The promotion of high ethical standards in employees with leadership traits could result in increased job satisfaction (Shapira-Lishchinsky & Even-Zohar, 2011) and may also increase retention rates and costs associated with hiring processes. Shapira-Lishchinsky and Even-Zohar (2011) suggested that job satisfaction is so important to the functioning of an organization that formal sessions should be instituted in order to teach, both, employees how to incorporate ethical behavior into their routines. Although ethics education may not be prominent on the college training level, ethics in industry could invaluable as it is associated with the functionality and overall productiveness of an organization (Liu, Kwan, Fu, & Mao, 2013; Shapira-Lishchinsky & Even-Zohar, 2011).

Employees can raise concerns among colleagues; however, a greater sense of job satisfaction can ensue when a supervised employee welcomes feedback from their leaders as well (Kimura, 2013). It is often the case that ideas on work process improvements will only come to fruition after a manager believes in the idea enough to work with other executives to approve the budget and manpower needed for new projects (Wong et al.,

2013). Dissatisfied workers could take one of two paths – either they will leave the organization or remain and attempt to make positive changes. The ability to voice ideas and concerns to leaders could reduce turnover since workers who believe they have a voice in the workplace may be more likely to remain committed if they believe that there is a viable process that they can follow to have their aspirations and grievances satisfied (Liang, 2017).

Job satisfaction is linked to desirable production levels, according to Lyubovnikova et al. (2017). It is not unusual for employees to exhibit job satisfaction, as well as a sense of commitment, to their employer by agreeing to work longer hours or at a greater pace to aid the organization in obtaining its goal of profitability (Read & Laschinger, 2015). That they of service is given, however, with an expectation that it will be reciprocated with commensurate pay rates, eventual promotion, and/or incentives such as bonuses and increased vacation time (Penger & Cerne, 2014). This type of input for output frame of mind may be the catalyst behind many highly functional workforces. Employees who do their part believe that they need only to expect business owners to reciprocate. It is when lower ranked employees do not receive what they believe is equitable recompense for their efforts that rifts in labor relations can occur. It is not only the lack of reward, but its unequal distribution that may cause decreased job satisfaction in lower ranked employees (Penger & Cerne, 2014). Transparency in worker expectations, how decisions regarding raises and promotions are determined, and how other incentives are doled out, not only improves job satisfaction, but helps to dispel favoritism. Transparency also provides employees with a measuring stick by which they

can pace their productivity in order to obtain certain career goals and contributing to their job satisfaction (Laschinger & Fida, 2015).

The leader/follower relationship is considered by some to be the very embodiment of a company (Men & Stacks, 2014). Leaders are often expected to use their company's mission as a guide for creating work plans, deciding on acceptable work output, and even when determining appropriate disciplinary action (Men & Stacks, 2014). The more a leader believes in the mission, the more it becomes evident to those under their charge; and, their discernment is expected to reflect moral values to those who rely on their judgment (de Haan et al., 2013; Nolasco, Amunkete & Rothmann, 2015). A match in authenticity between supervised employees and their leader can become evident when leader authentic traits become discernible through interaction with nonmanagerial staff (Hinojosa, McCauley, Randolph-Seng, & Gardner, 2014). When there is a match between employer/employee values the attachment between workers and their organization may become stronger (Kimura, 2013).

Miao, Newman, Schwarz, and Xu (2013) further stated that job satisfaction was influenced by a trust relationship between employees under supervision and their managers. They concluded that when employees are exposed to a participative type of relationship with fellow employees and leaders, the result was greater job satisfaction than when their leaders use a dictatorial style (Miao et al., 2013). This was an indication that employees under supervision favored work environments where traits such as informed decision-making and transparency were valued and where their input on company-related issues was allowed (Miao et al., 2013). Rather than simply being cogs in a machine, subordinate employees perceived inclusive managers as having positive

regard for their knowledge and ingenuity, potentially strengthening the level of job satisfaction (Miao et al., 2013).

Pucic (2015) found that ethics, an authentic leader trait, was positively related to job satisfaction. He pointed out that it was not enough for an employee to be productive, they must couple their production efforts with ethical behavior in order to enhance their job satisfaction (Pucic, 2015). A manager may gather information from lower-level employees who practice transparency when divulging ideas on business processes; but, the employee under supervision must be careful not to expect that their ideas will be accepted (Pucic, 2015). Authentic leader skills encompass ethical behavior so that the employee under supervision would not attempt to use bullying tactics to have their suggestions implemented by supervisors or to have colleagues go along with their plan of action (Liu et al., 2013). The authentic supervised employee should be cognizant of that fact that, market fluctuations necessitate the need for decisions to be made quickly, yet wisely, particularly in the business world so that changes are based on a plethora of factors (Miao et al., 2013; Pucic, 2015). Still, authentic supervised employees who believed their leader is open to hearing their ideas, were more satisfied with their workplace (Pucic, 2015).

Concerns over corruption in organizations and efforts to retain ethical employees have become a major challenge in industry (Campbell & Göritz, 2014; Liu, Cutcher, & Grant, 2017). Companies are also faced with the rather large task of gaining and maintaining the trust of the general public (its customers) (Campbell & Göritz, 2014; Innocenti, Pilati, & Peluso, 2011). With both objectives on the table, and both potentially quite costly endeavors, how should a company prioritize them? At first glance, the goal

of gaining the confidence of employees may seem a secondary consideration as it would seem more important to acquire favor with consumers (Miao et al., 2013). However, it can be argued that there is no point in vying for customers for a product if there is no product to sell (Miao et al., 2013). And, if employees do not show trustworthiness through ethical behavior, the result may be loss of confidence in leaders, decreased job satisfaction, and reduced retention rates which may result in lost profits, as well (Fisher, 2016; Miao et al., 2013).

In matters of job satisfaction, regardless of the population, a common aspect is the importance of transparency (Norman, Avolio, & Luthans, 2010). This characteristic involves a willingness to expose oneself and certain aspects of the organization to stakeholders, leaving the leader susceptible to criticism (Norman et al., 2010). Research conducted using supervised employees and a premise of a pending companywide reduction in staff, indicated that employees considered trustworthiness and transparency of colleagues and leaders to be highly important in relation to job satisfaction (Norman et al., 2010). The risk of potential loss of income due to unethical practices, which could result in closures and/or layoffs, is a powerful incentive for employees to be concerned about transparency in their workplace and the hiring practices for organizational leaders (Walumbwa et al., 2011).

Lower-level employees may take cues from leaders – using their behavior as an indication of what is acceptable within their company and actively or passively determine their level of satisfaction (Chen, Hwang, & Liu, 2012). Supervised employees who exhibit authentic traits, particularly ethical behavior and transparency, impact the social climate of their workplace, ultimately influencing efficiency and profitability (Ötken &

Cenkci, 2012). Therefore, it is not only company leaders, but nonmanagerial employees who wield a great amount of social power within the workplace (Ötken & Cenkci, 2012).

Job satisfaction translated into improved willingness to be cooperative (Chen et al., 2012; Tremble, Payne, Finch, & Bullis, 2003). Performance quality was also positively associated with job satisfaction (Chen et al., 2012). Authentic leadership traits involve inclusion by stimulating involvement, consideration of the ideas of others in decision-making (Hsiung, 2012). It encourages candidness and ethical behavior, which can lead to increased job satisfaction and loyalty. According to Chen et al. (2012), employee engagement and involvement is important to job satisfaction because they tap into innovative potential which, if developed, could prove valuable to organizational processes (Avey, Wernsing, & Palanski, 2012).

Summary

Authentic leadership theory involves the use of character traits such as transparency, informed decision-making or balanced processing, high ethics, and self-awareness in order to improve relationships between leaders and followers (Fusco et al., 2015). Positive psychology and its focus on confidence-building serves as an applicable foundation for authentic leadership theory which encourages positive employee/employer relations through ethics, consideration, and inclusion (Cohrs et al., 2013). Authentic leadership theory, when practiced in organizations, may promote respectfulness for lower-level employees which can result in greater job satisfaction, and has the added benefit of increasing worker dedication to workgroups (Fusco et al., 2015; Xiong et al., 2016).

Amiable employee/employer relations may result in increased job satisfaction (Xiong et al., 2016). Authentic leadership traits may promote job satisfaction by promoting the practice of inclusiveness in work projects and consideration for how ones' work habits influence other employees (Neves & Story, 2015). When an organizational leadership style includes providing a conduit for ingenuity so that employee input is encouraged and valued, regardless of rank, then improvements in job satisfaction may result (Hsiung, 2012.)

Chapter 3: Methodology

Introduction

The purpose of the study was to evaluate the relationship between authentic leadership traits in employees under supervision and job satisfaction. Prior studies have indicated that retention rates, employee voice, interpersonal relationships at work, and engagement were positively influenced by authentic leadership characteristics (Azanza et al., 2013; Wong et al., 2013). This study provided additional clarification of the influence that authentic traits had on job satisfaction in supervised employees.

Questions from two surveys were used to assess authenticity and job satisfaction. The Authentic Leadership Questionnaire (Avolio et al., 2007) was used to measure employee self-awareness, ethical behavior, balanced-processing, and transparency. The JDI (Smith et al., 1969) was used to measure coworker satisfaction, task satisfaction, leader satisfaction, and general job satisfaction. The surveys were accessible online via the Walden Participant Pool and Facebook websites.

The dependent variables (DVs) were coworker satisfaction, task satisfaction, leader satisfaction, and general job satisfaction, and the independent variable (IV) was authentic leadership. The ALQ is scored by summing responses from questions that are grouped in relation to their similarities, such as 1, 5, 9, and 13 (relating to self-awareness), 2, 6, 10, 14 (related to ethics), 3, 7, 11, and 15 (related to balanced processing), and 4, 8, 12, and 16 (related to transparency). Scores 48-80 indicate high authenticity and scores 47and below indicate low authenticity. Statistical tests were run to gain information on means and standard deviations. A logistic regression analysis was conducted with collected data analyzed using the IBM statistical software SPSS.

Method of Study

Research Design

Quantitative research is a methodical and objective technique for gaining

measurable information that may be presented in numerical form (Creswell, 2014). That

numerical data, then, undergoes analysis and is used to measure relationships to describe

those relationships. Quantitative data can, also, be used to test hypotheses (Creswell,

2014). From a philosophical standpoint, quantitative research studies relate to the

positivistic belief that whatever constitutes reality for individuals, whether it is social

reality or physical reality, occurs independently of observers (Randolph-Seng & Gardner,

2013). In other words, it is the responsibility of those who conduct quantitative research

to maintain objectivity by remaining independent of what is being studied (Goertzen,

2017). The quantitative design assumes samples are representative of the target

population being studied and involves an examination of variables and their relationships

(Goertzen, 2017). It should be noted that, only in studies where conditions are controlled,

can quantitative studies establish cause and effect. Statistics are used to show research

findings and the strength of variable relationships (Creswell, 2014).

There are several types of research designs in quantitative studies, namely true

experimental, quasi-experimental, descriptive, and correlational research (Babones,

2016). The method of gaining, analyzing, and understanding information in research is

reliant upon the type of research design, which is driven by the research question(s)

(Laher, 2016). A true experimental design involves the random selection and assignment

of participants to either a control group or an experimental group, and the manipulation

of variables under controlled conditions. The variables will be manipulated; however, the

control group is not exposed to them while the experimental group will be (Karran,

Moodie, & Wallace, 2015). The outcome of reactions from both groups will be

examined for possible cause and effect evaluations (Bickmeier, Rogelberg, & Berka,

2016).

Similar to true experiments, in quasi-experiments the independent variable is

manipulated (Bickmeier et al., 2016; Murtonen, 2015). However, there is neither

randomization nor a control group in quasi-experimental studies (Landrum & Garza,

2015). This type of research has a drawback, which is the inability to make cause and

effect determinations (Creswell, 2014).

Descriptive studies, as the name implies, help to describe the world (Karran et al.,

2015). Specifically, descriptive researchers observe then provide a description by

documenting phenomena without random selection or variable manipulation (Norris,

Plonsky, Ross, & Schoonen, 2015). Descriptive studies include a single measurement,

with the intention of determining whether a relationship is evident between variables

(Creswell, 2014).

Research designs can also be classified as pre-test/post-test one-group, one or

single-shot case study, post-test two-group, nonrandom pre-/posttest, random pre-

/posttest, and Solomon four-group design (Norris et al., 2015). The pre-test/post-test one-

group design involves an observed group with measurements given both before and after

treatment with little internal validity and no external validity (Creswell, 2014). The one

or single-shot case study does not involve a control group and has no external or internal

validity (Norris et al., 2015). The post-test two-group comparison involves the use of

randomized participant controls (Norris et al., 2015). The nonrandom pre-/post-test

design encompasses the use of two groups and without randomization, the post-test results could be affected by an element or elements present in the post-test, but which was absent in the pre-test (Murtonen, 2015).

Contrarily, with the random pre-/post-test design, differences are due to the variable itself instead of being caused by experimental group differences (Landrum & Garza, 2015). The internal validity of such a study is strong, although external validity is pre-test dependent because subjects in pre-test can be sensitized to a variable they are exposed to which can influence their responses (Jones & Scariano, 2014). The pre-test dependency is alleviated in the Solomon four-group research design through the presence of a pre-tested experimental and control group and an experimental and control group that was not pre-tested (Creswell, 2014).

In general, true experiments use random assignment, which is useful in determining cause and effect associations between variables (Landrum & Garza, 2015). In the absence of random assignment, the design type will depend on whether there are multiple experimental groups being used, or more than one measurement (Landrum & Garza, 2015). If there is more than one, the design is quasi-experimental, but if this is not the case then the design would be non-experimental (Murtonen, 2015). Non-experimental designs, while weak regarding cause and effect determination, are useful in answering research questions, particularly those that are descriptive (Norris et al., 2015).

The proposed study was ideal for a cross-sectional quantitative design, which involves the gathering of data through the use of a questionnaire (Jones & Scariano, 2014). Participants were surveyed during a single point in time using more than one variable, specifically, authenticity and job satisfaction. Furthermore, each participant was

exposed to the same questionnaires and number of variables. The information was be

quantified, analyzed, and then tested for relationships with the use of statistics (Laher,

2016). It was a single-shot quantitative study with only one data collection period which

was used to determine the strength of relationship between variables (Hodis & Hancock,

2016).

Sampling

The convenience sampling method was used to recruit employees through the use

of an online survey (Creswell, 2014). Participants consisted of adults who have been

employed either full or part-time, can read English, and have been under supervision

while at work. First, the Institutional Review Board (IRB) was contacted in order to

facilitate the process of using the Walden Participant Pool, so that the IRB sought

approval for the sampling method, having worked in conjunction with the executive

director of the Office of Institutional Research and Assessment to determine a study's

eligibility for placement of the survey on the Walden Participant Pool website. Second,

arrangements were made with survey vendors to gain access to the ALQ (Avolio et al.,

2007) and JDI (Smith et al., 1969) for survey questions that were posed to participants.

Third, following approval from the IRB and executive director and the Office of

Institutional Research and Assessment, the assigned user name, password, and manual

were used to post the study on the Walden Participant Pool site.

Fourth, once the study was entered into the site and was ready to be made

available to participants, participantpool@waldenu.edu was emailed to request that the

study be made active. Fifth, over a 1-week period, the participant activity was checked.

After determining that there was a participant response rate of less than 15% of the

desired 101 participant number, then an amended IRB application and a Change in

Procedures Form was submitted to the committee Chair for review in order to gain

additional participants through the posting of the survey on Facebook in addition to

Walden's Participant Pool, followed by IRB review.

Sixth, upon approval of the use of the Facebook posting, a Facebook account was

created for the researcher where other Facebook users were informed about the survey.

Seventh, both the Walden Participant Pool page and the Facebook site were monitored

for participants until at least 101 participants had submitted surveys. Eighth, the Walden

Participant Pool survey site forwarded a notice that the site use was expiring for the

study. The survey was removed from the Facebook page. Ninth, data was collected data

from the Walden Participant Pool and Facebook for analysis. (Wright, 2005).

Sample Size Calculation

The sample size for the proposed study, used an alpha (two-tailed) of .05, power

of .80, a medium effect size of .08, with a G*Power 3.1, which resulted in a minimum of

101 participants needed (Faul, Erdfelder, Buchner, & Lang, 2008). Power is the

probability that results showing a difference between variables will be statistically

significant. Effect size is the observed difference between variables (Faul et al., 2008).

Gaining a higher sample size increases the level of confidence and precision in the results

of a study (Faul et al., 2008).

Instrumentation

Job Descriptive Index

Job satisfaction consists of the positive emotions that employees experience in

relation to their work culture (Gillespie et al., 2016). The JDI has frequently been used to

measure levels of job satisfaction in employment situations and was invented by Smith et al. (1969). The JDI has 72 questions and involves several issues related to work fulfillment such as pay, colleagues, current work, promotion prospects, and leader perception. The JDI consists of a list of descriptive phrases or terms and participants are to choose which terms or phrases accurately describes a particular work aspect (Smith et al., 1969) by writing a "Y", "N", or "?" next to the item signifying yes, no, or unsure, respectively.

In general, job satisfaction has been associated with predictability of absence, tardiness, general work performance, and retention through structural equation modeling as well as meta-analytic correlations (Fisher, 2016). Prior investigations involved the examination of soldiers specifically, to determine the sources of job satisfaction and to establish its importance in the armed forces. According to Limbert (2004), soldiers who accepted commands and performed them while concentrating on positive outcomes associated with those tasks had higher levels of job satisfaction. Practicing positive thinking while going about their various assignments improved their overall perception of work and those who commanded them. Thus, the Limbert (2004) study emphasized the importance of psychological health in workplace contentment.

The advantages linked to having a positive attitude toward one's job are greater retention rates whether a civilian or soldier (Limbert, 2004). Attitude predicts citizenship in the workplace which was also found to correlate with job satisfaction (Graeff, Leafman, Wallace, & Stewart, 2014). Another advantage of a positive attitude towards work is that regardless of an individuals' work environment or culture, job satisfaction plays a role in production levels and, if levels are high, can prevent organizations from

losing talented personnel which includes the maintenance of high military reenlistment rates (Graeff et al., 2014). The cost of training employees of all types is lost when an organization fails to retain workers; production levels may drop as efforts to recover from the loss of talented individuals takes place (Graeff et al., 2014).

When the JDI was used to measure leaders is was found that there was correlation between how much they identified themselves with the company and job satisfaction (Hyun & Oh, 2011). The predictors differed between lower and higher-level employees (Hyun & Oh, 2011). Lower ranked workers job satisfaction predictors were job security, pay, and work environment, for example, while in managers issues such as recognition and level of authority were predictors (Hyun & Oh, 2011).

The validity and reliability of the JDI has been confirmed through several studies such as the Jung, Dalessio, and Johnson (1986) investigation, which was carried out using a variety of organizations. Jung et al. (1986) targeted 11 companies while confirming the stability of the JDI. Whether or not the JDI is generalizable was confirmed during an investigation of measurement equivalence (Drasgow & Kanfer, 1985) using employees in retail, the medical field, and soldiers and found that there was equivalency across those groups.

A Portuguese version of the JDI was validated as measuring job satisfaction (McIntyre & McIntyre, 2010). The JDI assesses workplace conditions using a checklist of phrases and words involving a variety of issues related to satisfaction with ones' occupation (McIntyre & McIntyre, 2010). Examples of these work aspects that influence satisfaction are pay, current work, supervisory issues, colleagues or coworkers, and chances of advancement (McIntyre & McIntyre, 2010).

The validity of the JDI was measured using employees in the healthcare field in Portugal (McIntyre & McIntyre, 2010). This JDI validation study showed that there were nine questions regarding salary, for example, "my pay rate is fair" and "I hardly have enough to live on." The survey also consisted of 18 survey questions that involved current work, such as "my work is repetitive" and "I feel a sense of achievement" (McIntyre & McIntyre, 2010). Management perception inquiries consisted of 18 questions, and examples of leadership questions were "shows favoritism" (McIntyre & McIntyre, 2010). There were 18 inquiries regarding perception of colleagues were, for example, "my relationships are interesting" and "it is easy to make enemies" (McIntyre & McIntyre, 2010).

The JDI questions that involved chances of getting a promotion consisted of nine questions such as, "my company presents excellent opportunities for advancement" and "opportunities for advancement are limited" (McIntyre & McIntyre, 2010). Cronbach alpha values that are over .70 are considered noteworthy (Nunnally & Bernstein, 1994). Values obtained when measuring the internal consistency of the JDI were significant for salary, current work, management perception, colleague perception, and promotion opportunities (McIntyre & McIntyre, 2010). Participants had the option of answering JDI questions with either an "agree", "disagree", or "undecided". A score of 1 was assigned to answers of "undecided", while a score of 3 was assigned when workers responded "yes" to positive inquiries and "no" to negative questions (McIntyre & McIntyre, 2010). A score of 0 was given when workers responded "yes" to negative inquiries and "no" to positive inquiries (McIntyre & McIntyre, 2010).

A confirmatory factor analysis was conducted by Lopes et al. (2015) in their determination of JDI validity. Questions included the five facets of work generally included on the JDI, current work, salary, perception of managers, perception of colleagues, and chances for advancement, along with a sixth aspect which was work in general. Lopes et al. (2015) compared 16 other models with the JDI, using the chi-square difference assessments, Bentler comparative fit index, root mean square error of approximation, standardized root mean square, and the Tucker-Lewis index. Index levels were significant for the standardized root mean square, the root mean square error of approximation (Lopes et al., 2015), and the Bentler comparative fit index showing how the level of data-model fit, which was fairly well.

Additionally, Lopes et al. (2015) tested the theoretical model to see if there would be a need to make changes for a better adjustment of the model to the data. The six factors, mentioned, resulted in a better data fit after item eight in the wage aspect of the JDI was eliminated that described salary as "uncertain" (because it had a low load on the latent pay dynamic) (Lopes et al., 2015). With this analysis, after the removal of the uncertain salary aspect, internal consistency for salary increased, thus that item was not included in the final model was to be compared to other models (Lopes et al., 2015). Also, when goodness of fit was compared between models, there was significant difference (Lopes et al., 2015).

Kinicki, Shcriesheim, McKee-Ryan, and Carson (2002) used a meta-analysis for the examination of construct validity of the JDI. An examination of the survey yielded correlates such as perceived stress and job involvement, presumed antecedents of the level of job satisfaction such as organizational structure and role ambiguity, and

presumed consequences such as motivation and intension to leave. Kinicki et al. (2002)

gathered data from 152 prior JDI experiments for their meta-analysis. Test-retest

reliability and internal consistency, both, indicated construct validity (Kinicki et al.,

2002) also, discriminate and convergent validity were evaluated and further support the

functionality and value of the JDI. In general, reliability is inadequate for ascertaining

construct validity, but it is essential to its determination (Kinicki et al., 2002) examined

test-retest reliability and internal consistency. Test-retest correlation coefficients were

less than those of the internal consistency (Kinicki et al., 2002) measurements.

Job characteristics were shown to be antecedents of job satisfaction in that all

associations were positive between the JDI subscales (work on present job, pay,

opportunities for promotion, supervision, people at the job) and the precursors

(characteristics of one's job, company, and workgroup, role of the employee, and

relationship with management) (Kinicki et al., 2002). Convergent validity was

determined using the amount of variance in the items that may be explained by causal

factors or ρvc(η) index, all of which fell below the standard of 50%, specifically, for

salary, chances for advancement, perception of management, colleagues, and work in

general (Kinicki et al., 2002). Regarding discriminant validity, there was not a great deal

of variance between the six work aspects examined. (Kinicki et al., 2002).

Overall, the alpha coefficients for the six work aspects did reveal high internal

consistency as was the Portuguese version (McIntyre & McIntyre, 2010). Values reported

for the JDI were consistent with those of other studies in that soldiers showed a tendency

to be satisfied with current tasks, colleagues, and leaders while being less satisfied with

changes for advancement and salary (Parra & Paravic, 2002). Also, when viewing males

versus females, it was found that there was a consistent difference when the issue of salary was measured in that females were more satisfied (Jones, 1997) with their pay, which is consistent with other models.

McIntyre and McIntyre (2010) investigated the reliability of the JDI using Portuguese healthcare employees such as technicians, nurses, and doctors. According to their findings the internal consistency coefficients for the JDI were high (McIntyre & McIntyre, 2010). The researchers also noted that the amount of education that an employee possessed correlated most consistently with the level of job satisfaction (McIntyre & McIntyre, 2010). A stratified random sample of 1,314 male and female healthcare workers from 13 different hospitals were used to examine the JDI (McIntyre & McIntyre, 2010).

It should be noted that there have been revisions to the original JDI, most recently in 1997 (Balzer et al., 1997; Smith et al., 1969). The Balzer et al. (1997) study utilized 1629 workers in the United States and reliability for values on the subscales were significant for each aspect, current work, wages, chances for advancement, perception of leaders, and perception of colleagues. The JDI developed by Mcintyre, McIntyre, and Silve'rio (2000) was a version of the 1997 revision, translated into Portuguese and is known as the L'indice Descritivo do Trabalho. As recommended by the International Test Commission (Bartram, 2001), efforts were taken to ensure that survey content was comparable to the original, along with similarity in term meaning cross-culturally. The procedure also entailed a pre-test (Bartram, 2001) so that any discrepancies between the Portuguese and English versions could be rectified prior to use in the research field.

Authentic Leadership Questionnaire

The Authentic Leadership Questionnaire (ALQ) measures leader traits using four scales involving whether a leader is aware of the positive and negative aspects of their character, the measure of their decision-making processes, level of ethics, and how transparent or open they are with their thoughts and attitudes (Baron, 2016; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Internal consistency measured over .70, and the average variance was .52 and .67 for two samples, establishing discriminant validity (Walumbwa et al., 2008). In addition, the measurement model that was not constrained was found to be a better fit for the data than the model that was constrained, which served as further evidence of discriminant validity (Walumbwa et al., 2008). In this study authenticity was determined based on ALQ scores of supervised employees.

Rego, Reis Júnior, and Pina e Cunha (2015) used the ALQ to survey 68 retail stores to determine whether or not the authenticity is positively related to productivity, specifically in sales. In this longitudinal study, over a period of four months sales achievement was measured against the authenticity variable (Rego et al., 2015). The results were that employees who believed in the virtuous nature of their leaders, in the form of an authentic leadership style, had higher levels of productivity (Rego et al., 2015). This finding reinforces the idea that authenticity may influence positive reactions in employees if they observe that behavior in their leaders (Rego et al., 2015).

Wang, Sui, Luthans, Wang, and Wu (2014) used the ALQ when measuring the relationship between authentic behavior in leaders and employee reactions. In this study, the questionnaire responses of 794 employees were matched to their immediate supervisors (N = 49) (Wang et al., 2014). Similar to Rego et al. (2015), it was found that

when nonmanagerial employees perceived positive behavior in their leaders who exhibited authentic characteristics, the response was to exhibit positive behavior in kind (Wang et al., 2014).

Data Collection Procedure

The ALQ was acquired from psychological survey vendor, Mind Garden, and the JDI was acquired from the Bowling Green State University website and was accessible via a union website (Avolio et al., 2007; Smith et al., 1969). There was a statement informing participants that they needed to respond to survey questions in one sitting, and that questions were not timed so that participants may take as long as they would like when responding (Boyle, Whittaker, Eyal, & McCarthy, 2017). An estimated completion time of 7-10 minutes was also noted.

Survey responses were retrieved from the Walden Participant Poole and Facebook via the vendor, Survey Monkeys', collection link by choosing the appropriate collector responses and options. No incentive was offered in exchange for participation. The online survey was anonymous.   Confidential data has been stored on a desktop computer in a locked office and was only accessible by the researcher. Data will be destroyed one year after the completion of dissertation requirements has been determined.

Data Analysis

Univariate data analysis was used to describe the participants and the scores on each measure. Bivariate data analysis was used to examine the relationship between authentic leadership and each of the four dependent variables: coworker, task, leader, and general job satisfaction. Authentic Leadership Questionnaire results were coded as 0 for

"low authenticity" and 1 for "high authenticity" (Hannah et al., 2011). The JDI results were coded as 0 "not satisfied" or 1 "satisfied".

The logistic regression model was used to evaluate each of the research questions in this study, which consisted of only one predictor variable and one criterion variable per research question. Logistic regression shows the association between variables when there is a single categorical variable (Villar-Rubio, Delgado-Alaminos, & Barrilao-Gonzalez, 2015). Also, in keeping with the assumptions of logistic regression, the observations in this study did not result from repeated measures or from matched data (Creswell, 2014). This study only involved one explanatory variable, so there is no correlation between independent variables (Creswell, 2014; Villar-Rubio et al., 2015). Logistic regression also assumes that the relationship between the IV and DV is linear between log odds; however, that assumption applies in instances where the IV is continuous and did not apply to this study (Park, 2013). Additionally, logistic regression typically requires a large sample size or, at least 10 cases/IV, and this study involved 138 participants (Creswell, 2014; Park, 2013).

The logistic regression model may be represented by $\log p(x)/1 - p(x) = \beta_0 + x\,\beta$ (Sperandei, 2014). The logit (of the number p), $p/1 - p$, is the outcome being modelled (Sperandei, 2014). So, the logit function provides the logarithm of the odds, or log-odds, when the functions variable represents p, which is the probability (Park, 2013; Sperandei, 2014). The symbol β_0 is the mean outcome whenever $x = 0$, $\beta_0 + x\,\beta$ is the mean outcome whenever $x = 1$, and β is the difference in the mean outcome when $x = 1$ instead of 0 (Sperandei, 2014). It was appropriate to use logistic regression to address research

questions in this study because scores of the IV were used to predict scores of the DV

(Creswell, 2014; Hurtado et al., 2017). In addition, other research involving authenticity

and job satisfaction used logistic regression to evaluate their research questions (Villar-

Rubio et al., 2015; Černe, Dimovski, Marič, Penger, & Škerlavaj, 2014; Jacques et al.,

2015; Leroy et al., 2015).

Summary

This study proposed to examine how authentic traits that exist in supervised

employees affect satisfaction utilizing a cross-sectional quantitative method. Individuals

accessed the electronic survey questions in a single-shot process that used convenience

sampling (Landrum & Garza, 2015). Logistic regression analysis was used to examine

data from the independent and dependent variables by looking at the relationship between

those variables (Veilleux & Chapman, 2017).

Chapter 4: Results

Introduction

The purpose of the study was to evaluate the relationship between authentic leadership traits in employees under supervision and job satisfaction through the examination of four research questions as follows:

RQ1: Does authenticity predict coworker satisfaction in supervised employees?

$H_0$1: Authenticity does not predict coworker satisfaction in supervised employees.

H_a1: Authenticity predicts coworker satisfaction in supervised employees.

RQ2: Does authenticity predict task satisfaction in supervised employees?

$H_0$2: Authenticity does not predict task satisfaction in supervised employees.

H_a2: Authenticity predicts task satisfaction in supervised employees.

RQ3: Does authenticity predict leader satisfaction in supervised employees?

$H_0$3: Authenticity does not predict leader satisfaction in supervised employees.

H_a3: Authenticity predicts leader satisfaction in supervised employees.

RQ4: Does authenticity predict general job satisfaction in supervised employees?

$H_0$4: Authenticity does not predict general job satisfaction in supervised employees.

H_a4: Authenticity predicts general job satisfaction in supervised employees.

Participants

Participants for this study included 138 individuals who have previously worked under supervision. Demographic information was not collected as part of this research. Data was collected over a period of three months from individuals who have ever worked under a supervisor, are over the age of 18, and could read English were eligible to be

participants for the study. The data was collected over the internet via convenience

sampling, there is no guarantee that it is representative of the entire population of adults

who have every worked under a supervisor.

Descriptive Statistics

The ALQ yielded the following results (Table 1): There were 96 participants

(69.6%) who reported high authenticity.

Table 1

Variable Frequencies for Authenticity

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Authentic	42	30.4	30.4	30.4
Authentic	96	69.6	69.6	100
Total	138	100	100	

The JDI yielded the following frequencies (Tables 2 through 5): There were 112

(81.2%) participants who reported that they were satisfied with their coworkers. There

were 106 (76.8%) participants who reported that they were satisfied with the tasks that

they perform on their jobs. There were 124 (89.9%) participants who reported that they

were satisfied with the leaders on their jobs. There were 126 (91.3%) participants who

reported that they were satisfied with their jobs in general.

Table 2

Variable Frequencies for the JDI – Coworker Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Satisfied	26	18.8	18.8	18.8
Satisfied	112	81.2	81.2	100
Total	138	100	100	

Table 3

Variable Frequencies for the JDI – Task Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Satisfied	32	23.2	23.2	23.2
Satisfied	106	76.8	76.8	100
Total	138	100	100	

Table 4

Variable Frequencies for the JDI – Leader Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Satisfied	14	10.1	10.1	10.1
Satisfied	124	89.9	89.9	100
Total	138	100	100	

Table 5

Variable Frequencies for the JDI – General Job Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Not Satisfied	12	8.7	8.7	8.7
Satisfied	126	91.3	91.3	100
Total	138	100	100	

Research Question 1 and Hypotheses

RQ1: Does authenticity predict coworker satisfaction in supervised employees?

$H_0$1: Authenticity does not predict coworker satisfaction in supervised employees.

H_a1: Authenticity predicts coworker satisfaction in supervised employees.

Logistic regression was calculated to determine whether authentic leadership predicted coworker satisfaction (Table 6. The results indicated that authentic leadership predicted coworker satisfaction ($p = 0.001$). Therefore, the null hypothesis was rejected, and the alternative hypothesis was supported.

Table 6

Logistic Regression – Authenticity and Coworker Satisfaction

	B	S.E.	Wald	df	Sig.	Exp (B)
Authenticity	1.457	0.454	10.286	1	0.001	4.293
Constant	0.588	0.322	3.332	1	0.068	1.800

a. Variable(s) entered on step 1: Authenticity.

Research Question 2 and Hypotheses

RQ2: Does authenticity predict task satisfaction in supervised employees?

$H_0$2: Authenticity does not predict task satisfaction in supervised employees.

H_a2: Authenticity predicts task satisfaction in supervised employees.

Logistic regression was calculated to determine whether authentic leadership

predicted task satisfaction (Table 7). The results indicated that authentic leadership did

not predict task satisfaction ($p = 0.156$). Therefore, the null hypothesis was supported,

and the alternative hypothesis was rejected.

Table 7

Logistic Regression – Authenticity and Task Satisfaction

	B	S.E.	Wald	df	Sig.	Exp(B)
Authenticity	0.597	0.421	2.013	1	0.156	1.817
Constant	0.802	0.334	5.779	1	0.016	2.231

a. Variable(s) entered on step 1: Authenticity.

Research Question 3 and Hypotheses

RQ3: Does authenticity predict leader satisfaction in supervised employees?

$H_0$3: Authenticity does not predict leader satisfaction in supervised employees.

H_a3: Authenticity predicts leader satisfaction in supervised employees.

Logistic regression was calculated to determine whether authentic leadership

predicted leader satisfaction (Table8). The results indicated that authentic leadership did

not predict leader satisfaction ($p = 0.651$). Therefore, the null hypothesis was supported,

and the alternative hypothesis was rejected.

Table 8

Logistic Regression – Authenticity and Leader Satisfaction

	B	S.E.	Wald	df	Sig.	Exp(B)
Authenticity	0.267	0.591	0.204	1	0.651	1.306
Constant	2.001	0.476	17.645	1	0.000	7.400

a. Variable(s) entered on step 1: Authenticity.

Research Question 4 and Hypotheses

RQ4: Does authenticity predict general job satisfaction in supervised employees?

$H_0$4: Authenticity does not predict general job satisfaction in supervised

employees.

H_a4: Authenticity predicts general job satisfaction in supervised employees.

Logistic regression was calculated to determine whether authentic leadership

predicted general job satisfaction (Table 9). The results indicated that authentic

leadership predicted general job satisfaction ($p = 0.037$). Therefore, the null hypothesis

was rejected, and the alternative hypothesis was supported.

Table 9

Logistic Regression – Authenticity and General Job Satisfaction

	B	S.E.	Wald	df	Sig.	Exp(B)
Authenticity	1.292	0.618	4.365	1	0.037	3.640
Constant	1.609	0.414	15.110	1	0.000	5.000

a. Variable(s) entered on step 1: Authenticity.

Summary

The purpose of this quantitative study was to assess the influence of authentic leadership on leader, coworker, task, and general job satisfaction. Analyses of the first research question showed a significant association did exist between authentic leadership and coworker satisfaction; necessitating the rejection of the first null hypothesis ($H_0$1). Analyses of the second research question showed a significant association did not exist between authentic leadership and task satisfaction; so that the second null hypothesis could not be rejected ($H_0$2). Analyses of the third research question showed a significant association did not exist between authentic leadership and leader satisfaction; so that the second null hypothesis could not be rejected ($H_0$3). Analyses of the fourth research question showed a significant association did exist between authentic leadership and general job satisfaction; necessitating the rejection of the first null hypothesis ($H_0$4).

Chapter 5: Discussion

Introduction

The purpose of this quantitative study was to examine how authentic leadership impacts coworker, task, leader, and general job satisfaction in subordinate employees. Chapter 5 encompasses the summarized results of the ALQ and JDI. In addition, it includes limitations of current research, recommendations for future research, how results of this study may be used to impact society, and a conclusion. The results of this research echo those found in similar studies. For example, in this study it was found that authentic leadership is positively associated with coworker satisfaction and general job satisfaction (Men, & Stacks, 2014; Onorato & Zhu, 2015).

Considering the results of prior studies, there was an expectation that authentic leadership traits would result in a positive association with job satisfaction for the dissertation research (Amunkete & Rothmann, 2015; Azanza et al., 2013; Jacques et al., 2015; Olaniyan & Hystad, 2016). Amunkete and Sebastiaan (2015), in their study of the relationship between authenticity and job satisfaction that used a convenience sample from Namibia, found that authentic leadership was positively associated with job satisfaction, indirectly through psychological capital, such as optimism and self-efficacy. Amunkete and Sebastiaan (2015) also found that authentic leadership had a positive influence on employee intention to leave so that it increase retention rates. Supervised employees tend to react well to leaders who exhibit consideration for their needs and job concerns, and inclusion in organization decision-making improves leader-follower relations (Azanza et al., 2013).

Interpretation of Findings

Comparison of Results to Studies with Similar Results

The findings of this dissertation support the position that authentic leadership can predict job satisfaction, specifically regarding coworkers and job in general. Grandey, Foo, Groth, and Goodwin (2012) conducted a study on authenticity and employee burnout in medical workers and determined that authenticity reduced the occurrences of burnout. In addition, Dias Semedo, Matos Coelho, and Pereira Ribeiro (2016) conducted a study on the attitudes of subordinate employees and their influence by authentic leadership and found that there was a positive relationship between authenticity in subordinate employees, job satisfaction, and productivity. They suggested that organizational leaders should encourage authenticity as a means of improving creativity and productivity among their employees.

The findings of this study are also similar to those of Kinnunen, Mauno, and Feldt (2016) who, in their study of authenticity over time, examined the influence of authenticity on employee teams. Their findings were that sustaining a team atmosphere coincided with authenticity. Ethical treatment and mutual respect promote trust between leaders and subordinate employees which may increase job satisfaction (Liang, 2017). Also, according to Neves and Story (2015), job satisfaction may increase when leaders and subordinate employees are mutually valued and are careful to be inclusive regardless of employee rank.

Authentic leadership characteristics such as transparency, ethics, and self-awareness, greatly influence job satisfaction, particularly when there is shared information that can be considered important to employee roles and organizational

restructuring (Leroy et al., 2015). Transparency leaves one open to disapproval, thus a disposition of candidness not only indicates trust in those to whom information is given, but a willingness to indulge and accept their opinions (Norman et al., 2010). Regarding ethics as an authentic leadership trait, Pucic (2015) concluded that job satisfaction could increase as a result of perceived moral behavior. The authentic trait of self-awareness also plays a role in job satisfaction in that employees who are cognizant of their own characters are also conscious of how their attitudes and actions have the potential to discourage or inspire others (Pierro et al., 2013; Rego, Vitória, Magalhães, Ribeiro, & e Cunha, 2013). Self-aware employees are careful to conduct themselves in such a way that their influence does not diminish cohesiveness and productivity in the workplace (Pierro et al., 2013).

This study supported these findings in that authentic leadership was positively associated with coworker satisfaction. These results imply that employees who work under supervision react to high ethical standards and transparency with a sense of fulfillment.   Principled behavior lends itself to fair treatment (Amunkete & Rothmann, 2015). Employees who believe they are being treated fairly and are satisfied with their jobs are more likely to remain with a company (Tziner, Felea, & Vasiliu, 2015; Zoghbi-Manrique-de-Lara, & Suárez-Acosta, 2014).

This study also supported authentic leadership as it involves general job satisfaction. Employees under supervision who practiced authentic leadership characteristics indicated that they were also satisfied with their jobs overall (Amunkete & Rothmann, 2015). That conclusion may be the result of optimism on the part of the employee. This may be due to the fact that employees who practice authentic leadership,

which by definition involves high ethical behavior and soul-searching, may consider it ethical to separate the opinions of various aspects of their workplace instead of allowing a single negative aspect to cloud their general opinions (Azanza et al., 2013).

In accordance with the theory of positive psychology, what makes life worthwhile is the result of ones' efforts to make others strong, which is partly supported by this study (Morganson et al., 2014). Positive psychology was built on the idea of steering away from discovering and defining character flaws to refocus on discovering individual strengths and learn how to develop those strengths in order to improve quality of life (Braun & Nieberle, 2017; Cassar & Buttigieg, 2013). Authentic leadership is based on positive psychology because it involves the use of characteristics that enable individuals to promote positive interactions. Particularly, self-awareness and ethical behavior can most directly be used when attempting to encourage self-confidence in others; and there was some evidence of support of that conclusion from this study on job satisfaction (Morganson et al., 2014).

Results of this study on subordinate employees, that indicate a positive association between authentic leadership and coworker and general job satisfaction, reflect the authentic leadership theory assumption that ethical conduct and self-awareness may improve workplace relations (Amunkete & Rothmann, 2015). Authentic leadership theory constructs are transparency, informed decision-making, ethics, and self-awareness, which directly influence satisfaction in the workplace; and, logistic regression analysis was used to examine the results as they pertained to the research questions (Azanza et al., 2013; Hsiung, 2012). Findings of a positive relationship between authentic leadership and job satisfaction in subordinate employees indicate that authentic leadership

characteristics, and their influence within the workplace, are not solely the result of a supervisors' influence on subordinate employees (Onorato & Zhu, 2015). Employees under supervision who practice authentic leadership also drive the work culture toward an atmosphere of cohesion, cooperativeness, trust, and general satisfaction (Burris et al., 2013; Valsania et al., 2012). These findings advance the theory of positive psychology and authentic leadership which emphasizes building legitimacy through honest communication and considerate interactions in the workplace with individuals on any level, and not just from those in supervisory positions (Azanza et al., 2013; Donaldson et al., 2015; Onorato & Zhu, 2015).

Comparison of Results to Studies with Different Results

This study did not support a positive association between authentic leadership and task satisfaction, and authentic leadership and leader satisfaction. This goes against current data that suggest authenticity increases satisfaction, even with regard to productivity and current leadership. (Cohrs et al., 2013; Olaniyan & Hystad, 2016; van den Bosch, & Taris, 2013; Yagil & Medler-Liraz, 2014). This could be because authentic leadership lends itself to a high level of self-awareness (Amunkete & Rothmann, 2015). Clarity of goals and an inclination toward candidness of expression, both, play a role in shaping an individual's method of interacting with other employees, and are aspects of authentic leadership traits, but were not supported by the current study (Amunkete & Rothmann, 2015).

Considering that not all hypotheses regarding positive results of authentic leadership use could be supported, it should be noted that it is not the intention of this study to imply that authentic leadership traits compel employees to like every single

aspect of their workplace. On the contrary, an employee who has authentic leadership

characteristics may be dissatisfied with any number of workplace issues, but their self-

evaluation techniques may be involved in the development of opinions on the workplace

overall, versus the evaluation of specific aspects of the workplace (Azanza et al., 2013;

Liang, 2017). So, although one may not like a supervisor, they may be fair-minded or

ethical enough to be able to separate their dislikes - to place blame where it is due, so to

speak (Yagil & Medler-Liraz, 2014). The results of this study that did not support prior

study results may, therefore, be due to any number of conditions.

Assumptions, Limitations, and Delimitations of the Study

Assumptions

It was assumed that each participant would be able to read and understand

standard English. It was also assumed that participants would have access to the internet

and that they would understand the survey instructions. It was also assumed that survey

questions were clear, that the survey would be accessible, and that the operating system

would function efficiently.

Limitations

Although this study did result in data that implied a strong association between

variables, there were limitations. One limitation to the generalizability of the results is

that the ALQ and JDI surveys are both self-reporting instruments, and it is possible that

some participants may have trouble interpreting the questions. Additionally, biographical

information was not requested in this study. The lack of such data could be a limitation

as it would have allowed for additional conclusions which may have enhanced the

understanding of how authenticity in subordinate employees influences job satisfaction

according to gender, age, race, etc. Likewise, information regarding educational level of subordinate employees was not collected and may have shown an association between the level of education of those who score high on either scale, versus those with relatively little formal education.

Chapter 3 provided information on the participant criteria the fact that a convenience sampling method was used as well as the exclusion/inclusion criteria. Caution should be used, therefore, while reviewing the findings, because participants consisted of Walden students and Facebook users. In other words, the sample may not be representative of the current or previously employed adult population in general.

A sampling limitation is that convenience sampling was used, so that participants were chosen due to their accessibility. Although, cost effective, this method may not result in a sample that is representative of the entire population of working adults, thus there is a possibility of a sampling error. If a sampling error exists, then findings may not be generalizable.

Delimitations

A delimitation is that only individuals over the age of 17 were included in the study. Due to the sensitivity of informed consent issues, minors who work or have worked under a supervisor were not included in the study. Literature pertaining to specific professions was not the subject of this study and therefore was not accessed because the research focused on subordinate employees, in general. Another delimitation is that the study did not focus on a particular type of culture or citizenship.

Recommendations for Future Research

There are several approaches to the current study that may contribute to the understanding of authentic leadership. Future studies involving authentic leadership traits and effects on subordinate employees could focus on the various aspects of personal traits or personality types in addition to authenticity. For example, does an individual who has aggressive tendencies also have authentic tendencies versus an individual who is passive? Considering the sample used in this study, another consideration for future study would be to use a sampling size that targets a specific culture.

Another suggestion is that this research be conducted as a qualitative study. The ALQ and JDI give respondents the opportunity to choose from several options; however, all options were worded by the survey designer. The questions do not allow participants to express their work experiences to the detailed extent than they could in an interview. Providing an avenue for subordinate employees to voice various aspects of job satisfaction, or dissatisfaction, in terms that they designate could result in more in-depth knowledge on what factors into job satisfaction.

Another avenue for future research is to study authentic leadership and its influence on various aspects of job satisfaction among subordinate employees at different levels of seniority. It is possible that employees who are vested, particularly those who are close to retirement, would have different levels of authenticity. In light of the close association with their organization, they may report different levels of job satisfaction than employees who have only one or two years in the same workplace.

Authenticity may also vary by profession or industry. Authentic leader research that takes particular professions into consideration may also yield enlightening

information. This may be particularly true because some professions lend themselves to more opportunities for independent tasks, self-direction, leadership opportunities, and interaction with other staff members.

Considering that most research conducted in the area of authentic leadership has focused on the traits of supervisors or those who are actively in leadership positions, it is recommended that additional studies focus on followers, in general. This study included participants who had worked under supervision at some time; however, studies on the authentic characteristics of that may be applied to any individual, leader or follower. Organizations hire individuals of varying backgrounds and personality types. Thus, broadening the types of participants involved in studies to those who may never have been employed could contribute to the understanding of authentic leadership. The authentic leadership style is still relatively new, and its constructs are still being developed.

Implications for Positive Social Change

The examination of the relationship between authentic leadership and job satisfaction may promote social change in human resource processes (Agote, Aramburu, & Lines, 2016). Job satisfaction can be a catalyst to an employees' improved willingness to be productive and to take an interest in the quality of their work (Chen et al., 2012). Existing human resource processes have often attempted to overcome the challenge of decreasing turnover by ensuring a balance between maintaining organization regulations and general order, as well as maintaining or even improving employee job satisfaction. The encouragement and implementation of authentic leadership practices may be a means of causing such an improvement.

The possibility for continued impact on employee trust and employee relations makes authentic leadership a worthwhile subject of continued study (Burris, et al., 2013). Wong et al. (2013) researched authentic leadership and its influence on job satisfaction and concluded that there was a significant influence. And, it should be noted that authentic characteristics can be learned, practiced, and taught (Petriglieri et al., 2011). The intricacies of authentic constructs can be useful in the development of human recourse training which could encourage more employee dialogue and willingness to be forthcoming if any improvements in the company (Ruiz-Palomino et al., 2013).

This study resulted in findings that did not support previous research on authentic leadership and leader satisfaction; however, several previous studies have resulted in the conclusion that a strong relationship exists between authentic leadership and leader satisfaction (Azanza et al., 2013; Dello Russo et al., 2013). Particularly, satisfaction resulted when values between employees are similar (Dello Russo et al., 2013; Felfe & Schyns, 2010). The fact that there were such differences in results is a compelling reason for continued research to determine similarities between studies that result in positive results from the use of authentic leadership in the workplace. The potential to gain an understanding of a leadership style that has resulted in improved employee relations may be worthwhile to pursue and expose more of the organizational workforce to (Hsiung, 2012; Wang & Hsieh, 2013).

Human resource departments may also utilize authentic leadership in employee selection and orientation processes by having potential new hires take the ALQ so as to determine their level of authenticity (Kaplan, et al., 2014). Test results may then be used as a tool for gauging areas of continued development as the employee gains tenure within

an organization (Kaplan, et al., 2014; Van Quaquebeke, et al., 2010). Authenticity skills gained from one organization can, of course, transfer with the employee throughout their career as they go from company to company.

The connection between satisfaction with ones' work culture and satisfaction outside of ones' job makes authentic leadership a worthy topic of future research (Valsania et al., 2012). Satisfaction in any aspect of ones' job can be a basis for reduced job stress (Bolier et al., 2013). Reduced job stress may result in fewer days off, fewer health-related absences, better retention rates overall (Wang & Hsieh, 2013). Such a relationship not only benefits organizations, authenticity can be useful in any leader/follower situation since it involves inclusion and decision-making based on comprehensive information and takes into consideration follower impact. (Cho & Tay, 2016; Newman, Nielsen, Smyth, & Hooke, 2015). The incorporation of such leadership tactics may influence job satisfaction with the work culture overall, but may also advantageously impact the employees' impression of the quality of their lives outside of the workplace (Unanue, Gómez, Cortez, Oyanedel, & Mendiburo-Seguel, 2017).

Conclusion

The results of this research imply that authentic leadership characteristics, namely transparency, informed decision-making, ethics, and self-assessment, are not restricted to those in supervisory or management positions. Subordinate employees can also employ authentic traits, and those who strongly utilize authentic traits also have significant levels of satisfaction when it comes to coworker and general job satisfaction in comparison to those who did not score high on the Authentic Leadership Questionnaire (Unanue et al., 2017). This relates to Walumbwa's conclusion that authentic leadership is positively

associated with employee job satisfaction (Walumbwa, Luthans, Avey, & Oke, 2011). The results also imply that possessing authentic traits does not necessarily mean that an individual is satisfied with all aspects of their workplace, such as the lack of task and leader satisfaction found as a result of this study.

These results should spur additional research into the effectiveness of authentic leadership characteristics in the workplace. As organizations strive to improve their bottom line by modifying production techniques, globalizing, outsourcing, and streamlining onboarding methods, reduction of costs associated with turnover, by improving retention rates through increased job satisfaction could be worthwhile (Peus et al., 2012; Wiersema & Zhang, 2013). For many working adults, most of their day is spent in the workplace, making their work culture an ideal place for social change to take root. Training and enhancement of character traits that result in ethical treatment, inclusion, and transparent course of action and policies that improve work conditions may, indeed, contribute to positive change.

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Appendix A: Permission to Use ALQ Questions

Prepared on August 29, 2017 for:

Theodosia Pope

Authentic Leadership Questionnaire Research Permission

Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa

Introduction: The Authentic Leadership Questionnaire (ALQ) has undergone

preliminary validation efforts to demonstrate that it is both reliable and construct valid.

Permission to use the ALQ free of charge and for a limited period is provided for research

purposes only. This document contains:

Conditions of Use for the Authentic Leadership Questionnaire - Use of the

Authentic Leadership Questionnaire is subject to the conditions outlined in this section.

Abstract of Research Project - A brief description of your research project.

Authentic Leadership Questionnaire - The form itself (rater and self) and

instructions for calculating scale scores.

Permission to Reproduce Sample Items - You cannot include an entire instrument

in your thesis or dissertation, however you can use up to three sample items. Academic

committees understand the requirements of copyright and are satisfied with sample

items for appendices and tables. For customers needing permission to reproduce three

sample items in a proposal, thesis, or dissertation this section includes the permission

form and reference information needed to satisfy the requirements of an academic

committee.

All Other Special Reproduction:

For any other special purposes requiring permissions for reproduction of this

instrument, please review the information at

http://www.mindgarden.com/copyright.htm or contact us at info@mindgarden.com.

Key hypotheses:

H01: Authenticity does not predict coworker satisfaction in supervised

employees. Ha1: Authenticity predicts coworker satisfaction in supervised employees.

H02: Authenticity does not predict task satisfaction in supervised employees. Ha2:

Authenticity predicts task satisfaction in supervised employees. H03: Authenticity does

not predict leader satisfaction in supervised employees. Ha3: Authenticity predicts leader

satisfaction in supervised employees. H04: Authenticity does not predict general job

satisfaction in supervised employees. Ha4: Authenticity predicts general job satisfaction

in supervised employees.

Sample characteristics:

Individuals over the age of 17 who can read English and have worked under a

supervisor.

Research method:

Quantitative research method Organizational characteristics: No specific organization type. This is for a dissertation.

Organization domain:

Other (write below)

Other domain:

Survey is for a dissertation for Walden University

Country/Countries:

U.S.A.

I will be conducting this study in English:

Yes

Language:

English

You requested permission to reproduce the number of copies of the ALQ stated below. The copyright holder has agreed to grant a license to reproduce this number of copies of the ALQ within one year of the date listed on the cover page of this document.

Exact number of reproductions being requested for this research project: 150

You agreed to all the conditions of use outlined in this document by electronically signing the Research Permission for the Authentic Leadership Questionnaire form.   Electronic signature:

Theodosia Pope Date of signature: 08-26-17

Appendix B: Permission to Use JDI Questions

JOB DESCRIPTIVE INDEX

Bowling Green State University / College of Arts and Sciences / Psychology / Services / Job Descriptive Index

Thank you for your interest in the Job Descriptive Index and related scales, owned by Bowling Green State University. This is the official home of the **Job Descriptive Index** (JDI), **Job In General** (JIG), **Stress In General** (SIG), and **Trust in Management** (TIM).

Obtaining and using the Job Descriptive Index and related scales

The JDI and related scales are frequently used by academic researchers and workplace professionals as a means of measuring employee attitudes such as job satisfaction. These scales are easy to administer, easy to read, simple in format, and scores may be compared to those from a nationally-representative sample of United States workers.

You can download the JDI and related scales, free of charge, for use in your research study or workplace development project. DOWNLOAD NOW!

About the scales

For more than 50 years, the Job Descriptive Index and related scales have been continually developed and refined by the university's noted Job Descriptive Index Research Group. Comprised of numerous faculty members and Ph.D. students, members of the research group have used their expertise in psychology, scientific research methods, and organizational behavior to study workplace attitudes and behaviors using these scales. To encourage the use of the scales, the scales are available for you to use free of charge. Products and services related to our scales are available for purchase, and proceeds help to fund efforts in the future.

- The **Job Descriptive Index** is designed to measure employees' satisfaction with their jobs. The JDI is a "facet" measure of job satisfaction, meaning that participants are asked to think about specific facets of their job and rate their satisfaction with those specific facets. The JDI is comprised of five facets, including satisfaction with: coworkers, the work itself, pay, opportunities for promotion, and supervision.

- The **Job In General** is also designed to measure employees' satisfaction with their jobs. The JIG is a measure of global satisfaction, meaning that participants are asked to think about how satisfied they are with their job in a broad, overall sense.

- The **Abridged Job Descriptive Index** and **Abridged Job in General** are shortened versions of the original scales. The abridged versions maintain adequate reliability, while reducing the administration time.

- The **Stress in General** is designed to measure employees' general level of workplace stress. Participants are asked to think about whether or not particular stress-related descriptors are characteristic of their job.

- The **Trust in Management** is designed to measure employees' feelings of trust toward senior management in their organization. Analysis of the scale revealed four factors (components) of trust: ability, benevolence, consistency, and integrity.

     JDI and JIG norms

Development and determination of JDI and JIG nationally representative overall and subgroup norms is described in a forthcoming article (Gillespie, et al., in press). The tables includes overall and subgroup norms for JDI-coworker, JDI-pay, JDI-promotion, JDI-supervisor, JDI-work, and JIG (click on the links to download norm tables). These norm tables are provided in an effort to make the full revised measurement system widely available for use in research and practice. The norm tables are copyrighted by Bowling Green State University (2009) and can be referenced by the *Journal of Managerial Psychology* article.

User's Manuals, Automated Scoring Services, Norm-Referenced Scoring, and other services

It is strongly recommended that researchers and workplace professionals acquire the Quick Reference Guide prior to administering the JDI or other scales. These documents describe the development, validity, and reliability of the scales, as well as the proper administration, scoring, and interpretation of the scales. We offer solutions that can help you quickly recode your data for interpretation (automated scoring) and even compare scores from your sample to scores obtained from a large-scale, nationally-representative sample of United States workers (norm-referenced scoring).

Please visit our Secure Website to order these resources or contact the JDI Office with any inquiry or to speak with us about your project.

--

Thank you for requesting JDI-related scales. In order to access the scales you will have to enter your

confirmation code within 24 hours of filling out the request form. You can enter your code at the website below.

Website: https://webapp.bgsu.edu/jdi/confirm.php?email=tyagee@hotmail.com

Confirmation Code: YTfc10!

Thank you!

Terms of Use

A. Consent to use of an electronic signature for accepting the terms of use for JDI-related scales.

The "Electronic Signatures in Global and National Commerce Act" requires that individuals

provide consent to sign electronic records that would otherwise be legally effective only if provided to you as a printed

or written paper record. As a result, in order to accept the terms of use for JDI-related scales electronically, you must

provide your consent that you have the capability to receive such disclosures and are fully aware of the consequences

of agreeing to sign records electronically.

Definitions:

Record - The term "record" means information that is inscribed on a tangible medium or that is stored in an electronic

or other medium and is retrievable in perceivable form.

Electronic Record - The term "electronic record" means a contract or other record created, generated, sent,

communicated, received, or stored by electronic means.

Electronic Signature - The term "electronic signature" means an electronic sound, symbol, or process, attached to or

logically associated with a contract or other record and executed or adopted by a person with the intent to sign the

record.

1. Electronic Signatures and Records. Upon accepting the terms below, you are providing your electronic consent to the

use of an electronic signature for these terms. In particular, you acknowledge receipt of this notice and consent to the

use of an electronic signature for accepting the terms of use for JDI-related scales.

2. Minimum Hardware and Software Requirements. The following are the software requirements to accept the terms of

use for JDI-related scales:

Operating Systems: Windows 98, Windows 2000, Windows XP or Windows Vista; or Macintosh OS 8.1 or higher.

Browsers: Internet Explorer 5.01 or above or equivalent

Other Applications: Adobe Acrobat Reader or equivalent for PDF files.

3. Capability to Receive Such Disclosures. Upon accepting the terms below, you will receive a copy of the terms via e-mail in PDF format.

4. Right to NOT USE electronic signatures. Each individual has the right to agree to these terms in paper form. If you choose to sign a paper copy of the terms of use for JDI-related scales, contact the JDI office by phone at (419) 372-8247 or by e-mail at jdi_ra@bgsu.edu.

B. Terms of Use for JDI-related scales (i.e., JDI/JIG, aJDI/aJIG, SIG, and TIM)

1. I understand that the JDI scales provided on this website are owned by BGSU, are proprietary to BGSU and BGSU owns the copyright to these JDI scales.

2. I understand that the JDI scales provided on this website are provided free of charge, but that a valid e-mail address is required for access to and use of the JDI scales. (Note: We respect your privacy and will never distribute or sell your information to any third party.)

3. I understand that the JDI Office may occasionally contact me via e-mail about its products and services.

4. I understand the scales are for my sole use only and will not distribute them to any third party.

5. I understand the scales may not be reprinted or otherwise published in their full form, and I will contact the JDI

Office to obtain specific sample items that may be published should the need arise.

6. I understand the scales were developed by researchers at Bowling Green State University and any

publication/presentation involving the scales must include proper and scholarly citation.

7. I understand the scale

Appendix C: Survey

<div style="border:1px solid black; display:inline-block; padding:4px;">

Authentic Leader and Job Descriptive Index

</div>

1. I say exactly what I mean.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

2. I admit mistakes when they are made.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

3. I encourage everyone to speak their mind.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

4. I tell you the hard truth.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

5. I display emotions exactly in line with feelings.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

6. I demonstrate beliefs that are consistent with actions.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

7. I make decisions based on my core values.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

8. I ask you to take positions that support your core values.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

9. I make difficult decisions based on high standards of ethical conduct.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

10. I solicit views that challenge my deeply held positions.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

11. I analyze relevant data before coming to a decision.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

12. I listen carefully to different points of view before coming to conclusions.

○ Not at all

○ Once in a while

○ Sometimes

○ Fairly often

○ Frequently, if not always

13. I seek feedback to improve interactions with others.

○ Not at all

○ Once in a while

    ○ Sometimes

    ○ Fairly often

    ○ Frequently, if not always

14. I accurately describe how others view my capabilities.

    ○ Not at all

    ○ Once in a while

    ○ Sometimes

    ○ Fairly often

    ○ Frequently, if not always

15. I know when it is time to reevaluate my position on important issues.

    ○ Not at all

    ○ Once in a while

    ○ Sometimes

    ○ Fairly often

    ○ Frequently, if not always

16. I show I understand how specific actions impact others.

    ○ Not at all

    ○ Once in a while

    ○ Sometimes

    ○ Fairly often

    ○ Frequently, if not always

17. **People on Your Present, or Most Recent, Job**. Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people?

Using the circle(s) below, choose all words or phrases that describe coworkers on your current or (if not employed) your most recent job.

- ☐ Stimulating
- ☐ Boring
- ☐ Slow
- ☐ Helpful
- ☐ Stupid
- ☐ Responsible
- ☐ Likeable
- ☐ Intelligent
- ☐ Easy to make enemies
- ☐ Rude
- ☐ Smart
- ☐ Lazy
- ☐ Unpleasant
- ☐ Supportive
- ☐ Active
- ☐ Narrow interests
- ☐ Frustrating
- ☐ Stubborn

18. **Work on Your Present or (if not employed) Most Recent Job**. Think of the work you do (or did) at your present or most recent job. How well does each of the following words or phrases describe that type of work? Using the circle(s) below, choose all words or phrases that

describe job duties on your current or (if not employed) your most recent job.

- ☐ Fascinating
- ☐ Routine
- ☐ Satisfying
- ☐ Boring
- ☐ Good
- ☐ Gives sense of accomplishment
- ☐ Respected
- ☐ Exciting
- ☐ Rewarding
- ☐ Useful
- ☐ Challenging
- ☐ Simple
- ☐ Repetitive
- ☐ Creative
- ☐ Dull
- ☐ Uninteresting
- ☐ Can see results
- ☐ Uses my abilities

19. **Supervision.** Think of the kind of supervisor that you have, or had, on your current or most recent job. How well does each of the following words or phrases describe that supervisor? Using the circle(s) below, choose all words or phrases that describe the supervisor on your current or (if not employed) your most recent job.

- ☐ Supportive
- ☐ Hard to please

- ☐ Impolite
- ☐ Praises good work
- ☐ Tactful
- ☐ Influential
- ☐ Up-to-date
- ☐ Unkind
- ☐ Has favorites
- ☐ Tells me where I stand
- ☐ Annoying
- ☐ Stubborn
- ☐ Knows job well
- ☐ Bad
- ☐ Intelligent
- ☐ Poor planner
- ☐ Around when needed
- ☐ Lazy

20. **Your Job in General.** Think of your job in general. All in all, what is it like most of the time? Using the circle(s) below, choose each word or phrase that is an overall description of your current job or (if not employed) your most recent job.

- ☐ Pleasant
- ☐ Bad
- ☐ Great
- ☐ Waste of time
- ☐ Good
- ☐ Undesirable
- ☐ Worthwhile
- ☐ Worse than most

- [ ] Acceptable
- [ ] Superior
- [ ] Better than most
- [ ] Disagreeable
- [ ] Makes me content
- [ ] Inadequate
- [ ] Excellent
- [ ] Rotten
- [ ] Enjoyable
- [ ] Poor

Appendix D: Consent Form

Consent Form

You are invited to take part in a research study about job satisfaction for employees who have, or have previously had, a supervisor. The researcher is inviting individuals who have ever worked under a supervisor, are over the age of 17, and can read English to be in the study. This information is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Theodosia Pope, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to gain an understanding of how authentic leadership traits can influence employee job satisfaction.

Procedures:

If you agree to be in this study, you will be asked to:

- Submit a brief 10-minute survey.

Here are some sample questions:

People on Your Present Job - Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write Y for "Yes" if it describes the people with whom you work N for "No" if it does not describe them ? for "?" if you cannot decide:

___ Stimulating

___ Boring

___ Slow

___ Helpful

___ Stupid

___ Responsible

___ Likeable

___ Intelligent

___ Easy to make enemies

___ Rude

___ Smart

___ Lazy

___ Unpleasant

___ Supportive

___ Active

___ Narrow interests

___ Frustrating

___ Stubborn

The following question pertains to individuals who have ever used leadership skills in the form of having been self-governed or self-discipined when completing tasks on a job.

I listen carefully to different points of view before coming to conclusions.

___ Not at all

___ Once in a while

___ Sometimes

___ Fairly often

___ Frequently, if not always

Voluntary Nature of the Study:

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

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as expending 10 minutes to take the survey. Being in this study would not pose risks to your safety or wellbeing.

The anticipated benefits of this research to society is enhanced understanding of the role that authentic leadership traits play in the job satisfaction and work habits of subordinate employees, thus potentially improving work culture in any organizational setting.

Payment:

Compensation will not be provided for participation in this study.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by storing it on a desktop computer in a locked office that will only be accessible to the researcher. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at theodosia.pope@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is 09-29-17-0363369 and it expires on September 28, 2018**.**

Please print or save this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please continue with the survey. Continuing with the survey will imply your consent. If, for any reason, you feel that you do not understand the study well enough to make a decision about it, please do not continue with the survey.

Appendix E: Request for Change in Procedures Form

Request for Change in Procedures Form

Please email this change request form to irb@waldenu.edu.

1. Clearly describe the requested change and indicate what prompted the request (i.e. sponsor-requested changes, researcher's assessment of need, etc.) as well as whether the change necessitates revision of the consent documents.

The researcher would like to change collection procedures to use Facebook to post the electronic survey in addition to the Walden Participant Pool (which is currently the only data collection medium) in hopes of gaining more participants. This request for change was prompted by the slow response by participants to the Walden Participant Pool so there is a concern regarding reaching the target participant count of 101.

2. Please send irb@waldenu.edu a copy of all documents revised or added as a result of the proposed change (i.e. consent/assent forms, recruitment letters or ads, revised protocols, questionnaires, etc.) with changes clearly highlighted. If the change involves a request for additional subjects, indicate the number of additional subjects for which approval is requested.

A revised IRB application is attached with changes highlighted in red font, as well as an example of the FB posting including the consent document.

3. If your request involves a change in research staff, please provide contact information

for all new personnel, as well as any relevant degrees and qualifications.

There have been no changes in research staff.

Your request to change study procedures/staff will be reviewed by the same method in which the

study was first reviewed, either by the full-committee or through the expedited review process,

unless the change is minor and can be managed through expedited review. The IRB staff will route

changes for review through the most rapid means possible and will provide an update as to the

status of this request when confirming receipt of the form.