

2019

# Influence of Organizational Culture and Leadership Styles on Nonprofit Staff Members' Commitment

Simone Hinds  
*Walden University*

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# Walden University

College of Social and Behavioral Sciences

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Simone Hinds

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## Review Committee

Dr. Ernesto Escobedo, Committee Chairperson,  
Public Policy and Administration Faculty

Dr. Lori Demeter, Committee Member,  
Public Policy and Administration Faculty

Dr. Tanya Settles, University Reviewer,  
Public Policy and Administration Faculty

Chief Academic Officer  
Eric Riedel, Ph.D.

Walden University  
2019

Abstract

Influence of Organizational Culture and Leadership Styles on Nonprofit Staff Members'

Commitment

by

Simone Hinds

MHR, DeVry University, 2008

MPA, John Jay University, 2006

MS, Hunter College, 2003

BA, Hunter College, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

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## Abstract

Organizational culture and leadership styles of a leader are important to staff members' commitment in a nonprofit organization, yet little is understood about the role of leadership style and the degree to which staff are committed to organizational effectiveness in nonprofit organizations. Using Avolio and Bass' conceptualization of transformational leadership as the theoretical foundation, the purpose of this descriptive study was to examine the organizational culture, leadership styles, and nonprofit staff members' commitment in 1 large organization in the United States. Survey data were collected ( $N=100$ ) through an instrument that combined Cameron and Quinn's Organizational Cultural Assessment and Avolio and Bass's Multifactor Leadership Questionnaire. These data were analyzed using descriptive statistics to examine organizational culture relative to leadership style. The statistical analyses in this study examined organizational commitment and organizational culture in each leadership style. There were differences in the proportion of organizational commitment and organizational culture among leadership styles, which were measured using coefficients of variation. Notably, when participants perceived a leader to exhibit transformational leadership traits, there also were greater proportions of perceptions of organizational commitment and positive organizational culture within those groups. The implications for positive social change stemming from this study include recommendations to organizational leadership to identify the employees' backgrounds, cultures and practice, and to determine the organizational culture's relevance. These recommendations may increase engagement and job satisfaction, thus reducing turnover, increasing profitability and influencing organizational commitment, resulting in a highly productive workforce.

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## Dedication

I dedicate this research to my husband, Christopher, and my mom, Annette Miller. My husband and mother have been my support system. They encouraged and nurtured me through this long and challenging journey of pursuing my doctorate. Their patience has driven my perseverance.

To my mom: I thank you for raising me to be a robust and confident woman. You motivated me to pursue my goals, no matter how difficult and challenging the process. You taught me to always believe in myself and look toward the future with hope and determination.

To my husband and best friend: I sincerely thank you for always being there for me. You have guided me through this journey with patience and understanding. Thank you for holding my hand and being my therapist during stressful times. Most of all, thank you for believing in me when I began to lose hope. You are truly my hero.

## Acknowledgments

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In my family of graduates, I am the first one to pursue a doctoral degree. Obtaining a good education has always been one of my family's most important values. Two of my sisters earned baccalaureate degrees, and my brother obtained his master's degree. I have my mother, Annette Miller, to thank for supporting me, inspiring me never to stop, and instilling in me that the light at the end of the tunnel was worth pursuing. I will pass on my goal of continued scholastic achievement and family values to my future children.

Finally, I would like to acknowledge the ladies of Sigma Gamma Rho Sorority for their great support and strong belief in education.

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## Chapter 1: Introduction

In the United States, organizations are categorized by the Internal Revenue Service (IRS) as nonprofit service agents if they provide certain services to the public (IRS, 2017). There are approximately 33,000 human services nonprofit organizations that maintain contracts with the federal government to provide services to individuals and families in need (Boris, de Leon, Roeger, & Nikolva, 2010). The U.S. government funds these nonprofit organizations to provide services to the public. Nonprofit organizations' funding and policies are often determined by the performance of the given nonprofit organizations in providing public services (Fyffe, 2015).

The performance of nonprofit organizations is subject to debate; unlike for-profit organizations, nonprofit organizations' success is not based on revenue created or the amount of assets amassed (Prentice, 2015). The provision of public services is hard to quantify, as services cannot be quantified in most cases. Nonprofit organizations are driven by the goal of meeting the needs of the public when market mechanisms for for-profit organizations fail.

The role of culture and leadership in influencing the commitment of staff members in nonprofit organizations is a contentious issue and is subject to debate. The performance of nonprofit organizations is a subject of funding, goodwill, and leadership. This study examined the influence of organizational culture and leadership styles on nonprofit staff members' commitment in an organization serving children and families. Organizational culture can be defined as the sum of beliefs, values, and the defining code of conduct that shape an organization's way of doing things (Martin, 2014). An

organization's culture, coupled with the leadership style at any given time, influences the commitment of employees (Martin, 2014).

The commitment of employees is subject to various factors; however, there is a lack of literature regarding how organizational culture and leadership influences the performance of staff in nonprofit organizations. Values, beliefs, and codes of conduct may compel employees to embrace the professionalism, competence, and accountability that allow organizations and individual employees to perform in certain ways. In cases where there is a disconnect between the professional code of conduct, the organization's culture, and leadership, the staff would not feel obligated to embrace competence and accountability. Nonprofit organizations are unique in the manner in which their leaders view and measure performance. Thus, there is a need to study the influence of organizational culture and leadership styles on the commitment of staff members in nonprofit organizations. A study on the influence of culture and leadership on the commitment of staff members in nonprofit organizations has great public policy and administration implications across various sectors.

### **Background of the Study**

Leadership in its broadest definition refers to the process in which a given party influences the activities of another individual or a group of individuals into attaining certain set goals (Northouse, 2014). The leadership of any given organization is mandated with directing and influencing the members of the organization towards the attainment of the set organizational goals (Shuck & Herd, 2012). The leadership of any given institution or organization is also mandated with the development of policy and the

administrative systems of the organization. There is a need for policy makers to make informed decisions regarding staff development, motivation, and rewards based on the underlying system of values. The leadership system of any given organization is responsible for the performance of staff and the overall organization (McCall, 2010). Over the years, challenges of accountability, transparency, and service delivery have led to the transformation of nonprofit organizations. The pace and extent of changes in nonprofit organizations is ever-increasing, thus placing greater demands on organizational leaders to embrace knowledge, sophistication, and skill in coming up with policy and administrative decisions on management and staff commitment (Renz, 2010). Leadership skills include coaching, pacesetting, commanding, affiliating, and participating in organizational activities alongside other given stakeholders (Springer, 2013).

Leadership skills go a long way in influencing the commitment of staff in any given organization (Springer, 2013). There are various leadership styles that contribute to improving productivity, performance, and the capacity to overcome challenges encountered in organizations. The integration of the various styles of leadership allows the leader to connect the performance of the organization with its purpose and expectations. Leadership has both a human component and the traditional management role (Larsson & Vinberg, 2010). The human component of leadership involves the leader's skills of communication and his or her ability to encourage and motivate, while the traditional management component consists of organizational and staff development,

leadership practice and theory, time management, and effective planning (Larsson & Vinberg, 2010).

To extract the best performance from followers, leaders must exhibit behavioral characteristics that reflect optimism, thereby creating a positive, less hostile work environment, practical measures that build on the foundations of the organization, and provide an open organizational framework to enhance the internal and external environment of the business. Furthermore, leaders must aim for a highly functioning organization in which tasks are delegated and workers are allowed to decide the most efficient way to perform those tasks (Larsson & Vinberg, 2010).

A popular style of leadership that came to prominence in the late 1990s is transformational leadership. Transformational leaders motivate and encourage change in the individuals they manage (Ghasabeh, Soosay, & Reaiche, 2015). Regardless of style or characteristics, leaders must demonstrate effective leadership. Effective leadership involves having the expertise to direct, persuade, and inspire staff and others to work hard to achieve a common goal of the organization (Yukl, 2012). Northouse (2010) perceived managers—second-line leadership—as having the skill to understand and apply the leadership behaviors necessary to boost employee engagement and satisfy stakeholders of the organization. Strong leadership development is essential to organization culture and performance (DeRue & Ashford, 2010).

*Culture* is defined as the attitudes, behaviors, beliefs, and perceptions of individuals in their workplace (Birukou, Blanzieri, Giorgini, & Giunchiglia, 2013). The most prominent component of culture in an organization is the unconscious, implicit, and



informal environment. Culture refers to the standards, understanding, and consistency of a group or organizational setting. When the culture of an organization is confident and secure, employees of the group or company work harder and feel good about themselves and their jobs (Muscalu, 2014).

Previous studies on culture have focused on effecting change, implying that an efficient organization is a setting in which culture motivates staff to carry out continuous change through improvement and strong performance. Change in the organization can make individual problem solvers more proactive in their job roles. Leaders should understand the influence and importance of culture in the organization. The culture of an organization is recognized as a crucial element to improve the leadership and development of leaders in the organization (Muscalu, 2014).

Research on organizational effectiveness has demonstrated that organizational culture is correlated with staff performance (Altaf, 2011). Altaf (2011), a researcher of organizational culture, found that culture within the organization had more influence on staff commitment than the mission or vision of the organization. Altaf's research found that leaders who inspired, were a part of an efficient team, and had the support of their colleagues, subordinates, and upper management possessed a sense of value and achieved greater success in their organization than leaders who lacked these supports. This was because leaders and their followers had a common belief in the desire to strive, produce, and promote through collective action to achieve high levels of performance progress.

Organizations with a culture that demonstrates positive norms, values, beliefs, and professionalism to empower a strong organizational mission tend to promote and develop

their leaders (Altaf, 2011). Without strong leaders and the support of a positive organizational culture, progress will be a challenge for the organization and its members (Muscalu, 2014). Leaders must familiarize themselves with the culture of their organization and ensure there is a strong “fit” between themselves and the organization, or the performance of the organization will likely suffer. Culture is important for individuals who want to become leaders (Neaugu & Nucula, 2012).

A leader’s leadership style can improve and inspire a positive organizational culture. Leaders derive their leadership style from a variety of traditional approaches and implement them in their daily role. When leaders demonstrate commitment, positivity, persuasiveness, effectiveness, and receptiveness, they can improve the positive culture in an organization (Valentine, 2011).

Self-confident leaders convey high expectations for staff by directing and emphasizing the importance of staff performance for efficient organizational performance. Leaders must be outstanding role models and continually strive to incorporate excellence to build organizational success. Collaboration is the key to successfully changing the culture of an organization while retaining successful staff. A staff development program that promotes superior staff performance can facilitate change in organizational culture, reinforced by leadership qualities that modify or improve the organizational culture (Valentine, 2011).

For organizations to succeed, leaders must instill a culture that promotes support, productivity, commitment, learning, and growth. To maintain a high-performing culture, leaders must recognize and cultivate traditions, values, and beliefs that will strengthen the

positive organizational culture. There is a need for continued study of effective leadership traits so that leaders can gain a better understanding of how to influence the culture in their organization and enhance staff commitment. Organizational culture has been linked to staff commitment; however, the mechanisms by which leaders manage and modify organizational culture are unclear (Valentine, 2011). Policy and the administrative issues of any given organization are based on solid knowledge. The commitment of staff members in the case of nonprofit organizations has a great bearing in organizational policy making. The influence of organizational culture and leadership styles on the commitment of the staff members of nonprofit organization is implied. However, the manner in which the influence was realized and the implications of the staff commitment to policy and administration is a dilemma in need of extensive research.

### **Problem Statement**

Previous research has mainly concentrated on the influence of organizational culture on leadership or in the workplace or on leadership and culture in nonprofit organizations. There was clearly a research gap on which this study was intended to focus: the influence of organizational culture on nonprofit organizations. Hence, there was a lack of research regarding the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families.

Nonprofit organizations rely on the commitment of their employees to realize their mission, vision, and goals. Policy and administration, with regard to employee motivation, reward, recruitment, and career development, as well as the funding of

various projects and expansion programs, greatly depend on the performance of the organization at a given time. In the United States, the government relies on the nonprofit sector to help the neediest of people with essential social, physical, and economic human services. There are approximately 33,000 human services nonprofit organizations registered in the United States that are under federal contract to provide services to individuals and families in need (Boris et al., 2010). It is important for these nonprofits to invest wisely in staff members that are committed to their work. Although employees are the best resource available to nonprofits, retaining good employees is a challenge (Allen, Bryan, & Vardaman, 2010).

Poor levels of commitment and high staff turnover rates have adverse impacts on the performance of any given organization. Leadership and the organizational culture set the tone for employee discipline and the level of output, as well as commitment to the course of the organization. High turnover is costly in terms of economics, organizational effectiveness, and social consequences for children and families receiving services from these human services organizations. The leadership style and employee commitment are factors in organizational culture that have an impact on turnover and commitment. When recognition, reward, and trust—key factors of organizational culture—are lacking, employees start to lose confidence and thus, the satisfaction and commitment level can decrease, leading to a weak and unproductive work environment (Allen et al., 2010).

Because previous leadership and performance theories have largely focused on for-profit organizations, an in-depth analysis of the influence of organizational culture and leadership styles with regard to staff commitment in nonprofit organizations helped

fill the knowledge gap in terms of nonprofits. The management of public organizations calls for utmost consideration when making decisions and policies that affect the current and future status of the given organization. The establishment of the influence of organizational culture and leadership styles on the commitment of staff in nonprofit organizations is detrimental to the administration and policy making of nonprofit organizations' stakeholders. Staff members are mandated with the actual implementation of organization's strategies. Factors affecting staff commitment affect the overall organization.

### **Purpose Statement**

The purpose of this research was to examine the influence of organizational culture and leadership styles on staff members' commitment in an organization serving children and families. The objectives of the research study were to determine

the degree to which organizational culture influenced leadership styles,

the degree to which organizational culture influenced staff members' commitment,

the characteristics of organizational culture and leadership styles that had the greatest influence on staff members' commitment,

the degree to which direct leadership styles influenced staff members' commitment, and

the role of reward and recognition on staff members' commitment.

This research examined the influence of organizational culture and leadership styles on nonprofit staff members' commitment in an organization serving children and

families. Identifying the variables (organizational culture, leadership, and staff members' commitment) was necessary for designing the research questions because the questions represented the objective of the study. These variables were chosen based on the belief that leaders had an influence on staff members' performance because they were responsible for encouraging, motivating, and ensuring job satisfaction. Organizational culture and leadership influenced staff members' commitment. Organizational culture, on the other hand, outlined the organization's code of conduct, thus affecting staff members' commitment. Therefore, leadership and culture affected staff commitment, which in turn affected administration and policy making in nonprofit organizations, which are public entities (Martin, 2014).

### **Research Method and Design**

I applied a quantitative method to perform this study, using a correlational research design. The correlational design was useful for determining whether there was a relationship between the dependent and independent variables. The independent variable in the study was leadership styles, and the dependent variable was the level of staff members' commitment to the nonprofit organization. The target population consisted of full-time staff members who worked for Little Sisters of Assumption Family Health Service, a nonprofit organization serving children and families located in New York City. The eligibility requirements to participate in this study were that the participants had to be staff of the nonprofit organization not involved in a management role or influential position.

### **Research Questions and Hypotheses**

The researcher further sought to identify the connection between leadership and nonprofit staff member's commitment.

This research was based on the following questions and the related hypotheses:

RQ1: To what extent, if any, did staff members' perceptions of leadership styles (transformational and laissez-faire) influence the level of commitment to the nonprofit organization by its staff members?

$H^0_1$ : The staff members' perceptions of leadership styles (transformational and laissez-faire) had no effect on their commitment to the nonprofit organization.

$H^a_1$ : The staff members' perceptions of leadership styles (transformational and laissez-faire) had an effect on their commitment to the nonprofit organization.

RQ2: What extent, if any, did staff members' perceptions of the organizational culture influence their level of commitment to the organizational mission?

$H^0_2$ : The staff members' perceptions of organizational culture had no effect on their level of commitment to the organizational mission.

$H^a_2$ : The staff members' perceptions of organizational culture had an effect on their level of commitment to the organizational mission.

### **Independent and Dependent Variables**

The independent variable for this research was leadership styles, measured by the Multifactor Leadership Questionnaire. The dependent variable was the staff members' commitment. The variables measured in this case explored the positive aspect of hierarchical organizational culture, a culture based on rules and procedures to guide

employees on what to do. The leadership style—that is team, strategic, democratic, or cross-cultural—had been assumed to have no association with the staff members' commitment. The dependent and independent variables clearly showed the association between leadership styles and the commitment of the staff to the nonprofit organization.

### **Theoretical Framework**

The theoretical framework of transformational leadership is useful to organizational leaders because they use this style of leadership to create a positive environment. Transformational leaders have strong connections to their followers. These leaders motivate followers to build teams and become leaders themselves (Ghasabeh et al., 2015).

Transformational leadership is a leadership approach in which connections among interested individuals are organized around a collective purpose in a way that motivates, transforms, and supports the development of leadership in others (Simola, Barling, & Turner, 2012). According to the theory of transformational leadership, transformational leaders help employees to go beyond probable achievement and increase their job satisfaction, which leads to greater commitment to the organization (Pradhan & Pradhan, 2016). Transformational leaders try to change employees' perceptions and attitudes in a positive way through dependability, trust, and fairness.

Transformational leadership is a well-developed and widely used model of leadership. Studies in which transformational leadership was a focus have typically used the Multifactor Leadership Questionnaire Form-5x (MLQ; Bass & Avolio, 1995). This instrument was used to assess the extent of transformational leadership behaviors.



Transformational leaders are more adept than leaders who advocate other leadership models, such as transactional leadership, at improving employee performance, commitment, and satisfaction (Rothfelder, Ottenbacher, & Harrington, 2013). Assessing the extent of leaders' transformational leadership qualities is one way to measure leadership effectiveness. Although transformational leadership theory has explained the role of leadership in bringing change, the theory has not expounded this matter in relation to nonprofit organizations.

### **Nature of the Study**

A quantitative research methodology was chosen to support the relationship between two variables by showing a correlational relationship. The quantitative method provided ways to tackle the research questions by analyzing whether a relationship existed, as well as the strength of the connection between the variables (Miller et al., 2011). The topic of this research required the ability to provide a basis for comparisons across organizations and people, duplicating studies and developing a common framework of reference for understanding the data. Quantitative research differs from a qualitative research because of its objective point of view concerning research participants and its unbiased computation of results. Further, surveys have been widely used to examine leadership approaches and to collect data on organizational culture (Miller et al., 2011).

### **Data Collection Instruments**

The Multifactor Leadership Questionnaire (Bass & Avolio, 1995) and the Organizational Culture Assessment Instrument (Cameron & Quinn, 1999) were the two

instruments used for collecting data in this study. The Multifactor Leadership Questionnaire, which contains 45 behavioral questions, measured independent variables of leadership. The Multifactor Leadership Questionnaire represented a broad range of leadership behaviors to indicate three distinct leadership outcomes and nine hierarchical leadership practices. This instrument included three scales for transactional leadership, along with five scales for transformational leadership and one for laissez-faire leadership. The purpose of this psychometric Organizational Cultural Assessment Instrument was to assist organizations in identifying their current culture and preferred culture. Participants determined their perceptions of the existing and desired future culture through the Organizational Cultural Assessment Instrument. Further, an organization can use the outcomes to identify gaps between the current and desired future culture of the organization. The intent was to collect 50 completed Organizational Cultural Assessment Instruments and 50 completed Multifactor Leadership Questionnaires. The sample size of  $n=50$  was calculated using the G\*Power.

### **Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire (Bass & Avolio, 1995) is a measurement instrument used to collect data and determine leadership style as perceived by followers. Respondents completed the instrument by identifying their level of agreement with statements that described passive avoidant, transactional, transformational, and laissez-faire leadership styles (Zahari & Shurbagi, 2012). Answers were captured via a 5-point Likert-type scale. In responding to the statements, followers described the leadership styles of the leader (Nanjundeswaraswamy & Swamy, 2014).

Scholars have been using the Multifactor Leadership Questionnaire for many years; it has been validated and is considered suitable for measuring the elements of leadership (Moynihan, Pandey, & Wright, 2011).

Transformational leadership was the first leadership style assessed on the Multifactor Leadership Questionnaire. There are five subscales used for measuring transformational leadership: Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration. These subscales addressed the factors of leaders' motivation, behavior, support, and influence on staff (Zahari & Shurbagi, 2012).

The next leadership style measured on the Multifactor Leadership Questionnaire was transactional leadership. There were three subscales used for measuring transactional leadership: Contingent Reward, Active Management by Exception, and Passive Management by Exception. These subscales addressed the factors of leaders' ability to exchange views, criticisms, and negative reinforcement (Zahari & Shurbagi, 2012).

The third leadership style measured on the Multifactor Leadership Questionnaire was passive avoidant leadership. There were two subscales used for measuring passive avoidant leadership: Management by Exception and Laissez-Faire. A Management-by-Exception (Passive) leader was one who intervened with their employees only when standards were not met and problems had become highly noticeable or long lasting. Laissez-faire described a leader who avoided tackling conflicts, and making effective decisions (Zahari & Shurbagi, 2012). Permission to use and administer the Multifactor

Leadership Questionnaire was obtained from Mind Garden, the publisher of the instrument, via email, which can be found in Appendix C.

### **Organizational Culture Assessment Instrument**

The instrument to measure the culture of an organization was the Organizational Culture Assessment Instrument. Many organizations have used the Organizational Culture Assessment Instrument because it has proven effective at predicting the performance success of staff members. The primary purpose of the Organizational Cultural Assessment Instrument was to help identify the current organization's culture and then identify the people capable of helping with the future demands and challenges the organization may face.

Pollock and Roberts (2014) noted that Cameron and Quinn (1999) developed the Organizational Culture Assessment, a six-question assessment consisting of four alternatives. The primary purpose of the Organizational Cultural Assessment Instrument was to measure the six important dimensions of organizational culture (i.e., Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue, Strategic Emphases, and Criteria of Success). The six questions had four alternatives (i.e., A=Clan, B=Adhocracy, C=Market, D=Hierarchy). Participants completing the Organizational Cultural Assessment Instrument were able to show how the organization operates, as well as the values that describe it. There were no right or wrong responses to the questions on the Organizational Cultural Assessment Instrument; participants answering the questions most likely gave different answers. Lastly, the

Organizational Culture Assessment Instrument was very useful for determining the various methods of changing the culture of an organization.

The Organizational Cultural Assessment Instrument is a public domain document; therefore, obtaining permission to use it was not needed. A copy of the Organizational Cultural Assessment Instrument can be found in Appendix B. Permission to use and administer the Organizational Cultural Assessment Instrument was obtained from the publisher of the instrument via email, which can be found in Appendix C.

### **Definition of Key Terms**

Key terms relating to this study are defined as follows:

*Active management by exception:* Active management by exception is a style of leadership reflecting a focus on critical areas that needed immediate actions (e.g., a budget or planning). In this process, leaders look for workers' excellent performance and accomplishments (Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011).

*Idealized influence:* Idealized influence is the process of an employee connecting to his or her leader and the objectives of the organization. Idealized influence is an indicator of a leader who builds confidence and trust and demonstrates the capability of being a good role model for followers (Vandenberg et al., 2011).

*Individualized consideration:* Individualized consideration is the process by which leaders use their abilities to understand the needs of each follower as his or her own person. Individualized consideration provides support, encouragement, and coaching to followers (Vanceburg et al.).

*Intellectual stimulation:* Intellectual stimulation is the act of subordinates perceiving old problems in new ways to inspire greater awareness and create better solutions (Vinkenburg et al., 2011).

*Laissez-faire leadership:* Laissez-faire leadership is a hands-off style of leadership in which the leader renounces responsibilities, makes no or little effort to assist workers with attaining goals, and gives little or no feedback to employees (Vinkenburg et al., 2011).

*Leadership development:* Leadership development is the process of building on the transactional and transformational nature of leaders and the interactions and networks of social systems in which leadership is evident in employees or leaders (Vinkenburg et al., 2011).

*Organizational culture:* Organizational culture is the combination of practices, values, beliefs, and underlying assumptions held by workers collaborating to resolve difficulties and tackle challenges facing the organization (Prajogo & McDermott, 2011).

*Passive management by exception:* Passive management by exception is a style of leadership in which management intervenes only if the standards of the organization are not met (Vinkenburg et al., 2011).

*Transformational leadership:* Transformational leadership is a style of leadership in which a leader motivated followers to perform to their utmost because the leader influences change, attitudes, and expectations to ensure the organization achieves its mission (Vinkenburg et al., 2011).

### **Assumptions**

This research was based on various assumptions. The assumptions made helped in understanding that a certain level of uncertainty was possible in the study. It was assumed that individuals who volunteered to participate in the study would provide accurate data in the collection instruments without bias or prejudice. Another assumption was that the sampled 100 staff members and leaders who volunteered to participate represented all staff in nonprofit organizations in the United States of America. It was assumed that volunteers for the study had observed the leadership practices of leaders in the organization before agreeing to participate in the study. It was also an assumption that the performance measurement instruments would provide true results.

### **Limitations**

This research was limited by the availability of resources in terms of finance and time. Limitations of time and money meant that the sample was reduced; the location of the study was limited to a single organization in New York. Also, the research instruments were not one hundred percent accurate in measuring the preferred variables in the research. Only employees and leaders of a single nonprofit organization serving children in New York City were eligible to participate. As such, findings of the study were not generalizable to other locations, children and family nonprofit organizations, or nonprofit organizations serving the needs of populations other than children and families. Using quantitative measurement instruments limited the findings to quantitative data; no qualitative data (e.g., staff perceptions of leaders' leadership styles) was collected.

### **Scope and Delimitations**

The limitations in the research were addressed by adopting a holistic approach to the topic. The single organization was used to represent a whole industry. However, the limitations were addressed by ensuring that the results at any given stage were empirically tested against given indicators of accuracy. The choice to select a nonprofit organization for the research was based on the researcher's limited financial resources and availability. Because the study focused on the influence of organizational culture and leadership styles on staff members' commitment, only leaders and employees at a nonprofit organization serving children and families and volunteering as participants were included in this research.

### **Significance**

This research is significant to governments, well-wishers, donors, nonprofit organizations' management, public service policy makers, and researchers. The research examined the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families. The influence of organizational culture and leadership on staff members' commitment in the for-profit arena has been understood, but little was known about the impact of these factors in the nonprofit realm. Given the involvement of nonprofit organizations in attending to the needs of those at greatest risk, ensuring the employees of these organizations are inspired to achieve the mission of the organization is important. Leadership and organizational culture affect whether employees of these organizations are inspired to achieve the mission. Knowing which styles of leadership and organizational culture improve or



undermine the commitment of employees allows organizations to train and develop aspiring leaders and thereby improve the influence of leaders on the organizational culture and staff commitment. Providers of funds to nonprofit organizations want to see their contributions being used well. Understanding the factors influencing commitment helps policy makers come up with policies and administrative structures that bring out the best in employees. These render this study quite significant.

The research focus was to extend awareness of what leadership and organizational culture involves and their connection to an employee achieving the mission of a nonprofit organization serving children and families, which has a positive social change on the individuals who benefit from the social services provided by the organization. By examining how organizational culture and leadership styles connected to staff members' commitment, this study gives nonprofit social organizations better insight into which leadership styles and organizational cultures are effective.

Leaders set the tone and direction for the people they manage. A leader's values, strategies, and experiences influence the leader's leadership style and organizational culture, which has an impact on staff commitment outcomes. The findings of this study suggested that organizations should invest more money in the training and development of leaders at all levels, which could improve organizational culture and staff members' commitment. Implementation of strong policies affect the way a leader manages his or her employees. The leader may devote more time to making sure followers adhere to policies than to motivating and growing staff—a hallmark quality of a transformational leader.

## Summary

The research examined the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families in New York City. Measuring the extent of a connection between organizational culture, leadership style, and staff members' commitment in a nonprofit organization provided insight into which leadership styles promoted and developed leaders to inspire followers and thereby improved organizational performance to meet the mission of the organization and satisfy the needs of the people it served.

Chapter 2 introduces the literature review that established the foundation of knowledge on leadership characteristics, organizational culture, and staff members' commitment. Chapter 2 also examines the theoretical framework and gaps in current research. Chapter 3 introduces the proposed research method, research design, and instruments that were administered.

## Chapter 2: Literature Review

This research was aimed at examining the influence of organizational culture and leadership styles on staff members' commitment at a nonprofit organization serving children and families in New York City. The independent variable for the study was leadership styles, and the dependent variable was the staff members' commitment. In this chapter, I present a review of the literature on leadership and organizational culture. After explaining my literature search strategy, I offer the most practical definition of leadership and leadership styles. I then review historical and modern leadership styles, organizational culture and staff commitment, leaders, the influence of culture in organizations, and staff members' commitment. To close, I discuss the proposed theoretical framework, as well as gaps in current research.

### **Literature Search Strategy**

In order to examine literature on leadership, highlighting staff member's commitment and job satisfaction with a focus on the nonprofit sector and organizational culture, I used key databases, such as Sage Knowledge, ProQuest, Google Scholar, EBSCOhost, Emerald Group, and JSTOR. In addition to the key databases, I referenced the *Journal of Scientific and Research Publications*, *Journal of Leadership and Organizational Studies*, *Journal of Business Communication*, *The Journal of Developing Areas*, *Journal of Management Inquiry*, *International Business and Economics Research Journal*, *Journal of Business Studies*, *Leadership & Organization Development Journal*, *Journal of Organizational Behavior*, *International Journal of Operations & Production*

*Management, International Journal of Business and Social Science, Journal of Business Ethics, and the Journal of Leadership and Organizational Studies.*

For key terms, I used *active management by exception, idealized influence, individualized consideration, intellectual stimulation, laissez-faire leadership, leadership development, organizational culture, passive management by exception, and transformational leadership*. The search for professional and peer-reviewed journals was limited to publications dates between 2003 and 2016.

### **Historical Perspectives of Leadership**

Leadership is traced to the early days of civilization and has been studied by scholars around the world. Although much is known about leadership, Clifton (2012) asserted that little is relatively known, and what is known is not entirely true, if it exists at all. The definitions of and the perspectives of leadership have for some time evolved, as the attention from the scholarly point of view had focused on the leadership topic for a long time. The field of leadership had been broadly studied. Over time, leadership has been intellectualized in terms of the characteristics and personality traits of a leader and his or her power, skills, authority, and position.

Leadership involves more than just the leader's actions; leadership involves a process. The concept of leadership has been defined as an interactive process between leaders and followers (Eberly, Johnson, Hernandez, & Avolio, 2013). Northouse (2010) defined leadership as the process through which any individual influences a group with aims of accomplishing a common goal. Shuck and Herd (2012) defined it as the process that occurs between leaders and their followers, but not a set of characteristics and traits.

Ahlquist and Levi (2010) analyzed the theoretical concept of leadership and determined more research was needed to understand better what constitutes effective leadership.

In the organizational setting, the concepts of management and leadership are not contingent on each other, but they are linked to each other. Domnica (2012) distinguished between leaders and managers: a leader's role is to motivate and inspire individuals to follow, while a manager's role is to organize and coordinate. The manager handles the day-to-day activities of the organization. He or she organizes, oversees, and plans, which an organizational leader also does, but managers do not motivate or influence. The most vital distinction between leaders and managers is that a leader affects his or her staff, while the manager merely presides. Domnica (2012) suggested that an organization would continue to thrive if there were strong management and leadership, but the organization would fail or become dysfunctional if both management and leadership were weak, or if management was strong, but the leadership was poor. In either case, where both management and leadership were not strong, the result would be chaos (Domnica, 2012).

### **Leadership Definition**

DeRue, Nahrgang, Wellman, and Humphrey (2011) described the correlation between leadership behavior and experience. The authors believed that leaders not actively engaged or carrying out actions consistent with their roles were viewed as nonleaders and incompetent at leading. Their criteria of effective leadership concentrated mainly on leadership as the aim of evaluation, with the expectation that the passive leadership behaviors of the leader were the significant predictors of effectiveness.

Passive leadership is an important predictor of outcomes of the satisfaction and effectiveness with the leader, rather than job satisfaction or group performance.

As Blume, Ford, Baldwin, and Huang (2010) explained, trainee characteristics are the attitudes, personality, age, and trainability, together with the overall environment where the training happens. Characteristics can have a negative or positive effect on training. Training design focused on the areas of training methods and objectives, together with the incorporation of the principles of learning, like multiple opportunities and training techniques for improved practice. The working environment included continuous social support from peers and supervisors, the transfer climate, and opportunities for or constraints on the performing of the behaviors learned on the job.

As a result of conducting their meta-analysis, Blume et al. (2010) clarified that the purpose of training for leadership development was to improve the individual leader's skills and performance on the job. The purpose of transfer of training in leadership development was to improve performance, evaluate training intervention programs, and develop leaders' training methods that would increase knowledge and skills for better organizational performance.

In discussing the results of their meta-analysis, Blume et al. (2010) noted that the avenues that were most promising tended to have a training cohort's selection that was highly proactive and focused on improving the trainee's motivation, together with looking for ways to add supervisor levels that are high and peer support within work environment. Also, Blume et al. (2010) pointed out that learning results also related to the transfer, suggesting that the program used in training could increase after training,

self-efficacy, and knowledge, the higher the chances that the trainees may need to postpone the training process.

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Carroll and Levy (2010) wrote on the topic of leadership development and noted that in 1992, Conger was the first to contribute to the topic of leadership development topologies by identifying the skill-building, feedback, conceptual, and personal growth approaches as the leadership development field's vital mainstream components. Leadership development is an identity role for many leaders (Carroll & Levy, 2010). Carroll and Levy (2010) suggested that those who wish to take part in any type of leadership development, such as the participants, organization sponsors, and facilitators, expound instead of reducing the identity options that would not be creatively and strongly supported by other emancipatory types of leadership development practices.

To further elaborate on the leadership development construct, Carroll and Levy (2010) conducted a study of the characteristics and outcome of leadership potential. In this inquiry, they drew data from over 80 leaders between 17 and 28, who were termed as

*future* in two similarly oriented but separate programs in leadership development at University of Auckland Business School in New Zealand Leadership Institute.

According to Carroll and Levy (2010), the program intended to not only provide support, but also foster the leadership potential of people who were emerging into the positions and roles of leadership at work and other life spheres.

Leaders in organizational settings perceive leadership as a practice. It is important for leaders to be familiar with their environment and know what is beneficial or not useful for their team. The concept of leadership practice was described in the literature as “leadership-as-a practice to leadership practice” (Raelin, 2012). Raelin (2012) expanded this simplistic statement by noting that leadership-as-practice is more concerned with why, where, and how the leadership’s work is organized and how it achieves than with who is providing the visions for the colleagues to carry out. Further, the primary advantage of leadership-as-practice is that the practitioners who aim to adopt this approach are in a better position to reflect and understand. Consequently, the practitioners can re-tailor their activities after reflection and to represent mutual interests (Raelin, 2012).

For leadership-as-practice to transform into leadership practice, researchers and practitioners need to provide leaders with a solid foundation of effective, more meaningful actions, interventions, and changes in the leadership development landscape. Raelin (2012) found that leadership-as-practice was more about the achievement of a group of people than what a solo person thought. Hence, it was concerned with the way leadership unfolded after emerging through and coping with daily experience.



Raelin (2012) also stated that leadership was a practice whereby there was dedication from the people, and through the leaders' practices, they came up with ideas, hoping to achieve and organize tasks carried out to achieve their mission. The leaders were dedicated to each other as a working team that was concerned with useful results.

Holmberg and Tyrstrup (2010) stated that leadership had become a question of relationships between activities that were expected to happen in the future and the activities happening today. Viewing the managers as the strategic actors having a mission clearly placed them at the processes that were sense-making. In addition, there existed a more complex interaction between the historical events, need, expectations, and current activities to exercise effective leadership. Improving knowledge, skills, and leadership styles improved the way organizations functioned and performed. McLaren (2011) explained that specialized expertise and experience are an organization's production means. An individual who was on the low levels of the organization's hierarchy and possessed a skill or piece of knowledge that was not only complex, but also important, boasted of influence that was greater than the position significantly higher. Correspondingly, a person of the profession owned social connotations that were positive, and for numerous individuals, their career's pinnacle was to attain a management role.

### **Leadership Theories**

This part of the study deals with leadership theories, such as the transformational leadership. This type of leadership mainly focuses on raising one's awareness levels, influencing others together with the self to outdo self-interest so as the team can benefit,

and motivating all team members so that they achieve more than they perceived they could accomplish. Pinnington (2011) suggested that the leadership's transformational model puts emphasis on the vision in a similar way as the charismatic leader so that the two can foresee how the effective leader enunciates the future's compelling view.

Leaders are responsible for placing a significant influence on the organizational culture to maintain the present structure or restructure that culture (Pinnington, 2011).

Transformational leadership focuses on vision and practical measures to inspire others. Transformational leadership will fail when the leader is no longer able to motivate followers, which can occur because of changes in leadership or structure in the organization. Leaders must strive to encourage followers to participate and give input in decision making (Pieterse, van Knippenberg, Schippers, & Stam, 2010). The previous and current literature on leadership study has noted transformational leadership as being more effective for leadership development. The transformational managers are those who not only inspire others, but also stimulate others to attain extraordinary outcomes, and in return, develop their capacity in leadership. Transformational managers are not focused on short-term goals. Instead, they concentrate on the long-term goal and place value on encouraging and inspiring or coming up with the vision for followers to pursue. As the leaders lead, they are also transformed in this relationship. There is support for others to grow by the transformational managers, as the followers are helped to improve their leadership through responding to their needs. The managers tailor the goals and objectives of each worker, the group, the manager, and the bigger institution.

In some situations, the role of the leader involves delegating responsibilities to other members, under the proviso that members share the same goal and commitment to the organization. Sharing of leadership responsibility is vital and feasible for the organization when members can identify with each other and the organizational mission. Canals (2011) indicated that leadership is usually a relationship of inspiration through which all the involved parties play a crucial role; it is also the technique of mobilizing others to achieve shared goals. Hence, in markets that are competitive and complex, leadership plays an important role in the sustainability of the business (Canals, 2011).

The concept of transforming leadership was first introduced in 1978 by Burns' descriptive research, which mainly focused on political leaders. Several supervisors and managers later applied this concept in studies of organizational behaviors. According to Burns, transforming leadership stresses that the reciprocal and mutual relationship between followers and employees ought to be increased to higher levels. This kind of relationship not only yields higher possibilities in the two parties, but also leads to greater capacity and chances for change. This relationship contrasts with transactional leadership, which designates a relationship depending on exchange or a transaction between the follower and a leader as a reward for meeting set performance standards. Transactional managers believe that by avoiding punishment and giving rewards, employees are motivated. This transforming approach comes up with a noticeable change in not only the organization's, but also individuals' lives by their values and perception, in addition to changing their aspirations and expectations.

The differences between leadership and management are usually evident in behaviors and characteristics. The transforming approach comes up with a noticeable change in not only the organization's, but also individuals' lives by their values and perception, in addition to changing their aspirations and expectations. This is not the same in transactional leadership, as transformation is not based on the relationship—that is of give-and-take—but on the leader's ability, personality, and traits to come up with changes by being a role model, enunciating a vision that is energizing, and setting challenging aims. Transforming leadership ought to be a process through which the leader and followers work together to help each other advance to the next level of motivation and morale. This kind of relationship leads to increased potential in all parties involved, in addition to greater capability for professional and personal growth.

The full extent of leadership starts from transformational, transactional, and laissez-faire leadership. Transformational leadership is the most satisfying and effective, while the least used type of leadership is passive leadership. The two leadership types have been described mainly by their component behaviors, individualized considerations, intellectual stimulation, idealized influence, and inspirational motivation. Leadership theory focuses on effective leadership development in organizations, teamwork, group performance, and the strategies used to lead followers effectively. The purpose of leadership development is to improve leaders' leadership abilities and enhance the performance of individuals in the organization. Leaders must take the time to scrutinize the organizational structure periodically to ensure the organization is operating smoothly and meeting performance expectations.

Leaders and managers must be willing to accept change and offer useful strategies for improving performance. Jarvis, Gulati, McCririck, and Simpson (2012) concluded that the systems theories seem to be focused on the required conditions for performance improvement and the alterations required shifting to the intended state. Hence, one can understand the role of leadership, together with the developments in it, as the phenomena that can be undertaken “at one step removed,” like the system designer, although the process point of view concentrates on dynamics that are evolving and related to what makes an organization what it is now, how it has grown, and how it has continued to evolve. Neither the leader’s development nor the leader can be perceived as being somehow detached from the procedure and able to have an influence as a bystander. Jarvis et al. also noted that leadership development and leadership practices form a crucial part of the process that has emerged. Improving and changing the organizational structure requires input from the entire staff (Northouse, 2014).

Leadership development provides a model for leaders to expand their knowledge and skills to recognize employee issues. The design will help develop an effective strategy to solve these problems and improve the expertise of leaders to formulate and set different values concerning the organization, which in turn will assist them to make decisions that will lead to successful productivity and performance.

### **Development of the Theory and Groundwork Studies on Leadership**

Leadership theory is of interest to organizations whose leaders seek to improve staff and organizational performance. Leadership competencies and effective leadership styles will contribute to greater organizational performance. Leadership skills are

essential, and defining leadership competencies will assist organizations in identifying future leaders. Historical research on leadership theories continues to have an impact on leadership development. Contingency leadership theory, path-goal theory, behavioral theory, trait approach theory, and situational theory remain relevant (Kutz, 2012). The following subsections offer highlights of these theories.

**Contingency leadership theory.** Contingency leadership theory explains the process of identifying the most talented leader and matching his or her skills with the right organizational setting. Islam and Hu (2012) explained that the contingency theory's underlying assumption is that there is no single organizational structure type that can be applied equally to all organizations.

**Path-goal theory.** Path-goal theory centers on a leader's ability to motivate and influence staff to accomplish goals and increase organizational performance. Polston-Murdoch (2013) stated that the path-goal theory was designed to identify the most practical style of any leader. He also asserted that the motivation to have subordinates achieve objectives and reinforce decisions plays an imperative point in how interaction between the subordinate and the supervisor takes place and that the reliance on this interaction may lead to a bond that is strong between the two parties.

**Behavioral theory.** Behavioral theory focuses on the behaviors of a leader. A leader's behavior is a significant predictor of his or her leadership because behavior influences leadership. As Amanchukwu, Stanley, and Ololube (2015) explained, leadership's behavioral theories show that all great leaders are not born as leaders, but are

made. This kind of theory concentrates on all the actions undertaken by the leaders and does not focus on the internal states or intellectual qualities of a leader.

**Trait approach theory.** Trait theory examines the different personal and professional attributes of leaders. Characteristics such as integrity, determination, and intellectual capacity can determine the extent of a leader's effectiveness. Amanchukwu et al. (2015) stated that trait theory assumes that individuals inherit specific traits or qualities that make them more suited to being a leader. The author in some cases pointed out a certain behavioral or personality characteristic that many a leader shares.

**Situational leadership theory.** Situational leadership theory focuses on the leader's ability to manage situations and adapt to different leadership styles to develop and support staff and the ongoing demands of the organizational surroundings (McCleskey, 2014). According to McCleskey (2014), situational leadership theory suggests that effective leadership involves not only a situation's rational understanding, but also a response that is appropriate, instead of the charismatic leader boasting of a large group made up of dedicated followers. Although these theories were popular prior to the 1990s, they remain relevant to leadership development today (McCleskey, 2014). There is a commonality among the various studies involving these theories; scholars continue to study the theories to understand better how effective leadership development can create a well performing workplace. Understanding and increasing effort, motivation, and determination among followers and leaders allows organizations to achieve goals and satisfy the mission.

Leadership development provides a model for leaders to expand their knowledge and skills to recognize employee issues. The design will help develop an effective strategy to solve these problems and improve the expertise of leaders to formulate and set different values concerning the organization that, in turn, will assist them in making decisions that will lead to successful productivity and performance.

Taylor (2012) asserted leadership is an art, craft, and an innovative process in which leaders need to exceed expectations. Taylor (2012) clarified that leadership is an innovative demonstration, to some degree due to the difficulties that leaders confront” (p. 2). A creative leader is somebody who has an incredible feeling of comprehension and endeavors to determine issues. The innovative leader does not race to comprehend the circumstance, but instead draws in with the circumstance and the procedure, where he or she hones the act of administration and comprehends it.

The practical need to comprehend the way of leadership as a creative craft and specialty by the leader’s familiarity with his or her qualities and shortcomings to assemble a high-performing group and organization. Taylor (2012) clarified that numerous leadership researchers have proposed that susceptibility is a quality for leaders.

There are several leadership competencies. Taylor (2012), in his book, *Leadership Craft: Leadership Act*, advances five dimensions of leadership competence to demonstrate leadership development skills as “art” and “craft.” The leadership development skills that he advances include:

Futuring, which encompasses foresight, intention, taking of strategic action, as well as communication with those with whom the leader works.



Sense making, which culminates in integrative thinking, making a disciplined inquiry, recognizing patterns, as well as effective communication.

Designing an intelligent action based on the leader's sensibility, the level of commitment, the perception of an issue, and a formulation of stabilizing strategies.

The ability to align people to action that is inclusive of creating capacity, engaging others, attracting others, listening to other people, and understanding them.

Adaptive learning, which entails the ability to recognize challenges, reflexive learning, creating generative space, and leveraging forward knowledge.

Taylor (2012) clarified that the competency model originated from the Banff staff's perusing of the literature and their work with leaders, which is an incredible endeavor to portray the special abilities of leadership.

Leadership capabilities in an organizational setting center on the leader's abilities, knowledge, and attributes that improve staff performance and eventually that of the organization. Taylor (2012) clarified that the colossal metaskill of leadership initiative practice is like an umbrella over the greater part of the other leadership abilities. It is the act of taking a gander at your practice that contains and enhances the other craft of leadership.

### **Role of Leadership Versus Management**

Early studies differentiated between the roles of leaders and managers. The contrast between leaders and managers was distinguished before the start of the 1970s.

Simonet and Tett (2012) conducted a study to explain how leadership and management were conceptualized with a common language of distinct abilities distilled from over 50 years of study of leadership and management.

Simonet and Tett (2012) pointed to a study by Zaleznik, who commented that the business world has systematized bureaucratic control in the form of the critical thinking manager, who is inverse to a leader in many ways. Whereas managerial objectives emerge from previous responses, a manager's goal is future driven. The work of management is a practical, empowering process requiring persistent coordination, though leaders create excitement at work by uplifting expectations through images and signifying.

Simonet and Tett (2012) characterized leadership as a subset of the greater idea of management. Leadership is essential, and its exact nature is an element of a person's organizational position; a manager regularly oversees and ensures that both management and leadership activities are complete as necessary. As Simonet and Tett clarified, the role of a leader should include creating the best possible methodologies that are predictable and quantifiable, with the goal of enhancing performance in the organization. Managers concentrate on completing things in the best and productive way, while leaders focus on the necessities of the staff, the sense of commitment to the organization, its mission, and its vision.

The role of leadership and management are further distinguished by the notion of leadership in management. Simonet and Tett (2010) expressed the basis for leadership-in-management; a leveled course of action might be that initiative is frequently

considered as fundamentally including individuals. Management is managing people as one of the different possible resources in a more extensive field of situational requests, constraints, and actions (Simonet & Tett, 2012).

Lunenburg (2011) asserted that leaders and managers play distinctive but similarly dominant roles in an organization. According to Lunenburg, there is continuing discussion about the distinction between leadership and management. Managers do not practice leadership, and the discernment is that anybody in a management position is a leader, but not all leaders manage (Lunenburg, 2011).

Lunenburg (2011) noted that Zaleznik was the first researcher to write about the role of leaders and managers. As Lunenburg (2011) noted, Zaleznik argued that leaders and managers both make a huge commitment to an organization and each input is distinctive. Leaders advocate for change and new methods, while managers support stability and the status quo. Also, leaders concentrate on understanding individuals' beliefs and gaining their commitment, while a manager's responsibility to the organization is to carry out responsibilities, exercise authority, and worry about how things get accomplished (Lunenburg, 2011).

In defining the role of management, Lunenburg (2011) wrote that management is responsible for actualizing the vision and direction provided by leaders, planning and staffing the organization, and taking care of everyday issues. Management should maintain a relationship and open communication with their staff, which will prompt efficient organizational performance.

Sun and Anderson (2012) characterized management as playing a significant role in organizational learning by going about as a conduit and filter for information flowing between the top and lower levels of the organization. Managers at this level can regularly impact subordinates more than top management because of their closeness (Sun & Anderson, 2012). Sun and Anderson (2012) referred to Bass et al., who expressed that sergeants' impact on the performance of U.S. armed forces units was more prominent than that of senior platoon leaders. They credited this distinction to sergeants having day-to-day contact with the platoon individual's members and having a huge impact on their preparation.

Leadership became the focus of organizational studies with the emergence of the great man theory, according to which leaders have particular qualities—for example, knowledge, self-assurance, assurance, trustworthiness, adaptability, amiability, and passionate development (Orazi, Turrini, & Valotti, 2013). Orazi et al. (2013) suggested that the relationship between management and leadership is entwined because one cannot work without the other. Leaders must have what it takes, vision, and assets to have the capacity to oversee the organization. As Orazi et al. (2013) clarified, “subsequently, the contrast amongst leadership and management is the associations they need to civil servants working at different hierarchical levels. The role of managers is presently said to accomplish authoritative execution by using existing administrative systems and exploiting available resources. Also, part of the leader's role is to proactively provide line managers with the most appropriate tools, resources, and competence to achieve organizational performance (Orazi et al., 2013, p. 491).

Jarvis et al. (2012) asserted that system theories are geared towards enhancing performance, and therefore, the changes that leaders and managers make in organizations need to focus on achieving the same goal as the system theories. In as much as process perspective focuses on developing relationships that will define an organization, account for its progress, and enhance its growth, there is a need to understand the tenets of leadership, which is a gradual procedural process. The leader and the leader's development should be treated as a whole in the process of attaining organizational growth and increasing performance level, because both are the means to an end and it is difficult to attain the impact by treating them separately. Therefore, it could be assumed that acts of leadership, as well as leadership development, are very significant in the entire process of organizational growth and performance levels (Jarvis et al., 2012).

### **Literature of Leadership and Management Development**

Considerable research on leadership and management development has included discussions of various strategies and interventions intended to improve organizational performance. For instance, Edwards, Elliot, Iszatt-White, and Schedlitzki (2013) noted the current research on leadership and the buildup around leadership advancement in contemporary organizations has an impact on how leadership characteristics are built as primarily masculine, forceful, controlling, and confident "flawless beings" (p. 6).

Edwards et al. (2013) proceeded by highlighting that the process of leadership development and learning should abstain from presenting leadership as a settled, fixed identity or role, but instead encourage awareness of multiple roles (leader, follower, and

both). Additionally, leadership learning and improvement should reinforce the voices of option models to the masculine, powerful, and individualistic one” (p. 6).

Helsing and Howell (2013) addressed leadership development and the importance of developing effective leaders by recommending that leaders build up their personalities and be more inspired to learn and practice new skills. Improving the probability that one will be powerful in one’s roles and have more prominent viability prompts an expanded feeling of significance about one’s leadership personality.

Helsing and Howell (2013) continued, noting that the foregrounding of developmental considerations in understanding incredible leadership helps to clarify how it is that leaders with various identities and characteristics (e.g., extraversion versus inner-directedness, extremely disapproved of by followers versus open and adaptable) exceed expectations as leaders if they have the necessary fundamental capacities for their work. This point of view can outline the leaders’ development, as they exhibit abilities and practices and exercise insightful judgment” (p. 372).

The role of managers and leaders was chosen from among the different approaches to leadership development based on their traits and their preference for transformational or behavioral theories. Holmberg and Tyrstrup (2010) suggested that studies that follow the behavioral management approach have contended with separating conceptualizations—for instance, Gulick and Urwick’s well-known POSDCORB (planning, organizing, staffing, directing, coordinating, reporting, and budgeting). Additionally, the fracture of managerial work remains an essential concern, while challenging the depiction of management as the intellectual, intelligent, orderly

achievement of predetermined objectives and the comprehension of the exceptionally responsive work example of managers is still in question.

Holmberg and Tyrstrup (2010) expressed that leadership has turned into a question of connections between activities that happen today and those that may occur later. This perspective of managers as strategic actors with a mission puts them at the center stage of the sense-making processes. Additionally, there is a much more complex connection between current activities, historical events, expectations, and the need to exercise effective leadership.

Improving knowledge, skills, and leadership styles can improve the way organizations function and perform. McLaren (2011) clarified that particular mastery and experience are methods of creation for an organization. Ownership of essential and complex bits of information or abilities can give a person on the low rungs of an organization's chain of importance more noticeable impact than that of positions that are fundamentally higher. Additionally, a person of a profession has constructive social implications, and while for some individuals, accomplishing a management role is a pinnacle of their career, for others, being an expert holds a more noteworthy status.

Lee, Gillespie, Mann, and Wearing (2010) detailed an assessment of organizational leaders, their insight, and their capacity to convey trust to staff to enhance performance. Building great leadership within an organization requires approaches that implement organizational standards to encourage better performance. These methodologies should allow for the development of strategies and interventions to advance successful change all through the organization and guarantee that individual

skills advancement is accessible to leaders and their staff. Lee et al. (2010) declared that incredible leaders could convey positive changes to the organization.

Efficient and skillful leaders have the power to bring positive changes to their environments. Their role is crucial to improving followers' performance because, in improving followers' performance, the organization becomes more effective.

Kotzé and Venter (2011) stated that the effectiveness of leadership described as a process brings success to a group or organization. Additionally, it refers to how successful an individual already in a leadership position is at influencing, motivating, and enabling others to achieve group or organizational success, a view supported by Bass" (p. 403).

### **Outcomes of Leadership**

As indicated by Kampkötter (2016), the issues that influence work performance can enhance the viability and efficiency of an organization. Kampkötter (2016) contended that variables like benefits and pay are imperative, yet the most critical element influencing sustained job satisfaction is a positive rapport between leaders and their workers. Workers who feel secure, that the compensation is adequate, and that leaders create a positive and safe workplace, will probably commit long-term to the organization.

### **Effectiveness**

Alsayed, Motaghi, and Osman (2012) measured leadership effectiveness by considering the four areas of productivity in authority seen by leaders or workers. The four areas of productivity are (a) the pioneer's execution, (b) the pioneer's commitment



to the viability of the association, (c) the pioneer's understanding and addressing the requirements of workers in view of occupation-related elements, and (d) representatives conveying their needs to their managers. They used the Multifactor Leadership Questionnaire (Bass & Avolio, 1995), which they revealed was steady in measuring the viability of the organization and evaluating the level of employees (Alsayed et al., 2012). Alsayed et al. established that workers' view of adequacy is more stable than other sorts of organizational evaluations, such as budgetary execution markers or results on a test. Alsayed et al. theorized that employees might see organizational effectiveness individually or barely, rather than even more expansively.

### **Satisfaction**

In measuring leadership, employee satisfaction with the leader is important. Alsayed et al. (2012) measured employees' fulfillment with leadership given how they perceived the leader's mastery and his or her ability to establish a relationship with employees. In this review, employees' achievement spoke to an assessment of employees' reverence for their leader's approach and practices.

### **Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire is an instrument that had been used significantly in leadership study to distinguish between efficient and inefficient leadership qualities in nonprofit, for profit, education, and government environments (Bass & Avolio, 2004). The Multifactor Leadership Questionnaire has been changed over time. The current version of the questionnaire contains a broad range of leadership behaviors. In print, the Multifactor Leadership Questionnaire-5X is the only version of

the Multifactor Leadership Questionnaire. The Multifactor Leadership Questionnaire-5X contains 45 behavioral items, representing a broad range of leadership behaviors to signify nine different ranked leadership practices and three leadership results.

Bass and Avolio (1995) created the Multifactor Leadership Questionnaire to assess transformational, transactional, and laissez-faire leadership elements. The questionnaire is an appropriate instrument to evaluate and measure the full scope of leadership components (Bass & Avolio, 2004). The Multifactor Leadership Questionnaire is comprised of 45 behavioral items that are evaluated on a five-point Likert-response scale (Bass). The 45 items include twenty questions related to transformational leadership, which measure inspirational, intellectual stimulation, and individual consideration; eight questions related to transactional leadership attributes, which measure contingent reward and active management; and eight questions related to laissez-faire leadership, which describe laissez-faire and passive management actions. Additionally, the Multifactor Leadership Questionnaire assesses a leader's leadership style by computing the aggregate for each of the leadership scales. It also assesses the organization's level of employee satisfaction and effectiveness.

A study conducted by Gardner and Cleavenger (1998) examined the degree to which management approaches were related to transformational leadership as measured by the Multifactor Leadership Questionnaire. The authors showed that of the unbiased coefficient alpha in the study estimates for each scale of this measure, most surpassed .70, with some in the .80 and .90 territory. This outcome showed adequate levels of internal consistency. Additionally, the outcomes demonstrated multivariate  $F$

proportions of  $F(364,548) = 141, p < .001$  were significant. The authors found that impression management strategies are related to transformational initiative.

Barbuto conducted a study in 2005, examining 186 leaders and their subordinates by using the Multifactor Leadership Questionnaire. In the study, the leader's instrumental motivation shared a negative connection with the individualized consideration ( $r = -.16; p < .05$ ). However, that motivation was antecedent to transformational leadership. A leader's self-concept internal motivation was significantly correlated with the leader's self-reported transformational behaviors ( $r = .32, p < .01$ ) Inspirational Motivation ( $r = .29, p < .01$ ) Individualized Consideration ( $r = .23, p < .01$ ), and Intellectual Stimulation ( $r = .27, p < .01$ ). Also, goal internalization was significantly correlated with the leader's self-reported Intellectual Stimulation ( $r = .15, p < .01$ ).

Zahari and Shurbagi (2012) used the Multifactor Leadership Questionnaire (Bass & Avolio, 1995) to measure transformational, transactional, and laissez-faire elements of leadership behavior. Permission to use and administer the Multifactor Leadership Questionnaire was obtained from Mind Garden via email, which can be found in Appendix A.

In addition, a study conducted by Zopiatis and Constanti (2010) supported the Multifactor Leadership Questionnaire and its reliability in similar situations. The reliability assesses the scores on the Multifactor Leadership Questionnaire subscales, which ranged from average to satisfactory across different studies.

## **Organizational Cultural Assessment Instrument**

Scholars have yet to reach an agreement on the measuring or definition of organizational culture. Despite this, many researchers agree that there is a likelihood that organizational culture turning is an important actor when it comes to the behaviors of the employee in the workplace. Organizational culture is widely conceptualized and understood, in that it is shared among the members, occurs at many levels, such as the organizational and group levels, and has an influence on the behaviors and attitudes of workers.

Taking these components into account, organizational factors are described as the basic beliefs, assumptions, and values that are shared and that characterize any scenario. All newcomers have taught them in thinking and feeling ways, passed on by stories and myths told by humans regarding how the organization came to exist as it is, together with ways to solve any problems. The behaviors are reprovved or reinforced, and values are embedded overtly or subtly within the organizational culture. The levels of organizational culture issues are the underlying assumptions, symbols, artifacts, and espoused symbols. The artifacts include the language, dress, myths, rituals, and the space of the organization. In all organizations, especially those in the nonprofit sector, organizational commitment is of huge interest because workers who are highly committed are more likely to showcase workplace behaviors that are desirable.

The Organizational Cultural Assessment Instrument is an instrument centered on the framework's competing values used to provide researchers with a tool to quantitatively evaluate organizational culture (Cameron & Quinn, 1999). The

Organizational Cultural Assessment Instrument contains six units, which represent the six organizational culture elements of management of employees, organizational leadership, strategic emphasis, criteria for success, organizational glue, and dominant characteristics. The six units consist of four different cultural types of the competing values framework. The competing values framework differentiates the organization's cultures into four types of culture: adhocracy, clan, hierarchy, and market. The cultural profile and dominant characteristics of an organization can be determined by using the Organizational Cultural Assessment Instrument through a self-reporting survey. The Organizational Cultural Assessment Instrument consists of six questions, and each question includes four alternatives, making a total of twenty-four items. The questions are worth 100 points each.

The Organizational Cultural Assessment Instrument was designed to accommodate the collection of cultural information on many organizations (Cameron & Quinn, 1999). This instrument is in a survey format, intended for participants to respond to only six items. The Organizational Cultural Assessment Instrument includes identifying the current culture, which allows respondents to identify where they believe the organization is now, and where they would like to see the organization in five years. The purpose of the Organizational Cultural Assessment Instrument is to collect the fundamental assumptions of the operations and characteristics of the organization. When completing Organizational Cultural Assessment Instrument, there is no right or wrong answers. The Organizational Cultural Assessment Instrument is a public domain document; therefore, obtaining permission to use it was not needed. A copy of the

Organizational Cultural Assessment Instrument can be found in Appendix B. Permission to use and administer the Organizational Cultural Assessment Instrument was obtained from the publisher of the instrument via email, which can be found in Appendix C.

### **Gaps in the Research**

Historical data, past research, the Internet, and books were broadly accessed to reach the gaps in research (Jing & Avery, 2011). The extensive evaluation of the literature revealed that there was no lack of studies focused on the topic of leadership and organizational culture (Jing & Avery, 2011). Although there were few, there was also research on the influence of organizational culture and leadership styles on staff members' commitment (Jing & Avery, 2011). It is uncommon to find studies on the impact of organizational culture together with leadership styles on staff commitment in the nonprofit sector. Thus, by way of clarifying the gap between organizational culture and leadership styles on the impact of staff members' commitment, it was important to identify the situational constraints and influences that affect organizational culture and leadership, including staff attitude towards job satisfaction. The intent of the researcher was to see how organizational culture and leadership styles become parameters influencing staff commitment in the selected sector.

Outcomes of the study would prepare leaders to decide the organizational culture and which leadership styles to adopt, so that staff members are more motivated and committed to performing well in their respective organizations. Organizational leaders who adopt the appropriate style will help to encourage loyalty and trust in their organizations. Yukl (2013) asserted that transformational leadership comes with changes

in the behaviors and attitudes of organizational members, together with inducing members' commitment to the mission and goals of the organization. According to Kim (2014), transformational leadership has important positive effects on the effectiveness of employees across all cultures. The literature on combining both organizational culture and leadership with the nonprofit organization literature was sparse, as there are few studies. A study on Indian nongovernmental organizations (NGOs) was carried out in 2012. These organizations operate like nonprofit organizations and the study examined the interplay between program outcomes, transformational leadership, and organizational culture. The results of the study revealed that transformational leadership had come up with the organizational culture, which later impacted the measures' effectiveness (Mahalinga, 2012).

### **Theoretical Framework**

The theoretical framework of transformational leadership is useful to organizational leaders because they use this style of leadership to create a positive environment. Transformational leaders have strong connections to their followers. These leaders motivate followers to build teams and become leaders themselves (Ghasabeh et al., 2015).

Transformational leadership is the leadership approach through which the interactions between the involved parties take place in a collective purpose and in a manner that transforms, supports, and motivates the development of leadership skills in others involved in the interaction (Simola et al., 2012). According to the theory of transformational leadership, transformational leaders help employees to go beyond

probable achievement and increase their job satisfaction, which leads to a greater commitment to the organization (Pradhan & Pradhan, 2016). Transformational leaders try to change employees' perceptions and attitudes in a positive way through dependability, trust, and fairness.

Transformational leadership is a well-developed and widely used model of leadership. Studies in which transformational leadership has been a focus have typically used the Multifactor Leadership Questionnaire Form-5x (Bass & Avolio, 1995). This instrument was used to assess the extent of transformational leadership behaviors. Transformational leaders are more adept than leaders who advocate other leadership models, such as transactional leadership, at improving employee performance, commitment, and satisfaction (Rothfelder et al., 2013). Assessing the extent of leaders' transformational leadership qualities is one way to measure leadership effectiveness.

### **Summary**

In this chapter, the objective was to use a considerable amount of data and approaches that would show the correlation between organizational culture and leadership styles on staff members' commitment. Leaders have used various approaches and styles to inspire their followers and thereby advance individual and organizational performance. The United States contingent in the nonprofit sector to execute public policy was intended to help disadvantaged and vulnerable people. To accomplish this, nonprofit organizations should retain dedicated employees to perform these crucial services efficiently. The valuable contribution of this research relates to the examination of another factor known to influence staff members' commitment and organizational



culture. This research used the theoretical framework of transformational leadership to explore leadership, which is frequently applied to nonprofit organizations. This research was unique because it examined the influence of both organizational culture and leadership styles on staff members' commitment. Chapter 3 includes an overview of the study methodology, including a discussion of the process, instruments, data collection, data analysis, informed consent, ethical considerations and protections, and researcher bias.

### Chapter 3: Research Method

The purpose of this quantitative research was to examine the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families in New York City. Findings from this research will assist leaders of the nonprofit organization serving children and families in recognizing the presence of challenges and determining what measures might be helpful in improving the leadership culture of the organization. In this chapter, I describe the research design, including instruments, reliability and validity, sample size, the data collection plan, data analysis plan, informed consent, researcher bias, and ethical protections. The potential impacts of social changes as well as policy implications are also presented.

#### **Research Design and Rationale**

After careful consideration of the research methods and related research designs, I decided that the quantitative research method with a correlational design best fit the research questions. The quantitative research method was the most suitable strategy for this study because the emphasis of the research supported the objective associated with the quantitative research method (of assessing the relationship between the variables; Frankfort-Nachmias & Nachmias, 2008).

The targeted population consisted of full-time employees who worked for a nonprofit organization serving children and families located in New York City. I used a quantitative method to perform this research using a correlational research design to examine the influence of organizational culture and leadership styles on staff members'

commitment in a nonprofit organization serving children and families. The correlation design determined whether there was a relationship between two variables. The independent variable for this study was leadership styles, and the dependent variable was the staff members' commitment.

## **Methodology**

### **Population**

A research population is a distinct collection of objects or individuals having related characteristics. For this research, my targeted population was staff members working for a nonprofit organization serving children and families located in New York City. The city of New York has many organizations that are nonprofit and whose main interest is serving children, together with their families. The reason why I used one organization is that it was impossible to survey all organizations that are nonprofit in New York City. In addition to this, this organization was ideal because of the number of staff members that were available.

In research, a researcher has the option to choose from the three research methods: quantitative, qualitative, or mixed methodology. It is vital that a researcher examine the contingencies of his or her study before deciding to employ a research method. The option of choosing a research method is contingent on the purpose of the research, the type of data used, and the procedure used in examining the data (Frankfort-Nachmias & Nachmias, 2008). For my research, the quantitative method was employed to gather data that I then represented in numeric form. The data were measurable and objective. The qualitative method includes studying a subject and finding as many details

as possible. Additionally, the mixed methodology involves a mixture of both the quantitative and qualitative methods to answer the research questions.

The quantitative approach was more appropriate than the qualitative and mixed method approaches for many reasons, which included the type of data collected, the objectives of the research, and statistical testing (Frankfort-Nachmias & Nachmias, 2008). Based on the characteristics and a full range of leadership behaviors in the Multifactor Leadership Questionnaire, the quantitative design was used. The nonexperimental quantitative method was better and more suitable than the other two research methods due to the concepts of the transformational and transactional leadership approaches. The collaboration of the transformational and transactional approaches included the leader's ability to inspire their employees to work, demonstrating a high level of communication and being a social support to their employees. Research designs that included an experimental approach and examined employees' wellbeing, workplace relationships, leadership styles, or that involved observation, case studies, and personal interviews were not suitable for this research because of anonymity.

### **Sampling and Sampling Procedures**

In this research, the unit of analysis was individual leaders and employees. The unit of analysis was the actual source of data, consisting of an organization, group, or an individual. Contingent on the purpose and the research questions, the unit of analysis was the organization or the individual research. If the primary research focus were on the outcomes of the organization—for example, organizational changes or financial

stability—then the unit of analysis was the organization. The emphasis was on leadership style and staff members' commitment; therefore, the individual was the unit of analysis.

This research used a nonprobability sampling method called *convenience sampling* (Landreneau, 2009). In the convenience sampling, the sample was chosen mainly based on what the researcher could access. The participants (nonmanagement staff) were selected for this research because they were easier to recruit than management staff. The purpose of the convenience sampling in this study was to acquire participants based on their availability. The focus was on nonmanagement staff working for Little Sisters of Assumption Family Health Service, a nonprofit organization serving children and families located in New York City. Participants of this research were given access to a web-based Multifactor Leadership Questionnaire and the Organizational Cultural Assessment Instrument. The instruments were distributed to 100 nonmanagement staff involved with Little Sisters of Assumption Family Health Service, a nonprofit organization serving children and families located in New York. The intent was to collect 50 completed Organizational Cultural Assessment Instruments and 50 completed Multifactor Leadership Questionnaires.

### **Sample Size**

Sample size is critical for ensuring that research outcomes represent a whole population. A sample size consisting of supervisors, middle managers, and employees would be representative of a nonprofit organization serving children and families located in New York City. The intention of collecting completed Organizational Cultural Assessment Instruments and Multifactor Leadership Questionnaires was to conduct a

power analysis to determine the suitable sample size. The purpose of power analysis was to make sure that the results signified the whole population (Deskin & Acta, 2013). The sampling was done by using a random sampling that was non-list-based. Through this sampling method, a maximum number of participants were captured, therefore ensuring the effectiveness of the survey.

G\*Power 3 is a software application the researcher used to conduct a statistical power analysis (Prajapati, Dunne, & Armstrong, 2010). G\*Power 3 was employed to determine a suitable sample size. Further, it was important for the researcher to try to maintain a power level of .80 (Myors & Wolach, 2014). The confidence level was set at 95%, or an alpha criterion value of .05, as recommended by Myors and Wolach. Achieving the statistical power level of .80 indicates that there is an 80% possibility of finding a significant coefficient of determination ( $R^2$ ). Per Myors and Wolach (2014), a sample size of 100 participants, including an alpha level of .05, will produce a confidence level of 95%. Therefore, the researcher was determined to acquire a minimum sample size of 100 participants to complete the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument for this study.

### **Data Collection Procedures**

The data was collected through administration of both the Multifactor Leadership Questionnaire and the Organizational Cultural Assessment Instrument. Collecting the data was conducted via email. The first step was to email individual participants the invitation and the informed consent form to participate in the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument. The informed

consent form described the research, the participant's role, voluntary participation, anonymity, and confidentiality. After the informed consent form was returned to the researcher, the link to access both the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument was sent out to the individual participants. The Multifactor Leadership Questionnaire and the Organizational Culture Assessment Instrument were disseminated via an email link to the actual Internet site. Also, there was no collection of personal or demographic data on participants, and only the researcher worked with each participant's data from the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument. The only data the researcher will share with the nonprofit organization are the results of the research.

Based on the effectiveness and efficiency of data collection with the Internet, collecting data with the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument through the Internet was the best and most efficient way. The individual participants received links to complete both instruments. Collecting data in an automated way makes it the best way of transferring the data into a Microsoft Excel spreadsheet and downloading the data into the SPSS spreadsheet. The participants were given two weeks to complete the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument. A reminder email with the links enclosed was sent out to the individuals after two weeks as a reminder to complete the Multifactor Leadership Questionnaire and Organizational Cultural Assessment Instrument.

The first instrument, the Multifactor Leadership Questionnaire, was used to evaluate leadership styles. Permission to administer the Multifactor Leadership Questionnaire was obtained from Mind Garden, the publisher of the instrument, via email, which can be found in Appendix A. After receiving approval to conduct the research, permission was requested from the instrument publisher to download a rater form, which was essentially a self-evaluation form. The rater form was completed and returned to the Multifactor Leadership Questionnaire publisher for final approval before it was administered to research participants.

The second instrument, the Organizational Cultural Assessment Instrument, was used to assess current preferred organizational culture and was obtained directly from its developers (Cameron & Quinn, 1999). The Organizational Cultural Assessment Instrument is a public domain document; therefore, obtaining permission to use it was not necessary. A copy of the Organizational Cultural Assessment Instrument can be found in Appendix B. Permission to use and administer the Organizational Cultural Assessment Instrument was obtained from the publisher of the instrument via email, which can be found in Appendix C.

I informed the Walden University Institutional Review Board (IRB) of my plan to use both instruments. I was advised to obtain permission from authors and publishers to use the instruments. I received permission from the sources of both instruments. The Walden University IRB approved authorization (IRB#0503190193035) to proceed with the study data collection. I sent out the consent form and hyperlink to the questionnaire via email. Initially, the plan was to recruit a research assistant to distribute the instrument



and thoroughly explain the rationale of the study to the participants. The process to recruit, train, and supervise a research assistant, however, can be time consuming. Additionally, due to working with limited resources, it would have been an additional expense, which was not feasible.

### **Instrumentation**

I administered a brief demographic questionnaire, the Multifactor Leadership Questionnaire (Bass & Avolio, 1995) and the Organizational Culture Assessment Instrument (Cameron & Quinn, 1999) to a sample of 100 employees of a child and family nonprofit organization. The demographic questionnaire captured data about the size of the organization, the respondent's job title, and the duration of time in the respondent's current position. Details of these instruments are presented in the following subsections.

#### **Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire (Bass & Avolio, 1995) is a measure of transformational, transactional, and laissez-faire leadership behavior. Its primary function is to assess the full range of leadership factors. The instrument has been found to be reliable in evaluating performance and employee satisfaction. A rater form was used to capture employees' perceptions of the manager's leadership style and data on the organizational culture (see Appendix A). The instrument has been validated and is considered a suitable instrument to evaluate the elements of leadership (Schimmoeller, 2010). The Multifactor Leadership Questionnaire can be completed in approximately 20 minutes. Participants complete the 45-item questionnaire using a 5-point Likert scale, the values of which range from 0 = *not at all* to 4 = *frequently, if not always*.

Of the 45 items, seven are used to measure organizational outcomes, three are used to measure organizational effectiveness, four measure employee satisfactions, and 36 describe the nine leadership factors of interest in the proposed research. Leadership style items from the Multifactor Leadership Questionnaire measure the following factors (Bass & Avolio, 1995).

**Transformational leadership style.** Transformational leadership style is measured by scores on five factors. One factor is the attribute of idealized influence: The leader is respected, trusted, and admired. The second factor is the behavior of idealized influence: The leader is persistent, determined, and a risk taker. The third factor is inspirational motivation: The leader engages and motivates staff to see a brighter future. The fourth factor is intellectual stimulation: The leader encourages creativity and seeks out different viewpoints when trying to resolve problems. The fifth factor of transformational leadership style is individualized consideration: The leader accepts changes and acts as a mentor or coach (Bass & Avolio, 1995).

**Transactional leadership style.** The transactional leadership style is measured by scores on three factors. The first factor is contingent rewards: Leaders focus on rewarding individuals who are accountable for attaining performance goals. The second factor is active management by exception: Leaders monitor mistakes and concentrate on critical areas that need corrective action. The third factor is passive management by exception: Leaders wait for mistakes to occur, then immediately take corrective actions (Bass & Avolio, 1995).

**Laissez-faire leadership.** Laissez-faire leadership style is measured by the score on a single factor: Leaders are resistant to make changes or decisions in the organization (Bass & Avolio, 1995).

### **Organizational Cultural Assessment Instrument**

The second instrument used in this research was the Organizational Cultural Assessment Instrument. The primary purpose of the Organizational Cultural Assessment Instrument is to identify the current organizational culture and the individuals capable of helping the organization to meet its future demands and challenges. This instrument has been proven to be effective in predicting organizational performance success (Suderman, 2012). The Organizational Culture Assessment Instrument was also found to have high reliability (Suderman, 2012).

The Organizational Culture Assessment Instrument is a tool based on the competing values framework used to provide researchers with a tool to quantitatively evaluate organizational culture (Cameron & Quinn, 1999). The Organizational Cultural Assessment Instrument contains six units that represent the six organizational culture elements of management of employees, organizational leadership, strategic emphasis, criteria for success, organizational glue, and dominant characteristics. The six units consist of four different cultural types of the competing values framework. The competing values framework differentiates the organization's cultures into four types of culture: adhocracy, clan, hierarchy and market. The cultural profile and dominant characteristics of an organization can be determined by using the Organizational Cultural Assessment Instrument through a self-reporting survey. The Organizational Culture

Assessment Instrument consists of six questions, and each question includes four alternatives, making it a total of total 24 items. The questions are worth 100 points each.

The Organizational Cultural Assessment Instrument was designed to accommodate the collection of cultural information on many organizations (Cameron & Quinn, 1999). This instrument is in a survey format, intended for participants to respond to only six items. The Organizational Culture Assessment Instrument includes identifying the current culture, which allows respondents to identify where they believe the organization is now and where they would like to see the organization in five years. The purpose of the Organizational Culture Assessment Instrument is to identify the fundamental assumptions of the operations and characteristics of the organization. When completing Organizational Cultural Assessment Instrument, there is no right or wrong answers.

The Organizational Cultural Assessment Instrument is a public domain document; therefore, obtaining permission to use it was not necessary. A copy of the Organizational Cultural Assessment Instrument can be found in Appendix B. Permission to use and administer the Organizational Culture Assessment Instrument was obtained from the publisher of the instrument via email, which can be found in Appendix C.

Cameron and Quinn (1999) developed the Organizational Culture Assessment Instrument, a six-question assessment, to measure the six dimensions of organizational culture (i.e., dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases, and criteria of success). The six questions have four alternative answers (e.g., A = clan, B = adhocracy, C = market, and

D = hierarchy). In answering the questions, participants demonstrate how the organization operates, as well as the values that describe it. The Organizational Culture Assessment Instrument is useful for determining methods of changing the culture of an organization.

The six key dimensions of culture are (a) dominant characteristics, (b) organizational leadership, (c) management of employees, (d) organizational glue, (e) strategic emphases, and (f) criteria of success. Dominant characteristics represent the structure and formality of the process through which management determines what people do in the organization. Organizational leadership is the role leaders' play as risk takers, innovators, providers of inspiration, and operational overseers of the business. Management of employees includes sustaining employees' stability and keeping employees inspired and motivated. Organizational glue involves sustaining a smooth-running and top-performing organization by holding the organization together. Strategic emphases include having stability, permanence, efficiency, and ongoing successful operations in the organization. Criteria of success include having success based on efficiency, dependability, teamwork, staff commitment, and performance (Heritage, Pollock, & Roberts, 2014). The Organizational Culture Assessment Instrument can be completed in approximately 20 minutes. The Organizational Culture Assessment Instrument measures four different culture types: hierarchy, market, clan, and adhocracy (Heritage et al., 2014).

**Hierarchy culture.** Hierarchy culture represents an environment that is relatively stable. The functions and responsibilities are combined and organized. There is

consistency in services and products. Staff and jobs are well managed (Heritage et al., 2014). In the hierarchy culture, achievement is described by integration of decision makers of well-defined authority, procedures and consistent rules, and accountability and control mechanisms (Heritage et al., 2014).

In a hierarchy structure, the leader's role is to organize and manage activity to sustain a successfully running organization. Workers follow the leader's instructions (Heritage et al., 2014). Consistency, efficiency, and stability describe the long-term concerns of a hierarchy organizational culture (Heritage et al., 2014).

**Market culture.** In the context of the Organizational Culture Assessment Instrument, the term *market* means an organization operating as a market through teamwork, consensus, and participation. This type of culture focuses on completing work and getting tasks done effectively (Heritage et al., 2014). The market culture organization is mainly concerned with the external environment: customers, licensees, regulators, suppliers, and unions (Heritage et al., 2014). The market culture primarily operates through financial exchange, in which the productivity and competitiveness of the organization depend on control and strong external positioning (Heritage et al., 2014).

**Clan culture.** The clan culture organization is typically a family organization and emphasizes strong collaboration, open communication, participation, employee development, and teamwork (Heritage et al., 2014). Clan culture promotes a caring work environment, where the role of management is to empower workers by acquiring their commitment, loyalty, and participation (Heritage et al., 2014). In the clan culture organization, leaders are loyal mentors and parent figures (Heritage et al., 2014). The

success of a clan culture organization is contingent on sufficient participation, teamwork, and consensus, which is a positive internal environment with concern for individuals' needs (Heritage et al., 2014).

**Adhocracy culture.** The adhocracy culture is popular in the filmmaking, aerospace, and software industries. These organizations require adaptability and innovation; there is no form of authoritative relationships or centralized power. As Heritage et al. (2014) explained, in an adhocracy culture, “authority flows from person to person or from one task team to another based a complicated issue that needs addressing at that moment” (p. 2). In the adhocracy culture, individuals are perceived as being exceptional risk takers with positive views; they expect and understand that change is necessary (Heritage et al., 2014).

### **Operationalization of Constructs**

*Transformational leadership:* Transformational leadership is a style of leadership in which a leader motivates followers to perform to their utmost because the leader influences change, attitudes, and expectations to ensure the organization achieves its mission.

*Transactional leadership style:* Transactional leadership style is measured by scores on three factors. The first factor is contingent rewards: Leaders focus on rewarding individuals who are accountable for attaining performance goals.

*Laissez-faire leadership:* Laissez-faire leadership is a hands-off style of leadership in which the leader renounces responsibilities, makes no or little effort to assist workers to attain goals, and gives little or no feedback to employees.

*Organizational culture:* Organizational culture is the combination of practices, values, beliefs, and underlying assumptions held by workers collaborating to resolve difficulties and tackle challenges facing the organization.

### **Data Analysis**

Participants' demographic profiles were not obtained for this research. The data for the research was obtained from the Multifactor Leadership Questionnaire and the Organizational Culture Assessment Instrument. The data was downloaded into the SPSS 24.0 and analyzed directly from there. The first step in examining quantitative data was to calculate the key descriptive statistics (e.g., the percentages, means, standard deviations, and frequencies) to identify the key characteristics of the sample and the preferred leadership styles and staff members' commitment. Variability based on participants' responses was estimated by calculating the coefficient of variation as an indicator of the accurateness of the responses from the questionnaire. Also, Cronbach's alpha was used to measure the internal consistency. Information identifying study participants was stored on a password-protected computer to which only I have access. These data will be stored for three years after the study is completed, after which they will be deleted.

### **Reliability**

This section discusses the reliability and validity of the Multifactor Leadership Questionnaire and the Organizational Culture Assessment Instrument. Reliability and validity are used by researchers to determine the internal consistency of instruments and to measure continuity of the construct validity. Reliability, according to LoBiondo-Wood



and Haber (2010), refers to the quality, repeatability, or consistency of the measurement of the study. Validity, according to Antonakis and House (2013), refers to the accuracy or truth of the research. The measurement and design must be pertinent to the research questions to answer the questions correctly. This kind of validity is described as internal validity. The external validity indicates if the results can be generalized beyond the subjects studied.

Reliability is described as the degree to which an assessment instrument produces reliable and stable outcomes (LoBiondo-Wood & Haber, 2010, p. 290). Reliability of the research is contingent on the instruments used to collect the data. Researchers conducting a similar study found that instruments like the ones used in this study yielded reliable results (McCrae, Kurtz, Yamagata, & Terracciano, 2010). Bass and Avolio (1995) found that the reliability of the items on the Multifactor Leadership Questionnaire and the leadership factors ranged from 0.74 to 0.94.

Although the instruments were considered likely to support the reliability of this research, I conducted additional testing to verify the reliability and to confirm that the data reflected internal consistency of the instruments. Data collected from the participants were used to calculate Cronbach's alpha to validate the reliability of the instruments proposed for use in the study.

### **Research Questions**

Responses to the hypothesis developed helped to back up the basis of understanding and knowledge of organizational culture and leadership styles on staff members' commitment at a nonprofit organization serving children and families in New

York City. This research sought to identify the connection between leadership styles on nonprofit staff members' commitment. The variables being measured in this case explored the positive aspect of hierarchical organizational culture, a culture that is based on rules and procedures to guide employees on what to do.

The independent variable for this research was leadership styles, as measured by the Multifactor Leadership Questionnaire. The dependent variable was the staff member's commitment. The variables being measured in this case explored the positive aspect of hierarchical organizational culture, a culture based on rules and procedures to guide employees on what to do. The leadership style—that is team, strategic, democratic, or cross-cultural—was assumed to have no association with the staff member's commitment. The dependent and independent variables clearly showed the association between leadership styles and the commitment of the staff to the nonprofit organization.

This researcher further sought to identify the connection between leadership and nonprofit staff members' commitment. This research was based on the following questions and the related hypotheses:

RQ1: To what extent, if any, did staff members' perception of transformational and laissez-faire leadership styles influence the level of commitment to the nonprofit organization by its staff members?

*H<sup>o1</sup>*: The perceptions of staff members concerning leadership styles (transformational and laissez-faire) had no effect on their commitment to the nonprofit organization.

*H<sup>a1</sup>*: The staff members' perceptions regarding leadership styles (transformational and laissez-faire) had an effect on their commitment to the nonprofit organization.

RQ2: What extent, if any, did staff members' perceptions of the organizational culture influence the level of commitment of staff members to the organizational mission?

*H<sup>o2</sup>*: The staff members' perceptions of organizational culture had no effect on the level of commitment of staff members to the organizational mission.

*H<sup>a2</sup>*: The staff members' perceptions of organizational culture had an effect on the level of commitment of staff members to the organizational mission.

Commitment is being measured by observing the behavior of employees towards an organization (Law, 2017). In doing this, a clear analysis was made by observing whether the employees love what they do in their organizations, are self-motivated by living by their inner attitude of success, come up with creative solutions, and how they anticipate problems. Looking at what kind of questions employees ask, looking at the confident attitude with which they face challenges, and observing the determination employees had in completing tasks give a good measurement of commitment in organizations. Observing how big pictures of thinking capacity are being portrayed among employees, by seeing a greater achievement of what they do. Observing whether employees sought new skills to expand their experience, the extra miles employees took that were beyond expectations, the kind of pressure employees put on themselves to complete their task regardless of supervision. Also, observing how employees embraced

new changes that were necessary for the success of given organization, and checking on the kind of enthusiasm employees had in meeting the organization's needs are ways that are being used to measure commitment.

Commitment is being operationalized in many ways. This is being achieved by taking various positive steps that create a working environment that suggests to the employees by action that they are valued at their work (Park & Hassan, 2017). Better incentives are one part that employers are addressing to influence a positive commitment. Additionally, observing fairness, supporting employees to achieve a workable balance, and above all, implementing quality supervision are ways that are operationalizing commitment. Other factors that are facilitating commitment come as a result of initiating a positive satisfaction. They include stating guidelines that define job requirements and work behavior appropriately, having a supportive communication with senior management and supervisors, and having a quality supervisory relationship. Also, implementing developmental experiences and training that are favorable, clearly defining the career paths and goals, having a frequent formal and informal recognition, observing objective and fair feedback on any provided performance, and having rewards and benefits sufficiency.

### **Threats to External Validity**

Validity is measured in terms of internal validity and external validity (Drost, 2011). Internal validity is the truth about inferences regarding a causal relationship. The instruments used in this research were found to have internal validity (Antonakis & House, 2013). They represent a precise measure of relevant constructs based on the

questions. External validity is the ability of the results to be generalized to other populations or situations. The Multifactor Leadership Questionnaire demonstrates strong validity across organizations and cultures (Leong & Fischer, 2011). Many researchers have incorporated this instrument into their studies because it is proven to be effective in many different organizational settings (i.e., financial, community-based and social services organizations [Sadeghi & Pihie, 2012]).

Regarding the external validity of the Multifactor Leadership Questionnaire, many studies have reported that transformational leaders were found to have developed a better commitment and relationship with their followers within their organization. The construct validation regarding the measure of the Multifactor Leadership Questionnaire was designed to defend the responses and criticisms of this instrument. The main criticism of the Multifactor Leadership Questionnaire is the high correlation between transformational scales (Barling, 2014). The Multifactor Leadership Questionnaire is both valid and reliable (Alsayed et al., 2012). The reliability of the scales is high, including the ones measuring the outcomes.

### **Threats to Internal Validity**

Many potential limitations occur within the realm of quantitative studies. Internal validity in the field of science refers to the extent of which casual conclusion that is based on a study is warranted (Drost, 2011). It helps in the determination of the degree in which the study can minimize systematic errors. Researchers conducting a quantitative study can assess the research questions and hypotheses, but they are not able to

completely measure the fundamental experiences and complexity of the participants' views.

To achieve internal validity, it was vital that the causal inferences were presented. Causal inferences could happen if a cause and effect relationship occurs, or when there is a real explanation as to why the effect happened. Therefore, the threats to internal validity can happen when there is a misinterpretation of the cause and effect order, or if bias occurs in the sample.

### **Ethical Considerations**

Ethical considerations were addressed by the approval, informed consent, and privacy process and by the steps taken to prevent researcher bias. The informed consent form delineated participants' rights during and after the study about privacy, anonymity, confidentiality, and protections against harm. There was no known risk of harm that resulted from participating in this research. The instruments were completed in the privacy of participants' homes or a private area at the children and families' nonprofit organization at participants' convenience.

I abided by the guidelines of the Walden University IRB. I was the primary researcher and limited access to the data to other trustworthy individuals to help with validation of the survey results.

### **Approval**

Prior to the beginning of the study, permission was requested to use and administer the Multifactor Leadership Questionnaire from the publisher of the instrument, Mind Garden, via email. In addition to this, before the research was

conducted and data collected, I informed the Walden University IRB of the plans that I had of using the two instruments. I was advised to obtain permission from authors and publishers to use the instruments, and I received permission from the sources of both instruments.

### **Informed Consent**

Informed consent is required for studies involving human subjects and must be obtained before data collection is begun. Everyone who expressed an interest in participating in the research was provided with an informed consent form. Eligibility requirements to participate in this research were that participants must have been employed by the nonprofit organization, but not in a management or decision-making role. The informed consent form included relevant information about the research and the process by which the researcher ensured confidentiality, anonymity, data security, how the research was used, and participants' rights to quit the research at any time without repercussion.

### **Privacy**

The names of the participants were seen only by the researcher to protect their confidentiality. Only the researcher knew the participants' identities. The data collected from the participants were locked in a safe place known only to the researcher. All data stored in the computer were kept in a secured locked file with a password known only to the researcher. The participants' data were not given to the nonprofit organization. The organization will be able to view the results of the whole survey, but not see the participants' responses.

### **Researcher Bias**

My educational background, as well as my 12 years of experience working as a program manager for a nonprofit social service organization, had allowed me to develop a keen awareness of the day-to-day responsibilities of an effective leader, the working culture, climate, and concerns of the organization. My experiences, background, and opportunities for understanding what leadership styles involved would be unobtainable for someone outside of the leadership realm. Because of my experiences as a program manager in a nonprofit social service organization, it was important for me to address the risk of bias and the influence it had on the outcome of the research.

My biases influenced how I interpreted and examined the data. The data can have a positive or negative outcome on the research process. Therefore, it was important for the researcher to work extremely hard to improve the credibility of the research. Also, it was equally important that my role and awareness of the biases were correctly defined.

Recognizing my past and current research writing experiences was important. It helped me to become more insightful of my opinions that may or may not have enriched my research.

Finally, it was important to recognize that certain limitations could pose a threat to the credibility of this research and affect the bias and outcome of the research. To tackle the limitations, I employed valid data that supported my findings, leading to positive results.



### **Positive Social Change**

The research focus was to extend awareness of what organizational culture and leadership involved and their connection was to an employee achieving the mission of a nonprofit organization serving children and families, which could have a positive social change on the individuals who benefited from the social services provided by the organization. By examining how organizational culture and leadership styles connect to staff commitment, nonprofit social organizations can have better insight into which leadership styles and organizational cultures are effective.

Overall, the implications for social change is having a better understanding of the dynamics of the relationship between organizational culture and leadership styles and how it creates the potential for positive impact on staff commitment. This understanding results in organizations maintaining their ethical responsibility towards employees by promoting and supporting job satisfaction, leading to employees fulfilling their ethical responsibility by performing well, thereby creating a healthier and improved working environment, not only for the organization, but society as well.

### **Policy Implications**

Leaders set the tone and direction for the people they manage. A leader's values, strategies, and experiences influence the leader's leadership style and organizational culture, which have an impact on staff commitment outcomes. The findings of this research suggested that organizations should invest more money in training and development of leaders at all levels, which could improve organizational culture and staff members' commitment. Implementation of strong policies may also affect the way a

leader manages his or her employees. The leader may devote more time to making sure followers adhere to policies than to motivating and growing staff—a hallmark development quality of a transformational leader.

### **Summary**

This chapter explained the proposed research methodology for the research. The research was performed using a quantitative method with a correlation design. The independent variable for this research was leadership styles, measured by Multifactor Leadership Questionnaire, and the dependent variable was staff members' commitment. This chapter included an explanation of the research design, instruments, data collection and data analysis plans, informed consent, and matters of ethics. The research determined whether organizational culture and leadership styles impacted the commitment of staff members serving a child and family organization in New York City. The quantitative method of research was used to address the difficulty of determining the degree to which a relationship exists between organizational culture, leadership styles, and the measures of staff members' commitment outcomes. The study employed the Multifactor Leadership Questionnaire, which has been widely used as a reliable, valid tool across much professional training to attain a broad range of leadership behaviors. The Organizational Culture Assessment Instrument was employed to evaluate the essential elements of the organization's culture. Chapter 4 discusses the specifics of the findings and results of this research.

## Chapter 4: Results

The purpose of this quantitative research was to examine the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families in New York City. In addition to understanding the influence of leadership styles and organizational culture, the study also examined the role of recognition and reward on the commitment of the staff members. The study also identified different variables, which was a crucial aspect of the research. The underlying approach for identifying the variables was that the leaders could influence the commitment of the staff members, as they held the potential for ensuring, motivating, and encouraging job satisfaction.

On the other hand, the mission of an organization is outlined by the organization culture, and it holds the potential for influencing the commitment of the staff members. Overall, staff commitment is shaped by culture and leadership, which in turn, affect policy-making and administration in public entities, such as non-profit organizations.

### **Data Collection**

The data were collected with the help of Organizational Cultural Assessment Instrument and Multifactor Leadership Questionnaire. The data were collected via e-mail. In the first step, an invitation and informed consent were sent to the participants to ask for their participation. Confidentiality, anonymity, voluntary participation, and the participant's role were described in the consent form. After receiving the consent form, the link to access both the instruments was sent to the participants. The links were

disseminated through e-mail. Also, no demographic and personal data was collected on the participants. I was the only person to work on the data received from the instruments.

Collection of data through the instrument was the most effective way, given the efficiency and effectiveness of collecting data via email. I transferred the data into Excel and imported it to the SPSS spread sheet.

### Results

Table 1

*Correlation Between Focuses, Fails, Avoids, and Talks*

		Focuses	Fails	Avoids	Talks
Pearson Correlation	Focuses	1.000	.609	.461	-.157
	Fails	.609	1.000	.652	.314
	Avoids	.461	.652	1.000	-.142
	Talks	-.157	.314	-.142	1.000
Sig. (1-tailed)	Focuses	.	.006	.036	.038
	Fails	.006	.	.003	.118
	Avoids	.036	.003	.	.299
	Talks	.280	.118	.299	.
N	Focuses	16	16	16	16
	Fails	16	16	16	16
	Avoids	16	16	16	16
	Talks	16	16	16	16

As shown in Table 1, Pearson's  $r$  was 0.609 for Fails, .416 for Avoids and -.157 for Talks. For this reason, I concluded that there was a strong and moderate relationship

between the employees' perception of the culture and that of the managers. However, there was a weak and negative correlation between staff members' commitment and managers' leadership styles. The Sig. (1-Tailed) value in Table 1 Fails, Avoids, and Talks was 0.006, 0.036, and 0.038, respectively. Since these values were less than the .05 threshold, there was a statistically significant correlation between the managers' and the participants' rating of their leadership styles.

Table 2

*Correlation Between Is, Seeks, Future, and Instills*

		Is	Seeks	Future	Instills
Pearson Correlation	Is	1.000	-.389	-.488	-.334
	Seeks	-.389	1.000	.491	.217
	Future	-.488	.491	1.000	.446
	Instills	-.334	.217	.446	1.000
Sig. (1-tailed)	Is	.	.061	.023	.095
	Seeks	.061	.	.023	.201
	Future	.023	.023	.	.037
	Instills	.095	.201	.037	.
N	Is	17	17	17	17
	Seeks	17	17	17	17
	Future	17	17	17	17
	Instills	17	17	17	17

As shown in Table 2, Pearson's  $r$  was -.389, -.488, and -.334 for Seeks, Future, and Instills, respectively. For this reason, I concluded that there was a weak relationship

between the employees' perception and that of the managers. However, there was a weak and negative correlation between staff members' commitment and managers' leadership style.

The Sig. (1-Tailed) value in Table 2, Seeks, Future, and Instills, was .061, .023, and .095 respectively. Given that this value was more than .05, data did not support a correlation between the managers' and the participants' rating of their leadership styles.

Table 3

*Correlation Between Discusses, Waits, Accomplished, Specifies, and Spends*

		Discusses	Waits	Accomplished	Specifies	Spends
Pearson Correlation	Discusses	1.000	-.164	.287	.307	.404
	Waits	-.164	1.000	-.255	-.173	-.561
	Accomplished	.287	-.255	1.000	.783	.574
	Specifies	.307	-.173	.783	1.000	.580
	Spends	.404	-.561	.574	.580	1.000
Sig. (1- tailed)	Discusses	.	.280	.150	.132	.068
	Waits	.280	.	.180	.268	.015
	Accomplished	.150	.180	.	.000	.013
	Specifies	.132	.268	.000	.	.012
	Spends	.068	.015	.013	.012	.
N	Discusses	15	15	15	15	15
	Waits	15	15	15	15	15
	Accomplished	15	15	15	15	15
	Specifies	15	15	15	15	15
	Spends	15	15	15	15	15

As shown in Table 3, Pearson's  $r$  was  $-.164$ ,  $.287$ ,  $.307$ ,  $.404$ ,  $0.0001$ , and  $.280$  for Waits, Accomplished, Specifies, and Spends, respectively. As we know, the significant value is considered to have strong correlations between the variables. Due to this reason, I concluded that there was a weak relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 3, Seeks, Future, and Instills, was  $.280$ ,  $.150$ ,  $.132$ , and  $.068$  respectively. This value was more than  $.05$ . Because of this, data supported a statistically insignificant correlation between the managers' and the participants' rating of their leadership styles.



Table 4

*Correlation Between Makes, Shows, Goes, Treats, and Demonstrates*

		Makes	Shows	Goes	Treats	Demonstrates
Pearson Correlation	Makes	1.000	.366	.707	.661	-.142
	Shows	.366	1.000	.160	-.052	.418
	Goes	.707	.160	1.000	.894	-.269
	Treats	.661	-.052	.894	1.000	-.333
	Demonstrates	-.142	.418	-.269	-.333	1.000
Sig. (1- tailed)	Makes	.	.099	.002	.005	.314
	Shows	.099	.	.292	.430	.068
	Goes	.002	.292	.	.000	.176
	Treats	.005	.430	.000	.	.122
	Demonstrates	.314	.068	.176	.122	.
N	Makes	14	14	14	14	14
	Shows	14	14	14	14	14
	Goes	14	14	14	14	14
	Treats	14	14	14	14	14
	Demonstrates	14	14	14	14	14

As shown in Table 4, Pearson's  $r$  was .366, .707, .661, and -.142 for Shows, Goes, Treats, and Demonstrates, respectively. For this reason, I concluded that there was a strong relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 4, Seeks, Future, and Instills, was .099, .002, .005, and .314, respectively. This value was more than .05 for some variables and less than .05 for others. Because of this, I concluded that there was a statistically significant correlation between the managers' and the participants' rating of their leadership styles and a significant correlation between the managers' and the participants' rating of their leadership styles.

Table 5

*Correlations Between Acts, Concentrates, Considers, Keeps, and Displays*

		Acts	Concentrates	Considers	Keeps	Displays
Pearson Correlation	Acts	1.000	.236	.560	-.429	.362
	Concentrates	.236	1.000	.213	.460	-.036
	Considers	.560	.213	1.000	.064	.344
	Keeps	-.429	.460	.064	1.000	-.495
	Displays	.362	-.036	.344	-.495	1.000
Sig. (1- tailed)	Acts	.	.199	.015	.055	.092
	Concentrates	.199	.	.222	.042	.450
	Considers	.015	.222	.	.410	.105
	Keeps	.055	.042	.410	.	.030
	Displays	.092	.450	.105	.030	.
N	Acts	15	15	15	15	15
	Concentrates	15	15	15	15	15
	Considers	15	15	15	15	15
	Keeps	15	15	15	15	15
	Displays	15	15	15	15	15

As shown in Table 5, Pearson's  $r$  was .236, .560, -.429, and .362 for Concentrates, Considers, Keeps, and Displays, respectively. For this reason, I concluded that there was a strong and moderate relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 5 was .199, .015, .055 and .092 for Concentrates, Considers, Keeps, and Displays, respectively. This value was higher than .05. Because of this, data supported that there was a statistically insignificant correlation between the managers and the participants' rating of their leadership styles.

Table 6

*Correlation Between Articulates, Directs, Decisions, Aspirations, Gets, and Helps*

		Articulates	Directs	Decisions	Aspirations	Gets
Pearson Correlation	Articulates	1.000	-.244	-.778	.714	.833
	Directs	-.244	1.000	.580	-.185	-.411
	Decisions	-.778	.580	1.000	-.608	-.772
	Aspirations	.714	-.185	-.608	1.000	.844
	Gets	.833	-.411	-.772	.844	1.000
	Helps	.765	-.255	-.717	.720	.894
Sig. (1- tailed)	Articulates	.	.222	.001	.005	.000
	Directs	.222	.	.024	.282	.092
	Decisions	.001	.024	.	.018	.002
	Aspirations	.005	.282	.018	.	.000
	Gets	.000	.092	.002	.000	.
	Helps	.002	.212	.004	.004	.000
N	Articulates	12	12	12	12	12
	Directs	12	12	12	12	12
	Decisions	12	12	12	12	12
	Aspirations	12	12	12	12	12
	Gets	12	12	12	12	12
	Helps	12	12	12	12	12

As shown in Table 6, Pearson's  $r$  was  $-.244$ ,  $-.778$ ,  $.714$ ,  $.833$ , and  $.765$  for Directs, Decisions, Aspirations, Gets, and Helps, respectively. For this reason, I concluded that there was a strong and moderate relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 7 was  $.222$ ,  $.001$ ,  $.005$ ,  $.000$ , and  $.002$  for Directs, Decisions, Aspirations, Gets, and Helps respectively. For some, it was higher than  $.05$ , which showed that there was a statistically insignificant correlation between the managers' and the participants' rating of their leadership styles. On the other hand, for some variables, it was lower than  $0.05$ , which showed that there was a statistically significant correlation between the managers' and the participants' rating of their leadership styles.

Table 7

*Correlation Between Suggests, Delays, Emphasizes, Expresses, and Achieved*

		Suggests	Delays	Emphasizes	Expresses	Achieved
Pearson Correlation	Suggests	1.000	-.606	.675	.717	.644
	Delays	-.606	1.000	-.760	-.685	-.742
	Emphasizes	.675	-.760	1.000	.839	.893
	Expresses	.717	-.685	.839	1.000	.837
	Achieved	.644	-.742	.893	.837	1.000
Sig. (1- tailed)	Suggests	.	.004	.001	.000	.002
	Delays	.004	.	.000	.001	.000
	Emphasizes	.001	.000	.	.000	.000
	Expresses	.000	.001	.000	.	.000
	Achieved	.002	.000	.000	.000	.
N	Suggests	18	18	18	18	18
	Delays	18	18	18	18	18
	Emphasizes	18	18	18	18	18
	Expresses	18	18	18	18	18
	Achieved	18	18	18	18	18

As shown in Table 7, Pearson's  $r$  was  $-.606$ ,  $.675$ ,  $.717$ , and  $.644$  for Delays, Emphasizes, Expresses, and Achieved, respectively. For this reason, I concluded that there was a strong and moderate relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 7 was  $.004$ ,  $.001$ ,  $.000$ , and  $.002$  for Delays, Emphasizes, Expresses, and Achieved, respectively. This value was lower than  $.05$ . Because of this, I concluded that there was a statistically significant correlation between the managers' and the participants' rating of their leadership styles.



Table 8

*Correlation Between Needs, Uses, Do, Authority, Works, Heightens, and Requirements*

		Needs	Uses	Do	Authority	Works	Heightens	Requirements
Pearson Correlation	Needs	1.000	.939	.794	.911	.942	.897	.894
	Uses	.939	1.000	.730	.939	.883	.892	.889
	Do	.794	.730	1.000	.776	.806	.793	.760
	Authority	.911	.939	.776	1.000	.916	.949	.956
	Works	.942	.883	.806	.916	1.000	.949	.917
	Heightens	.897	.892	.793	.949	.949	1.000	.921
	Requirements	.894	.889	.760	.956	.917	.921	1.000
Sig. (1-tailed)	Needs	.	.000	.000	.000	.000	.000	.000
	Uses	.000	.	.001	.000	.000	.000	.000
	Do	.000	.001	.	.000	.000	.000	.000
	Authority	.000	.000	.000	.	.000	.000	.000
	Works	.000	.000	.000	.000	.	.000	.000
	Heightens	.000	.000	.000	.000	.000	.	.000
	Requirements	.000	.000	.000	.000	.000	.000	.
N	Needs	15	15	15	15	15	15	15
	Uses	15	15	15	15	15	15	15
	Do	15	15	15	15	15	15	15
	Authority	15	15	15	15	15	15	15
	Works	15	15	15	15	15	15	15
	Heightens	15	15	15	15	15	15	15
	Requirements	15	15	15	15	15	15	15

As shown in Table 8, Pearson's  $r$  was .939, .794, .911, .942, .897, and .894 for Uses, Do, Authority, Works, Heightens, and Requirements, respectively. For this reason, I concluded that there was a strong relationship between the employees' perception and that of the managers. The Sig. (1-Tailed) value in Table 8 was lower than .05 for all variables. Because of this, data supported that there was a statistically significant correlation between the managers' and the participants' ratings of their leadership styles.

Table 9

*Correlation Between Works, Heightens, Requirements, Increases, Leads, and Rewards*

		Works	Heightens	Requirements	Increases	Leads	Rewards
Pearson Correla- -tion	Works	1.000	.921	.895	.921	.924	.612
	Heightens	.921	1.000	.822	1.000	.882	.614
	Requirements	.895	.822	1.000	.822	.934	.541
	Increases	.921	1.000	.822	1.000	.882	.614
	Leads	.924	.882	.934	.882	1.000	.609
	Rewards	.612	.614	.541	.614	.609	1.000
	Sig. (1- tailed)	Works	.	.000	.000	.000	.000
Heightens		.000	.	.000	.000	.000	.003
Requirements		.000	.000	.	.000	.000	.010
Increases		.000	.000	.000	.	.000	.003
Leads		.000	.000	.000	.000	.	.004
Rewards		.003	.003	.010	.003	.004	.
N		Works	18	18	18	18	18
	Heightens	18	18	18	18	18	18
	Requirements	18	18	18	18	18	18
	Increases	18	18	18	18	18	18
	Leads	18	18	18	18	18	18
	Rewards	18	18	18	18	18	18

As shown in Table 9, Pearson's  $r$  was .921, .895, .921, .924, and .612 for Heightens, Requirements, Increases, Leads, and Rewards, respectively. For this reason, I concluded that there was a strong relationship between the employees' perception and that of the managers. The Sig. (1-Tailed) value in Table 9 was lower than .05 for all variables. Because of this, data supported that there was a statistically significant correlation between the managers' and the participants' rating of their leadership styles.

Table 10

*Correlation Between EFF, EE, Transformational, IIB, IIA, IC, SAT, and MBEP*

		EFF	EE	Trans.	IIB	IIA	IC	SAT	MBEP
Pearson Correla- tion	EFF	1.000	-.326	-.306	-.232	-.097	-.249	-.153	-.071
	EE	-.326	1.000	.059	.501	.478	.424	.878	-.328
	Trans.	-.306	.059	1.000	.418	.280	.606	.093	-.128
	IIB	-.232	.501	.418	1.000	.845	.563	.565	-.144
	IIA	-.097	.478	.280	.845	1.000	.458	.619	-.183
	IC	-.249	.424	.606	.563	.458	1.000	.444	-.254
	SAT	-.153	.878	.093	.565	.619	.444	1.000	-.559
	MBEP	-.071	-.328	-.128	-.144	-.183	-.254	-.559	1.000
Sig. (1- tailed)	EFF	.	.118	.134	.203	.365	.185	.293	.401
	EE	.118	.	.418	.029	.036	.058	.000	.117
	Trans.	.134	.418	.	.061	.156	.008	.371	.325
	IIB	.203	.029	.061	.	.000	.014	.014	.305
	IIA	.365	.036	.156	.000	.	.043	.007	.257
	IC	.185	.058	.008	.014	.043	.	.049	.181
	SAT	.293	.000	.371	.014	.007	.049	.	.015
	MBEP	.401	.117	.325	.305	.257	.181	.015	.
N	EFF	15	15	15	15	15	15	15	15
	EE	15	15	15	15	15	15	15	15
	Trans.	15	15	15	15	15	15	15	15
	IIB	15	15	15	15	15	15	15	15
	IIA	15	15	15	15	15	15	15	15
	IC	15	15	15	15	15	15	15	15
	SAT	15	15	15	15	15	15	15	15
	MBEP	15	15	15	15	15	15	15	15

*Note.* Transfer = transformational.

As shown in Table 10, Pearson's  $r$  was -.326, -.306, -.232, -.097, -.249, -.153, and -.071 for EFF, EE, Transformational, IIB, IIA, IC, SAT, and MBEP, respectively. For this reason, I concluded that there was a negative and weak relationship between the employees' perception and that of the managers.

The Sig. (1-Tailed) value in Table 10 was higher than .05 for all variables. Because of this, I concluded that there was a statistically insignificant correlation between the managers' and the participants' ratings of their leadership styles.

### **Regression of OCAI Profile, Health, Social Care, and the US**

In order to check the reliability of the data collected through OCAI, Cronbach's alpha was used. The value of Cronbach's alpha for this case was 0.978, which is highly acceptable. Table 11 shows the correlation coefficient of the dependent variable (staff commitment level) and OCAI health and OCAI US. The results showed that both OCAI health and OCAI US were negatively correlated with staff members' commitment level.

Table 11

#### *Coefficient Correlations*

	Model 1	OCAI US	OCAI Health
Correlations	OCAI US	1.000	-.976
	OCAI health	-.976	1.000
Covariance	OCAI US	.027	-.025
	OCAI health	-.025	.025

*Note.* Dependent Variable: Staff commitment level.

The clan culture is archetypes for supportive culture archetype and defined by timeliness, which has been engaged with the system, and its utility has also been derived in order to access the flexibility and internal focus on various aspects of the functioning of the organization. The adhocracy culture is delineated by flexibility and external focus, which are aspects of bisecting continua of OCAI. The aspects of adhocracy are to emphasize specialization and rapid changes in the organization. The hierarchy is internally focused and stability aspects by internal focus and stability of OCAI continua for bureaucratic culture. The market culture is delineated by the external focus and stability aspects of OCAI continua. The aspects have been derived from the various systems, and it is one of the important factors that are associated with its criteria.

### **Evidence of Trustworthiness**

The fundamental aim of any study is to demonstrate its truth in its value, provide a base for the application of its findings, and give room for external critiques based on the consistency of the procedures employed to the neutrality of the research findings and recommendations (Korstjens & Moser, 2018). The purpose of this quantitative research was to examine the influence of organizational culture and leadership styles on staff members' commitment to an organization serving children and families. The participants' questionnaire and survey focused on the behavioral characteristics of leadership styles and the organizational culture. I ensured trustworthiness in collecting and analyzing data. I attempted to reduce the results without bias. To ensure that this

research reflected validity and trustworthiness, I used and discussed the techniques to guarantee credibility, dependability, transferability, and confirmability.

### **Credibility**

Credibility refers to the level of confidence an audience can place in the truth obtained from the findings arrived at during the research (Korstjens & Moser, 2018). In such a case, credibility establishes whether findings arrived at represent the credible information obtained from the original data provided by the participants and if they represent a participant's original opinions. The study used a multispectral approach in the analysis of participants' responses to give an all-around perspective in arriving at findings and conclusions. Moreover, the experts played a critical role in explaining key terms and drawing causal relationships in cases where responses could not be readily determined. The credibility of the study was further maintained by appropriate storage of information, both in physical forms and hard copies; only authorized personnel had access to the information.

### **Transferability**

Transferability, on the other hand, refers to ability of the results of the research to be transferred to different settings or contexts, such as quantitative research (Korstjens & Moser, 2018). The researcher achieved this objective through a detailed description of the underlying parameters.

### **Dependability**

Dependability is one of the most significant aspects of trustworthiness in the research because it develops the findings of the research study as repeatable and



consistent. Dependability is the stability of the research findings for an extended period. Dependability was achieved by allowing the participants to evaluate the research findings and recommendations to ensure that they were all based on the data provided by the respondents.

### **Confirmability**

Confirmability is the last aspect of research trustworthiness. Confirmability, which is the extent to which other researchers can confirm the findings of the study, was achieved by ensuring that the interpretations and findings of the study were purely based on the data collected from the respondents.

### **Summary**

The degree to which organizational culture influences leadership styles was a question asked to the participants. The responses of the participants showed a clear idea about the organizational culture that affects the style of leadership. Organizational culture is also responsible for influencing the motivation that a leader can provide to followers. In order to motivate employees, the leaders require a proper working environment and culture. A proper working environment helps to keep the mind fresh and drive them to achieve the goal in an organized way. A good leader always works with all employees and efficiently discusses the problem. The suggestions provided by the employees and other staff members to the leaders are considered and analyzed in order to assess the effectiveness of the suggestion. With the help of the suggestions given, the leaders try to find the most effective one and conduct the decision-making

process in order to solve the issue. The working environment influences the leaders, as well as the employees, and plays an important role in achieving the organizational goal.

The degree to which organizational culture influences staff members' commitment, the scenery of corporate ethnicity that exists in an organization is going to choose the degree to which the preferred consequences from the employees are obtained. The ordinary perception of the individual members about the organization determines the types of organizational traditions, individuals with the kingdom of worldwide truths and is large enough to accommodate any diversity of circumstance. An organizational tradition consists of two chief components: the most important value of the company and the existing administration methods and systems.

These two mechanisms appreciably determine the degree to which the preferred result from the staff is obtained. The value scheme that the employees support directly, indirectly, or by their behavior indicates the way in which organizations are likely to shift in the future. A powerful culture is a powerful love for guiding behavior. It helps employees to do their jobs better.

The essence of the organizational culture can be stated in its five characteristics, namely:

Individual independence.

Organizational construction.

Reward organization.

Deliberation.

Conflict.

Organizational culture is concerned with how employees perceive each of the five characteristics stated above, whether positive or negative. An effective culture is a system of informal rules that spell out how employees are behaving most of the time. It also enables people to feel better about what they do, so that they are more likely to work harder. It provides a sense of common direction and guidelines for day-to-day behaviors.

The evaluation and its necessity have been derived because this may help in discussing its efficiency in analyzing various concepts to manage it significantly. The group leads to its efficiency because this focuses on meaning as per its efficiency, and this has also been raised in order to manage with its necessity, which has been derived. The basic requirement and its facilities have been provided, as these are needed to research a better way.

The characteristics of organizational culture and leadership styles have the greatest influence on staff members' commitment. Leadership is not a motionless style that can fit all organizational cultures; a leader should adapt his or her approach to fit a specific state of affairs—this is why a leader should have a systematic understanding of lots of management frameworks and styles. Including team members in the course of final decisions, encouraging their creativity, and providing them confidence will be supportive of a healthy organizational culture, and in employees having high job desire and efficiency; this is why a self-governing style approach is extremely recommended. Employees' sense of association is usually developed when the organization embraces the positive cluster norm. That means to make staff show pledge, the organization's

mores should put some positive orientations into practice to make high emotional and standardized relation to their employees.

There is a connection between the transactional on transformational leadership and organizational commitment (Bass & Avolio 1994; Burns, 1987). Transformational leaders can motivate followers and have the capability to anticipate forthcoming challenges and, therefore, to proactively arrange the required plans that will host the belief and the sense of poise to their followers, which in turn will elevate the degree of commitment to the company.

On the other hand, transactional leaders continually focus on their affiliation with the employees as transactions (Bass & Avolio, 1993). Then, transactional leadership is fundamentally comforting to both organizations' and employees' pleasure for short-term. Transactional leaders influence the level of a vow for the organizational culture based on the reward that is predictable by followers; transactional leaders always elucidate the role and the tasks of their group, which also leads to higher efficiency. The organizational culture and leadership provide a proper working environment and training to employees to give their best while carrying out work. The proper management and sense of power and confidence among employees can only be gained through proper leadership management. The different needs, aspirations, and its necessity can also be delivered from the linked questions.

The degree to which direct leadership styles influence staff members' commitment, the

leadership, and its efficiency can be raised because these are important to take decisions before any serious issue in the organization takes place. The normal management system and its necessity can be derived because the degree of making fewer mistakes has also been considered.

The management system and its efficiency are necessary to focus on because of their help in managing the work culture environment. The basic necessity and its efficiency help in providing the requirement because of this help in discussing certain criteria, which are needed to be managed accordingly. Direct leadership refers to the concept that leaders are willing to work with employees and other staff and help them to achieve the organizational goal in a better way. According to the concept of leadership, staff members get easily motivated and give their maximum effort in achieving objectives. The requirement that can be achieved for dealing with an indication that has been achieved with variety and is also managing with factors that are needed to be achieved. The satisfaction level can be carried out by employees with proper commitment. The commitment of employees deals with achieving the best outcome that has been provided for managing the symptoms. The efficiency has gained by expressing satisfaction and a method of leadership that can help in providing proper satisfaction to employees. The management of employees can be considered as one of the effective ways to conduct the research procedure.

The role of reward and recognition of staff members' commitment is the key fact, for any company's achievement is the ultimate efficiency of its employees. Over the years, there has been a shift from a rigid, competitive work atmosphere to a workplace

where employee motivation and engagement is a key area in the industry. With this change sweeping the business world, organizations have started focusing on team construction.

The determination of organizations to civilize the mentor-mentee association and, consequently, the level of engagement in employees has surpassed that of their global counterparts. Despite such heartening figures, workplace stress still exists at an unignorable level. Steady engagement initiatives permit employees to be more relaxed and creative, which only means good things for the company.

The standard approach to employee recognition is to recognize their contribution at every level, but also recognize excellent work and show a sense of power and confidence of initiative boosts to employee morale. Reward employees by giving them memorabilia, like certificates, small souvenirs, letters of appreciation, gift vouchers, and micro bonuses.

An employee who feels recognized in the company will work with more devotion, passion, and ingenuity. There is also a higher probability of the employee staying longer and handling conflict better. Positive reinforcement makes clear what one can expect to receive. Employees feel like integral components in the organizational machine and therefore, contribute more much to their employer's happiness.

Chapter 5 of the dissertation presents a discussion of the findings. Moreover, the conclusion, recommendations, limitations, and implications of the study will also be discussed. This chapter will offer the conclusions of the study by taking evidence from the literature review and the primary study conducted.

## Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative research was to examine the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families in New York City. The overall study focused on the culture and leadership policies required for the success of nonprofit organizations. The background of the study dealt with the roles and responsibilities of leaders in achieving organizational goals. The background has helped to determine how leaders can motivate their employees to achieve the organizational goals. The review of literature and analysis of the data collected from this research study provided essential information on the influence of organizational culture and leadership styles on nonprofit staff members' commitment.

### **Interpretation of Findings**

In order to get the maximum effort from followers, leaders need to express behavioral characteristics that are optimistic. This promotes a constructive, less antagonistic work environment, realistic measures that strengthen the fundamentals of the organization, an open managerial support for enhancing the internal and external surroundings of the organization, and a highly functioning association in which tasks are delegated and workers are allowed to decide the most efficient way to perform the tasks. Moreover, the nature of study shed light on the relationship between the dependent and independent variables. The nonprofit organization's focused attention on irregularities, mistakes, exceptions, and deviations from standards in the leadership styles help in promoting the development in the mission of the organization in an appropriate way.

In the research, I sought to identify if the organization incorporated culture and leadership. The leadership strategy has helped in dealing with various aspects that have been considered effective ways to carry out the research. The proper assessment has been conducted with various needs and requirements that helped in focusing upon criteria that needed to be considered. The outcome of leadership and effectiveness has been discussed in order to make the concept and proper analysis in better ways. The Multifactor Leadership Questionnaire, which contains 45 behavioral questions, measures independent variables of leadership. The Multifactor Leadership Questionnaire represents a broad range of leadership behaviors to indicate three distinct leadership outcomes and nine hierarchical leadership practices. The organizational culture has been conceptualized and understood because it has been shared with the team members. Leaders need to act as per the instructions of the behavioral model in order to get the maximum effort from followers. Democratic leadership needs to be incorporated in the working culture for the same. The leadership style helps employees to achieve their basic necessity in order to provide the best outcome. The objectives have helped in achieving the question, which is needed for proper encouragement.

The findings from this research could help the leaders of the nonprofit organization serving children and families to recognize the presence of challenges and shape what actions might be supportive in improving the management culture of the organization. The methodology is associated with the data collection procedure. Depending on the efficacy and competence of the data collected from the Internet, gathering data from the Multifactor Leadership Questionnaire and Organizational



Cultural Assessment Instrument from the Internet was the best and most proficient way. The automated process of gathering data made it the best way of transferring the data into an Excel spreadsheet and downloading the data into the SPSS spreadsheet. The first instrument, the Multifactor Leadership Questionnaire, was used to evaluate leadership styles. The management system and its efficiency also needed to be carried out appropriately. The data analysis was discussed with graphs, charts, and tables to represent the data effectively. The data that have been gathered needed to be used efficiently in order to maintain the flow of the research. The proper data collection and its efficiency were measured because this was necessary for analyzing the data. Based on the collected data, the flow of the research was decided and driven towards achieving the objective.

The research findings showed that the staff members' perceptions regarding leadership styles (transformational and laissez-faire) had an effect on their commitment to the nonprofit organization. Moreover, the staff members' perceptions of organizational culture had an effect on the level of commitment of staff members to the organizational mission. Also, organizational culture and leadership influenced staff members' commitment. Therefore, leadership and culture affect staff commitment, which in turn affects administration and policy making in nonprofit organizations, which are public entities.

Organizational culture is concerned with how employees perceive each of the five characteristics stated above, whether positive or negative. An effective culture is a system of informal rules that spell out how employees are behaving most of the time. It

also enables people to feel better about what they do, so they are more likely to work harder. It provides a sense of common direction and guidelines for day-to-day behaviors.

The evaluation and its necessity have been derived because this may help in discussing its efficiency in analyzing various concepts to manage it significantly. The group leads to its efficiency because this focuses on meaning as per its efficiency and this has also been raised in order to manage with its necessity, which has been derived. The basic requirement and its facilities have been provided, as these are needed to research a better way.

The characteristics of organizational culture and leadership styles have the greatest influence on staff members' commitment. Leadership is not a motionless style that can fit all organizational culture; a leader should adapt their approach to fit a specific state of affairs; this is why a leader should have a systematic understanding of lots of management frameworks and styles. Including team members in the course of final decisions, encouraging their creativity, and providing them confidence will be supportive of a healthy organizational culture and of having high job desire and efficiency; this is why a self-governing approach is extremely recommended. Employees' sense of association is usually developed when the organization embraces the positive cluster norm. That means to make staffs show pledge, the organization's mores should put into practice some positive orientations to make high emotional and standardized relation to their employees.

As the objective of this study was to use a considerable amount of data and approaches that would show the correlation between organizational culture and

leadership styles on staff members' commitment. Similarly, the data collected through primary research showed a correlation between organizational culture and leadership styles on staff members' commitment. Leaders can use various approaches and styles to inspire their followers and thereby advance the individual and organizational performance. The United States contingencies on the nonprofit sector to execute public policy are intended to help disadvantaged and vulnerable people. To accomplish this, nonprofit organizations should retain dedicated employees to perform these crucial services efficiently. The valuable contribution of this research relates to the examination of another factor known to influence staff members' commitment and organizational culture. This research used the theoretical framework, as well as collected evidence of transformational leadership to explore leadership, which is frequently applied to nonprofit organizations. This research is unique because it examined the influence of both organizational culture and leadership styles on staff members' commitment.

### **Limitations of the Study**

A key limitation of this research was in the completion of the surveys by the Little Sisters of Assumption staff. This definitely ran a risk of response bias due to the participants completing the surveys based on what they thought was acceptable or more important. Participants had to create an account in order to complete the Organizational Cultural Assessment and then send the researcher the information to assess the results. In addition, the Multifactor Leadership Questionnaire was a lengthy questionnaire. The process to complete both surveys could have affected the participants to become less focused while completing the entire surveys.

Moreover, the sample size was one of the limitations of the study. Due to the low rate of response, results cannot be generalized. To conduct this study, 100 respondents were randomly selected; however, only 25 respondents were able to participate in the survey. After sending out written informed consents forms and numerous emails reminding participants to sign and return the informed consent forms, many participants were excluded from the research for not completing and returning them. Based on the participants who received the informed consent form and did not sign it, the researcher was successful in obtaining only 25 signed informed consent forms.

Initially, the plan was to recruit a research assistant to distribute the instrument and thoroughly explain the rationale of the study to the participants; however, the process to recruit, train, and supervise the research assistant can be time consuming. Additionally, due to working with limited resources, it would have been an additional expense, which was not feasible.

The research instruments were not one hundred percent accurate in measuring the preferred variables in the research. Only employees of a single nonprofit organization serving children in New York City were eligible to participate. As such, findings of the study are not generalizable to other locations, children and family nonprofit organizations, or nonprofit organizations serving the needs of populations other than children and families. Moreover, the lack of previous studies in this research area was one of the limitations, as we know that the literature review is one of the significant parts of research and helps in identifying the scope of work conducted in previous studies.

Moreover, due to lack of findings in previous literature reviews, this study went through a difficult phase while achieving the research objectives.

## **Recommendations**

### **Practice**

Organizational effectiveness is one of the practice areas for further research. Retention of some of the best employees is a factor the majority of nonprofit organizations are facing. Turnover is expensive, and workers are the main resources that help organizations achieve their strategic objectives and goals. Leaders should ensure that the organizational culture and leadership styles that they employ are effective in enhancing the commitment of employees who work for their organizations. The results of this study are anchored on the significance of transformational leadership and organizational culture on the outcomes of employees.

Leaders must establish an inspiring vision. The employees need a convincing reason to follow the actions of their leaders, and that explains the need to create and communicate an exciting vision of the future. The leadership style or organizational culture employed must specify the organization's purpose and values.

### **Academic**

The findings open avenues for further research into the issue being studied. More research should be conducted to prove that transactional and transformational leadership has a positive correlation with job success and satisfaction. It is vital to conduct further research on the correlation between turnover intention, effective commitment, and overall effectiveness on the organizational outcomes, including client satisfaction, attained

program goals, and financial health. Some of the variables used in the research also created possibilities for future research, especially in relation to age and gender. Further research on this particular topic will add scholarly knowledge and a better understanding regarding the influence of leadership style and organizational culture on the commitment of employees to the nonprofit organization.

There were some gaps in the knowledge around the influence of organizational culture and leadership styles on nonprofit staff members' commitment that follow from my findings and would benefit from future research, including real assessment to extend and further test the theories developed in this study.

In-depth exploration is required regarding the influence of organizational culture and leadership styles on nonprofit staff members' commitment. Moreover, research could explore the relationship between organizational culture, staff members' commitment, and leadership style in a nonprofit organization, which could help future researchers to gain insight into which leadership style can promote and develop leaders to inspire followers to enhance organizational performance, meet the organization's mission, and fulfill the needs of the people it serves.

More methodological work is required to check the influence of organizational culture and leadership styles on nonprofit staff members' commitment, including further economic analysis and exploration of the impact when research partners are integral to research teams.

The literature review for this research revealed that limited research had been performed on the influence of organizational culture and leadership styles on nonprofit staff members' commitment as they pertain to the perception of employees. This research, which addressed employees' perceptions of the leadership style and organizational culture that influence the commitment of the staff members, used the quantitative research method, which has the potential to result in comprehensive data that can identify the major reasons and impact of the leadership style implemented by leaders on the commitment of employees within the nonprofit organization.

Another area for future research is identifying whether the leadership style that is actualized by the leader is capable of helping the leader to encourage subordinates to work productively in the organization with a high level of commitment. Implementation of the mixed research approach might provide the best outcome for understanding the influence of organizational culture and leadership style on the commitment level of the employees in the nonprofit organization. It is because the mixed method approach is a combination of both quantitative and qualitative methods that scholars or researchers can abstractly and dispassionately interpret the collected data.

The use of a mixed method approach will empower scholars and researchers to get the lived encounters of the research participants and analyze the connection between the dependent and independent variables with the help of statistical and numerical analysis. In addition, this will enable the scholars or researchers to show the influence of leadership traits and organizational culture on the commitment level of the employees.

Further research on this particular topic will add scholarly knowledge and a better understanding regarding the influence of leadership style and organizational culture on the commitment of employees in the nonprofit organization. Moreover, future research can examine how leadership style and organizational culture influence the commitment of employees to the work in a nonprofit organization. Furthermore, future researchers have an opportunity to understand the effect of organizational culture and leadership style on employees within a nonprofit organization. This can be explored by observing the productivity level of leaders, the capability of inspiring employees by sharing the vision, and empowering other employees to remain committed to their tasks and help the organization achieve its objectives.

### **Implications**

The findings of this research have extensive implications that are important for the field of leadership. First, the research adds depth to the knowledge of leadership in nonprofit organizations by explaining the characteristics demonstrated by leaders in well-defined leadership roles. Leadership training and development at all levels could improve the organizational culture and staff members' commitment. Leaders who want to increase staff commitment should focus on individual consideration, which is one of the desired characteristics of transformational leadership identified by non-managerial staff. A transformational leader takes into account the staff's level of knowledge and talents when determining how to motivate staff members to reach their highest level of accomplishment. In addition, transformational leadership focuses on tackling the concerns and needs of individual staff, rather than tackling the staff as a group. A leader



tends to praise individual staff members as a mean of incentive and openly acknowledges their achievements.

The implication for social change will be achieved when leaders begin to acknowledge their leadership styles and consider how their leadership influences the commitment of their staff. Social change will be attained when leaders are able to ascertain which leadership styles positively influence the performance and commitment of their staff. Proper communication with employees can also be considered one of the effective ways because this has been raised to its efficiency. The communication skills help in encouraging the employees, and leaders can understand the demand of employees. Proper communication helps employees to know about the value of an organization, which helps in achieving the goals of the organization. Transparency with the employee is one of the key concepts, because it helps build the proper relationship needed to be used effectively. The outcomes of the research can be used as an educational tool for individuals wanting to enhance and influence the leadership characteristics of nonprofit leaders.

### **Areas for Future Research**

This study contributes significantly to the literature on leading nonprofit organizations by reviewing the roles that culture and leadership style have with regard to the commitment of employees of these organizations. However, there is a need to carry out more research on several areas of this topic.

Specifically, it is critical to investigate the impact of culture and leadership style on individual employees' outcomes. For instance, future research should explore the link

between leadership, culture, and individual characteristics of employees, such as creativity, job satisfaction, and autonomy. It could establish whether organizational culture and leadership styles influence individual employees in different ways.

It is notable that the research in this paper is based on a single organization, which provides only a reasonable explanation of the link between leadership, culture, and staff commitment. Even though there are advantages of studying a single organization, it is unclear whether similar results would arise from researching other nonprofits. Therefore, it is critical for future research to consider several other organizations. Preferably, future research should incorporate different nonprofits offering various human services in various parts of the world.

Future research should also explore longitudinal and qualitative study approaches to build more theory on the topic. More qualitative studies that investigate leadership and organizational culture in the current environment of rapid organizational change and their association with organizational performance, as well as political behavior in nonprofit organizations can address several of the limitations highlighted above. This approach to case studies can assist researchers to evaluate dynamic relationships between culture, leadership, and staff dedication more efficiently, thus resulting in more defined outcomes.

Lastly, this study has focused on a few leadership styles and culture types used by some nonprofits. Future investigations should consider various leadership approaches and organizational cultures in order to acquire a more comprehensive understanding of how various nonprofit organizations use culture and leadership to influence the dedication and engagement of their staff.

## **Conclusion**

The research examined the influence of organizational culture and leadership styles on staff members' commitment in a nonprofit organization serving children and families in New York City. The extent of a connection between organizational culture, leadership style, and staff members' commitment in a nonprofit organization provided insight into which leadership styles to promote and how to develop leaders to inspire followers and thereby improve organizational performance to meet the mission of the organization and satisfy the needs of the people it serves.

The research focused on extending awareness of what leadership and organizational culture involve and their connection to an employee achieving the mission of a nonprofit organization serving children and families, which could have a positive social change on the individuals who benefit from the social services provided by the organization. By examining how organizational culture and leadership styles connect to staff members' commitment, nonprofit social organizations have better insight into which leadership styles and organizational cultures are effective.

Leaders set the tone and direction for the people they manage. A leader's values, strategies, and experiences influence the leader's leadership style and organizational culture, which have an impact on staff commitment outcomes. The findings of this study suggested that organizations should invest more money in training and development of leaders at all levels, which could improve organizational culture and staff members' commitment. Implementation of strong policies also affects the way a leader manages

his or her employees. The leader may devote more time to making sure followers adhere to policies than to motivating and growing staff.

This research will help the future researchers to gain detailed information about the content. The researcher can gain exact and updated information from the research that can help in effectively analyzing the research. The issues faced by the researcher will help future researchers to avoid issues and will help them to gain good knowledge.

This research offers proper information related to the influence of organizational culture and leadership styles on nonprofit staff members' commitment, which will help future researchers to work accordingly. Moreover, future researchers can gain detailed information and knowledge, which can help in appropriately managing the limitations. Future researchers can gain updated knowledge appropriately. This research will help future researchers to gain information for the nonprofit organization because the data collection helps researchers to analyze the issues.

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## Appendix B: Multifactor Leadership Questionnaire, Leader Form

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale: 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, 4 = frequently, if not always.

---

0 1 2 3 4

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1. I provide others with assistance in exchange for their efforts.
2. I re-examine critical assumptions to question whether they are appropriate.
3. I fail to interfere until problems become serious.
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.
5. I avoid getting involved when important issues arise.
6. I talk about my most important values and beliefs.
7. I am absent when needed.
8. I seek differing perspectives when solving problems.
9. I talk optimistically about the future.
10. I instill pride in others for being associated with me.



11. I discuss in specific terms who is responsible for achieving performance targets.
12. I wait for things to go wrong before taking action.
13. I talk enthusiastically about what needs to be accomplished.
14. I specify the importance of having a strong sense of purpose.
15. I spend time teaching and coaching.
16. Makes clear what one can expect to receive when performance goals are achieved.
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."
18. \*Goes beyond self-interest for the good of the group.
19. \*Treats me as an individual rather than just as a member of a group.
20. Demonstrates that problems must become chronic before taking action.
21. \*Acts in ways that builds my respect.
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.
23. \*Considers the moral and ethical consequences of decisions.
24. Keeps track of all mistakes.
25. \*Displays a sense of power and confidence.
26. \*Articulates a compelling vision of the future.
27. Directs my attention toward failures to meet standards.

28. Avoids making decisions.
29. \*Considers me as having different needs, abilities, and aspirations from others.
30. \*Gets me to look at problems from many different angles.
31. \*Helps me to develop my strengths.
32. \*Suggests new ways of looking at how to complete assignments.
33. Delays responding to urgent questions.
34. \*Emphasizes the importance of having a collective sense of mission.
35. Expresses satisfaction when I meet expectations.
36. \*Expresses confidence that goals will be achieved.
37. Is effective in meeting my job-related needs.
38. Uses methods of leadership that are satisfying.
39. Gets me to do more than I expected to do.
40. Is effective in representing me to higher authority.
41. Works with me in a satisfactory way.
42. Heightens my desire to succeed.
43. Is effective in meeting organizational requirements.
44. Increases my willingness to try harder.
45. Leads a group that is effective.
-

*Note.* From *The Multifactor Leadership Questionnaire – 5x Short Form*, by B. Bass & B. J. Avolio, 1995. Copyright 1995 by Mind Garden. Reprinted with permission.

## Appendix C: Organizational Culture Assessment Instrument

1. Dominant Characteristics	Now	Preferred
A The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
Total		
2. Organizational Leadership	Now	Preferred
A The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
Total		
3. Management of Employees	Now	Preferred

- 
- A The management style in the organization is characterized by teamwork, consensus, and participation.
  - B The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.
  - C The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.
  - D The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.

Total

4. Organization Glue Now Preferred

- A The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.
- B The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.
- C The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.
- D The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.

Total

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5. Strategic Emphases Now Preferred

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- 
- A The organization emphasizes human development. High trust, openness, and participation persist.
  - B The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.
  - C The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.
  - D The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.

Total

---

6. Criteria of Success	Now	Preferred
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- 
- A The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.
  - B The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.
  - C The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.
  - D The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.

Total

---

## A Worksheet for Scoring the OCAI

## Article 1. Now Scores

	1A		1B
	2A		2B
	3A		3B
	4A		4B
	5A		5B
	6A		6B
	Sum (total of A responses)		Sum (total of B responses)
	<i>Average (sum divided by 6)</i>		<i>Average (sum divided by 6)</i>

## Article 2.

	1C		1D
	2C		2D
	3C		3D
	4C		4D
	5C		5D
	6C		6D
	Sum (total of C responses)		Sum (total of D responses)

	<i>Average (sum divided by 6)</i>		<i>Average (sum divided by 6)</i>
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## Article 1. Preferred Scores

	1A		1B
	2A		2B
	3A		3B
	4A		4B
	5A		5B
	6A		6B
	Sum (total of A responses)		Sum (total of B responses)
	<i>Average (sum divided by 6)</i>		<i>Average (sum divided by 6)</i>

## Article 2.

	1C		1D
	2C		2D
	3C		3D
	4C		4D
	5C		5D



	6C		6D
	Sum (total of C responses)		Sum (total of D responses)
	<i>Average (sum divided by 6)</i>		<i>Average (sum divided by 6)</i>

### Scoring

Scoring the OCAI is very easy. It requires simple arithmetic calculations. The first step is to add together all A responses in the Now column and divide by six. That is, compute an average score for the A alternatives in the Now column. You may use the worksheet on the next page to arrive at these averages. Do this for all of the questions, A, B, C, and D. Once you have done this, transfer your answers to this page in the boxes provided below.

Fill in your answers here from the previous page

Now	Preferred
A (Clan)	A (Clan)
B (Adhocracy)	B (Adhocracy)
C (Market)	C (Market)
D (Hierarchy)	D (Hierarchy)
Total	Total

### An Example of How Culture Ratings Might Appear

Now	Preferred
A	A
5	3
5	5
B	B
2	3
0	0
C	C
2	2
0	5
D	D
5	1
	0

Total	100	Total	100
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## Summary Assessment Data

## Article 1. Now

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Scores

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A

B

C

D

Total 100

---

## Article 2.

---

Scores

---

A

B

C

D

Total 100

---

## Article 1. Preferred

---

Scores

---

A

B

C

D

Total 100

---

Article 2.

---

Scores

---

A

B

C

D

Total 100

---

*Note.* From *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, by K. Cameron and R. Quinn, 1999, pp. 27–29. Copyright 1999 by Jossey-Bass. Reprinted with permission.