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The Relationship of LMX and FE to OWB as Moderated by Job Complexity

Lisa Ann Nickell
Walden University

Walden University

College of Social and Behavioral Sciences

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Lisa Ann Nickell

has been found to be complete and satisfactory in all respects,
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Review Committee
Dr. Nancy Bostain, Committee Chairperson, Psychology Faculty
Dr. Derek Rohde, Committee Member, Psychology Faculty
Dr. Victoria Latifses, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

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by

Lisa Ann Nickell

MS, Walden University, 2015

BS, University of Phoenix, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Business researchers studying leader-member exchange (LMX) and feedback environment (FE) have extensively examined organizational withdrawal behaviors (OWB) for insight on employee job stability, satisfaction, and performance. Although LMX and FE can each be linked to OWB, there is limited research on the combined effects of these constructs. Additionally, although job complexity has been viewed as a possible moderator between these predictor and criterion variables, its relationship has not been adequately studied. The purpose of this quantitative study was to examine the combined, relative roles of LMX and FE on OWB with job complexity as a moderator. The theoretical foundation consisted of LMX and FE theories. Data were collected from 154 part- and full-time employees of universities and community colleges across the United States using a Linkedin Ad. Participants completed the Multidimensional Measure of Leader-Member Exchange, Feedback Environment Scale, and Organizational Withdrawal Measure and Job Complexity subscale of the Work Design Questionnaire via SurveyMonkey online survey. Results of bivariate linear regression showed that LMX and FE each had a significant negative relationship with OWB; multiple regression analysis also showed a significant negative relationship with OWB when both LMX and FE were combined. The combination of the predictor variables was found to have the same amount of variance as LMX in isolation. Job complexity did not have a moderating effect. The findings provide business leaders with knowledge they can use to improve work environments and job longevity.

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Dedication

I dedicate this dissertation to my husband, David; my mother, Dr. Alethea Baker; my committee members, Dr. Nancy Bostain (chair), Dr. Derek Rohde (committee member), and Dr. Victoria Latifses (URR member), who were highly supportive throughout my PhD journey.

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Chapter 1: Introduction to the Study

Business researchers have examined the relationship between leader-member exchange (LMX) and feedback environment (FE) on organizational citizenship and withdrawal behaviors for decades. Initially, researchers used social exchange theory as a theoretical lens to assess organizational citizenship and withdrawal behaviors. Later, they began to use LMX, which is premised on an association between a positive supervisor-direct report relationship and positive direct report behaviors (Kamdar & Van Dyne, 2007; Setton, Bennet, & Liden, 1996). Researchers have also found evidence that FE (or informal feedback sessions) supports a positive LMX. (Brower, Schoorman, & Tan, 2000; Lonsdale, 2016).

Most researchers who have studied LMX have found it to be strongly linked to organizational citizenship behaviors (OCB) and weakly linked to organizational withdrawal behaviors (OWB; Brower, Schoorman & Tan, 2000; Ilies, Nahrgang & Morgeson, 2007). Researchers (Hunter, Schmidt & Le, 2006) also found that role complexity played a moderating role in the relationship of LMX and FE on organizational citizenship and withdrawal behaviors. In addition, Lonsdale (2016) found that direct reports in highly complex jobs were more likely to respond to positive quality LMX and favorable FE than direct reports in less complex jobs. Direct reports with higher complexity jobs experience more stress and therefore need a good working relationship with their supervisor and feedback from their supervisor and co-workers in order to feel better about their performance. OCB are considered behaviors by direct reports that exceed expectations, such as higher performance and improved attendance

records (Carpenter, Berry, & Houston, 2014). OWB by direct reports include such characteristics as absenteeism, tardiness, and job disengagement. (Carpenter et al. 2014).

Background of the Problem

Brower et al. (2000) developed a relational leadership model that was based on LMX and interpersonal trust research. According to the authors, the LMX relationship is developed through interpersonal dialogue where individuals included in the relationship can evaluate the competence, integrity, and trust of each individual (Brower et al., 2000). The trust between supervisor and direct report is two-way and involves the trust a supervisor has for his or her direct report and the trust a direct report has for his or her supervisor (Brower et al., 2000). Additionally, perception of trust can be a factor in the development of trust. The reciprocity of trust pays a role in developing the supervisor-direct report relationship as it is a function in the dyadic relationship. Other factors are the role of power in developing trust (both perceived and actual), the involvement of the organization in developing a mutually trusting relationships between a supervisor and a direct report, and the strategy to influence supervisors and direct reports to develop a preference to relate to others (Brower et al., 2000).

Carpenter et al. (2014) evaluated self-ratings as well as other ratings (supervisor, direct reports, etc.) of OCB, assessed their effectiveness, and compared the different sources of these ratings. The authors found that direct reports self-reported a higher level of OCB than other raters within the organization; however, their higher rating of their own OCB did not play a large part in identifying a true level of OCB (Carpenter et al., 2014). Other ratings of a direct report's level of OCB may not be as accurate because

raters may not have had enough opportunities to observe whether or not a particular direct report or coworker displayed OCB (Carpenter et al., 2014). The authors concluded that direct reports are better equipped to evaluate their level of OCB than other raters within the organization (Carpenter et al., 2014).

Dahling, Chau, and O'Malley (2012) discussed feedback orientation as an individual's ability to see feedback as useful, be receptive and accountable, act on feedback, be aware of social interactions, and be more self-assured when handling feedback. The authors found that feedback orientation was necessary in supporting feedback-seeking behaviors and a favorable FE (Dahling et al., 2012). They found emotional intelligence and perceptions of supervisors' skills in giving feedback to be moderately related to positive feedback orientation (Dahling et al., 2012). Most importantly, a positive feedback orientation has the potential to improve performance levels, role clarity, and work relationships (Dahling et al., 2012).

Eby, Butts, Hoffman, and Sauer (2015) stated that even though mentoring has been found to be related to employee attitudes and outcomes of interest to organizations, not enough research has been done on the causal direction and boundary conditions of the relationship among mentoring and OCBs. Consistent with their theoretical lens of social learning theory, the authors found that mentoring received from supervisors led to OCBs by direct reports (Eby et al., 2015). They also found that the received mentoring led to OCBs directed at individuals and not organizations and that coworker support moderated the relationship between mentoring received and OCBs directed at individuals (Eby et al., 2015). The weakness in the relationship between mentoring and increased OCBs is that

the improvement is only temporary (Eby et al., 2015). Findings from this study support the need to conduct further research on the effects of a positive supervisor-direct report relationship on OCBs.

Farh, Seo, and Tesluk (2012) examined the role of ability-based emotional intelligence and its subdimensions in the workplace by evaluating the components and context-based limitations of EI and performance relationship. The authors theorized that employees with higher EI and emotional perception ability exhibit higher teamwork effectiveness when working in job contexts characterized by high managerial work demands (Farh et al., 2012). This study does not support the hypothesis that job complexity moderates the relationship between LMX and FE on organizational citizenship and withdrawal behaviors. The expectation was that job complexity would moderate the relationship by increasing the ability of LMX and FE to predict OWB.

Ilies, Nahrgang, and Morgeson (2007) conducted a meta-analysis of the relationship between the quality of LMX and organizational citizenship behaviors among employees. The research found that high quality LMX was related to organizational behaviors like exhibiting a desire to go above and beyond what the job description calls for. Direct reports' organizational citizenship behaviors can be directed towards individuals (direct supervisors) and organizations. When directed towards individuals, direct reports exhibit organizational citizenship behaviors when they feel they have a high-quality relationship with their direct supervisor. When organizational citizenship behaviors are directed towards the organization, direct reports feel they have a high-quality relationship with the organization. Ilies et al.'s findings further support the

positive relationship between LMX and OCB that were directed more towards individuals than organizations.

Lam, Peng, Wong, and Lau (2017) described the difference between feedback and feedback-seeking behaviors. They noted that feedback is data made available to employees in their workplace while feedback-seeking behaviors aid employees in proactively determining whether or not their work performance has met the standards of the organization and if their behavior in the workplace is appropriate (Lam et al., 2017). By creating a positive FE and encouraging feedback-seeking behaviors, direct reports can receive the information they need to develop a strategy to improve their job performance (Lam et al., 2017). The authors discussed how high-level LMX and low-level LMX can have different effects on feedback-seeking behaviors when the direct report works independently versus within a group (Lam et al., 2017). When a direct report works within a group, he or she can receive the information needed to complete job duties from coworkers. In contrast, when a direct report works independently, he or she relies more heavily on his or her supervisor for the same information. Therefore, positive LMX can influence positive feedback-seeking behaviors for all direct reports.

Lonsdale (2016) noted that, although LMX and FE each have been found to capture aspects of the supervisor-direct report social dynamic, their combined strengths have not yet been studied. Researchers have found LMX and FE to be positively linked to OCB and negatively linked to OWB (Rockstuhl, Dulebohn, Ang, & Shore, 2012). Researchers have also found that job complexity moderated the relationship between

LMX and FE on OCB and OWB (Lonsdale, 2016). More research is needed on the relative nature of LMX and FE with OWB and job complexity as the moderator.

Ozer (2011) conducted a study to address the demand for research on the theoretical mechanisms that support the relationship between OCBs and job performance. Ozer also focused on how coworkers' relationships mediate the relationship between their OCBs and their job performance. The researcher focused on OCBs directed at individuals not organizations (Ozer, 2011). Direct reports who feel they have more autonomy in their jobs may exhibit OCBs and may perform better, Ozer found. Another finding was that when direct reports feel they are required to exhibit OCB, they are more likely to become stressed and see a decline in job performance (Ozer, 2011). The results of this study indicated that it is important for supervisors to recognize when their direct reports are willing to accept additional responsibilities of higher complexity jobs. Because being pressured into a higher complexity job can add even more stress for the direct report to deal with.

Peng and Lin (2016) studied the relationships among supervisor FE, LMX, OCB, and workplace deviant behavior. Specifically, the researchers analyzed the mediating role of LMX on the relationship between FE and OCBs and OWBs (Peng & Lin, 2016). This study further supports that positive LMX and favorable FE are related to OCBs and OWBs.

Sparr and Sonnentag (2008) discussed direct reports' self-control and feelings of helplessness in the workplace as partial mediators of the relationship between the supervisor-direct report FE and well-being (job satisfaction, job depression, job anxiety,

and turnover intentions) in the workplace. The research supports studying task autonomy and including decision-making as a mediator between FE and OCBs and OWBs.

Steelman, Levy, and Snell (2004) discussed how feedback sessions were increasingly holding supervisors responsible for providing resources that support direct report development, particularly in the form of feedback and coaching. The researchers discussed the construct of FE and the scale developed to measure it (Steelman et al., 2004). The scale included these components: motivation to use feedback, feedback-seeking frequency, satisfaction with feedback, LMX quality, and demographics (Steelman et al., 2004). This scale included two subscales called sources, one for the direct report and one for the supervisor (Steelman et al., 2004). This research covered favorable and non-favorable FE, feedback-seeking behavior, and the supervisor's ability or inability to give any form of feedback, whether constructive or destructive. Favorable feedback occurs when the direct report feels the feedback meets their needs. For example, relevant feedback and availability of feedback source (supervisor and co-worker). Non-favorable feedback is the opposite. Feedback seeking behaviors occur when direct reports actively seek out feedback on how they are performing and to clarify required tasks to complete their jobs (Steelman et al., 2004).

Whitaker, Dahling, and Levy (2007) discussed how researchers have recently begun recognizing the impact of contextual factors on important organizational outcomes. They found that direct reports who perceive feedback from their supervisor as favorable are more likely to seek feedback, have better role clarity, and have better job performance (Whitaker et al., 2007). Whitaker et al. also covered how effort costs

moderated the relationship between the FE among coworkers and the feedback-seeking behaviors of coworkers. This study supports the need for a favorable FE to support a positive LMX.

Problem Statement

As Lonsdale (2016) noted, researchers have sought to clarify whether or not the social dynamic between supervisor and direct report, also known as LMX, influences OCB and OWB. Researchers have found significant support for the relationship between LMX and OCB, but not for LMX and OWB (Lonsdale, 2016). Research on LMX has demonstrated that the supervisor-direct report relationship can predict an employee's desire to perform well and remain employed (Brower et al., 2000; Ilies et al., 2007). However, it does not explain the motivational aspect of the supervisor-direct report relationship (Lonsdale, 2016).

Lonsdale (2016) stated that it was the interpersonal communications between a supervisor and a direct report that develop and maintain LMX. This communication establishes an environment of trust and respect among supervisors and direct reports (Lonsdale, 2016). The FE was described as "the nature and the frequency of informal, day-to-day communications and may represent another critical component of the social experience that drives direct report motivation" (Lonsdale, 2016, p. 42). Although the relationship between a supervisor and direct report could be a positive one, there could also be a lack of a favorable FE due to the supervisor's inability to manage his or her own management workload (Lonsdale, 2016). In other cases, the relationship between a

supervisor and a direct report could be poor even though the supervisor provides a favorable FE (Lonsdale, 2016).

Empirical researchers have examined the relationship between LMX and FE as predictor variables and OCB and OWB as criterion variables. The results showed that LMX and FE were able to predict OCB, but not OWB (Brower et al., 2000; Ilies et al., 2007). Additionally, the results indicated that individuals with jobs of higher complexity level were influenced by the quality of LMX and FE more so than individuals with jobs of a lesser complexity level (Hunter, Schmidt, & Le, 2006). The problem is that while LMX and FE are each linked to OCB and OWB, they are not strong enough to predict such behavior in isolation (Lonsdale, 2016). Lonsdale (2016) recommends conducting a research study to explore the combined impacts of LMX and FE on OWB as moderated by job complexity.

Past researchers described LMX as being related to supervisor-direct report chemistry, loyalty perceptions, OCB, respect, affective commitment, job satisfaction, procedural justice perceptions, turnover rates, self-efficacy, and job performance (Brower et al., 2000; Ilies et al., 2007). The FE, on the other hand, is related to formal appraisal evaluations and frequent informal feedback interactions (Brower et al., 2000; Steelman et al., 2004). These interactions between supervisors and direct reports carry a level of influence on organizational behaviors that are determined by the quality of the feedback, the level of empathy in the delivery of the feedback, the ability of the supervisor to provide both positive and negative feedback when it is appropriate, the appropriate number of feedback occurrences, and the initiation of feedback requests (Lonsdale,

2016). The FE also involves the employees' perception of organizational fit, organizational politics, and control over decisions (Brower et al., 2000; Steelman et al., 2004). In addition to considering how LMX and the FE each relate to OC and OW behaviors, the complexity level of the employees' job may also play a moderating role on OC and OW behaviors. Higher-complexity level jobs can carry higher levels of role ambiguity (Whitaker et al., 2007) and stress (Sparr & Sonnentag, 2008). Direct reports who hold higher complexity level jobs may be more inclined to exhibit more OCB and less OWB due to differences in perceptions and attitudes towards their supervisor and quality of feedback they receive from their supervisor (Brower et al., 2000; Steelman et al., 2004). Having a positive relationship with one's supervisor and having a favorable FE have been found to reduce role ambiguity and stress (Lonsdale, 2016).

There has been a significant amount of research done on how LMX and a FE can each predict OCB. However, research has also found that neither LMX nor FE has been able to predict OWB (Lonsdale, 2016). Researching the combined roles of LMX and FE on OWB may help researchers determine if the effects of LMX are subsumed by FE. Additionally, examining how job complexity level moderates the relationship between LMX and FE on OWB may provide a better understanding of the strength of the relationship between the variables (Lonsdale, 2016). Understanding how LMX and FE predict OWB may be the key to predicting how to reduce OWB.

Purpose of the Study

The purpose of this quantitative research study was to determine if the combined roles of LMX and FE would be better able to predict OWB and if the independent

variables would predict OWB in isolation. An additional purpose was to determine whether or not the job complexity level would moderate the relationship between LMX and FE predictor variables on the criterion variable, OWB. The expectation was that job complexity would strengthen the ability for both independent variables to predict the dependent variable. The participants in the study were full- and part-time employees of major universities and community colleges located across the United States. I analyzed data using multiple linear regression and bivariate linear regression analysis.

Research Questions and Hypotheses

The research questions (RQs) and hypotheses for the study were as follows:

RQ1: Does LMX individually predict OWB?

$H_0$1: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

H_a1: LMX, as measured by the LMX-MDM, predicts OWB, as measured by the WMS.

RQ2: Does FE individually predict OWB?

$H_0$2: FE, as measured by the Feedback Environment Scale (FES), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

H_a2: FE, as measured by the FES, predicts OWB, as measured by the WMS.

RQ3: Does the combination of LMX and FE predict OWB?

$H_0$3: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM), and FE, as measured by the Feedback Environment

Scale (FES), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

H_a3: LMX, as measured by the LMX-MDM, and FE, as measured by the FES, predicts OWB, as measured the WMS.

RQ4: Does job complexity level moderate the relationship between the combination of LMX and FE with OWB?

$H_0 4$: Job complexity level, as measured by the job complexity subscale of the Work Design Questionnaire (WDQ), does not moderate the relationship between the combination of LMX, as measured by LMX-MDM, and FE, as measured by the FES, with OWB, as measured by the WMS.

$H_a 4$: Job complexity level, as measured by the job complexity subscale of the WDQ, moderates the relationship between the combination of LMX, as measured by the LMX-MDM, and FE, as measured by the FES, with OWB, as measured the WMS.

Theoretical Foundation

The theoretical framework for this quantitative study was based on LMX theory (Graen, Novak, & Sommerkamp, 1982) and feedback environment (Kluger & DeNisi, 1998). The research approach provided details on how the combined roles of positive supervisor-direct report relationship and favorable feedback environment could influence OWB. The theoretical framework for this study held the expectation that the combined roles of LMX and FE will predict the criterion variable OWB. LMX theory held that the relationship between supervisor and direct report influenced the behaviors of the direct

report. FE included both formal and informal communications between supervisor and direct report and influenced the quality of the supervisor-direct report relationship. Previous research by Brower, Schoorman and Tan (2000) and Ilies, Nahrgang and Morgeson (2007) has found a relationship between each predictor variable and the criterion variable. However, in isolation each predictor variable was not able to predict OWB (Lonsdale, 2016). The gap identified by the research recommends exploring the combined roles of the predictor variables LMX and FE in an attempt to predict the criterion variable OWB (Lonsdale, 2016). The conceptual framework included the concepts of turnover, interpersonal communication, professional respect, formal and informal feedback, commitment, willingness to work above expectations, merit and quality of feedback, delivery method of feedback, supervisors' willingness to provide both negative and positive feedback, proper frequency of feedback sessions and support of feedback requests.

This study was a quantitative study using multiple linear regression and bivariate linear analysis. The goal was to use quantitative, nonexperimental research in support of examining how the combined roles of LMX and FE predictor variables relate to the criterion variable, OWB in a university or community college setting with job complexity as a moderating variable. The study involved examining how direct reports' perceptions of supervisor fairness and quality of feedback predict OWB. The sample drawn has shown how the roles of LMX and FE predict OWB. The method of data collection was an ad posted on Linkedin with a link to an online survey created on Survey Monkey. The data was collected by Survey Monkey.

Nature of the Study

This study was a nonexperimental predictive study using multiple linear regression and bivariate linear analysis. The goal was to use quantitative research in support of examining how the combined roles of LMX and FE predictor variables related to the criterion variable, OWB in a university and community college setting with job complexity as a moderating variable. This study involved examining how direct reports' perceptions of a positive supervisor-direct report relationship and favorable feedback environment predict OWB. A sample was drawn to show how the roles of positive LMX and favorable FE predict OWB. The method of data collection was posting an ad on Linkedin with a link to an online via created on Survey Monkey. The platform used to collect data was Survey Monkey.

Definitions

Feedback environment (FE): The informal and interpersonal communication between a supervisor and a direct report that can establish trust. FE can be seen as favorable or unfavorable (Lonsdale, 2016). The quality of the feedback given by their supervisor is determined by direct reports. The quality of the feedback is determined by certain perceived characteristics, such as quality of feedback, relevancy of feedback, and proper frequency of feedback (Lonsdale, 2016).

Job complexity: The level of task difficulty in a given job; the greater the responsibility the greater the level of job complexity. A direct report in a supervisory role would experience more pressure and stress to complete highly complex tasks than a direct report working a nonsupervisory role with simpler tasks (Lonsdale, 2016). A direct

report in a highly complex role would respond more to a positive supervisor-direct report relationship and favorable FE due to the need for additional support (Lonsdale, 2016).

Leader-member exchange (LMX): The working relationship between a supervisor and a direct report. Extensive research has shown that the way direct reports feel about their supervisors influences their attitudes and behavior in the workplace (Lonsdale, 2016). These attitudes and behaviors can be seen as positive (increased job performance, good attendance) and negative (withdrawal and intention to quit; Lonsdale, 2016).

Organizational citizenship behaviors (OCB): Direct reports' attitudes and job performance that can be seen as exceeding required or expected attitudes and job performance. Characteristics of OCB can include but are not limited to assisting others, having organizational commitment, and taking on additional tasks without being asked (Lonsdale, 2016).

Organizational withdrawal behaviors (OWB): Direct reports' attitudes and behaviors that can be seen as counterproductive. Characteristics of OWB include but are not limited to absenteeism, tardiness, and deliberate poor performance (Lonsdale, 2016).

University semester: The academic calendar developed by the university that marks the beginning and end of the academic term. The school year typically begins in the fall semester and ends after the following spring semester with a brief semester taking place during the summer months.

Assumptions

It is assumed that the willingness of the participants to volunteer in this study will not bias the study and that those individuals wish to be a part in improving job

satisfaction and reducing dissatisfaction. It is also assumed that the participants in the study will complete the surveys truthfully and to the best of their ability. Additionally, it is presumed that all instruments, Multidimensional Measure of Leader-Member Exchange (LMX-MDM), Feedback Environment Scale (FES), Withdrawal Measurement Scale (WMS) and job complexity subscale of the Work Design Questionnaire (WDQ), are appropriate means for measuring the designated variables.

Scope and Delimitations

The scope of the study included full- and part-time employees from all departments of a major university or community college from across the United States of America who volunteered to participate. Convenience and representation were factors for selecting this sample because the population and myself existed in the same country which allowed for consistent demographic characteristics and relatability.

The research included several delimitations. The study focused on full- and part-time employees in major universities and community colleges and were not generalized outside of a particular university or community college. The setting of the study was selected for convenience due to access to the selected population of university and community college employee contacts on Linkedin. While the universities and community colleges selected are in session year-round, it was the goal to conduct the study during peak semesters (Winter, Spring and Fall).

Limitations

The limitations of this study included that the participants may be biased and there was not any actual causal relationship between the two predictor variables. The

study was based on responses from employees of major universities and community colleges because the participants were not randomly selected, the results were not generalizable to other major universities or community colleges. Further research will be needed to measure the feasibility of the results from this study to other major universities and community colleges. Data was collected from participants who might have expressed biases in their responses based on their experiences within their tenure at their university or community college. There was a possibility of outside forces beyond my control that might have affected how honestly employees responded to the survey questions, such as participants influencing other participants' responses and the reasons employees participated or not in the survey. To reduce the negative influences, the survey included a section that asked all participants to be as truthful as possible and avoid being influenced by others in their responses to the survey. A convenience sample was used for accessibility and proximity as well as the employees' willingness and availability to participate in the study. The sample was limited to employees across all departments of on-campus major universities and community colleges but could not be generalized to the entire population of employees of all major universities and community colleges.

Significance

Negative Direct report attitudes and behaviors in the workplace were not always predictable but they are still important to understand in order to create a productive and carefree work environment. Developing a better understanding of how positive LMX and favorable FE interact with each other in attempting to predict OWB can benefit supervisors and direct reports alike. Supervisors can expect improved job performance

and less absenteeism and direct reports can expect improved job satisfaction and a more carefree work environment. It is important to understand the difference between positive LMX and negative LMX as well as favorable FE and non-favorable FE. It is believed that the combination of positive LMX and favorable FE can aid in predicting OWB. Additionally, it is important to understand how direct reports in higher complexity jobs may respond more to LMX and FE than direct reports in lower complexity jobs. With this knowledge, more care can be taken in developing, maintaining and fostering a positive LMX and favorable FE.

This study addressed the understanding of how the combined roles of LMX and the FE predict OWB in a university or community college work environment while taking the moderating role of job complexity into consideration. As a result, this study contributed to LMX and FE research as it relates to predicting OWB. The benefit of this study was to educate leaders, managers and supervisors on the importance of fostering a positive supervisor-direct report dyad while maintaining a favorable FE, especially for employees working higher complexity jobs.

Understanding the importance of a positive support system from supervisors and organizations can assist leadership in developing programs and processes that can reduce OWB. (Lonsdale, 2016) The results of this study might support different leadership styles that include a favorable feedback delivery method customized to include a more consistent employee support system or process. This study collected information to add to the body of literature that by combining a positive LMX and favorable FE, organizations can be better prepared to predict OWB. This study can lead to positive

social change by developing a new model that uses the combination of positive LMX and favorable FE as a way of reducing OWB. With this model, better job stability, satisfaction and performance can lead to not only happier individuals but also more profitable organizations.

Summary

Considerable amounts of research have been conducted to understand how the interpersonal dynamic between supervisor and direct report influences job performance and intentions to quit. (Brower, et al., 2000; Lonsdale, 2016). Unlocking this mystery can lead to developing more productive work environments and job stability. While the research has been able to find a positive link between LMX and feedback environment and Organizational Citizenship Behaviors, it also has found a negative link to Organizational Withdrawal Behaviors. Recent research supports the need for organizations to develop positive LMX and favorable feedback environments to be better able to predict Organizational Withdrawal Behaviors. (Brower et al., 2000; Steelman et al., 2004; Sparr & Sonnetag, 2008). This study researched information to determine if there is a way for all organizations to develop positive LMX and favorable feedback environment in order to increase Organizational Citizenship Behaviors and reduce Organizational Withdrawal Behaviors.

Chapter 2 addresses a review of the existing literature and how new research is suggesting a relationship between positive LMX and favorable feedback environment and Organizational Withdrawal Behaviors. The chapter will review a description of LXM, feedback environment, Organizational Citizenship Behavior, Organizational Withdrawal

Behavior and job complexity. There will be discussions of how other constructs can or may be mediators or moderators among the LMX and feedback environment relationship with Organizational Withdrawal Behaviors. The chapter will discuss the history and evolution of LMX and feedback environment and their relationship to Organizational Withdrawal Behaviors. The chapter includes a range of past research and a discussion of how it influenced this dissertation.

Chapter 2: Literature Review

The literature review in this chapter establishes the need for continued research concerning the value of positive quality LMX and favorable FE in predicting OWB with job complexity as a moderator. The positive relationship (or positive LMX) between supervisors and direct reports has been found to influence both OCB and OWB (Lonsdale, 2016). However, FE has also been found to influence OCB and OWB. FE can be favorable or non-favorable. A favorable FE can better influence the quality of LMX than a non-favorable feedback environment, according to researchers (Lonsdale, 2016).

Job complexity also affects the impact of LMX and FE on employees' behaviors. Researchers have found that the complexity level of the direct report's job moderate the relationship between LMX and FE on organizational citizenship and withdrawal behaviors (Hunter, Schmidt, and Le, 2006). Researchers found that the higher the level of job complexity the more likely the direct reports would respond to the LMX and FE. Another finding is that job complexity has the potential to either increase or decrease over time depending on the quality of LMX and FE (Hunter, et al, 2006).

Past researchers have found LMX and FE to have a positive relationship with OCB but a negative relationship with OWB (Lonsdale, 2016). The negative relationship with OWB merits exploration of other relative factors of LMX and FE. I conducted this study to address this gap in the literature.

I based the theoretical framework for this dissertation on theories of LMX (Ansari, Hung, & Aafaqi, 2007; Liden & Maslyn, 1998) and FE (Kluger & DeNisi, 1998). The primary aspect of LMX is that positive and negative behaviors of direct

reports can be influenced by the relationship between a supervisor and a direct report (Liden & Maslyn, 1998). The FE can also influence direct reports' behavior by supporting that relationship (Steelman, Levy & Snell, 2004). At the same time, the complexity of the direct reports' job can moderate the effectiveness of LMX and FE on direct report behavior (Hunter, Schmidt, and Le, 2006). Empirical research in the area of LMX's and FE's relationships with direct report behaviors appears in a variety of peer-reviewed journals across different fields of study and spanning several decades. In this chapter, I review key research findings. This chapter includes information on the literature search strategies I used for my review and a description of the theoretical framework I used to support this study. The review of the literature related to this study follows.

Literature Search Strategy

I searched for literature using all electronic databases including, but not limited to, PsycINFO, PsycARTICLES, and Business Source Complete. The list of search terms used to conduct the literature search included leader-member exchange, feedback environment, job complexity, organizational citizenship behavior, and organizational withdrawal behavior. I accessed the articles reviewed for this study digitally.

I organized the literature discussed in this section into four sections: LMX, FE, OCB/OWB, and job complexity. This organization provides the reader with an overview of the research conducted thus far on the subject of the study. In the literature review, I discuss the history of how LMX was developed over time, how FE was identified as being a key part of positive LMX, what the characteristics of OWB are, and how job

complexity can moderate the relationship between LMX and FE on OWB. The research on the relative effects of LMX and FE on OWB supports examination of their impact on increased job performance and decreased absenteeism. The chapter will conclude with a summary of how past research influenced the pursuit of this study.

Literature Review Related to Key Variables and/or Concepts

Leader-Member Exchange Theory

The concepts of leadership and trust have been studied for several decades in relation to how they explain the level of quality in supervisor-direct report relationships. However, not enough attention has been placed on how they are similar or different to each other (Brower et al., 2000). LMX is based on the different types of exchange relationships with direct reports developed by supervisors and on the premise that the quality of these relationships influences critical attitudes and behaviors by supervisors and direct reports (Gerstner & Day, 1997; Liden, Sparrowe, & Wayne, 1997; Sparrowe & Liden, 1997). Researchers originally developed LMX as an alternative to general leadership approaches. They drew from social exchange theory (Blau, 1964) to explain the evolution of dyadic relationships and linkages between supervisor processes and results. Social exchange theory indicates that there is a perceived obligation for direct reports to reciprocate high-quality relationships (Blau, 1964; Gouldner, 1960). Additionally, dyadic relationships and work roles are viewed as evolving over time through such exchanges (Dienesch & Liden, 1986). Empirical research has shown that LMX influences results such as task performance, job satisfaction, turnover, and organizational commitment (Gerstner & Day, 1997). Each construct has been studied

independently; however, they have been found to overlap in terms of their level of effectiveness (Lonsdale, 2016).

Regarding level of effectiveness, if there is trust between a supervisor and direct report or vice versa, the relationship should be productive. The key elements of the LMX theory are closely paralleled with theories of interpersonal trust. In addition to trust, it is important for supervisors to determine how direct reports perceive their level of trust and how this impacts the behavior of their direct reports (Brower et al., 2000). The behavior is considered positive when the direct report exhibits a likeliness to go above and beyond what is expected. The behavior is considered negative when the direct report exhibits a likeliness to become disengaged or to leave the organization. The concepts of leadership and trust have evolved to explain the relationship between supervisor and direct report as being a dyadic, therefore integrating trust and leadership theories (Brower et al., 2000).

Researchers have explored whether or not supervisors treat groups of direct reports differently (in-group/out-group), the level of trust quality in hierarchical relationships, practice-making, social exchange theory, attribution theories, development of relationship over time, the role of reciprocity in supervisor-direct report relationships, supervisor's/direct report's perception versus reality, the level of a leader's trust in a direct report, and the level of a direct report's trust in a supervisor. LMX has also been studied for the outcomes of the supervisor-direct report relationship on organizations and individuals. High quality LMX has been linked to improved productivity and teamwork (Brower et al., 2000).

Brower et al (2000) referenced the work of Graen and associates in describing how LMX was born from vertical dyad linkage theory (VDL; Cashman, Dansereau, Graen, & Haga, 1976; Dansereau, Graen, & Haga, 1975; Graen, 1976; Graen & Cashman, 1975). VDL indicates that supervisors exhibit different behaviors with some direct reports (in-group) than others (out-group). The in-group of direct reports would get more freedom to make decisions on their own (Graen & Uhl-Bien, 1995; Cashman et al., 1976; Dansereau et al., 1975). The in-group would more likely be deemed more trustworthy by the supervisor and therefore be led differently than the out-group, which is also known as a hierarchical relationship based on trust (Crouch & Yetton, 1988). Others have assumed that supervisors treat all direct reports the same (Brower et al., 2000). The latter perspective leads the way to merge leadership theory with interpersonal trust theory.

The concept of LMX is helpful to researchers in understanding how trust can be formed between supervisor and direct report. Over the course of a couple of decades research on LMX has moved away from the thought that supervisors behave differently across different groups of direct reports (in-groups/out-groups). In place of the old way of thinking, a role-making model was developed (Graen & Scandura, 1987). This model explains the creation and development of the supervisor-direct report interaction that leads to a particular level of quality from the beginning of their relationship. The process from which the relationship of supervisor and direct report develops can be linked to social exchange and attribution theories (Dienesch & Liden, 1986; Uhl-Bien, Graen &

Scandura, 1997). LMX grows quickly and is consistently stable over time. (Bauer & Green, 1996; Dienesch & Liden, 1986; Liden, Wayne & Stillwell, 1993).

A positive or high level LMX is regarded as when there is mutual respect, trust and loyalty leading to the direct report going above and beyond what is expected or required to do their job. (Brower et al., 2000). Indications of a positive relationship include general likableness of supervisor and direct report alike, mutual perceptions of loyalty, ease in efforts to go above and beyond what is expected in their jobs, and mutual professional respect. (Ansari, Hung, & Aafaqi, 2007; Liden & Maslyn, 1998). A negative or low level LMX is regarded as when there is no obvious mutual trust and the direct report does not go above and beyond what is expected of them. (Brower et al., 2000). Studies have found trust and interpersonal trust as key characteristics of LMX as long as they are relevant to organizations. (Lewicki & Bunker, 1996).

While the research on trust and how it relates to relationships in the workplace, the definition of trust and interpersonal trust can be broad. (Lewicki & Bunker, 1996; Hosmer, 1995). To be relevant and consistent to the domain of LMX, it is important to have a theory of trust that is interpersonal and relevant to the context of organizations. (Brower et al., 2000). A model that found the best definition of trust most relevant to LMX is called the Mayer model of trust (Mayer, Davis & Schoorman, 1995). In this model of trust, the focus is on the interpersonal relationship between supervisor and direct report, also described as the trustor and the trustee. The extensive research has not been able to fully explain the motivational behaviors between supervisors and direct reports. Developing a positive supervisor-direct report relationship can help to predict

positive direct report job performances (Lonsdale, 2016). LMX can take positive job performances to a higher level by encouraging direct reports to go above and beyond what is expected.

The quality of the supervisor-direct report relationship can be defined by certain relational constructs such as reciprocity and perception versus reality. Reciprocity involves each individual in a relationship gain something of value from the relationship, yet it takes time to develop the relationship to a point where there is equilibrium. (Emerson, 1962; Smircich & Morgan, 1982)). With balanced reciprocity comes the mutually perceive level of quality in the relationship. Theoretically, the unit of measure used to determine the quality level of a relationship or exchange between supervisor and direct report is the same. That measure is LMX. Empirical research has been done on how third parties, also known as coworkers perceive the level of LMX and compared it to the perceptions of the supervisors and direct reports (Duchon, Green & Tabor, 1986).

What each individual gain from the relationship or has mutual trust of each other may not be the same. LMX does not mean the quality of the relationship between supervisor and direct report is reciprocal. (Brower et al., 2000). For example, the supervisor may trust the direct report while the direct report just respects, not trusts the supervisor. Perception versus reality involves defining the quality of LMX from the individual's perception versus objective interpretation. Supervisors may think they have a positive LMX with their direct reports, but the reality is that the quality of that LMX is defined by the direct reports' perception. (Brower et al., 2000). In evaluating trust within a supervisor-direct report relationship, there are two constructs to consider. These

constructs are leader trust in subordinate (LTS) and subordinate trust in leader (STL). These constructs are included in the measurement of LMX (Gerstner & Day, 1997; Graen & Uhl-Bien, 1995).

Since the quality of LMX is based on perception, another way to determine quality is through the actions of direct reports. When the supervisor takes a special interest in a direct report due to their perception of exhibited Organizational Citizenship Behaviors (OCB), that can further support how the construct LMX relates to OCB and improved job performance. (Ozer, M., 2011). OCB are at the discretion of the direct report and are not likely to be formally recognized or rewarded (Podsakoff, MacKenzie, Paine & Bachrach, 2000). Extensive research has been done on OCB (Dalal, 2005; Ilies, Nahrgang & Morgeson, 2007; LePine, Erez & Johnson, 2002; Organ & Ryan, 1995; Podsakoff, Whiting, Podsakoff & Blume, 2009). The antecedents of OCB have been the focus of these studies however more and more attention has been made on the individual or organizational outcome levels of OCB. (Podsakoff et al., 2009).

OCB support the social and psychological framing that makes the performance of a job possible (Organ, 1997). Because direct reports and their coworkers work within a social environment it is possible that the OCB of direct reports can benefit their coworkers as well. This is known as team-member exchange (TMX). (Kamdar & Van Dyne, 2007; Liden, Wayne & Sparrowe, 2000; Seers, 1989). Task autonomy is a major construct in the research of OCB (Podsakoff et al., 2000) and has been linked to the facilitation of OCB (Anderson & Williams, 1996). Additionally, this gives direct reports room to take information they exchange with their coworkers and develop a plan to

increase their job performance (Earley, Northcraft, Lee & Lituchy, 1990). If the coworkers are good role models, they can influence good job performance when supervisors are not present.

Task autonomy is the sense of empowerment direct reports experience to complete their tasks. (Hackman & Oldham, 1976). Task autonomy can moderate the OCB to TMX relationship and the TMX to performance relationship (Ozer, M., 2011). The social interaction between direct reports and their coworkers can provide the information needed to experience role clarity and to develop ways to improve work performance (Anderson & Williams, 1996; Chen & Chiu, 2009; Farh, Podsakoff & Organ, 1990).

Positive LMX can be related to positive behaviors by direct reports who go above and beyond expectations. This reaction can benefit the organization by increasing organizational effectiveness. Since OCB are not formally rewarded, there needs to be another way to reward direct reports for exhibiting OCB. This can be achieved through positive LMX. (Ilies, Nahrgang, & Morgeson, 2007). When a quality relationship exists between supervisor and direct report, it is easier to predict OCB. When the relationship is not perceived as high quality (negative LMX) then direct reports are more likely to display Organizational Withdrawal Behaviors (OWB).

OWB can include behaviors such as tardiness, absenteeism, detachment from job and disengagement from supervisors. (Ilies et al., 2007). OCB can be distinguished by the target of the behavior, individual and organizational. OCB targeted at individuals benefit certain individuals directly while benefiting the organization indirectly. Individual

targeted OCB may include behaviors such as helpfulness, courtesy to others and cooperativeness. OCB targeted towards organizations include innovative and creative behaviors that benefit the organization as the direct report appears to be dedicated to the organization. Studies have shown that a positive LMX affects OCB directed at individuals versus organization due to the informal reward gained by the direct report (i.e. positive LMX). (Ilies et al., 2007). Another element that may relate to OCB and OWB is quality (favorable or non-favorable) of the FE (Steelman et al., 2004).

This study will add to the existing research by exploring how positive LMX in combination with favorable FE may have a stronger ability to predict OWB with job complexity as the moderating variable. Exploring this combination may show how the relational effects of these predictor variables strengthens each other to the point of being better able to predict OWB. This adds to the existing research by studying these predictor variables in combination versus in isolation.

Feedback Environment

It has been thoroughly researched and supported that the relationship between supervisor and direct report (or LMX) can be established, developed and maintained through interpersonal and informal communications beyond formal feedback or annual evaluations. (Brower et al., 2000). These informal, regular feedback interactions have been referred to as the feedback environment (FE) and it has been recommended that more managers need training on how to give constructive versus destructive feedback (Steelman et al., 2004).

These regular, informal feedback interactions can take place between supervisor and direct report and between direct report and co-workers. A review and meta-analysis by Kluger and DeNisi (1996) found that feedback had a moderately positive effect on performance. Up to this point in time, the feedback mechanisms have not been fully understood. Common complaints from direct reports regarding the performance management they receive are that supervisors need training on how to give negative yet constructive feedback, supervisors do not explain the job performance rating scale and supervisors do not receive recognition for providing direct reports with development and additional training opportunities. (London, 1997).

Gaining a better understanding of what feedback supporting mechanisms are will go a long way to develop feedback giving training for supervisors. (Steelman et al., 2004). Additionally, it is important to consider the sources of the feedback. The sources of feedback come from supervisors and co-workers (Greller, 1980; Morrison, 1993; Ashford, 1989). These sources are factored into Feedback Environment Scale (FES). Within this scale are seven facets for each source. (Steelman et al., 2004). These facets are: source credibility, feedback quality, feedback delivery, frequency of favor able feedback, frequency of unfavorable feedback, source availability and promoting feedback seeking.

Source credibility refers to the expertise and trustworthiness of the source. (Griffin, 1967). The expertise of the source refers to the knowledge of the job requirements and actual job performance level of the feedback recipient, in additional to the ability to accurately judge the job performance level. Trustworthiness refers to the

direct report's belief that the source of feedback is able to provide accurate performance information. (Griffin, 1967; Ilgen, Fisher & Taylor, 1979). If the source of the feedback is seen as competent, it can have a greater impact on direct report behavior. Direct reports may believe their source of feedback to be competent if the source has observed their behaviors first hand, are in an appropriate position to evaluate their job performance and have motives for providing trustworthy feedback (Albright & Levy, 1995; Ilgen et al., 1979; Makiney & Levy, 1998).

Important aspects of feedback quality are consistency and usefulness (Greller, 1980; Hanser & Muchinsky, 1978; Herold, Liden & Leatherwood, 1987). Consistency of high-quality feedback across time that is specific and perceived as useful than low-quality feedback. This consistency is subject to the mood of the source, the feeling the source has toward the target and the opportunity to observe the job performance of the target (London, 1997). The recipient of the feedback may base their acceptance of the feedback on their perception of the value of the information they receive in the feedback. (Ilgen et al., 1979).

The reaction and response to the feedback can be affected by the feedback recipient's perception of the feedback source's intentions in giving feedback (Fedor, Eder & Buckley, 1989). It is important for the source of the feedback to show consideration to the recipient in order for the direct report to accept and respond to the feedback. Consideration given in feedback has been found to be positively related to the perceptions of a quality feedback atmosphere, usefulness of the feedback on performance

improvement and satisfaction of receiving feedback (Ilgen, Peterson, Martin & Boeschen, 1981).

It is important for the source of the feedback to learn not only to deliver the message in an appropriate way but also to show positive intentions for the feedback being given (Steelman et al., 2004). Greller and Parsons (1992) found that positive and negative feedback take place relatively independently. Favorable feedback is where the perceived favorable feedback (i.e. compliments from supervisors and co-workers) occurs frequently and when the recipient perceives they have earned that positive feedback. On the other hand, non-favorable feedback is where perceived negative feedback (i.e. expressions of dissatisfaction and criticism from supervisors and co-workers) occurs frequently and when the recipient perceives they have earned that negative feedback.

The basis for determining if feedback received is favorable or non-favorable is based on the recipient's perception of whether or not they have earned that type of feedback versus whether or not the recipient likes the feedback they received. Annual formal evaluations take place to provide an assessment and review of a direct report's performance (Meyer, 1991). In order for the direct report to meet their goals in the meantime, they need to gain available information on a daily basis through regular informal communications at work (Ashford & Cummings, 1983). This is known as source availability, both supervisor and co-worker.

Source availability is referred to as the perceived frequency of contact with one's supervisor and or co-workers and the level of effort needed to make contact and receive the needed information to do their job. (Steelman et al., 2004). Ashford & Cummings

(1983) stated that direct reports actively seek out feedback. Research has shown that direct reports desire to receive feedback frequently (Levy, Albright, Cawley & Williams, 1995). An important determinant of the frequency of feedback seeking is the amount of effort supervisors put into promoting feedback seeking behaviors (Williams, Miller, Steelman & Levy, 1999).

The promotion of feedback seeking behavior is referred to as the amount of support for feedback seeking behaviors. It is where feedback seeking behavior is not only accepted freely but also where the direct report feels comfortable asking for feedback from supervisors and or co-workers (Steelman et al., 2004). Even with a positive feedback environment, a direct report may not respond to the feedback as desired. (Whitaker, B. G., Dahling, J. J., & Levy, P., 2007). If a direct report is not clear about what is expected of him or her, they may not seek out clarification. As a result, any feedback received may fall on deaf ears.

The amount of effort a direct report feels they need to exert when seeking feedback is referred to as effort costs. (Whitaker et al., 2007). Feedback environment measures the extent to which direct reports seek out feedback. Role clarity is key in establishing feedback seeking behavior. When a direct report is clear on what is expected, he or she could be more receptive to feedback and therefore more likely to respond to positive supervisor-direct report relationship.

Feedback orientation can also support feedback seeking behavior and retention of constructive feedback. (Dahling, J. J., Chau, S. L., & O'Malley, A., 2012). Feedback orientation is the direct report's ability to be receptive to feedback. When they are

receptive of feedback, they are able to take what they have learned and develop strategies to improve their job performance. (Dahling et al., 2012). However, it can be conceivable that a direct report may like their supervisor but may not perceive there is a favorable feedback environment due to the supervisor's lack of time or task management. As a result, the direct report may not have information on whether or not they are performing as expected. The same could be said for a perceived negative supervisor-direct report relationship with a favorable feedback environment. In this instance, the direct report does not respect or trust his or her supervisor despite the fact the supervisor provides a favorable feedback environment. (Steelman et al, 2004). And due to the lack of respect; the favorable feedback may go unnoticed, therefore resulting in poor performance.

These different scenarios may be the exception but are no less the proper descriptions of the key elements that make up the complex relationship between supervisors and direct reports. They also support the uniqueness of LMX and FE. These feedback interactions assessed for quality and quantity by supervisors and direct reports alike. (Sparr & Sonnetag, 2008). In addition to frequency expectations and type of feedback (favorable/non-favorable), the way in which the feedback is worded, presented and how it is perceived is crucial to the effectiveness of the feedback.

Feedback itself can be positive (constructive) and negative (destructive). It is important for feedback to be constructive in order to increase OCB and decrease OWB. Supervisors can play a role in identifying any direct report who is not able to take constructive feedback and teach them about the benefits of receiving constructive

feedback. Additionally, trained supervisors can serve as role models in relation to how to take constructive feedback. (Sparr & Sonnetag, 2008).

FE is referred to as favorable when it contains the preferred amount, quantity and quality of feedback as perceived by the direct report. And non-favorable when it contains a non-preferred amount, quantity and quality of feedback as perceived by the direct report. Feedback can also be perceived as favorable if it is related to goals previously established by supervisors. (Kluger & DeNisi, 1998

The purpose of a favorable feedback environment is to motivate direct reports to improve performance. The relationship between positive LMX and favorable FE has been found in research to support the notion that when the relationship between supervisor and direct report is positive so is the favorability of the feedback environment. (Steelman et al., 2004). There can be other elements that support the relationship between the supervisor-direct report relationship and support for a favorable feedback environment.

For example, mentoring can be an element of the supervisor-direct report relationship and support for a favorable feedback environment. However, mentoring has not been positively related to OCB and OWB. (Eby, L. T., Butts, M. M., Hoffman, B. J., & Sauer, J. B., 2015). And in turn, the uniqueness of LMX and FE explains how they are related yet separate constructs.

The presence of high quality LMX and favorable FE can facilitate higher performance levels (Lam, L. W., Peng, K. Z., Wong, C., & Lau, D. C., 2016) and lower turnover (Lonsdale, 2016). Organizations can benefit from fostering a favorable, consistent feedback environment culture. It is important for supervisors to practice

effective feedback everyday while encouraging feedback seeking behavior. (Peng et al., 2016).

Feedback environment is similar to LMX in that while they are both positively related to OCB and negatively related to OWB. (Sparr et al., 2008). However, FE can support and improve the supervisor-direct report relationship and therefore help to increase OCB and reduce OWB (Peng et al., 2016). This will add to existing research by further exploring how FE relates to OWB and how it relates to supporting positive LMX.

Organizational Citizenship and Withdrawal Behaviors

OCB can be described as positive direct report behavior that includes going above and beyond what is expected to do in one's job. Organ described OCB as "discretionary individual behavior that is less likely to be recognized by job descriptions or formal reward systems" (pp. 269, cited in Ilies, Nahrgang & Morgeson, 2007). Perception of what defines OCB varies among supervisors and direct reports.

OCB can be identified by the target of the behavior (Lee & Allen, 2002; Organ & Konovsky, 1989; Williams & Anderson, 1991). Behaviors targeted towards individuals are behaviors that can benefit a particular individual directly and benefit organizations indirectly (Ilies et al., 2007). OCB directed at organizations focus on what helps or benefits the organization directly (Williams & Anderson, 1991). Because LMX is considered interpersonal, it is expected that there is a stronger relationship between LMX and OCB directed at individuals (Ilies et al., 2007).

The common interpretation of OCB is completing tasks that are not required or expected to maintain employment (Carpenter, N. C., Berry, C. M., & Houston, L., 2014).

Katz (1964) identified OCB as necessary for organizational effectiveness because these types of behaviors are seen as innovative and creative. In high level LMX relationships, direct reports are more likely to reciprocate by engaging in citizenship behaviors in the work place that can benefit supervisors and co-workers alike (Liden, Sparrowe & Wayne, 1997; Settoon, Bennett & Liden, 1996). Ilies et al. (2007) found that with task and citizenship behaviors, LMX has been found to be related to different types of performance.

There has been an increase in the interests in identifying the aspects of performance that do not fall into the category of traditional definitions of quantity or quality of task completion (Podsakoff, MacKenzie, Paine & Bachrach, 2000). OCB can be considered one of these aspects (Ilies et al., 2007). A variety of different labels have been identified in the literature to describe the aspects of OCB, including: organizational citizenship behavior (Organ, 1988; Smith, Organ & Near, 1983), prosocial organizational behavior (Brief & Motowidlo, 1985), organizational spontaneity (George & Brief, 1992; George & Jones, 1997), contextual performance (Borman & Motowidlo, 1993; Motowidlo & van Scotter, 1994) and extrarole behavior (Van Dyne, Cummings & McLean Parks, 1995; Van Dyne & LePine, 1998).

Organizational citizenship behaviors have been measured with supervisor- or coworker ratings (also known as other-ratings) or direct report's self-ratings. These different ratings are preferred for different reasons. For example, OCB by other ratings can be seen as less susceptible to social desirability and self-presentation biases than self-ratings (Allen, Barnard, Rush & Russell, 2000; Chan, 2009). Direct reports are more

likely to have knowledge about their work behaviors than others and therefore self-reported OCB is widely used in research that focuses on direct reports' perceptions of their job performance level (Allen et al., 2000; Berry, Carpenter & Barratt, 2012; Chan, 2009). Self-ratings and other ratings do have some issues and limitations.

Self-ratings may not be as accurate as expected because some direct reports may over inflate the level of job performance by exaggerating preferred behaviors like OCB (Allen et al., 2000; Chen, 2009). This behavior can stem from social desirability bias (Berry et al., 2012; Organ & Ryan, 1995). Self-rating has been seen as unstable when it comes to assessing OCB and is not encouraged (Organ & Ryan, 1995). Other-ratings may be seen as more accurate than self-rating but there are still some limitations. Other-ratings may not cover the full breadth of the direct report's job performance because they have not been present when the direct report presented OCB or other behaviors and therefore could not offer a fair, accurate evaluation (Allen et al., 2000; Chan, 2009; Lawler, 1967; Organ & Konovsky, 1989). Other raters may not have the opportunity to witness every aspect of a direct report's OCB (Chan, 2009). Additionally, direct reports may display OCB for some supervisors and or co-workers and not others (Harris & Schaubroeck, 1988; Lawler, 1967; Organ, Podsakoff & MacKenzie, 2006).

OCB literature is based on both other-rating and self-rating, it is not clear if these different ratings are interchangeable measures of OCB or if they can each be seen as unique and valid perspectives on OCB (Carpenter et al., 2014). In determining whether or not understanding OCB could be generalized across sources, it is important to evaluate the similarities and differences among self- and other-ratings of OCB (LePine, Erez &

Johnson, 2002). Such evaluation could guide researchers and practitioners on when self-rating would be preferred over other-rating and vice versa (Carpenter et al., 2014).

OCB can stem from job satisfaction, organizational commitment and procedural justice (Hoffman, Blair, & Woehr, 2007). Job satisfaction can be categorized as when a direct report is happy with their job and are likely to retain employment. Organizational commitment can be categorized as a direct report's drive to support the organization's goals for growth and success. Procedural justice can be defined as the fairness of processes leadership uses to make decisions (Hoffman, Blair, & Woehr, 2007).

OCB can include behaviors supporting good job performance and OWB can include behaviors supporting reasons for high turnover. (Brower et al., 2000; Ilies et al., 2007). Research has been able to support the relationship between LMX and OCB. However, the relationship between FE and OCB has not been thoroughly supported (Ilies et al., 2007).

There has not been a sufficient amount of research on the combined relational effects of LMX and FE on OCB and OWB. (Lonsdale, 2016). Consensus has been that FE will improve the effects of LMX on OCB and OWB. The prediction of OCB is vital to improving job performance (Ilies et al., 2007) and satisfaction but predicting OWB is just as important. (Lonsdale, 2016).

OWB, in contrast of OCB has not been so easy to predict when using LMX and FE as predictor variables. (Joo, 2010; Venkataramani, Green, & Schleicher, 2010; Sparr & Sonnetag, 2008). OWB can be described as disruptive behavior against organizations and individuals alike. This set of behaviors can be seen as deteriorated job performance

(Kaplan, Bradley, Lachman & Hayness, 2009). Such behavior can include, but not limited to, deliberate poor work performance, tardiness, absenteeism, theft of company property, not following procedures, talking bad about coworkers/supervisors, intent to leave the organization and talking bad about the organization. (Peng et al., 2016; Shapira-Lishchinsky, O. & Tsemach, S., 2014).

Deliberate poor work performance can be defined as attitudes and behaviors where the direct report is not putting in any effort to complete tasks as required. (Peng et al., 2016; Shapira-Lishchinsky et al., 2014). Tardiness can be categorized as chronic tardiness, avoidable tardiness and unavoidable tardiness. Chronic tardiness can be the result of a poor work environment, avoidable tardiness can take place when the direct report would rather complete other errands than arrive on time to work and unavoidable tardiness can occur due to circumstances out of the direct report's control such as transportation issues, bad weather and illness. (Shapira-Lishchinsky et al., 2014). Absenteeism can be voluntary or involuntary. Voluntary absenteeism is where the direct report is absent from work to pursue personal needs. Involuntary absenteeism is where the direct report is absent due to mourning a death or to take maternity leave. The intent to leave involves the direct reports' contemplation to quit, the desire to quit and the likelihood to quit. OWB can place additional work on co-workers and can lead to a decrease in workplace morale (Borda & Norman, 1997; Shapira-Lishchinsky & Rosenblatt, 200; Shaw, Gupta & Delery, 2005).

It is likely that the combination of a positive LMX and favorable FE could have a stronger ability to predict OWB. This will add to existing research by exploring the

aspects of LMX and FE that can better predict OWB. Research on the topic also found that job complexity moderated the relationship between LMX and FE with Organizational Citizenship and Withdrawal Behaviors. (Lonsdale, 2016).

Job Complexity

Individuals working jobs of higher complexity were more likely to respond to positive LMX and favorable FE than individual working jobs of lesser complexity. (Lonsdale, 2016). Therefore, job complexity could moderate the relationship between LMX and FE on OCB and OWB. Job complexity refers to the required job tasks that are considered complex and difficult to complete.

A complex job refers to using high-level skills while utilizing demanding and challenging mental capacity (Morgeson & Humphrey, 2006). The required tasks in a higher complexity job are seen as more dynamic and flexible than a lower complexity job that can be seen as static or routine (Chung-Yan & Butler, 2011). Direct reports exert more physical, psychological and emotional effort in jobs of higher complexity than those of lesser complexity (Li, Burch & Lee, 2016).

Per job-demand-control theory (Karasek, 1979), direct reports who work highly complex jobs are likely to experience job strain. For direct reports working jobs of lesser complexity, they are less likely to experience job strain due to the simplicity of their job tasks. (Li et al., 2016). Job strain is further explained by cybernetic model of stress (Cummings & Cooper, 1979) in that job strain comes from a discrepancy between required job tasks and reality of the job tasks needed to complete the job.

In higher complexity jobs, the level of job strain can be much higher due to the additional pressure and strain to complete the job without having the necessary higher skill set or information needed to complete the tasks of the job on time or at all (Li et al., 2016). The trajectory of job complexity can change over time, either negatively (decreased) or positively (increased). When the trajectory of job complexity is negative, the amount of job strain will decrease.

Reduction of job complexity and strain can occur when a direct report has mastered their job skill set or have gained more knowledge to complete their tasks on time. When the job complexity trajectory is positive, the amount of job strain will increase. This can happen as a result of increased amount of required job tasks or the structure of their current job changes to a more advanced level and the direct report is not competent or equipped enough to handle the change (Li et al., 2016).

Gestalt characteristics theory (Ariely & Carmon, 2000, 2003) states that direct reports base their expectations for the future in their workplace on past and current experiences. If direct reports are anticipating that their level of job complexity may become worse in the future, this can lead to more job strain and more intent to quit. If direct reports are anticipating their level of job complexity may become better, this can lead to more job satisfaction and less intent to quit (Li et al., 2016). This further supports how job complexity can moderate the relationship between LMX and OWB.

Job complexity can also have an effect on a direct report's perception of proper teamwork effectiveness (Farh, Seo, & Tesluk, 2012), increased job ambiguity (Whitaker et al., 2007), stress (Sparr & Sonnentag, 2008) and reduced job satisfaction (Anseel &

Lievens, 2007; Erdogan & Bauer, 2010). Perception of proper teamwork effectiveness can be different across different levels of job complexity. A direct report in a supervisory role may have higher expectations for effective teamwork than someone in a non-supervisory role.

Job ambiguity relates to the lack of clarity regarding expected behavior for a given job. When there is a perceived increase in job ambiguity, a direct report in a highly complex role would be better equipped to deal with the lack of clarity than a direct report in a lower complexity role. A direct report in a highly complex role would also be better equipped to handle stress than a direct report in a less complex job.

A direct report in a highly complex job may experience reduced job satisfaction more than a direct report in a less complex job. (Farh et al., 2012; Whitaker et al., 2007; Sparr et al 2008; Anseel et al., 2007; Erdogan et al., 2010). Therefore, the desire to go above and beyond what is expected (OCB) increases while the desire to end employment (OWB) decreases in higher complexity jobs in comparison to lower complexity jobs. This can be due to higher complexity jobs have more opportunities for role autonomy (Grotto & Lyness, 2010) than lower complexity jobs.

Another explanation for how job complexity may moderate the relationship between LMX and FE on OCB and OWB is that individuals working highly complex jobs have a higher level of emotional intelligence (EI). (Farh, C. C., Seo, M., & Tesluk, P. E., 2012). Individuals with higher EI are more likely to develop the necessary strategy and take prompt action to improve their job performance than individuals with lower EI. The research also found that a high level of EI is not the only characteristic found among

individuals in highly complex jobs. Other characteristics include good teamwork effectiveness and job performance. (Farh et al., 2012). In this study, the basic understanding of how an individual in a high complexity job responds better to LMX and FE is limited to just the complexity of the job and the ability of the person to hold the job. This study will add to existing research by exploring how job complexity moderates the combination of LMX and FE on OWB.

Summary of Research

The current review explored research in the areas of Leader-Member Exchange, feedback environment, job complexity, Organizational Citizenship Behaviors and Organizational Withdrawal Behaviors. Explaining what leads to positive and negative direct report behaviors is key in improving job performance and job satisfaction. And in turn reducing job dissatisfaction, intentions to quit and high turnover in organizations. (Lonsdale, 2016: Li et al., 2016). The relationship between supervisors and direct report has experienced an evolution over time as it was once linked to Social Exchange Theory. (Ilies et al., 2007).

Now identified as Leader-Member Exchange (LMX), further research has explored whether or not there are other factors involved in predicting direct report behavior. A positive LMX has been linked to Organizational Citizenship Behaviors (OCB), such as going above and beyond expected behaviors, helping co-workers complete their tasks and exhibiting reduced absenteeism. And negative LMX has been linked to Organizational Withdrawal Behaviors (OWB), such as exhibiting absenteeism

and deliberate reduction in productivity. In this study, favorable Feedback Environment is expected to strengthen a positive LMX ability to predict OWB (Lonsdale, 2016).

Feedback environment has been found to contribute to the level of quality found in Leader-Member Exchange. (Peng et al., 2016). Feedback environment can be seen as favorable or non-favorable. Feedback environment is seen as favorable when it is perceived by direct reports as being relevant to the job and conducted in an acceptable level of frequency. Feedback environment is seen as non-favorable when it is perceived as non-relevant and not done in an acceptable level of frequency. It is up to the supervisor to determine what is relevant to the job and how frequent to provide favorable feedback because a direct report may not communicate their expectations with their supervisor. Additionally, the feedback seeking behavior of direct reports is a sign of a favorable feedback environment (Steelman et al., 2004).

Organizational Citizenship Behavior has been identified as behavior that can described as going above and beyond what is expected or required to complete one's job. These positive behaviors often go without rewards or recognition, so they are likely the result of a positive LMX. These positive behaviors can also benefit co-workers and the organization. They can benefit co-workers by easing the amount of effort needed to complete their tasks by not adding to them. They can also benefit the organization by developing and maintaining a productive workforce (Brower et al., 2000; Ilies et al., 2007).

Organizational Withdrawal Behavior has been identified as behavior that is counterproductive for organizations. These behaviors are negative and can be

counterproductive by forcing co-workers to take on additional tasks due to the absence or lack of productivity of the direct report exhibiting OWB. These behaviors can lead to further issues that can reduce organizational effectiveness by reducing productivity and workplace morale (Peng et al., 2016).

Job complexity has been found as a moderator of the relationship between Leader-Member Exchange and feedback environment on Organizational Citizenship and Withdrawal Behaviors (Li et al., 2016). Direct reports in highly complex jobs were found to respond more to a high-quality Leader-Member Exchange and favorable feedback environment than direct reports in less complex jobs (Li et al., 2016). Higher complexity jobs contain job tasks that can be seen as requiring a lot of mental effort. If the direct report in this job does not receive the needed support (positive LMX) and information to do their job (favorable FE) then they may be more likely to exhibit OWB (Li et al., 2016). Additionally, job complexity has the potential to become less complex if the direct report is able to gain new skills and or knowledge from their supervisors and co-workers over time.

Summary and Conclusions

The review finds that more research is needed in the relative nature of the combination of Leader-Member Exchange and feedback environment on Organizational Withdrawal Behaviors with job complexity as a moderator. (Lonsdale, 2016). The design for this study was chosen based upon a careful review of existing literature from different disciplines in the areas of Leader-Member Exchange, feedback environment, Organizational Citizenship Behavior, Organizational Withdrawal Behavior and job

complexity. The next chapter discusses the methodology, setting, sample, instrumentation and analysis that will be used to conduct the study.

Chapter 3 will describe the methodology used to study the research questions. This chapter will discuss the use of nonexperimental predictive study using multiple linear regression analysis as a valid means to analyze the possibility of a relationship between LMX and feedback environment and Organizational Withdrawal Behaviors as moderated by job complexity. And using bivariate linear regression analysis as a valid means to analyze each predictor variable's ability to predict OWB in isolation. The chapter will include a description of the sample population, procedures, ethical considerations, measures and analysis of the data.

Chapter 3: Research Method

The purpose of this quantitative research study was to determine if the combined roles of LMX and FE had a stronger ability to predict OWB than each in isolation and if each of the predictor variables could predict OWB. The additional purpose was to determine whether or not the job complexity level moderates the strength of the relationship between LMX and FE predictor variables on the criterion variable, OWB. The participants studied were employees of major universities and community colleges located in the United States.

Research Design and Rationale

This study included an investigation of the possible relationship between positive quality LMX and favorable FE on OWB with job complexity as a moderator. The predictor variables in this study were factors that made up the general characteristics of positive quality LMX and favorable FE. The criterion variable were the factors that made up the general characteristics of OWB. The moderating variable was job complexity. I posted an invitation to complete an online survey on Linkedin with a link to the survey created using a third-party survey company, SurveyMonkey. I used the platform to provide data security and to collect data. Data were collected using a Likert-type survey.

Prior researchers have found that each predictor variable is linked to the criterion variable, but they have not shown that either variable successfully predicts it (Lonsdale, 2016). In conducting this study, I expanded upon prior research by exploring whether or not the interactive relationship of LMX and FE are better able to predict OWB in combination. Additionally, I considered job complexity as a moderating variable. I used a

nonexperimental, quantitative research design to collect survey-data for statistical analysis.

Methodology

Sampling and Sampling Procedures

The participants of this study were a cluster sample of employees across all departments in major universities and community colleges located throughout the United States. I selected participants for the following reasons: (a) they were an accessible population, (b) they were of an age to provide informed consent, (c) they were presumed to have experienced any combination of positive/negative LMX and favorable/unfavorable FE while working jobs of different levels of complexity, (d) their educational background provided them with the comprehension skills to complete the survey questions, and (e) their universities and community colleges were presumed to employ a diverse workforce across all departments. Demographic information collected from participants indicated whether or not they had a direct supervisor and whether or not they had any direct reports. I collected data using Likert-type scale surveys distributed via online survey invite links provided via a Linkedin ad. To achieve an 80% statistical power level with an effect size of 0.15 and a probability level of 0.05, at least 146 employees were needed in the study. The data collected were aggregated into a single population as the universities and community colleges were similar in economic, ethnic, cultural, and educational backgrounds.

Data Collection Procedures

I used specific procedures to collect data and answer the RQs. Data were collected using a scale survey with Likert-type responses that were distributed to full- and part-time university and community college employees located in the United States via an ad posted on Linkedin. The Linkedin ad included information about the purpose of the study and the request to participate in the study. Potential participants had the option to volunteer to participate in the study or to choose not to participate. The reason for selecting U.S. universities and communities was to ensure a large enough population from which to draw a proper sampling. The invitation to participate explained the purpose of the study and requested the employees to provide informed consent for the study. Participants completed and submitted the survey electronically, and there was no need to follow up with them.

Materials and Instrumentation

The instruments were scored by SurveyMonkey. I formatted and imported the data into the Statistical Package for Social Sciences (SPSS) version 25 for data analysis. Separate multiple linear regression was used for each individual score on the Multidimensional Measure of Leader-Member Exchange (LMX-MDM), Feedback Environment Scale (FES), Withdrawal Measurement Scale (WMS) and job complexity subscale of the Work Design Questionnaire (WDQ). Combined LMX-MDM and FES was put through multiple linear regression to determine the nature of their combined relationship to OWM scores with the job complexity subscale as the moderating variable and included in the multiple linear regression models. I used bivariate linear regression to

determine the nature of the relationship between each predictor variable and OWB. A two-way analysis of variance (ANOVA) was used to determine if there are significant differences in mean LMX and FE scores. Additionally, the level of job complexity was taken into consideration as a moderating variable. Descriptive statistics included a graph of relative contributions of LMX and FE.

Operationalization of variables. This study included two predictor variables (LMX and FE), one criterion variable (OWB), and one moderating variable (job complexity). I collected data for the predictor and criterion variables using scale survey with Likert-type responses. The moderating variable (job complexity) was collected using the Work Design Questionnaire's subscale Job Complexity using a 5-point scale ranging from *strongly disagree* to *strongly agree*. The section on the variables of LMX, FE, and OWB included several statements relating to how employees rate the quality level of LMX, FE, and their likelihood to quit. An example of a statement on the LMX survey was, "I like my supervisor very much as a person." An example of a statement on the FE survey was, "My supervisor gives me useful feedback about my job performance." An example of a statement on the OWB survey was, "I intend to look for another job outside this organization within the next 12 months." The participants were asked to rate their agreement or disagreement to the statement on a scale. The LMX and FE scales went from 1 (*strongly agree*) to 7 (*strongly disagree*). The OWB scale went from 1 (*definitely not*) to 5 (*definitely yes*). I compared the data using a multiple linear regression analysis to investigate any possible relationships between the variables and any moderations that may exist in the relationships.

Data Analysis Plan

The participants in this study were obtained by posting an ad on Linkedin. The ad included a link to the section for employees to give informed consent, asked if they would like to voluntarily participate in the study and informed them of the confidentiality of the surveys. If the employees chose to participate, they were instructed to click on a link within the ad that took them electronically to a host website for the survey. The data from these surveys were organized in SPSS file version 25. The data was analyzed using a hierarchical moderated regression analysis to investigate any relationships that might have existed between the variable and any moderations that might have occurred within the relationships.

To address the first research question of will LMX predict OWB, I used a bivariate linear regression model approach to examine if the relative effects of LMX would significantly predict OWB.

To address the second research question of will FE predict OWB, I used a bivariate linear regression model approach to examine if the relative effects FE would significantly predict OWB.

To address the third research question of will the combination of LMX and FE predict OWB, I used a multiple linear regression model approach to examine if the relative effects of the LMX and FE combination would significantly predict OWB.

The fourth research question of will job complexity level moderate the relationship between the LMX and FE combination on OWB were tested using a multiple linear regression analysis.

The ordinal data was measured as interval data, I treated this data to ensure the variables were normally distributed, that non-linearity did not exist, for high reliability and for homoscedasticity to avoid: Type I and Type II error.

This study employed a nonexperimental research design using multiple linear regression and bivariate linear regression analysis if assumptions of linear model were met and bootstrapped multiple linear regression if assumptions were not met. The instruments used for measurement of the variables in this study allowed for the data to be analyzed through multiple linear regression and bivariate linear regression. The research questions and hypotheses reflected this type of analyses. The research questions and hypotheses are listed again for review.

Research Question 1: Does LMX individually predict OWB?

Null Hypothesis: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM) does not predict OWB, as measured the Withdrawal Measurement Scale (WMS).

Alternate Hypothesis: LMX, as measured by the LMX-MDM predicts OWB, as measured the WMS.

Research Question 2: Does FE individually predict OWB?

Null Hypothesis: FE, as measured by the Feedback Environment Scale (FES), does not predict OWB, as measured the Withdrawal Measurement Scale (WMS).

Alternate Hypothesis: FE, as measured by the FES, predicts OWB, as measured the WMS.

Research Question 3: Does the combination of LMX and FE predict OWB?

Null Hypothesis: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM) and FE, as measured by the Feedback Environment Scale (FES), does not predict OWB, as measured the Withdrawal Measurement Scale (WMS).

Alternate Hypothesis: LMX, as measured by the LMX-MDM and FE, as measured by the FES, predicts OWB, as measured the WMS.

Research Question 4: Does job complexity level moderate the relationship between the combination of LMX and FE with OWB?

Null Hypothesis: Job complexity level, as measured by job complexity subscale of the Work Design Questionnaire (WDQ) does not moderate the relationship between the combination of LMX, as measured by LMX-MDM and FE, as measured by the FES with OWB, as measured by the WMS.

Alternate Hypothesis: Job complexity level, as measured by job complexity subscale of the WDQ moderates the relationship between the combination of LMX, as measured by the LMX-MDM and FE, as measured by the FES with OWB, as measured the WMS.

Threats to Validity

Possible threats to validity might have existed in this study. External validity refers to how the results of a study can be generalized to other settings and populations while internal validity refers to how a study accurately measures the relationships between variables. (Frankfort-Nachmias, Nachmias & DeWaard, 2015). This study might not have threats to external validity as the sample were taken from major universities and

community colleges located within the United States of America. Caution was used when generalizing the results of this study outside of the United States of America as characteristics may differ in other countries. However, a power analysis was included in the study to determine the effect size of any possible relationship in the study as larger effect sizes can be more accurately generalized to populations outside of the study.

The ability of the researcher to determine if there was a causal relationship among the variables was referred to as internal validity. (Frankfort-Nachmias et al., 2015). This study was a non-experimental design because the predictor variables were not to be manipulated and were not to attempt to identify a causal relationship among the variables. Non-experimental research design might have a weaker internal validity because participants cannot be randomly assigned to the predictor variable groups and the groups might not be equivalent (Frankfort-Nachmias, Nachmias & DeWaard, 2015).

The split-half reliability portion of the study was analyzed using standardized bivariate correlation coefficients and beta weights. A correlation was computed between the results obtained for the same participants splitting the scale items in half for each of the appropriate scales. To examine the combined effect of both predictor variables, the coefficient of determination was computed. In order to correlate the split-half scores for the same supervisor-direct report groups, the LMX and FE were numerically coded so that the groups completing the scale can be identified.

Ethical Procedures

The nature of this study was considered in relation to its possible effects on the participants. The informed consent form was included in the survey invitation to share

with participants the procedure for participation, confidentiality concerns, the voluntary nature of the study, the risk and benefit of participating and a way to contact the researcher and her advisor for any questions or concerns.

It is clearly stated in the informed consent that all records in this study will remain confidential and that only the researcher will have access to their records. The recruited participants were notified that they were free to withdraw from the study at any time during the process without employment consequence. Additionally, their decision to participate or not would in no way effect their employment relationship with the university or community college. There were no physical risks or benefits for participation in the study. Participants were notified that there was no obligation to complete any part of the study in which they feel uncomfortable. Informed consent was obtained when SurveyMonkey receives the completed survey responses via the online survey. These received informed consents signified that the participants agreed and understood the conditions of the study.

Coding was necessary so that the scores obtained during the split-half computation can be matched. Most importantly, all information collected have remained confidential and a separate informed consent explained the procedures for protecting confidentiality of these participants.

Summary

This section outlined the methods that were used to conduct a nonexperimental, quantitative study with the intention to investigate the possible relationships between LMX and FE on OWB with Job Complexity as a moderating variable. I used

SurveyMonkey to distribute a scale survey with Likert-type responses via Linkedin ad directed to full- and part-time employees of major universities and community colleges. This ad was used to recruit employees to voluntarily participate in this study. Quantitative data was collected from the survey results and entered in to SPSS version 25. The data was analyzed using a multiple linear regression and bivariate linear regression analysis to test for any possible relationships between the variables. Data collection methods, threats to validity and ethical considerations were discussed to ensure the methodology methods were appropriate for this study.

Chapter 4: Results

Introduction

The purpose of this quantitative study using multiple linear regression and bivariate linear regression analysis was to determine if the combined roles of LMX and FE predict OWB and if LMX and FE each predict OWB in isolation. The additional purpose was to determine whether or not the job complexity level moderates the strength of the relationship between LMX and FE predictor variables on the criterion variable, OWB. The participants studied were full- and part-time employees of major universities and community colleges located across the United States. I analyzed study data using multiple linear regression and bivariate linear regression analysis. This chapter will include information on data collection procedures along with the results of the study. These include descriptive statistics, the results of the multiple linear regression, and bivariate linear regression analyses.

RQ1: Does LMX individually predict OWB?

$H_0$1: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

H_a1: LMX, as measured by the LMX-MDM, predicts OWB, as measured by the WMS.

RQ2: Does FE individually predict OWB?

$H_0$2: FE, as measured by the Feedback Environment Scale (FES), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

H_a2: FE, as measured by the FES, predicts OWB, as measured by the WMS.

RQ3: Does the combination of LMX and FE predict OWB?

$H_0 3$: LMX, as measured by the Multidimensional Measure of Leader-Member Exchange (LMX-MDM), and FE, as measured by the Feedback Environment Scale (FES), does not predict OWB, as measured by the Withdrawal Measurement Scale (WMS).

$H_a 3$: LMX, as measured by the LMX-MDM, and FE, as measured by the FES, predicts OWB, as measured the WMS.

RQ4: Does job complexity level moderate the relationship between the combination of LMX and FE with OWB?

$H_0 4$: Job complexity level, as measured by the job complexity subscale of the Work Design Questionnaire (WDQ), does not moderate the relationship between the combination of LMX, as measured by LMX-MDM, and FE, as measured by the FES, with OWB, as measured by the WMS.

$H_a 4$: Job complexity level, as measured by the job complexity subscale of the WDQ, moderates the relationship between the combination of LMX, as measured by the LMX-MDM, and FE, as measured by the FES, with OWB, as measured the WMS.

Data Collection

I examined the relationships between each predictor variable and the criterion variable as well as both predictor variables and the criterion variable. Additionally, how the moderator variable influenced the relationship between the two predictor variables

and the criterion variable was examined. Data were collected from full- and part-time employees of major universities and community colleges across the United States using a combination of Likert-type (5-and 7-point) scale items and items that were dichotomously scored. The survey consisted of 84 statements. The 5-point Likert-type statements ranged from *Strongly Disagree* to *Strongly Agree* (1 to 5). The 7-point Likert-type statements ranged from *Strongly Disagree* to *Strongly Agree* (1 to 7). The dichotomously scored scale had a score of "0" to indicate the participant had either "Never" or "Maybe Once a Year" engaged in the behavior and a score of "1" to indicate the participant had engaged in the behavior either "2 or 3 Times a Year" or "Once a week." The survey measured employees' attitudes toward their supervisor-employee relationship, assessment of a favorable/unfavorable FE, assessment of their intent to quit, and assessment of their level of job complexity.

After receiving the approval letter from the Walden Institutional Review Board (approval no. 03-26-19-0176551), I posted an ad on Linkedin that included an explanation of the research study, a request asking for voluntary participation in the study, the informed consent, and a link that would connect the participant to the survey using Survey Monkey. The link was available for participants to visit until the needed number of participants was reached. Once the needed number of participants was reached, the link was deactivated and the data set was compiled. The needed sample size for this study was 146 with a confidence level of 80% and a .05 alpha level. The total number of participants was 154.

Data Analysis Results

Descriptive Statistics

Descriptive statistics obtained from the two predictor variables, criterion variable, and moderator variable can be found in Table 1. Reliabilities for all scales had acceptable numbers that ranged from .80 to .96. Table 1 also shows that there were distributions within normal range, with skewness and kurtosis at ≤ .89.

Table 1

Descriptive Statistics (N = 154)

Variable	1	2	3	4
1. Job complexity	-	-.02	-.07	-.01
2. LMX	-.02	-	.69*	-.43*
3. FE	-.07*	.69*	-	-.34*
4. OWB	-.01	-.43*	-.34*	-
Mean	15.63	60.81	305.88	8.24
Standard deviation	3.79	17.48	53.95	2.72
Cronbach's alpha reliability	.85	.94	.96	.80
Minimum	6.00	12.00	168.00	2.00
Median	16.00	67.50	308.00	8.00
Maximum	20.00	84.00	441.00	16.00
Skewness	-.54	-.89	-.15	.37
Kurtosis	-.62	-.21	-.28	.06

*Correlation is significant at the .01 level (2-tailed).

I used the SPSS (25) software program to analyze the participants' responses to the LMX, FE, OWB, and Job Complexity scales in the survey. Data related to the first research question on LMX related to OWB were analyzed using a bivariate linear regression model to examine what relative effects of LMX significantly predict OWB. Data were tested to ensure that the predictor and criterion variables were bivariately normally distributed in the population, the cases represented a random sample from the population, and the scores on each variable were independent of other scores on the same variable. Missing data were removed, and outliers were not included, as shown in Figure 1.

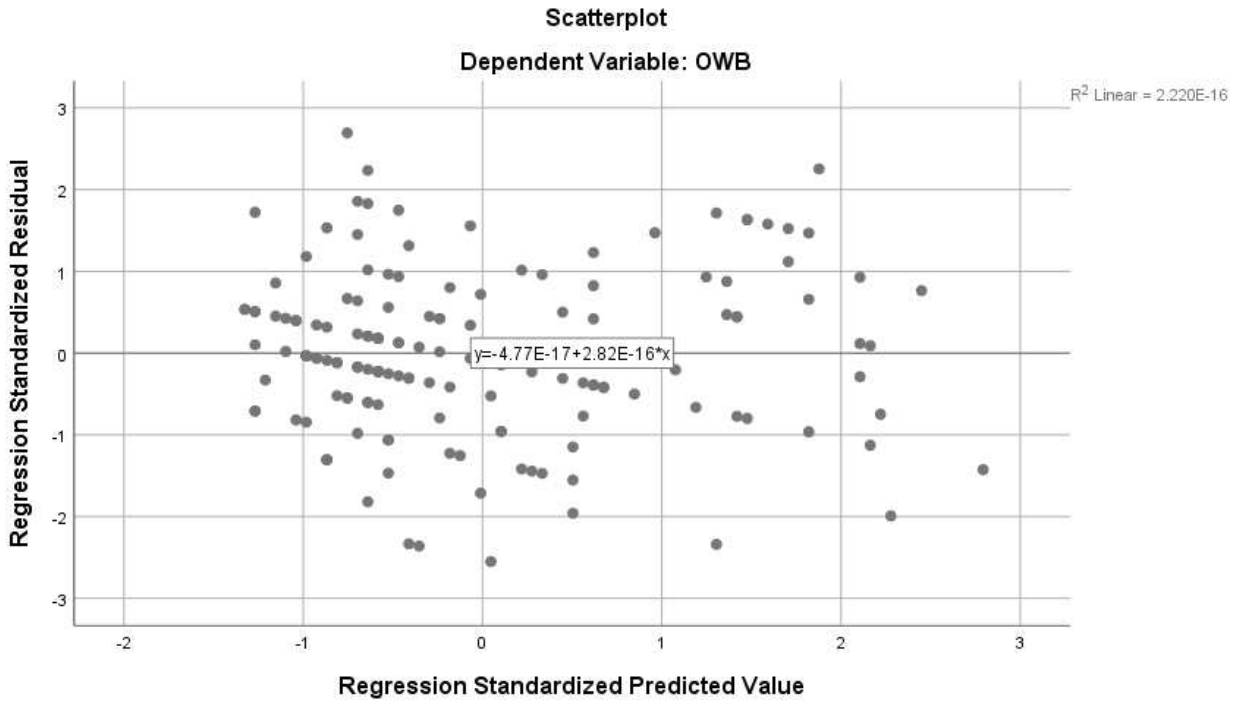

Figure 1. Scatterplot depicting the relationship between standardized predicted and residual OWB scores for Research Question 1.

I used a bivariate regression model to assess data related to the second research question on FE related to OWB and to examine the relative effects of FE in predicting OWB. Data were tested to ensure that the predictor and criterion variables were bivariately normally distributed in the population, the cases represented a random sample from the population, and the scores for each variable were independent of other scores for the same variable. Missing data were removed and outliners were not included, as shown in Figure 2.

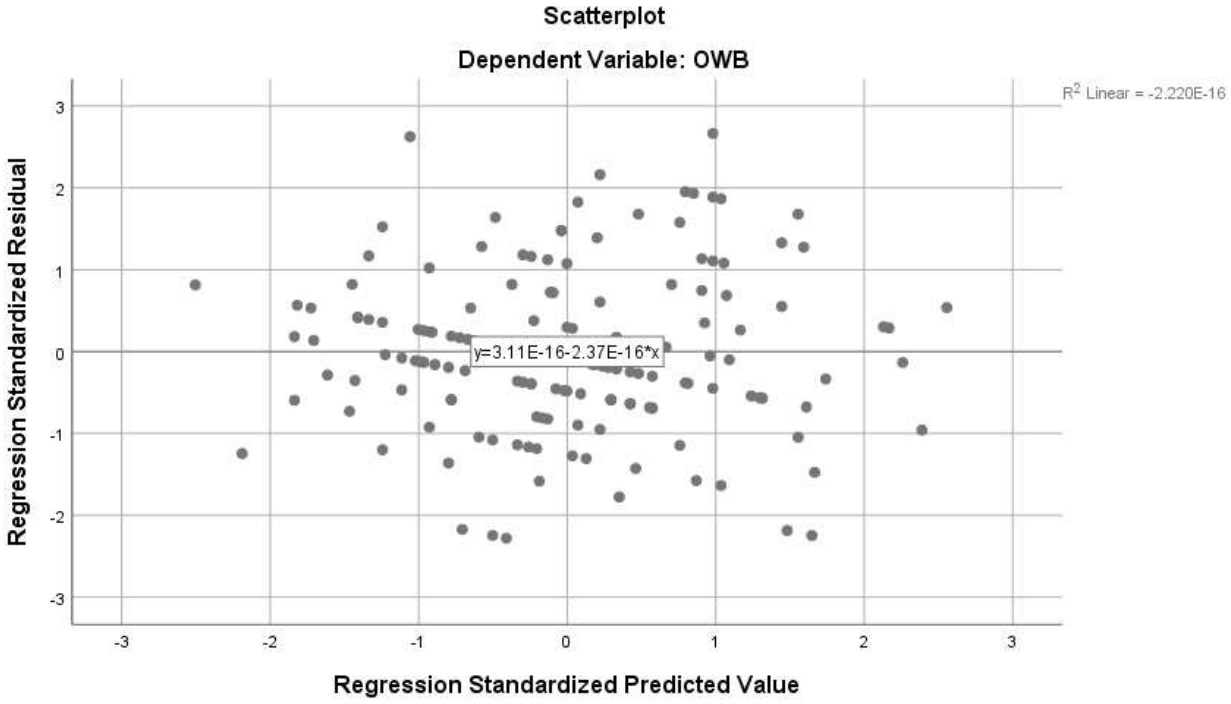

Figure 2. Scatterplot depicting the relationship between standardized predicted and residual OWB scores for Research Question 2.

Data related to the third research question on the combination of LMX and FE related to OWB were analyzed using a multiple linear regression model to examine the relative effects of the LMX and FE combination significantly predict OWB. I tested the data to ensure that variables were multivariately normally distributed in the population, the cases represented a random sample from the population, and the scores for variables were independent of other scores for the same variable. Missing data were removed, and outliners were not included, as shown in Figure 3.

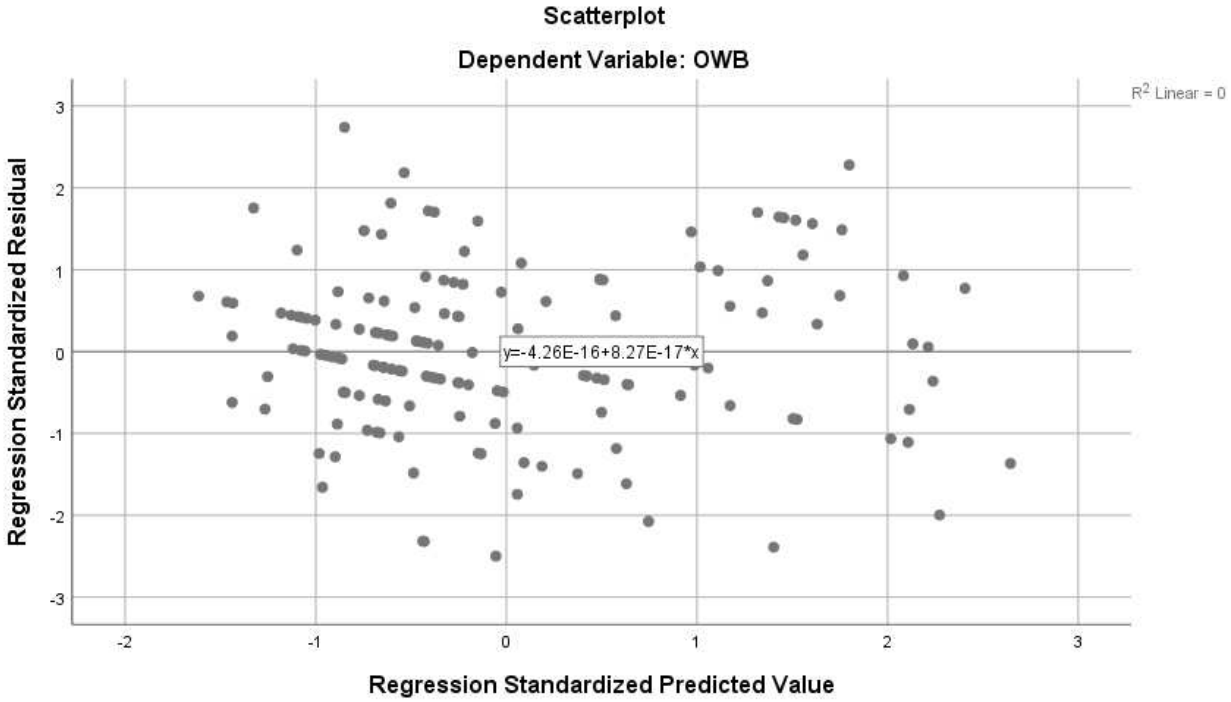

Figure 3. Scatterplot depicting the relationship between standardized predicted and residual OWB scores for Research Question 3.

Data related to the fourth research question on job complexity level moderate the relationship between the LMX and FE combination on OWB were analyzed using a moderated multiple linear regression analysis. The data were tested to ensure that

variables are multivariately normally distributed in the population, the cases represent a random sample from the population and the scores on variables are independent of other scores on the same variable. Missing data was removed and outliners were not included. To avoid Type I and II errors, all of the data were tested for normal distribution, to determine if non-linearity exists, reliability and homoscedasticity (Field, 2013).

Results of Statistical Analysis

The computer program SPSS (25) was used to analyze the data collected from the participants in the study. Results were analyzed and converted to a SPSS file using resources provided by Survey Monkey. The items for each of the scales were given appropriate values. After uploading the SPSS file from Survey Monkey to the SPSS software, each item was given the appropriate code to identify which scale it was being represented by. Analysis was done to ensure no missing cases, scores or data. There were some missing scores, I was able to delete them and still have enough complete scores to run analysis.

RQ1: Does LMX individually predict OWB?

$H_0$1: LMX does not predict OWB.

H_a1: LMX predicts OWB.

To analyze RQ1, the bivariate linear regression model was used to test the relationship between LMX and OWB. The predictor variable was LMX and the criterion variable was OWB. The results of the bivariate linear analysis indicated that LMX explained 19% of the variance $F(1,152) = 34.69$, $p < .01$ and $t(152) = -5.89$, $p < .00$. Additionally, $R^2 = .19$ and the adjusted $R^2 = .18$. The results from RQ1 showed a

significant relationship between the predictor variable LMX and criterion variable OWB ($p < .00$). The results indicate a rejection of the null hypothesis as the LMX predicted OWB. The presence of LMX has a moderate, negative relationship with OWB ($r = -.43$).

RQ2: Does FE individually predict OWB?

$H_0$2: FE does not predict OWB.

H_a2: FE predicts OWB.

To analyze RQ2, bivariate linear regression model was used to test the relationship between FE and OWB. The predictor variable was FE and the criterion variable was OWB. The results of the bivariate linear regression analysis indicated that FE explained 12% of the variance ($F(1,152) = 20.10$, $p < .01$) and $t(152) = -4.48$. Additionally, $R^2 = .12$ and the adjusted $R^2 = .11$. The results from RQ2 showed a significant relationship between the predictor variable FE and criterion variable OWB ($p < .01$). The results indicate a rejection of the null hypothesis as the FE predicted OWB. The presence of FE has a moderate, negative relationship with OWB ($r = -.34$). When favorable FE is present OWB is less.

RQ3: Does the combination of LMX and FE predict OWB?

$H_0$3: LMX and FE does not predict OWB.

H_a3: LMX and FE predicts OWB.

To analyze RQ3, multiple linear regression model was used to test the relationship between the LMX and FE combination and OWB. The predictor variables were LMX and FE. The criterion variable was OWB. The results of the multiple linear regression analysis indicated that LMX and FE explained 19% of the variance $F(2,151) =$

17.63, $p < .01$, with an $R^2 = .19$ and the adjusted $R^2 = .18$. The sample multiple correlation coefficient was .44, indicating that approximately 19% of the variance of the OWB in the sample can be accounted for by the linear combination of LMX and FE. The results from RQ3 showed significant relationship between the predictor variables LMX & FE and the criterion variable OWB ($p < .01$). The results indicate a rejection of the null hypothesis as the predictor variables LMX & FE predicted the criterion variable OWB. The presence of LMX and FE has a moderate, negative relationship OWB (LMX: $r = -.43$, FE: $r = -.34$). The results showed that the combination of LMX and FE had the same amount of strength as LMX in isolation in predicting OWB. LMX combined with FE does not add to the predictive values of LMX alone.

RQ4: Does job complexity level moderate the relationship between the combination of LMX and FE with OWB?

$H_0$4: Job complexity level does not moderate the relationship between the combination of LMX and FE with OWB.

H_a4: Job complexity level moderates the relationship between the combination of LMX and FE with OWB.

To analyze RQ4, a moderated multiple linear regression analysis using PROCESS to test if job complexity level moderated the relationship between the LMX and FE combination on OWB. The first step was to use PROCESS by Dr. Andrew F. Hayes to get the amount of variance accounted for by the predictors with and without the interaction. PROCESS completes the centering of variables and creating the interaction effects. The results compare two models. Model one results show if there is a significant

variance without the interaction. Model two results show if there is a significant variance with the interaction. The two models were analyzed to determine if the moderator had any significant effect on the relationship. In model 1, the results were significant, $F(2,151) = 17.63$, $p < .01$, $R^2 = .19$ & adjusted $R^2 = .18$. In model 2, the results were significant, $F(3,150) = 11.71$, $p < .01$, R2 = .19 & adjusted R2 = .17. There was zero variation between the predictor variables and the criterion variable with the moderator variable included. Additionally, there was no significant effect (R^2 change = .00, $p = .77$). Since there was no significant moderation effect, the regression on the centered terms to examine any further effect were not examined. The results from RQ4, which tested the moderation of Job Complexity on the relationship between LMX & FE with OWB, found no significant relationship ($p = .77$). There was zero variation between LMX and FE on OWB with Job Complexity included. Additionally, there was no significant effects (R^2 change = .00, $p = .77$). The null hypothesis failed to be rejected. Job complexity did not moderate the relationship between LMX, FE, and OWB.

Summary

The results from RQ1 showed moderate, negative relationship between the predictor variable LMX and criterion variable OWB. The results indicate a rejection of the null hypothesis as the predictor variable significantly predicted the criterion variable ($p < .00$).

The results from RQ2 showed moderate, negative relationship between the predictor variable FE and criterion variable OWB. The results indicate a rejection of the

null hypothesis as the predictor variable significantly predicted the criterion variable ($p <$ .01).

The results from RQ3 showed moderate, negative relationship between the predictor variables LMX & FE and the criterion variable OWB. The results indicate a rejection of the null hypothesis as the predictor variables LMX & FE significantly predicted the criterion variable OWB ($p < .01$).

The results from RQ4, which tested the moderation of Job Complexity on the relationship between LMX & FE with OWB, found no significant relationship ($p = .77$). There was zero variation between the predictor variables and the criterion variable with the moderator variable included. Additionally, there was no significant effects (R^2 change = .00, $p = .77$). The results indicate the moderator variable did not strengthen the relationship and a rejection of the alternate hypothesis.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this nonexperimental, quantitative study was to examine the relationships among the predictor variables both in isolation and together with the criterion variable. Additionally, I examined whether or not the moderator variable had any significant effect on the predictor variables and the criterion variable. To analyze data, I used multiple and bivariate linear regression.

Researchers have examined the relationship between LMX and FE as predictor variables and OCB and OWB as criterion variables. The results showed that LMX and FE were able to predict OCB, but not able to predict OWB (Brower et al., 2000; Ilies et al., 2007). Additionally, the results showed that individuals with jobs of higher complexity level were influenced by the quality of LMX and FE more so than individuals with jobs of a lesser complexity level (Hunter et al., 2006). The problem has been that while LMX and FE are each linked to OCB and OWB, they are not strong enough to predict such behavior in isolation (Lonsdale, 2016). I conducted this study to examine the gap in the research on the combined strength of LMX and FE as possible predictors of OWB. Data were collected using a survey with multiple Likert-type scales. A Linkedin ad was published with a link to an online survey service called Survey Monkey. The ad invited part- and full-time employees of universities and community colleges in the United States to participate. I analyzed the data in SPSS using multiple linear regression, moderated multiple linear regression, and bivariate linear regression.

Overall, LMX had a higher percentage of variation than FE when compared individually. This finding indicates that LMX had a stronger relationship than FE with the criterion variable, OWB. Including both of the predictor variables in the analysis showed the same amount of variation as LMX in isolation. The moderating variable, job complexity, did not show any effect on the relationship between the predictor variables and the criterion variable. This chapter includes a discussion of the results presented in Chapter 4. Additionally, I discuss the limitations of the study, offer recommendations for future studies and practice, and consider the implications for social change related to this study.

Interpretation of the Findings

This section will include a summary of the results and findings according to each research question.

Research Question 1

To analyze RQ1, I used a bivariate linear regression model test the relationship between LMX and OWB. The predictor variable was LMX, and the criterion variable was OWB. The results from RQ1 showed a significant relationship between the predictor variable LMX and criterion variable OWB. The results indicate a rejection of the null hypothesis as the predictor variable significantly predicted the criterion variable.

This finding aligns with the existing literature regarding the relationship between LMX and OWB that shows LMX to be negatively related to OWB (Lonsdale, 2016). Research has supported the theoretical framework of LMX in that, when the quality of the supervisor-direct report increases, negative behaviors of direct reports decrease

(Lonsdale, 2016). I found a moderate, negative relationship between LMX and OWB. The results of this study also support the theoretical framework of LMX. Additionally, I found LMX to have a slightly stronger negative relationship with OWB than the previous research. The results of this study might be different because the participants of this study did not all work for the same university or community college. The previous study by Lonsdale (2016) was conducted at a single university campus. The fact that the participants were from different universities and community colleges could explain the difference in the results.

Research Question 2

To analyze RQ2, I used a bivariate linear regression model test the relationship between FE and OWB. The predictor variable was FE, and the criterion variable was OWB. The results from RQ2 showed a significant relationship between the predictor variable FE and criterion variable OWB. The results indicate a rejection of the null hypothesis as the predictor variable significantly predicted the criterion variable.

This finding aligns with the existing literature regarding the relationship between FE and OWB that showed FE to be negatively related to OWB. Research has supported the theoretical framework of FE in that, when a favorable FE is present, negative behaviors of direct reports decrease (Lonsdale, 2016). I found a moderate, negative relationship between FE and OWB. The results of this study support the theoretical framework of FE. Additionally, the results of this study indicated a slightly weaker but still negative relationship between FE and OWB. The participants who responded to this study did not all work for the same university or community college. The previous

research study on this topic was conducted at a single university (Lonsdale, 2016). The fact that participants were from different universities and community colleges could explain the difference in the results.

Research Question 3

To analyze RQ3, I used a multiple linear regression model to test the relationship between the LMX and FE combination and OWB. The predictor variables were LMX and FE. The criterion variable was OWB. The results from RQ3 showed a significant relationship between the predictor variables LMX and FE and the criterion variable OWB. The results indicate a rejection of the null hypothesis as the predictor variables LMX and FE significantly predicted the criterion variable OWB.

This finding does not align with the existing literature regarding the relationship between LMX and FE with OWB (Lonsdale, 2016). Lonsman (2016) had speculated that the combined strengths of LMX and FE would be better able to predict OWB than each predictor variable in isolation. However, in this study the strength in predicting OWB was the same as LMX in isolation and stronger than FE in isolation. The previous study was conducted at a single university (Lonsdale, 2016). The participants in this study were from different universities and community colleges, which could explain why the results of this study did not support predictions made in prior research.

Research Question 4

To analyze RQ4, I conducted a moderated multiple linear regression analysis using PROCESS to test if job complexity level moderated the relationship between the LMX and FE combination on OWB. The first step was to use PROCESS by Dr. Andrew

F. Hayes to get the amount of variance accounted for by the predictors with and without the interaction. PROCESS completes the centering of variables and creating the interaction effects. I analyzed two models to determine if the moderator had any significant effect on the relationship. Model 1 results show if there is a significant variance without the interaction. Model 2 results show if there is a significant variance with the interaction. There was zero variation between the predictor variables and the criterion variable with the moderator variable included. Additionally, there was no significant effect. Because there was no significant moderation effect, I did not run the regression on the centered terms to examine any further effect. The results for RQ4, which concerned the moderation of job complexity on the relationship between LMX and FE with OWB, showed no significant relationship. There was zero variation between the predictor variables and the criterion variable with the moderator variable included. Additionally, there were no significant effects. The results indicate the moderator did nto strengthen the relationship and a rejection of the alternate hypothesis.

This finding does not align with the existing literature regarding the moderation relationship between LMX and FE with OWB (Lonsdale, 2016). Research found direct reports in highly complex jobs were more likely to respond to high quality Leader-Member Exchange and favorable feedback environment than direct reports in less complex jobs. (Lonsdale, 2016). This study did not find Job Complexity to be a significant moderator on the strength of the relationship between LMX and FE with OWB. The previous study was conducted at a single university (Lonsdale, 2016). The

participants of this study did not all work for the same university or community college and could explain the difference.

Interpretation of the Findings in Relation to Theoretical Framework

The theoretical framework for this quantitative study was based on LMX theory (Graen, Novak, & Sommerkamp, 1982) and feedback environment (Kluger & DeNisi, 1998). LMX theory held that the relationship between supervisor and direct report influenced the behaviors of the direct report (Graen, Novak, & Sommerkamp, 1982). Employees were more likely to not exhibit OWB if they had a positive relationship with their supervisor. The findings of this study relate to this theory as a significant relationship was found between LMX and OWB. This study found that LMX was better able to predict OWB than FE. Feedback environment included both formal and informal communications between supervisor and direct report and was expected to influence the quality of the supervisor-direct report relationship (Kluger & DeNisi, 1998). Feedback environment included favorable and non-favorable aspects. Favorable FE has been found to support higher quality LMX (Lonsdale, 2016). The findings of this study relate to this theory as a significant relationship was found between FE and OWB.

Limitations of the Study

Several limitations exist for this study. The generalizability of this study was limited to the availability of different job complexity types and the desirability to participate of individuals across all states. The Linkedin ad was posted using my account and was also posted on several Linkedin pages for universities and community colleges. Not all universities and community colleges have a Linkedin page and not all of them

allow ads to be posted to their page. Of all the participants, it is not known if a proper amount of different job complexities were accounted for or represented. Additionally, it is not known if the participants properly represent the population as the recruitment relied on participants willing to participate versus required to. Representation of the population would need to include different cultures, economic statuses, ethnic background and educational background. It would be more beneficial if a university or community college ran this study as a requirement.

Recommendations

As LMX and FE continue to be studied, it is important to continue to explore how they relate to OWB. More extensive examination into the aspects that make up LMX and FE and how these aspects interact with each other could add to the body of knowledge. Additionally, adding demographics to future research on this topic can aid in providing more information about the participants. Continued research can possibly reduce the negative effects of OWB on employees, coworkers and supervisors. Understanding OWB better may help to explain not only the causes but also the effect on individuals and organizations. In reflection of the findings and the limitations of this study, options for further studies could include finding a university or community college to conduct this study as a requirement. This would allow for better, more compressive results that could explain all of the aspects of LMX, FE, OWB and Job Complexity. With a better understanding of these variables and how they relate to positive quality LMX and favorable FE, researchers and leaders could have the tools they need to answer questions and to develop better work places. The results of their study could be shared with other

universities and community colleges to do the same. Making this a required survey would afford better results and would help to guide policy makers within each university and community college to better support their employees.

Recommendation for Practice

Recognizing the differences in positive/negative quality LMX and favorable/non-favorable FE can aid university and community college leadership in developing training materials for supervisors. If leaders find there is negative quality LMX and or non-favorable FE, they can develop a plan to change to a positive quality LMX and or favorable FE. Leaders will also need a way to evaluate the progress of any changes and adapt if things are not advancing as expected. If no changes are needed, leaders will still need to measure LMX and FE periodically to check for any unintended changes. Leaders will also benefit from implementing preventative maintenance practices to support positive quality LMX and favorable FE. Additionally, it would be important for leaders to know how job complexity may affect the relationship between LMX and FE with OWB. There is an amount of effort needed to ensure positive quality LMX and favorable FE exists. The higher the job complexity, the higher amount of effort is needed. Individuals with higher job complexity require more effort than those with lesser job complexity (Hunter, Schmidt & Le, 2006; Farh, Seo & Tesluk, 2012). Understanding how destructive OWBs can be on employees, coworkers and supervisors is just as important. OWB can lead to less productive workforce, an increase in absenteeism and poor production quality (Joo, 2010; Venkataramani, Green & Schleicher, 2010; Sparr & Sonnentag, 2008). Since each university or community college can have different

supervisor-direct report relationships and feedback environments, it would be beneficial for each campus of a university or community college to run this study. The wording of the surveys may need to be modified to reflect how each participant relates to a supervisor or an alternate source of supervisory contact and how each participant receives feedback on their performance.

Implications

The results of this study may be able to create positive social change. LMX, FE and OWB have been studied for decades as there is a lot of literature to explore. The research literature indicates LMX and FE are related to OWB and that OWB can have negative effects on employees, coworkers and supervisors (Joo, 2010; Venkataramani, Green & Schleicher, 2010; Sparr & Sonnentag, 2008)). Understanding how to identify, maintain and support high quality LMX and favorable FE can lead to a reduction in OWB. In turn, the work environment can improve leading to more productive work, increased job satisfaction and increased job longevity. This creates positive social change by improving work relationships and personal financial security.

Conclusion

The majority of the research done on LMX has found it to be negatively linked to OWB. Researchers have also found that role complexity played a moderating role between the relationship of Leader-Member Exchange and feedback environment on OWB. Researchers have found that direct reports in highly complex jobs were more likely to respond to positive quality Leader-Member Exchange and favorable feedback environment than direct reports in less complex jobs (Hunter, Schmidt & Le, 2006; Farh,

Seo & Tesluk, 2012). OWBs by direct reports include characteristics of absenteeism, tardiness and job disengagement. (Carpenter, N. C., Berry, C. M., & Houston, L., 2014). It is important for university and community college leadership to be aware of how positive supervisor-direct report relationships, along with favorable feedback environment can aid in identifying what is causing organizational withdrawal behaviors within their organization. Additionally, how this knowledge can help to correct the problem and prevent it from happening again. The results of this study found that the amount of variation to be the same for LMX in isolation as for the combined effect of LMX and FE on OWB. This could mean that LMX in isolation is as strong as LMX and FE together in predicting OWB. The variation of FE on OWB was less than LMX on OWB. Since the variation FE had was less than LMX, FE was not as strong as LMX in predicting OWB. Additionally, Job Complexity did not have a moderating effect on the relationship of LMX and FE on OWB.

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