

---

---

# **BACHELOR THESIS**

---

---

to attain the academic degree of Bachelor of Arts (B.A.)

in the Bachelor Program

International Business Administration Exchange

## **The relationship between employee-/production- centered leadership and work satisfaction**

submitted by

**Isabell Nüske**

Matr.-ID: 431543

on July 13, 2017

Berlin School of Economics and Law

1st Supervisor: Prof. Dr. Katrin Böttcher

2nd Supervisor: John Davis

## **Abstract**

This study presents an approach to investigate the relationship between the leadership style of a supervisor and work satisfaction of the subordinate. The Participants were 142 pairs of supervisors and their subordinates from different industries and at different levels all over Germany. Results were examined using the Pearson Correlation Coefficient. The outcome shows that there is a positive relationship between an employee-centered leadership style rate by the subordinate and the work satisfaction of the subordinate. A weaker, but still positive relationship was also found between a production-centered leadership style rated by the subordinate and the work satisfaction of the subordinate. However, no relationship was found between the two leadership behaviors self-rated by the supervisor and the work satisfaction of the subordinate. Also, the difference of self- and other-rated behavior was investigated for both leadership behaviors and showed significant differences. Results show that overall supervisors rated themselves better than they got rated by their subordinates. Overall results indicate that the two leadership behaviors should not be separated and an effective leader should consider aspects from both concepts. Moreover, results point out the importance of feedback within an organization and especially for employees in leading positions.

**Keywords:** leadership, employee-centered leadership, Production-centered leadership, work Satisfaction

## Table of Contents

<b>Abstract</b> .....	I
<b>Table of Contents</b> .....	II
<b>List of Tables</b> .....	IV
<b>List of Figures</b> .....	IV
<b>List of Abbreviations</b> .....	V
<b>1. Introduction</b> .....	1
1.1 Relevance of the topic .....	1
1.2 Problem definition and objective of the Thesis.....	2
1.3 Structure of the Thesis .....	3
<b>2. Literature Review and Derivation of the Hypotheses</b> .....	5
2.1 Employee- and Production-Centered Leadership .....	5
2.1.1 Employee-centered leadership behavior.....	6
2.1.2 Production-centered leadership behavior .....	6
2.1.3 Robert Blake and Jane Mouton – the leadership Grid.....	7
2.2 Work Satisfaction.....	11
2.3 Derivation of Hypotheses.....	16
<b>3. Method</b> .....	21
3.1 Data collection and procedure.....	21
3.2 Participants.....	23
3.3 Measures .....	24
<b>4. Results</b> .....	27
4.1 Descriptive Analysis .....	27
4.2 Hypotheses Testing .....	28
<b>5. Discussion</b> .....	32
5.1 Interpretation of the Results and Main Findings.....	32
5.2 Limitations .....	37

---

5.3 Theoretical and Practical Implications.....	39
5.4 Future Research.....	42
<b>List of References.....</b>	<b>43</b>
<b>Appendix A: E-mail Communication with Participants.....</b>	<b>50</b>
A.1: Information E-mail for the participants.....	50
A.2: Information Flyer for the Participants.....	51
A.3: Request to insert die E-Mail Address of the participating Employee.....	52
<b>Appendix B: Extract of the Questionnaires.....</b>	<b>53</b>
B.1: Questionnaires for subordinates evaluating the leadership behavior of their supervisor.....	53
B.2: Questionnaire evaluating the work satisfaction of the subordinates.....	54
B.3: Questionnaire of the supervisor.....	54
<b>Appendix C: Internet Sources.....</b>	<b>56</b>
C.1 Spiegel Online.....	56
C.2: Harvard Business Review.....	57
<b>Statutory Declaration.....</b>	<b>61</b>

## List of Tables

<b>Table 1:</b> Sample of Work Satisfaction definitions .....	12
<b>Table 2:</b> Mean, Minimum, Maximum, Standard Deviation, Cronbach's Alpha .....	27
<b>Table 3:</b> Correlations between employee centered leadership and work satisfaction of the subordinate .....	29
<b>Table 4:</b> Correlation between production centered leadership and work satisfaction of the subordinate .....	30

## List of Figures

<b>Figure 1:</b> Blake and Mouton's Leadership Grid .....	8
<b>Figure 2:</b> Illustration of the relationship between leadership style and work satisfaction .....	20
<b>Figure 3:</b> Summary of Correlations of the Theoretical Model .....	31

**List of Abbreviations**

e.g.	exemplī grātiā
et al.	et alii/ et aliae
JDI	Job Descriptive Index
JSS	Job Satisfaction Scale
LBDQ-XII	Leader Behavior Description Questionnaire Form XII
M	Mean
Max	Maximum
Min	Minimum
MSQ	Minnesota Satisfaction Questionnaire
N	Sample
OCS	Organizational Commitment Scale
<i>p</i>	Level of significance
<i>r</i>	Pearson Correlation Coefficient
SBDQ	Supervisory Behavior Description Questionnaire
SD	Standard Deviation
TIS	Turnover Intention Scale
$\alpha$	Cronbach's alpha reliability coefficient

## 1. Introduction

The present Bachelor Thesis is part of the research project “Interaction Between supervisors and subordinates” at the Berlin School of Economics and Law in cooperation with the University of Mannheim. Nine bachelor students participated in the project with each investigating a different leadership style in combination with other variables. The aim of this project was to collect a high amount of data from supervisors and their subordinates, asking different questions about leadership styles and the relationship towards each other. Within this, the following thesis concentrates on the relationship of an employee-centered and production-centered leadership style and subordinates’ work satisfaction. The first chapter will introduce the topic and its relevance, the definition of the problematic and the objective of this thesis.

### 1.1 Relevance of the topic

*“Great leadership matters—from the front line of any organization to the CEO’s office. It is the most important competitive advantage that any company can have. This is as true for organizations of all types—in politics, sport, government and business.”* (Eddington, 2016, p.V)

This quote by Sir Rod Eddington shows a first insight into the importance of leadership and its dimensions within an organization. The topic of leadership is highly relevant in today’s economies and has been subject of several research projects in the last years as well as over the past decades. But not only is the leader in the focus of the research but also his or her subordinates. Without its employees, a company could not exist, be successful or even operate. In today’s fast changing and uncertain markets organizations see themselves in a competitive world that is stronger than ever. Organizations are in competition not only when it comes to products and market shares, but also for their workforce (Keskes, 2014). These surroundings call for leaders with strong qualities, which inspire their employees and lead a company to success. Companies are suggested to put an effort into supporting their employees and bring out their capabilities in order to be successful. Considering this, they must pay attention to factors like motivation, work satisfaction and effective internal organizational communication. It has been proven that effective leadership can have a positive influence on the performance of an or-

ganization and on archiving goals while ineffective leadership in reverse can have a negative influence (Hussain & Hassan, 2016).

The recently published “Gallup engagement index“ shows alarming results when looking at leadership behavior. The German company provides a yearly published study that looks at employee engagement and their current situation within their company. Looking at this study, the leadership behavior appears to be an important factor concerning how employees feel about their current position and if they put a high effort in their work. Along with some other factors, the leadership behavior turns out to be one of the elements that shows the highest gap between the leadership behavior that employees would wish for and the reality. This results in dissatisfactions and that a high amount of employees will not feel related to the company they are working in, a lot of them even thinking about leaving their current position (Nink, 2017). The relevance of the topic can also be supported by looking at recent newspaper articles. The German newspaper “Spiegel” currently published an article on Travis Kalanick, the former CEO of Uber. Kalanick was criticized for his aggressive and growth focused leadership style. Investors demanded for him to step down, for the well-being of the company. (Spiegel Online, 2017)

But not only leadership behavior is in the focus of recent newspaper articles. The management Magazine *Harvard Business Review* recently published an article on looking into what satisfies employee most within their workplace. While factors such as money got rated as the least important, the organizational culture, leadership quality as well as opportunities for development got rated as the most important predictors of work satisfaction. This not only underlines the importance of work satisfaction but also links it to leadership as an important predictor. (Chamberlain, 2017)

## **1.2 Problem definition and objective of the Thesis**

While the main points of the relevance of leadership behavior have already been mentioned, the aim of this bachelor thesis is to investigate how an employee-centered or production-centered leadership behavior is related to work satisfaction of subordinates. The definition of leadership has changed over time. While before, it has been seen as characteristics of the leading person, a behavioral approach has been developed over past decades looking at specific behavior of successful leaders. People in leading positions have the important role of being responsible for the achievement of organizational

goals as well as for the workforce and their well-being. Moreover, they build important relationships and influence the workforce towards the achievement of these goals. For this to be successful, they need show certain behaviors and it is their responsibility to find a suitable balance of their focus in order to suit desired needs and motivate their subordinates, while also working towards the effective operation of the organization (Pierce & Newstrom, 2011).

As mentioned before a leaders behavior can have an important impact on their subordinates. There have been several studies done on the topic of leadership behavior as well as on work satisfaction. However, results show different outcomes. Research groups in the past have already found out that an employee-centered and production-centered leadership style is related to certain variables. (Ueberschaer, 2014) The main aim of this paper is to investigate how these two leadership behaviors are related to the work satisfaction of the subordinates. Recent studies have mostly been done based on the ratings of the subordinates. The present study will take a closer look at the different perspectives of a leader's behavior and its relation to subordinates work satisfaction. Also, there will be an attempt to compare the different views and make assumptions on why they might differ. Considering these points, the central research topic is this thesis is: The relationship between an employee-centered and production-centered leadership style and work satisfaction.

### **1.3 Structure of the Thesis**

The present bachelor thesis is divided into five chapters. Following the introduction, the second chapter will give a theoretical introduction into the relevant literature about the employee- and production-centered leadership styles and work satisfaction. This part will also give a summary of previous research that has been done on the topics. After the literature review the derivation of the hypothesis will follow in this second chapter. The third chapter will start with an outline of the empirical study starting with the data collection and procedure (3.1) and followed by giving information about participants (3.2) and measures (3.3) that have been used. The fourth chapter then presents the results and main findings starting with a descriptive analysis (4.1) of the main findings of the relevant topics and followed by the hypothesis testing (4.2). The fifth and final chapter presents the discussion part including the main findings and interpretation of results on

---

the research question (5.1). This is followed by the limitations of the study (5.2), theoretical and practical implications (5.3), and further research suggestions (5.4).

## **2. Literature Review and Derivation of the Hypotheses**

The following chapter serves the purpose of a theoretical foundation for the present study. It will introduce the relevant concepts and explain the basic structures of the leadership styles that are the focus of this paper. This will prepare for calculations and interpretations that will follow later within this thesis. The theoretical part of this thesis is divided into three different parts. The first part gives an introduction into the employee-centered and production-centered leadership style, while the second part gives an understanding of the term work satisfaction. The aim of the third part is the derivation of the hypothesis where both concepts will be seen in relation to each other.

### **2.1 Employee- and Production-Centered Leadership**

In the mid-twentieth century the view on leadership changed. Until then, leadership was often defined with specific characteristics leaders do or should have. This so called trait approach was only looking at existing characters when selecting leaders and there was a strong focus on the person and his or her kind of being (Schriesheim & Brid, 1979). It now became more common to look at leadership as a process that is way more complex and complicated. A leader could not only be defined as such by having defined characteristics (Çoğaltay, 2015). When research in the trait approach started to fail, scientists decided to take a look at the behavior of successful leaders and if this behavior can also be a result of training. (Robbins & Judge, 2015)

In the late 1940s several research studies concerning the behavior of leader were made in different universities especially in the United States. Two of the most important ones include the studies done at the University of Michigan in the 1950s (Likert, 1961) and the Ohio State University in the 1940s to 1960s (e.g. Fleishman, 1953). Both of them looked into different behaviors leaders would show and tried to categorize those behaviors (Pierce & Newstorm, 2011). The research groups distinguished two main leadership behaviors that leaders would show within organizations. A lot of leadership studies done afterwards were followed by their approaches, which is, what makes them meaningful until present times (Yukl, 2010). Although the studies were made independently they drew similar conclusions. They categorized leadership into two different categories: the employee-centered leadership style and the production-centered leadership style. Both dimensions will be topic of the following sections.

### **2.1.1 Employee-centered leadership behavior**

One of the two leadership styles found in Ohio and Michigan was the employee-centered leadership style. Researchers of the Ohio State Studies called this kind of leader behavior “consideration”, while at the University of Michigan it was called “relations-oriented behavior”. However, in their findings both research projects came to similar conclusions. For the purpose of consistency the following will continue with the term of employee-centered leadership.

An employee-centered leadership style describes a leaders’ behavior with a high concern on his or her employees and interpersonal relationships. The manager is supportive and friendly and cares for the feelings and needs of his or her employees. The relationship between the leaders and their subordinates is characterized by respect, trust and caring for each other. Also, the leader stays open to employees’ suggestions, lets them participate in the decision making process, accepts critics and treats them as equal (Lowin, Hrapchak & Kavanagh, 1969). Leaders applying this approach pay a lot of attention to the needs of their employees, value them as human beings and empower them (Judge, Piccolo & Ilies, 2004).

### **2.1.2 Production-centered leadership behavior**

The second leadership style found in the studies was the production-centered leadership style. This kind of leader behavior is referred to as “initiating structure” in the Ohio state studies and as “task oriented behavior” at the University of Michigan. Since both studies had similar outcomes the following will continue with the term of production-centered leadership.

The focus in the production-centered leadership behavior lies on accomplishing tasks and goals of the organization. Within this, the leader usually defines tasks precisely and implements a specific structure or order for everyone to work towards defined goals (House, Filley & Kerr, 1971). The leader outlines responsibilities for every role and schedules the work activities. Supervisors following this also prefer to follow standard procedures. They attach importance to deadlines and criticize unsatisfactorily work of employees. (Yukl, 2010) Leaders applying this approach usually have a clear hierarchy, seeing themselves in a higher position, not doing the same work as their subordinates. They see their task in planning and structuring the tasks for their team, providing

equipment, and setting specific goals and deadlines. To work effectively they try to set high but realistic goals for their subordinates. (Schreyögg & Koch, 2010)

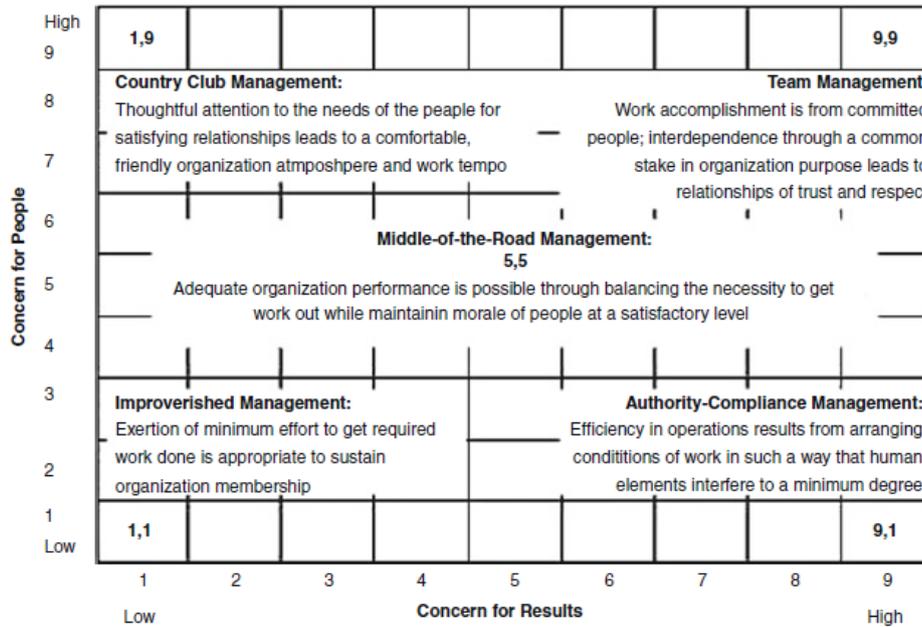
### **2.1.3 Robert Blake and Jane Mouton – the leadership Grid**

In the 1960s Robert Blake and Jane Mouton went further with research, based on the two orientations that were found at Ohio State University and the University of Michigan and developed a well know concept: The Managerial Grid, also known as the Leadership Grid (Brolly, 1967). They developed a two-dimensional concept considering the two directions leaders could follow (Schreyögg & Koch, 2010).

Blake and Mouton (1964) assumed that leaders can show both behaviors that were found in the studies but at different degrees. They invented a 9x9 matrix with the two dimensions 'concern for production' and 'concern for people'. Both behaviors can be rated on a scale of one to nine, with one representing a low concern and nine a very high concern for production or people. On the horizontal axis they put 'concern for production' and on the vertical axis 'concern for people' as shown in Figure 1 (Brolly, 1967).

Their theory suggests that effective leadership is based on maximization towards both directions and through this showing a high concern for production as well as for people. They suggest that leaders should set certain goals within their organization and for their subordinates, while also building good relationships and interacting with their employees (Bernardin & Alvares, 1976).

Blake's' and Moutons' leadership grid shows a practical illustration combining the two leadership concepts that have been developed in the previous mentioned research projects in the United States. It was developed for training and development and is used as a consulting tool for different organizations all over the world until today (Northouse, 2010).



**Figure 1:** Blake and Mouton's Leadership Grid

Source: Çoğaltay, 2015, p.7

### Measurement of leadership behavior

In order to measure the tendency towards the two dimensions the researchers at Ohio State developed two questionnaires that enabled them to measure the behavior of leaders: The Leader Behavior Description Questionnaire (LBDQ) and the Leader Opinion Questionnaire (LOQ). The LBDQ measures a leader's behavior rated by a subordinate. The LOQ is a self-rated questionnaire filled out by the leader him- or herself. The included items of the scales cover specific situations giving a good opportunity to measure ones behavior (Templer, 1973). In 1963 Stogdill published a revised form of the questionnaire, the LBDQ Form XII. A further description of the LBDQ XII will follow in a later part of this thesis. An alternative measuring scale is the Supervisory Behavior Description Questionnaire (SBDQ), which has been developed before the LBDQ during the Ohio State Studies (Fleischman, 1957).

### Studies and current state of research

During the Ohio State Studies, a lot of different questionnaires and surveys were developed in order to find out how a leaders behavior is related to certain variables like work satisfaction and performance of employees (Bass & Stogdill, 1990). The strongest findings based on early research were that there is a positive relationship between the em-

employee-centered leadership style and work satisfaction of subordinates. The findings with the production-centered leadership style, however, were not as clear. There was no clear relationship found with this kind of leadership and employee satisfaction and studies showed different results (Yukl, 2010). An early study was done by Fleishman and Harris (1962). They investigated in an international harvester company, questioning the subordinates of 57 supervisors, using the SBDQ. They took a special look at the number of complaints written as well as people who left their jobs voluntarily during a time frame of 11 months. The research showed that leaders that showed a high concern for their employees had less grievances and a lower turnover within their teams than the ones that showed a low concern. In the leadership style with a focus on production it was the opposite. Managers showing this kind of leadership behavior had more grievances as well as a higher turnover.

There have been several other studies related to the two leadership behaviors and their relationship and influence with different variables. Lok and Crawford (2003) examined the effects of leadership and organizational culture on work satisfaction and organizational commitment. Participants were Managers from Hong Kong and Australia. The study revealed that an employee-centered leadership style in combination with a supportive and innovative culture had a positive influence on work satisfaction and employees commitment. The production-centered leadership style on the other hand had a negative influence on work satisfaction in the same combination.

Another study was done by Taberero, Chambel, Curral and Arana (2009). They looked at the impact that employee-centered and production-centered leadership behaviors have on normative contracts and overall group performance. Participants were 72 people split into 24 groups. One member of each group was trained as a group leader towards one of the two leadership styles. The outcome showed that groups who had a production-oriented leader had higher group efficiency and group members were more positive about their work. Groups that had an employee-oriented leader showed a strong cohesion within the group; however, there was no significant impact found on the group process. The same was found in the relation to performance. Production-oriented leaders managed to have a higher level of accomplishment of tasks, while there were no differences found in the other groups.

A study done by Judge, Piccolo and Ilies (2004) questioned the validity of the two leadership styles and their overall impact. For this they analyzed several correlations that

have been found in previous research on the two leadership styles. The results showed that both leadership styles had a reasonable strong relation to overall leadership outcomes. It revealed that an employee-centered leadership style has a positive contribution towards subordinates work satisfaction as well as leader satisfaction. It also showed a positive influence on motivation and effectiveness. A production-centered leadership style on the other hand was more related to the job performance of the leader as well as the group-organizational performance.

In 2012 Gregersen, Kuhnert, Zimmer and Nienhaus published a paper on the current research state of leadership behavior and its influence on the health and well-being of employees. They searched on base of a database including 42 publications on the topic. According to the research, leadership behavior can be seen as a resource for an organization as well as a source of pressure and stress causing health issues such as exhaustion and burnout. One of the leadership styles that was considered favorable towards employees health is the employee-centered leadership style. However, they pointed out that there is still a lack of explanation of how specifically the leadership behavior has an influence on the health of employees. It might include factors such as working conditions or sympathy. The paper points out that there is proof that an employee-centered leadership behavior has a positive influence on work satisfaction as well as health, stress and sick time of employees. Also, there are studies that show that there is a negative relationship of a production-centered leadership style and a low focus on employees' health conditions such as burnout. It also states that not all studies on these leadership styles have consistent results. Some did not find proof that there is a relationship between production-centered leadership and burnout or stress. Also, there was a study that found a positive relationship between the production-oriented leadership behavior and work satisfaction even though it was less strong than in combination with an employee-centered behavior.

The presented concepts and research give a first impression on the importance of the two leadership behaviors and their impact on various variables. The following will introduce the second variable that will be investigated in this paper.

## 2.2 Work Satisfaction

Work satisfaction is one of the most popular and most researched topics in organizational psychology (Spector, 1997). There has been a lot of research on the topic of work satisfaction within different areas like psychology, sociology, economics and others. Locke (1976) counted that there were more than 3000 research studies on work satisfaction already in the 1970s, with the number growing until today. All studies looked at different aspects of the topic trying to find out which circumstances and variables lead to work satisfaction and how it can be used in organizations. As an example, work satisfaction was found to be an important indicator when it comes to job switching. It is essential information organizations can use in order to keep valuable employees in the company and to provide a working environment in which employees feel comfortable and effectively work to complete their tasks (Wnuk, 2017).

Although the term “work satisfaction” is subject of various science subjects there is no universal definition and the term comes along with different definitions and explanations. Experts believe that work satisfaction has an impact on productivity and the labor market, absence and resignations as well as on effort employees put into their work (Parent-Thirion, Macías, Hurley & Vermeulen, 2007).

The most used and cited definition of work satisfaction is the one of Locke (1976) who describes it as “*a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences*” (p. 1300). A similar definition was done by Cranny, Smith and Stone in 1992, who had a clear consensus on who to define job satisfaction as see Table 1. Their definition insists that work satisfaction looks at the differences between how the working conditions should be or are desired to be and how they really are. Within this definition the term can be seen as a result of a cognitive process of comparison. If the two states of working conditions are the same, work satisfaction appears. In return if there is a difference and the working conditions are worse than one would wish for the result is work dissatisfaction (Gebert & von Rosenstiel, 2002).

The definition of Robbins and Judge (2015) as shown in Table 1 appears to be a quite broad definition, however, they also explain that there are several aspects that are included within work satisfaction and therefore need to be considered when talking about the term. Work not only includes the kind of work and remuneration, but also the interaction and relationship with co-workers and supervisors as well as certain company pol-

icies, rules and standards. According to them work satisfaction is ones' own judgement of all of these aspects and result in satisfaction or dissatisfaction caused by these surroundings (Robbins & Judge, 2015).

**Table 1:** Sample of Work Satisfaction definitions

Source: Own illustration

Definition	Reference
"an affective (that is, emotional) reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on.)"	Cranny, Smith and Stone (1992, p.1)
"a positive feeling about a job resulting from an evaluation of its characteristics"	Robbins and Judge (2015, p.105)
"...job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like or dislike their jobs. As it is generally assessed, job satisfaction is an attitudinal variable."	Spector (1997, p.2)
"...job satisfaction is a positive (or negative) evaluative judgement one makes about one's job or job situation"	Weiss (2002, p.175)

Weiss (2002) criticizes that in most literature and definitions of work satisfaction researchers use the terms 'satisfaction as an affect' and 'satisfaction as an attitude' synonymously. He states that they must be seen as inconsistent. In his definition (2002), as seen in table 1, he refers to work satisfaction of being a personal judgment of an em-

ployee. He states that although work satisfaction includes a cognitive as well as an affective component, it is not to be seen the same as an affective reaction (Weiss, 2002). An Example is the definition made by Spector (1997), as seen in Table 1, who uses the two terms as synonymously.

Early research and important development related to work satisfaction has been done by Maslow (1943) and Herzberg (1968). In Maslow's hierarchy of needs, for example, he points out that all people have multiple needs that must be considered. He puts them in hierarchical order to show that there are certain needs that must be fulfilled first in order to satisfy needs that are in a higher order. Basic needs like physiological needs and safety needs need to be satisfied first (Maslow, 1943). Applying this theory to a workplace, one can say that first of all the bottom needs have to be fulfilled. Examples of bottom needs include the working place or office space, salary, a secured working place and relationships to colleagues. After these factors are given, other things can be addressed towards the employees that include his or her self-esteem or actualization and goals.

Another well-known theory was developed by Herzberg. In his "Two- Factor Theory" he states that there are two factors when it comes to a person's needs and that different elements within the working environment have specific influence on the satisfaction of them. These two factors are the hygiene factors and the motivators. Hygiene factors include elements outside the actual job such as working conditions, remuneration, rules and policies, the leadership or supervision as well as security factors (Herzberg, Mausner & Snyderman, 1993). These factors usually do not cause work satisfaction but if they are not met can cause work dissatisfaction (Gardner, 1977). Motivators on the other hand include factors such as opportunities for development, recognition and growth as well as given responsibilities. These factors are intrinsic motivators to the actual work done (Herzberg et al., 1993). In the case of an absence of these motivator factors, employees show a neutral attitude towards their work. In return, they show a high motivation and work satisfaction when motivators are given. Herzberg points out that the best way to keep employees motivated and a high level of work satisfaction is to increase the intrinsic motivation, for example, by giving challenges and opportunities to grow within the job (Akinyele & Taiwo, 2007). Although these theories appear to be quite old, they are still relevant and get used and taught in present projects and studies.

As mentioned before there are several explanations and definitions of work satisfaction. For the aim of this thesis the definition of Robbins and Judge (2015) will be the one to continue with.

### **Measurement of Job Satisfaction**

There are different approaches on how to measure work satisfaction. The single global rating only asks one question e.g.: “All things considered, how satisfied are you with your job?”. People questioned then must give their answer on a scale from one to five, from highly satisfied to highly dissatisfied. Another approach to measure work satisfaction is more demanding and asking several questions. This approach looks at different dimensions of the job such as its nature, pay, opportunities for promotions, the management and the relationship and interaction with co-workers (Spector, 1997). During past decades, several of these scales have been developed to measure work satisfaction. Two of the most used and much validated scales are the Job Descriptive Index (JDI) and the Minnesota Satisfaction Questionnaire (MSQ) (Judge & Klinger, 2008). Another commonly used and validated scale that has also been used for the present study is the one developed by Brayfield and Rothe (1951). The original scale consists of 18-item, asking positive and negative stated questions about ones’ satisfaction with their current work. A more detailed description will be given in the method part of this thesis.

### **Studies on work satisfaction**

In the past years there have been several research projects on work satisfaction. Within these, work satisfaction has been investigated as a dependent as well as independent variable. Neog and Barua (2015) did a research project in the automobile industry trying to find factors that have a direct influence on work satisfaction. In their results they place salary as the factor with the strongest influence on work satisfaction. Other factors that were found to also have a direct influence were supervisor support, the working environment, work-life balance, opportunities for promotions, training and development, and work security.

Hong, Abd Hamid and Salleh (2013) also looked for factors that influence work satisfaction. Participants were factory employees in Malaysia. Seeing work satisfaction as the dependent variable, results showed that the working environment, salary and opportunities for promotions had a positive correlation with employees work satisfaction. Surprisingly a factor like fairness did not contribute towards it.

Also, there have been studies that took a closer look on the influence of person-organization fit as well as person-job fit as an indicator of work satisfaction. Nur Iplik, Kilic and Yalcin (2011) have found that person-organization fit and person-job fit were important indicators and had a positive influence on work satisfaction. Their study was done by about 158 hotel managers in Turkey. This research can be supported by a study done by Narayanan and Sekar (2009) that came to the same conclusion when doing a study among teachers at a college. They looked into the influence of person-organization fit and its impact on the behavior of the teachers. They also found that person-organization fit had a positive relationship with work satisfaction.

However, not only the surroundings of a job can have an impact on work satisfaction of employees. A study published in 2016 investigated the influence of managerial effectiveness on work satisfaction. Participants were employees of operations and management levels from the retail sector. Results showed that there was positive relationship between managerial effectiveness and work satisfaction. Within the sample, subordinates of managers with a high level of effectiveness showed higher work satisfaction than the ones of supervisors with a low level of managerial effectiveness (Chaudhary & Srivastava, 2016).

Related to the leader effectiveness seems also to be communication within an organization. A study published by Musah, Zulkipli and Ahmad (2017) examined the influence of communications on work satisfaction in a temporary working environment. 77 participants were given the communication satisfaction questionnaire as well as questions about their overall work satisfaction. The results showed that there was a strong relationship between communication and work satisfaction ( $r = 0.79, p < .001$ ). With this, the authors underline the importance of good and effective communication within all levels of an organization including between management and employees as well as between co-workers in general. By improving the communication, work satisfaction can be increased significantly and also can serve basis for improving performance.

Another study published in 2016 looked at the relationship between work satisfaction and life satisfaction. The sample included 200 IT professionals using questionnaires to get information about their work and life satisfaction. The study revealed in agreement with previous studies that work satisfaction had a positive influence on life satisfaction. According to the study a positive development within ones' job has a direct positive

impact on their life satisfaction. This underlines the importance of work satisfaction with its impact on other areas on ones' life (Varghese & Chirayath, 2016).

A study done at Lagos State University took a look on the relationship between work satisfaction, turnover intention and organizational commitment. The sample included 320 participants in a random selection. The measuring instruments used were the job satisfaction scale (JSS), the turnover intention scale (TIS) and the organizational commitment scale (OCS). Results showed that there was a positive correlation between work satisfaction of an employee and their turnover intention. Also, they discovered a substantial influence of work satisfaction and turnover intention on organizational commitment. However, there was no significant correlation found between work satisfaction and organizational commitment. As conclusion researchers praised that the management should put an effort towards the work satisfaction of their employees in order for them to have a positive intention about their jobs and to reduce turnover and raise organizational commitment (Azeez, Jayeoba & Adeoye, 2016). The study can be supported by Olusegun (2015) whose study revealed similar results when investigating the influence of work satisfaction on turnover intention of library employees in Nigeria.

Evidence of previous research shows the importance of the two leadership behaviors and work satisfaction and their relation to different variables. The following thus will introduce research combining the two with an outline of the hypothesis referring to the present study.

### **2.3 Derivation of Hypotheses**

The following section will present and discuss the derivation of the hypothesis. In the development of the hypothesis parts of the literature review are highlighted again and new points will be included and discussed.

Different research studies have shown that an employee- or production-centered leadership style has a strong relationship with different elements of an employees' attitude or behavior, for example motivation and effectiveness, and is also related of the work satisfaction of the employees. Judge et al. (2004) have found that an employee-centered leadership style was more strongly connected to follower satisfaction, motivation and effectiveness, while on the other hand they found that a production-centered leadership

style is more related to the job performance of the leader as well as the group-organization performance. However, this does not make an assumption about the influence of a production-centered behavior towards the work satisfaction.

Lambert et al. (2012) observed the influence of employee-centered and production-centered leadership behavior towards employees' attitudes including work satisfaction, trust and commitment in two studies. Within this study the researchers took a special look on the amount of the leadership behaviors desired by the employee versus the amount received. They then overserved the influence of changing these amounts. The researchers describe leadership behaviors "as an organizational supply that subordinates use to achieve a variety of goals" (Lambert et al. 2012, p.914), meaning that subordinates do need a certain level of employee-centered and production-centered leadership behavior, in form of structuring, mentoring, inspiration and support, in order to accomplish tasks and goals and grow as a person. Results show that a lack of levels of both behaviors has a negative impact on employees' attitudes. A high level of employee-centered leadership behavior resulted, even when exceeding the needed level, in a positive attitude while a high level of production-centered leadership behavior was linked to a negative outcome on the attitude. An exceeded level of production-centered behavior was linked to a decrease in trust, work satisfaction and the commitment of the subordinate. More positive attitudes were associated with higher amounts of both behaviors towards the absolute fit. The study revealed that there was a certain level of both behaviors that leadership should show in order to meet the needs of their subordinates. However, the levels are perceived differently by different kind of people.

Piccolo et al. (2012) published a research project that investigated similar relationships as the present study. Although, next to the employee- and production-centered leadership behaviors, they also considered other leadership constructs, they also examined the relationship between the two leadership behaviors and work satisfaction. The study revealed that employee-centered leadership has an important connection to subordinates' work satisfaction. Also, a positive but less strong correlation was found between work satisfaction and the production-centered leadership style.

The literature review and the analysis of previous studies support the assumption that the two leadership behaviors are related to work satisfaction. Although some results show different outcomes, the majority of previous studies support the assumption that

there are positive relationships between the variables. Considering these circumstances the following two hypotheses can be formed:

Hypothesis 1: There is a positive relationship between an employee-centered leadership style and the work satisfaction of the subordinate

Hypothesis 2: There is a positive relationship between a production-centered leadership style and the work satisfaction of the subordinate

Unlike other studies, the present study investigates the two leadership behaviors from two different angles: self-rated by the supervisor and perceived by the subordinate. This allows forming the following more precise sub hypotheses:

H1a: There is a positive relationship between an employee-centered leadership style rated by the supervisor and the work satisfaction of the subordinate.

H1b: There is a positive relationship between an employee-centered leadership style rated by the subordinate and the work satisfaction of the subordinate.

H2a: There is a positive relationship between a production-centered leadership style rated by the supervisor and the work satisfaction of the subordinate.

H2b: There is a positive relationship between a production-centered leadership style rated by the subordinate and the job satisfaction of the subordinate.

Most studies have a high focus on the leadership behavior of the supervisor rated by the subordinate. The present study, however, presents a self-perception and a foreign-perception perspective of the topic. This not only allows to make more specific statements, but also to compare how the two views differ from each other. Previous research has shown that self-evaluations can be problematic, as they “suffer from inflation, unreliability, and bias” (Yammarino & Atwater, 1997, p.37). Research has shown that compared to other-rated measurements or objective measurements such as sales- or production numbers, self-ratings can be incorrect. People are not the best in rating and evaluating themselves and a lot of times the self-rating has a positive bias. In a psychological way this might be healthy, however, within an organization this might have negative results. It might cause ignorance of critics or disapproval of necessary improvements and through this might have a negative impact on a managers’ leadership behavior

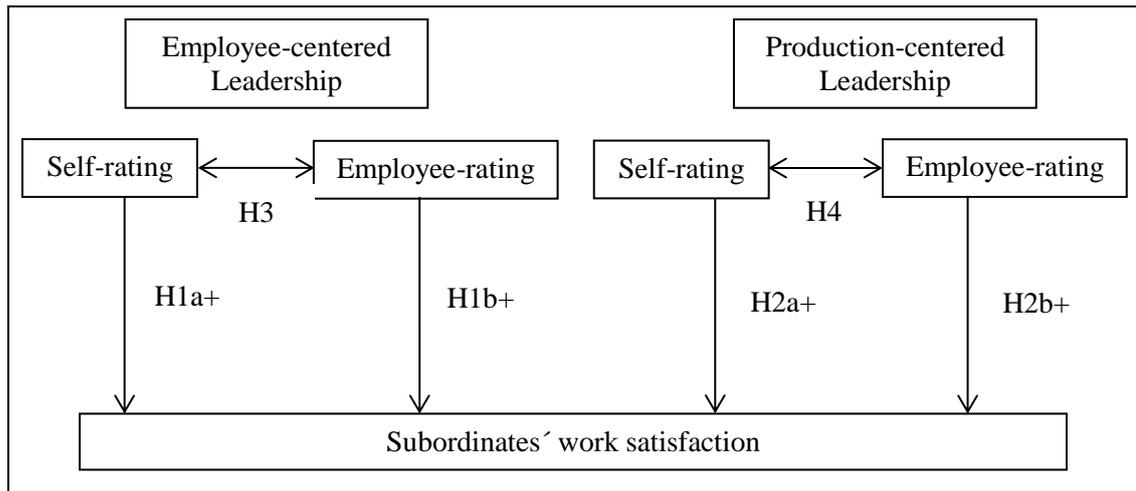
(Yammarino & Atwater, 1997). Fleenor et al. (2010) summarized that there are certain factors that have an influence on self-ratings and whether they tend to be higher than other-ratings. As one factor, that has an influence, they refer to biographical characteristics. This includes aspects such as gender, age and the position within the company. In general males and people of an older age tend to rate themselves better in terms of their leadership abilities. This also applies to managers in higher positions. As a reason Fleenor et al. see a lack of feedback. The second factor they mentioned is the personality and individual characteristics. People with a high self-esteem tend to overrate their abilities, while characteristics such as empathy count towards the similarity of self- and other-ratings. Also, aspects such as openness to changes, friendliness, carefulness and dominance count towards this aspect. As a third factor they list relevant job experience. They conclude that if people receive frequent feedback their self- and other-ratings become more similar over time, however, they criticize that the amount of feedback is usually low in higher positions.

The review of relevant literature of self- and other-ratings leads to the developments of two assumptions. The following hypotheses thus will investigate whether the two perspectives are different or similar to each other.

Hypothesis 3:            There is a substantial difference between the self-rated and employee-rated perception of employee-centered leadership.

Hypothesis 4:            There is a substantial difference between the self-rated and employee-rated perception of production-centered leadership.

Figure 2 presents an illustration of the hypotheses that have been formed. These will be examined using the results of the present study.



**Figure 2:** Illustration of the relationship between leadership style and work satisfaction

Sources: Own Illustration

### 3. Method

The following chapter will describe the methodological approach used for the present study that was designed to answer the research question and test the hypotheses mentioned. The first part will explain the process of data collection. Following that, there will be a brief description of the sample followed, by an explanation of the measuring instruments that have been used.

#### 3.1 Data collection and procedure

The aim of the present study was to examine the relationship between supervisors and their subordinates, in the case of this thesis, with the special attention to the relationship between an employee- and production-centered leadership style, and work satisfaction of the subordinate.

The present study follows a quantitative approach and was done in the form of an online questionnaire, which delivered numerical results and allowed a statistical analysis of these results. Online questionnaires are advantageous when doing quantitative research. They have a high time and money-saving factor, and allow researchers to approach a high number of people even in far distances. It also makes it easier to communicate and carry out the study on different channels, such as social media, in order to approach possible participants. The collected data can be processed much faster and, like in the present study, the use of an online tool allows an automatic link of the pairs that belong together. As a disadvantage, online surveys can also limit communication. For example, there might be a risk that questions are unclear for participants or are interpreted differently. Also people might not be motivated to participate since an online survey is not as personalized as, for example, a personal interview would be. Another disadvantage is the risk that participants can skip questions; these then cannot be counted towards the final results (Wright, 2005). However, for the aim of this study an online questionnaire appears to be the best option and allowed to reach as many participants as possible, resulting in a large sampling size. The questionnaire used an approach combining answers from two sides: employees and their direct supervisors. Within this study one supervisor only could fill out the questionnaire in regards to one employee and vice versa. The excerpt of the questionnaires for supervisors and subordinates that are relevant for the research question of this paper can be found in Appendix B.

The main data collection for the study started on the 14th February 2017, as part of the study “Studie zur Interaktion zwischen Vorgesetzten und Mitarbeiter(inne)n” (Research on the Interaction between supervisors and their subordinates) at Berlin School of Economics and Law and the University of Mannheim. The research was done by nine Bachelor students of Berlin School of Economics and Law. The study targeted pairs of supervisors and their employees in different kinds of businesses in Germany. The entire questionnaire was written in German in order to avoid language barriers and deliver a solid result. The survey was carried out using the online platform SoSciSurvey, a professional tool for online surveys. Before the main data collection, a preliminary test had been carried out by the participating students. This allowed to eliminate mistakes and to get a better understanding of the questions and the structure of the whole process.

Potential participants of the study were directly approached by the students, who mostly used their personal networks and contacts. For this purpose an invitation e-mail (Appendix A.1) was created and send out to potential participants. The e-mail gave a short description about the project and its purpose. It also contained information ensuring that all data was protected and the survey was anonymous. Attached to the email there was also a flyer (Appendix A.2) which gave more concrete information about the study and its purpose. Also, it consisted of contact details and a picture of the student who tried to approach them. The email referred to a subsequent email, which was to be sent out to the participants through SoSci Survey. It contained the registration link to the online platform. In a first short questionnaire the person was asked to give some basic information about him- or herself, in order to see if the person would be suitable for the project. The only condition to participate in the survey was that participants work full-time, for a minimum of 20 hours per week; this excluded interns and working students. After the first questions were answered successfully, the participants got to fill out the main questionnaire with the request to evaluate the relationship to either the supervisor or subordinate as honestly as possible.

In a first step of this main questionnaire the person was asked to fill in the e-mail address of their supervisor or subordinate who would participate in the study with them. An example for the supervisors can be seen in Appendix A.3. Upon doing this, an email to the second person got sent out automatically through the platform, in order for the system to be able to match the answers that belong to one pair. The email informed the person that their supervisor or subordinate participates in the study, and invited them to

also complete the questionnaire. This email contained an access link and made it possible that pairs belonging to each other could be matched.

In order to get more responses, a first reminder email was sent out after a few days if the questionnaire had not been filled out yet. In case of no response after this, a second reminder was sent out followed by a new invitation if there was still a part missing. To give motivation to participate in the study, participants were given the opportunity to win a 50 Euro voucher for a store of their choice. All participants could also tick a box at the end of the questionnaire to receive a final feedback on the study's results once it was completed. The data collection ended on the 19<sup>th</sup> March 2017.

### **3.2 Participants**

The following paragraph will give a summary about participants who took part in the survey. The total number of complete participating pairs (supervisor plus subordinate) was 142 pairs (N=142). Within this number both sides of each pair filled out the questionnaires completely. Besides this there were a lot of unfilled questionnaires, where either one part or both did not fill out the form or left it incomplete. The incomplete questionnaires and pairs were not included in the results of the study.

Based on the data from SoSci Survey (Data from 12.05.2017) there were 223 registrations on the online platform. This number includes people who followed the invitation email and clicked on the included link to register themselves with their email address. Additional to these, some email addresses got directly registered by the students, however, the number of these cannot be obtained since there was no track of them found on the online platform. A total of 192 participants started their part of the questionnaire; this number includes 118 supervisors and 74 employees. With 142 pairs completing the questionnaires, this left 50 questionnaires that were not answered, and therefore 50 pairs were incomplete. A total number of people contacted cannot be given since the study was carried out by nine different students who used different approaches, connections and channels in order to reach potential participants. A feedback on not being able to complete the questionnaire was a lack of time and high pressure at work. Also since a pair was only complete when both parties filled out their side of the questionnaires, there was a higher chance that one participant was not able to complete their part. Especially on the management side, the time factor was one of the most common reasons given for not participating in the study at all.

Participants were picked unsystematically, meaning the study did not target a specific type of job or organizations. People from different industries and positions could participate. Examples include employees from human resources, medicine, law, controlling, teaching, banks or the hotel industry, just to name a few. Each person could only participate once in the study. The sample can be defined as a convenience sample. This kind of sample describes a type of non-probability sampling, meaning that participants were chosen without set principles that would link them to the research question. Participants were mostly people who were easily available, and therefore most convenient for the study. They also were mostly approached through personal contacts and thus cannot be described as a random sample (Saunders, Lewis & Thornhill, 2016).

Of the participating employees, 92 (65.5%) were women and 49 (34.5%) were men. Their age ranged between 20 and 66 years, with the average age being 36.06 years ( $SD=10.99$ ). With regards to their education, 50% of participating employees had a bachelor's degree or higher education. The average time working in their current company was 5 years ( $SD=6.05$ ) with 18.3% of employees working in a fixed-term contract while the other 81.7% were employed on a permanent contract.

Of the participating managers 65 (45.1%) were female and 78 (54.9%) were male. The average age within them was 46.37 years ( $SD=10.52$ ) with 50.7% of the managers being equal or older than 47 years. The ages ranged between 24 years and 73 years. The years of management experience ranged between one and 47 years, with the average being 12.52 years ( $SD=8.89$ ). About 49% of participating managers had more than ten years of experience in a leading position and were responsible on average for 12.98 employees ( $SD=19.45$ ). 75.5% of the participating supervisors had a bachelor's degree or higher education.

### **3.3 Measures**

In the following chapter the measuring instruments used to examine the research topic will be presented. All items of the scales that have been used are included in the Appendix B. The Leader Behavior Descriptive Questionnaire Form XII by Stogdill (1963), which measures the leadership style, will be introduced first, followed by the Brayfield and Rothe scale (1951) which measures work satisfaction. Both scales have been proven to be reliable and valid within their use in other studies. All items are scored on a five-

point scale. The answers ranged from strongly disagree (1) to strongly agree (5). Both scales were developed in English and originally consist of a higher number of items. The number of items got reduced and the most relevant items were included in the questionnaire of the study. While subordinates were confronted with questions of both scales, supervisors only had to answer questions concerning their leadership behavior. The following will shortly discuss reliability, relevance and the dimensions of the measuring instruments that have been used.

### **Employee-centered and production-centered leadership**

The leadership style of the supervisor was measured using the Leader Behavior Description Questionnaire Form XII (LBDQ-XII) revised and developed by Stogdill (1963). It was developed as part of the Ohio State Studies and has been used for several research projects since. The original scale consists of different subscales of leadership behavior which each consist of different items. Examples of dimensions of the whole measuring tool are representation, tolerance of uncertainty and tolerance and freedom, to name just a few. For the purpose of this study the items of the subscales of “consideration” and “initiating structure” were used to measure a supervisors’ tenancy towards an employee-centered or production-centered leadership style. (Templer, 1973) There were a total amount of twenty items used for the purpose of this study; ten for each leadership style. The questions were answered on a five-point scale. The results include a self-rated perspective of the supervisor as well as other-rated perspective done by the subordinate.

Sample items for the employee-centered leadership style rated by the subordinate included: “He/She is friendly and approachable”, “He/She puts suggestions made by the group into action”, and “He/She treats all group members as his/her equals”. On the other side, sample items for a production-centered leadership style rated by the subordinate included: “He/She lets group members know what it expected of them”, “He/She maintains definite standards of performance”, and “He/She encourages the use of uniform procedure”. The same questions were asked in a transferred way in order to have a self-rating questionnaire for the supervisor. This allowed conclusions to be drawn about the different views of leadership behavior. Also, an assumption in regards to differences can be made. The complete extract of questions for the subordinates can be seen in Appendix B.1 and for the supervisors in Appendix B.3. An analysis done by Judge, Piccolo and Ilies (2004) revealed that the LBDQ-XII is one of the most valid measurements

within the leadership styles of employee-centered and production-centered behavior. In the original paper of the scale reliability coefficients for the production-centered leadership subscale ranged from 0.64 to 0.80 looking at different groups. The reliability coefficients for the employee-centered subscale ranged from 0.38 to 0.87 (Stogdill, 1963). Based on this, the used scale represented a good and reliable measuring instrument for the purpose of this study.

### **Work satisfaction**

The variable work satisfaction was only measured for the subordinates. The measuring scale used was a shortened version of Brayfield and Rothe's (1951) 18-item Job Satisfaction questionnaire. For the study a five-item scale was used, asking the employees about their satisfaction with their current position. This ranged from strongly disagree (1) to strongly agree (5). Sample items that have been used included: "I feel fairly satisfied with my present job" and "I find real enjoyment in my work". The questionnaire also included some negative questions such as: "Each day at work seems like it will never end" and "I consider my job to be rather unpleasant". These negative formulated questions had to be coded reverse in the evaluation with IBM SPSS Statistics. The extract of all questions considering subordinates work satisfaction can be found in Appendix B.2. According to Judge and Klinger (2008), a version of the scale that consists of five items gives a reliable (.80 or above) measurement of work satisfaction, and for the purpose of the study presented a suitable measuring instrument.

## 4. Results

The following chapter presents the results of the study and its outcome in relation to the research question. The chapter starts with a descriptive analysis followed by the results that are relevant to test the previous presented hypotheses. The data collected was processed and analyzed using IBM SPSS Statistics.

### 4.1 Descriptive Analysis

Besides the calculations that had to be made to test the hypotheses and to look at relationships, the mean values, minimum, maximum and Cronbach's alphas have been taken for the variables of the study that are relevant for the research question. The measures can be seen in Table 2.

**Table 2:** Mean, Minimum, Maximum, Standard Deviation, Cronbach's Alpha

Variable		M	Min	Max	SD	$\alpha$
Employee-centered	Self-rated	4.08	3.20	5.00	0.40	0.69
	Employee-rated	3.96	1.10	5.00	0.63	0.87
Production-centered	Self-rated	3.90	2.60	4.80	0.50	0.79
	Employee-rated	3.77	1.00	5.00	0.65	0.88
Work satisfaction		4.06	1.40	5.00	0.64	0.84

*Note N=142*

Overall, the taken measures of the variables showed a good and consistent internal reliability of the scales with high Cronbach's alphas. The scales of employee-rated employee-centered leadership style, employee-rated production-centered leadership as well as the work satisfaction scale had a high and satisfying level of Cronbach's alphas above 0.8. This also applied for the self-rated production-centered leadership scales with a

level at 0.79. The lowest level of internal reliability showed the measure for the self-rated employee-centered leadership behavior with a Cronbach's alpha of 0.69. However, this value still presents a reliable value and can also be included in the overall high internal reliability of all scales used to answer the research question. The mean values of self-rated and employee-rated employee-centered leadership style as well as for the production-centered leadership style showed close results. Possible differences and explanations will be presented in a later chapter in regards to the hypotheses. The measure of work satisfaction ( $M=4.06$ ;  $SD=0.64$ ) indicates that participants had an overall high level of work satisfaction.

## 4.2 Hypotheses Testing

The following section will carry out the testing of the hypotheses that have been developed in an earlier chapter. The first part will be about the hypotheses concerning the relationship between employee-centered and production-centered leadership style in and work satisfaction, while the second part will look at possible differences in the self-rated and other-rated measures the study provided.

In order to gain information about the relationships between the different variables and their strength, a calculation of correlation was carried out. The used coefficient was the Pearson correlation coefficient. This appears to be a suitable measurement for the variables that are normally distributed and scaled metrically. In order to measure the correlation, a two-sided test was carried out. The correlations will show whether relationships between the variables exist, however, it is not possible to make a statement about the dependent and independent variables using Pearson correlation coefficient. According to Cohen (1985) correlations of 0.10 are interpreted as weak, correlations of 0.30 as medium and correlations of 0.5 or above as strong relationships. Based on this, the following correlations will be interpreted.

### Hypothesis 1

The first hypothesis referred to the relationship between an employee-centered leadership style of the supervisor and the work satisfaction of the subordinate. It was assumed that there was a positive relationship between employee-centered leadership style self-rated by the supervisor, and the work satisfaction of the subordinate (H1a). Also, it was

hypothesized that there would be a positive relationship between the employee-centered leadership style rated by the subordinate, and the work satisfaction of the subordinate (H1b). The results of the correlations are shown in Table 3.

**Table 3:** Correlations between employee centered leadership and work satisfaction of the subordinate

Measure	1.	2
1.self-rated		
2.employee-rated	0.27**	
3.work satisfaction	0.03	0.48**

*Note* \* $p < 0.05$ , \*\* $p < 0.01$

The correlations show significant results. It turns out that there was a positive relationship between the employee-centered leadership behavior rated by the employee, and the work satisfaction of the employee ( $r=0.48$ ,  $p < 0.01$ ). This result indicates that there is a medium to strong relationship between the two variables and hence supports Hypothesis H1b. No significant relationship resulted between the employee-centered leadership style self-rated by the supervisor, and the work satisfaction of the employee ( $r= 0.03$ ,  $p=0.66$ ). The correlation is close to zero and the result is not significant. Hypothesis H1a is rejected. An analysis of the results will be carried out during the discussion.

## Hypothesis 2

The second hypothesis examined the relationship between a production-centered leadership style of the supervisor and the work satisfaction of the subordinate. It was assumed that there would be a positive relationship between a production-centered leadership style self-rated by the supervisor and the work satisfaction of the subordinate (H2a). Also, it was hypothesized that there would be a positive relationship between the production-centered leadership style rated by the subordinate, and the work satisfaction of the subordinate (H2b). The results of the correlations are shown in Table 4.

**Table 4:** Correlation between production-centered leadership and work satisfaction of the subordinate

Measure	1.	2.
1. Self-rated		
2. Employee-rated	0.15	
3. work satisfaction	0.05	0.34**

Note \* $p < 0.05$ , \*\* $p < 0.01$

Results showed that there was a significant and moderate positive relationship between the production-centered leadership style rated by the subordinate, and the work satisfaction of the subordinate ( $r=0.34$ ,  $p < 0.01$ ). This supports hypothesis H2b, which assumed that there would be positive relationship of a production-centered leadership style rated by the subordinate, and the work satisfaction of the subordinate. No significant result, and a very low correlation, was found between the self-rated leadership style of the supervisor and the work satisfaction of the subordinate ( $r=0.05$ ,  $p=0.57$ ). Hypothesis H2a is therefore rejected. The results and possible causes will be examined in the following discussion chapter.

### Hypothesis 3

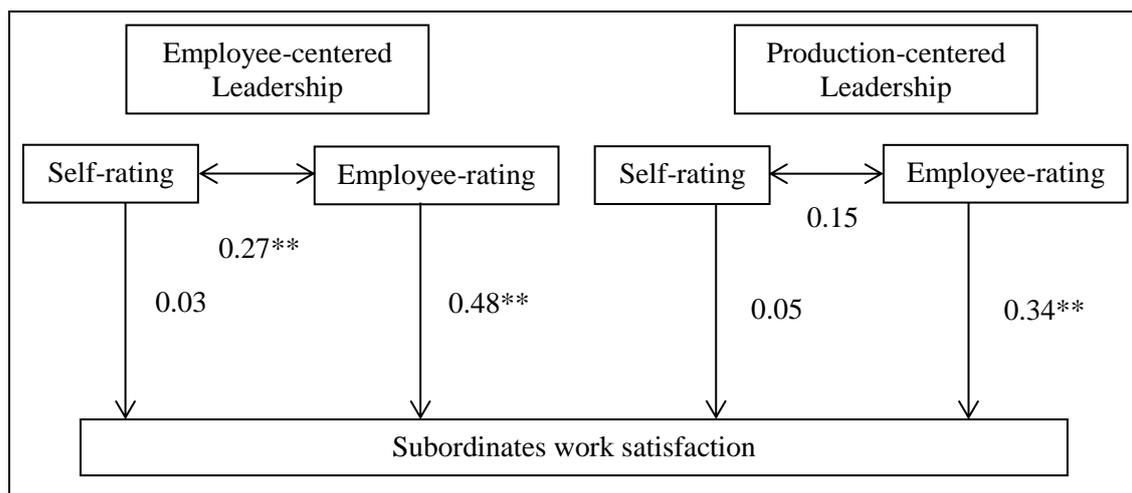
The third hypothesis referred to the difference between the self-perception of the supervisor and the perception of the subordinate of an employee-centered leadership style. The general measures can be seen in table 2, which shows the mean, minimum, maximum, standard deviation and Cronbach's Alphas. The mean measures turned out to be close in number with a self-rated measure of  $M=4.08$  ( $SD=0.40$ ) and the employee-rated measure of  $M=3.96$  ( $SD=0.63$ ). This indicates that overall supervisors rated themselves slightly better than their subordinates would rate them. There is also a noteworthy difference in the minimum and maximum of the answers. While the self-rated measure tend to be quite high ( $min=3.20$ ,  $max=5.00$ ), the employee-rated measure includes lower measures ( $min=1.10$ ,  $max=5.00$ ). Also, the correlation between the two perspectives was measured showing in table 3. Results show a significant positive correlation between the two variables ( $r=0.27$ ;  $p < 0.01$ ). The correlation can be described as a weak to medium strong correlation. The results support H3, furthermore, it also shows that

there was a positive relationship between the self-rated and employee-rated leadership style.

#### Hypothesis 4

The fourth hypothesis examined the difference between the self-rated and employee-rated measures of a production-centered leadership style. Table 2 shows the results of mean, minimum and maximum measure of the variables. The mean measures can be described as close to each other (self-rated  $M=3.90$ ,  $SD=0.50$ ; employee-rated  $M=3.77$ ,  $SD=0.65$ ). Overall, the supervisors rated themselves better than their subordinates rated them. This is also presented looking at the minimum and maximum, which show major differences. While the self-rated measure start with a minimum of  $\text{min}=2.60$  and have a  $\text{max}=4.80$ , the employee-rated measurements show a range from  $\text{min}=1.00$  to  $\text{max}=5.00$ , on a scale from one being the lowest and five being the highest. In the correlation analysis showing in table 4, it is demonstrated that there was no significant relationship between the self-rated and employee-rated variables of this leadership style ( $r=0.15$ ;  $p=0.08$ ). The results support H4. Possible causes and explanations of the differences will be discussed in the following chapter.

Figure 3 presents an illustration of the summarized results based on the theoretical model.



Note \* $p < 0.05$ , \*\* $p < 0.01$

**Figure 3:** Summary of Correlations of the projected Theoretical Model

## 5. Discussion

In this final chapter the previous presented results are interpreted and discussed in order to answer the research question and to discuss the aim of the present study. This includes an evaluation of used measures and methods considering the limitations of the present study. Also, the theoretical and practical implications of the study will be examined and an outlook for possible future research will be given.

### 5.1 Interpretation of the Results and Main Findings

In the following part the results based on the hypotheses will be discussed. For this the theoretical part done in chapter two will be supportive to explain the approval or rejection of the hypotheses. The section will start with the discussion of the results concerning the research topic.

#### **Relationship between leadership behavior and work satisfaction**

The main research topic of this paper was to examine if there is a relationship between leadership behavior and work satisfaction of the subordinate, based on the present study that investigated the interaction between supervisors and subordinates. The specific leadership behavior investigated was an employee-centered and production-centered leadership style. This relationship was investigated by hypothesis one and two. Since the present study rates the two leadership behaviors from a self-rated perspective of the supervisor as well as an other-rated perspective of the subordinate, sub-hypotheses were formed to examine possible differences. It should be noted that the present study can only make assumptions on the specific relationship between the variables used. This occurs since there was only a correlation analysis done in this study. However, based on previous studies that have been mentioned and the literature review it is assumed that the leadership style variables have an effect on work satisfaction. The limitations will be discussed in a later part of this paper.

Results show that there is a strong positive relationship of an employee-centered leadership style rated by the subordinate and the work satisfaction of the subordinate. This outcome supports H1b. However, no relationship could be found of this leadership style self-rated by the supervisor and the work satisfaction of the subordinate, rejecting H1a.

For the production-centered leadership style the outcome was similar. The results show a moderate positive relationship of a production-centered leadership style rated by the subordinate and the work satisfaction of the subordinate, supporting H2b. Again, there was no relationship found between this leadership style self-rated by the supervisor and the work satisfaction of the employees. H2a was rejected considering this outcome.

As one of the key findings it can be noted that the correlation between an employee-centered leadership style and work satisfaction of the subordinate was stronger than the correlation with the production-centered leadership behavior and work satisfaction. This outcome is similar to previous studies that have been discussed in detail in the theoretical part (e.g. Piccolo et al., 2012). The present study supports the assumption that a high consideration of employees by the supervisor is a predictor of work satisfaction of employees (Lok & Crawford 2003; Judge et al. 2004; Yukl, 2010). Other than some previous studies (e.g. Lok & Crawford, 2003), that resulted in negative correlations of a production-centered leadership style and work satisfaction, the present study showed that a leadership behavior focused on production also has a positive relationship with the work satisfaction of subordinates. Although the relationship was weaker, the outcome shows a medium strong positive relationship. This leads to the conclusion that employees might prefer to have a certain amount of both leadership behaviors in order to be satisfied within their work. A model relating to this is Blake and Mouton's (1964) Leadership grid that has been introduced earlier. Their model shows an illustration of both variables as independent, meaning that leaders could show different amounts of both behaviors at the same time. As mentioned by Lambert et al. (2012) different employees have a different perception of leadership perceived and desired. In their study they revealed that a high amount of employee-centered leadership behavior would lead to an increase in work satisfaction even when the desired level was exceeded. Furthermore, it could be assumed that a high level of production-centered leadership behavior could be marginalized by a high amount of employee-centered leadership behavior and through this result in work satisfaction (Pierce & Newstrom, 2011). Applied to the present study this would mean that the different subordinates each have a desired amount of production-centered and employee-centered leadership behavior which they compared to the actual amount they receive. Looking at the taken measures, there is an overall high amount of employee-centered leadership behavior perceived by the employees. A little less but also high is the medium measure of production-centered leadership behavior perceived by the subordinates. These measures lead to the assumption that overall the participating

supervisors show a balanced amount of both behaviors. There is a slightly higher tendency towards the employee-centered leadership behavior, which, with the idea of Lambert et al. (2012) and Pierce and Newstrom (2011), could have an influence on the strength of influence of the production-centered leadership behavior. Within this context it would be interesting to investigate the influence of a reduction of employee-centered leadership behavior towards the work satisfaction of the subordinate.

Like mentioned before, the medium measure of work satisfaction indicates that overall the participating subordinates are pretty satisfied with their jobs. Since there is a significant positive correlation between this variable and both leadership behaviors it can be assumed that the subordinates are overall satisfied with the behavior of their supervisors. It can also be concluded that the subordinates are satisfied with a tendency towards both leadership behavior with a stronger predictor being the employee-focused leadership style.

The positive outcome of a relationship between a production-centered leadership style and work satisfaction could also be explained considering that there might be other variables influencing the outcome. Previous studies have shown that a production-centered leadership style is more related to effectiveness and productivity (e.g. Judge et al., 2004). A possible explanation might be that being effective and productive at work might have an influence on work satisfaction through a positive feeling of achievements within the job of the employee. These positive feelings might count towards the motivation and satisfaction of the subordinates. This third variable then would act as a moderator between the two examined variables explaining their positive relationship.

Based on the outcome of no significant correlation found between the leadership behavior self-rated by the supervisors and the work satisfaction of the subordinate, it can be concluded that there is no connection between a supervisors' own perception of his or her leadership behavior and the work satisfaction of the subordinate. This indicates that these two variables have no influence on each other, making the supervisors' judgement of their own leadership behavior irrelevant to the follower satisfaction. In reverse it can be concluded that the work satisfaction of the subordinate is only related to his or her own perception of the leadership style, making this variable important within leadership studies. Like mentioned and discussed again later the two views on the leadership behavior can show noteworthy differences. This might also cause that there is no relationship between the view of the supervisor and the work satisfaction of the subordinate.

The outcomes can also be supported and explained looking at previous studies such as the one done by Lambert et al. (2012) who examined differences in leadership behavior perceived and needed by subordinates and the influence on their attitudes. The researchers pointed out the relevance of an employee's perception of their supervisors' behavior. However, there was no attention towards the self-rating of the supervisor. Based on the literature review it was also noticed that almost all previous studies were only constructed to examine the leadership behavior rated by the subordinate. However, an analysis of both views of leadership behaviors allows making certain statements about the differences of self- and other-ratings, and their importance towards practice. These differences will be discussed in the following paragraph.

It can be concluded that the evaluation of leadership towards an employee-centered and production-centered leadership behavior done by the subordinates is an important predictor of their work satisfaction. Furthermore, it can be said that both leadership behaviors have a positive relationship to this variable. This leads to questions such as how exactly these two variables are connected to work satisfaction. Future research would be needed in order to investigate the relationship in more detail. An analysis of possible future research will be conducted in a later part of this thesis.

### **Difference between the self- and other-ratings**

Within the present study the leadership style of the supervisor got rated by the supervisor him- or herself as well as by their direct subordinate. This permits to draw conclusions regarding the different ratings and to look at possible reasons why differences might occur. In hypothesis three and four these differences were examined. An interesting detail about the measurements is that the employee-rated measurements for both leadership behaviors show a higher measurement of Cronbach's alpha. This makes it seem more reliable and valid. A possible explanation might be the fact that other-rated images show a more objective and valid picture of another persons' behavior. As stated by Yammarino and Atwater (1997) self-evaluations might suffer from certain problems such as unreliability and bias. Also self-ratings are influenced by different factors such as gender, age and the position as mentioned by Fleenor et al. (2010).

It also can be noted that there are significant differences in general measures on how supervisors rated themselves and how they got rated by their direct subordinates. This applies for both dimensions of the leadership behavior. In general and as presented ear-

lier by the measures of mean, minimum and maximum, supervisors tend to rate themselves better than their subordinates rated them. As mentioned by Yammarino and Atwater (1997) it is common that most people rate themselves better especially when it comes to measurements within an organization. Managers, especially in higher positions and with a higher amount of experience, tend to rate themselves higher. Like mentioned by Fleenor et al. (2010) there are certain factors that have a huge impact on how self-ratings turn out. According to them these factors include biographical characteristics such as gender, age and position, personality traits and individual characteristics and job experience. A general assumption is that especially males and people of a higher age tend to rate themselves better. This also applies for people with high self-esteem, which has to be given to a certain extent in a leading position. Also, people with a lot of job experience might show a higher confidence in the work they are doing.

When looking at the participants of the present study, more than half of the managers were male participants. Also, an average age of 47 years and an average management experience of over twelve years lead the conclusion that most participating managers already had a lot of working and management experience. About 49% of the supervisors had more than ten years of experience in a leading position which underlines this result. This shows a possible explanation for the fact that in general managers rated themselves a lot better than their subordinates would rate them. For the employee-centered leadership style this would mean that supervisors feel that they do a lot for their employees and also see themselves as showing characteristics such as being approachable and friendly. For the production-centered leadership style on the other hand this means that they feel like they have a high focus on the effectiveness and productivity of their team and work towards a goal of the organization they are working in. This can be supported by the study done by Sala (2003) who investigated that the difference between self- and other-ratings differ more by increasing level of management. He also mentioned that managers in higher positions tend to have less people above them. Since feedback in general might be more considered and valued from people in higher positions, this might cause a lack of important feedback. Moreover, people in lower positions might feel uncomfortable giving feedback or critic to their supervisors. Also, difficulties might occur when important feedback or critic is not considered or taken serious by the person evaluated. A big part of this is caused by the organizational culture as well as communication and relationships between individuals within an organization. These factors usu-

ally have a high impact on whether feedback is wanted and also if it is accepted and considered (Sala, 2003). These results can also be underlined looking at the correlation analysis of the views. A weak positive relationship was found between the self- and other-ratings of the employee-centered leadership style. On the other hand, no significant correlation was found between the two views of the production-centered leadership behavior. These results lead to the assumption that next to all previously mentioned conclusions the views for the employee-centered leadership behavior are connected to each other and influence each other while there is no relationship between the self- and other ratings of the production-centered leadership style. This gives an important implication for theory and practice which will be discussed in the following chapter.

As a result it can be concluded that there are significant differences between self- and other-ratings of leadership behaviors. Although the differentiation between the two views was not part of the research question, it turned out to be an important part of leadership research and has important implications. The results of the self- and other-ratings also contribute towards the fact that the self-ratings of the supervisors are not relevant to the work satisfaction of their subordinates.

## **5.2 Limitations**

The following will present the limitations of the present study as well as of this Bachelor Thesis. For this purpose, the limitation will be divided into different categories including literature, sample, measuring instruments and statistical analysis and variables.

### **Literature**

For the terms of employee-centered and production-centered leadership there are no universal terms or definitions. The same appears for the term of work satisfaction. Next to this, there are also several different measuring tools with different approaches and reliabilities. These circumstances make it difficult to compare the present study to others or to make standardized assumptions. Also the number of literature had to be limited since the time did not allow scanning every study or paper that has ever been done on the topic. Another limitation in regards to the literature is the age of the used variables. The leadership concepts are quite old which made it difficult to find the original literature or newer literature that talk about the topic.

## Sample

The nature of the sample comes along with certain limitations. The sample is not a random one and participants mostly got approached through personal contacts of the participating students. Also, contacted participants could choose who to participate with in the study. This and the overall positive outcome of the study lead to the conclusion that most participating pairs had a good relationship with each other. Moreover, this might also be one of the reasons why some participants could be convinced to participate in the study in the first place. This assumption can be supported by the fact that the study was voluntarily and participants did not get paid and only got offered the chance to win a gift voucher if they participated.

Another limitation in the nature of the sample is that participants come from diverse industries, levels, and cultural groups. On one hand this kind of sample allows to make general conclusions, however, it does make it difficult to compare it to previous studies who mostly investigated certain behaviors focusing on specific groups. Also, the study is of cross-sectional nature. The data was collected only at one point. For the purpose of this project a cross-sectional study was an advantage since the time frame could be limited. However, it limits the interpretation of the variables. In order to consider other factors that might have an influence on the results and to make more reliable statements it might be beneficial to make a longitudinal research.

## Measuring Instruments and statistical analysis

As mentioned by Judge, Piccolo and Ilies (2004) the results of different studies might differ from each other depending on which measuring instruments have been used. Also, the measuring instruments used in the present study are shortened and translated versions of the original scales. In order to make more reliable statements variables should be analyzed using different methods and measuring scales and compare these results.

The present study analyzed the results using the Pearson correlation coefficient. This allows making statements if there is a relationship between the variables. However, it does not make it possible to analyze what kind of relationship there is. Using correlations, no statements can be made about the direction of the relationship or to determine which of the variables is the depended and which one is independent. This can only be assumed after the literature review and after looking at other studies that have been done and that used a regression analysis.

## Variables

The present study looks at single variables and how they are related to each other. However, the outcome as well as previous research shows there are other factors and variables that possibly have an influence. These so called moderator variables could have been used to discover whether there are other factors influencing the given topic and would be beneficial for further research. (Sharma, Durand, Gur-Arie, 1981)

## Strengths of the present study

Although the present study has some limitations, there are also strengths that can be mentioned. Unlike some of the previous studies that have been conducted on the topic of leadership behavior, the present study differentiates between a self-rated and other-rated image of the two concepts. This is a huge asset when looking at the results and when making implications to practice. It allowed to compare the different views and to underline the importance of effective feedback within all levels of an organization.

While it can also be seen as a disadvantage, the nature of the sample can also be seen as strength of the present study. Unlike other studies, the present study did not restrict the sample to a certain type of business or management level. This allowed drawing more general conclusions. Also, all measures that have been used were proven to be reliable and valid.

## 5.3 Theoretical and Practical Implications

The following will discuss implications the present study has for theory and practice. For this purpose this part will be divided starting with theoretical implications, followed by practical implications.

### Theoretical Implications

One of the key findings within this paper is that there is a positive relationship between employee-centered and production-centered leadership behavior and the work satisfaction of the subordinates. The outcome of the present study supports outcomes of previous studies and expands the view on the influence of a supervisor's leadership style. Previous studies that have been mentioned over the course of this paper mostly focused on different outcomes searching in groups with participants from the same working area and level of employment. The present study, however, proved a relationship between

the variables looking at participants from workplaces across different levels and types of businesses.

Also, since this leadership concept is quite old and there have not been a lot of contributions about the topic in the previous years, the present study brings back the attention to the relevance of these two leadership behaviors. With the ongoing research on leadership a lot of new leadership concepts have been developed causing older ones to sometimes get overlooked or not taught anymore. Moreover, in a fast changing and challenging environment this outcome appears to be more important. It has been proven that supervisors do have a direct impact on their employees and the way these employees perceive their supervisors behavior has a huge impact on their work satisfaction. This outcome also brings back the focus to subordinates and their perception of other people's behavior. As proven with the current study, the view of the employees is very important and thus should be valued. Also, the focus of theory should include the differences between the self- and other-ratings, which appear to be really important when looking at the topic of leadership. Further research on the topic is needed in order to understand the kind of relationships and to underline these results.

### **Practical Implications**

For organizations and especially for employees in a leading position this paper suggests that there should be a high focus on leadership behavior and how it is linked to variables concerning subordinates. Furthermore, leadership behavior can have a huge impact on the success of an organization.

An organizations employee can be seen as one of the most valuable resources within an organization. However, managers and people in higher positions tend to spend less time understanding the influence their behavior has on their subordinates and on factors such as their well-being and performance. The study suggests that organizations should spend more time in creating an open organizational culture and learning about communication and effective feedback. Also, employees in managing positions should gain a basic understanding of the wants, needs and abilities of their subordinates. This helps them to communicate effectively and to give necessary support and through those factors contribute towards the well-being of their employees as well as the success of the organization (Mohammad Mosadegh Rad & Hossein Yarmohammadian, 2006). The outcome of the present study underlines that supervisors do not have to decide whether

they want to concentrate towards an employee-focused or production-focus leadership style. Moreover, they have to find a balance of both behaviors. Although this balance may differ for different kinds of organizations, it's the supervisors' role to pay attention to their surroundings and to adjust their behavior accordingly. This leadership behavior is highly related towards outcomes such as work satisfaction which in return might also be related to other factors that might contribute towards the efficiency and overall outcome of an organization. It can be assumed that supervisors with a high focus on their employees might have an interest on sustainable relationships and follow long-term goals and objectives. A focus towards a production-centered behavior on the other hand can work towards the achievement of goals and outcomes in shorter terms (Taberner, 2009). Using these assumptions, it would be suggested that supervisors use behavior characteristics of both leadership styles. This could contribute towards a long-term overall positive outcome. On one hand it would contribute towards the well-being of employees while also focusing on production and the achievement of organizational goals on the other hand. The focus on both behaviors could contribute to a sustainable relationship between the management and employees (Sala, 2003).

With its outcome, the paper also suggests that although there was no relationship found between the self-ratings of a supervisor's leadership behavior and the work satisfaction of the subordinate, there should be a special attention to the differences between self-perception and the perception of others. As suggested by Sala (2003) there should be a high focus within organizations on self-awareness of employees especially in leading position. Methods such as the 360 degree feedback can help to improve this self-awareness. However, there must be a better awareness of these factors in order to create an organizational environment in which employees accept critics and try to improve their behavior. Organizations should support and insist on regular feedback for employees across all levels. This is especially important for employees in leading positions as they have an influence on performance, motivational and satisfaction measures within the organization. Organizations can use this knowledge for example by using feedback methods in order to discover how the self- and other-ratings differ within their workforce. This enables them to locate strengths and weaknesses and also to bring on changes if necessary.

Combining the two views the overall outcome of this paper suggest that organizations should support an open organizational culture that values its employees, while setting

organizational goals and push their employees towards the achievement of them at the same time. In order for this to work, there must be a basic understanding on the influence of behavior within organizations. Also these concepts must be adjusted to the kind of organization since organizations cannot be seen as all being the same. The present study leaves room for further research, which will be discussed in the following part.

## **5.4 Future Research**

After evaluating the limitations of the present study, suggestions for further research can be given. First, by looking at the nature of the sample it might be beneficial to make more specific separations of groups. A cross-cultural study could be carried out to take a look at cultural differences, such as different working mentalities. Also, the present study did not make a separation of industries or level of management which could be another implication for further research projects.

Considering the statistical analyses used, it would have been beneficial to carry out a regression analysis. In future research this could allow to make statements about the nature of the relationship between the variables as well as to determine the dependent and independent variable.

As implicated by Piccolo et al. (2012) it might also be useful to carry out a study combining different leadership styles. Nowadays there are several different leadership constructs which differ in some ways but also show similarities. Supervisors might show several different behaviors that have influence on their employees' satisfaction, motivation and other variables. Also, the present thesis only looks at 3 variables, while there might be others that are in relation to them and might have an influence. The use of moderator variables could be beneficial for that purpose. Further research should take more concepts and variables into consideration in order to make valid and reliable statements. This would also allow giving more specific implications to theory and practice.

## List of References

- Akinyele; Taiwo, Samuel (2007): Needs Satisfaction. An Effective Tool for Workers Commitment to Work. In *Research J. of Business Management* 1 (1), pp. 72–79. DOI: 10.3923/rjbm.2007.72.79.
- Azeez, Rasheed Olawale; Jayeoba, FolusoIlesanmi; Adeoye, Abayomi Olarewaju (2016): Job Satisfaction, Turnover intention and organizational commitment. In *BVIMSR's Journal of Management Research* 8 Issue 2, pp. 102–114.
- Bass, Bernard M.; Stogdill, Ralph Melvin (1990): Bass & Stogdill's handbook of leadership. Theory, research, and managerial applications. 3. ed. New York: Free Pr.
- Bernardin, H. John; Alvares, Kenneth (1976): The Managerial Grid as a Predictor of Conflict Resolution Method and Managerial Effectiveness. In *Administrative Science Quarterly* (21), pp. 84-92.
- Brayfield, Arthur H.; Rothe, Harold F. (1951): An index of job satisfaction. In *Journal of Applied Psychology* 35 (5), pp. 307–311. DOI: 10.1037/h0055617. Cited after Piccolo et al. (2012)<sup>1</sup>
- Brolly, Max (1967): Occupational Psychology. The Managerial Grid. In *Occupational Psychology* Vol. 41 (4).
- Chamberlain, Andrew (2017): What Matters More to Your Workforce than Money. Harvard Business Review. Available online at <https://hbr.org/2017/01/what-matters-more-to-your-workforce-than-money>, checked on 7/6/2017.
- Chaudhary, Rashmi; Srivastava, Binkey (2016): A Study on Managerial Effectiveness and Job Satisfaction of The Employees of Organized Retail Sector in NCR. In *Pranj.: Jour. Manag. Awar.* 19 (2), p. 34. DOI: 10.5958/0974-0945.2016.00010.8.
- çoğaltay, nazım (2015): Conceptual Perspectives on Leadership. In Engin Karadağ (Ed.): Leadership and organizational outcomes. Meta-analysis of empirical studies. s.l.: Springer-Verlag, pp. 1–18.
- Cohen, Jacob (1985): Statistical power analysis for the behavioral sciences. Revised ed. Orlando: Academic Press.

---

<sup>1</sup> This source had to be cited secondarily. Because of the age of the original source it was not possible to find the original document.

- Cranny, C. J.; Smith, Patricia C.; Stone, Eugene F. (1992): Job satisfaction. How people feel about their jobs and how it affects their performance. New York: Lexington Books.
- Dunnette, Marvin D. (Ed.) (1979): Handbook of industrial and organizational psychology. Building and developing the organization. [Reprint.]. New York, NY: Wiley (APA handbooks in psychology).
- Eddington, Rod (2016): Foreword by Sir Rod Eddington: Great Leadership Matters. In David Pendleton, Adrian F. Furnham (Eds.): Leadership. All you need to know. London: Palgrave Macmillan UK, pp. V–VI.
- Eid, Michael (Ed.) (2008): The science of subjective well-being. New York NY u.a.: The Guilford Press.
- Fleenor, John W.; Smither, James W.; Atwater, Leanne E.; Braddy, Phillip W.; Sturm, Rachel E. (2010): Self–other rating agreement in leadership. A review. In *The Leadership Quarterly* 21 (6), pp. 1005–1034. DOI: 10.1016/j.leaqua.2010.10.006.
- Fleishman, Edwin A.; HARRIS, EDWIN F. (1962): Patterns of Leadership Behavior Related to Employee Grievances and Turnover. In *Personnel Psychology* 15 (1), pp. 43–56. DOI: 10.1111/j.1744-6570.1962.tb01845.x.
- Fleishman, Edwin. A. (1957): A leader behavior description for industry. In Ralph Melvin Stogdill (Ed.): Leader behavior. Its description and measurement. 4. print. Columbus/Ohio: Ohio State Univ. Bureau of Business Research (Ohio Studies in personnell, 88), pp. 103–119.
- Gardner, Godfrey (1977): Is there a valid test of Herzberg's two-factor theory? In *Journal of Occupational Psychology* 50 (3), pp. 197–204. DOI: 10.1111/j.2044-8325.1977.tb00375.x.
- Gebert, Diether; Rosenstiel, Lutz von (2002): Organisationspsychologie. Person und Organisation. 5., aktualisierte und erw. Aufl. Stuttgart: Kohlhammer (Kohlhammer-Standards Psychologie).
- Gregersen, S.; Kuhnert, S.; Zimber, A.; Nienhaus, A. (2011): Führungsverhalten und Gesundheit - Zum Stand der Forschung. In *Gesundheitswesen (Bundesverband der Ärzte des Öffentlichen Gesundheitsdienstes (Germany))* 73 (1), pp. 3–12. DOI: 10.1055/s-0029-1246180.

- Herzberg, Frederick (1968): One More Time: How do you Motivate Employees. In *Harvard Business Review* (81 (1)), pp. 87–96.
- Herzberg, Frederick; Mausner, Bernard; Snyderman, Barbara Bloch (1993): The motivation to work. New Brunswick [N.J.]: Transaction Publishers.
- Hong L. C.; Abd Hamid N.I.N.; Salleh, N. M. (2013): A Study on the Factors Affecting Job Satisfaction amongst Employees of a Factory in Seremban, Malaysia. In *Business Management Dynamics* 3 Nr. 1, pp. 26–60.
- House, Robert J.; Filley, Alan C.; Kerr, Steven (1971): Relation of Leader Consideration and Initiating Structure to R and D Subordinates' Satisfaction. In *Administrative Science Quarterly* (Vol. 16, No. 1), pp. 19–30.
- Hussain, Mujahid; Hassan, Hamid (2016): The leadership styles dilemma in the business world. In *International Journal of Organizational Leadership*, pp. 411–425.
- Judge, Timothy A.; Piccolo, Ronald F.; Ilies, Remus (2004): The forgotten ones? The validity of consideration and initiating structure in leadership research. In *Journal of Applied Psychology* 89 (1), pp. 36–51. DOI: 10.1037/0021-9010.89.1.36.
- Judge T; Klinger, R. (2008): Job Satisfaction: Subjective Well-Being at Work. In Michael Eid (Ed.): *The science of subjective well-being*. New York NY u.a.: The Guilford Press, pp. 393–413.
- Karadağ, Engin (Ed.) (2015): *Leadership and organizational outcomes. Meta-analysis of empirical studies*. s.l.: Springer-Verlag.
- Keskes, Imen (2014): Relationship between leadership styles and dimensions of employee organizational commitment. A critical review and discussion of future directions. In *IC* 10 (1). DOI: 10.3926/ic.476.
- Lambert, Lisa Schurer; Tepper, Bennett J.; Carr, Jon C.; Holt, Daniel T.; Barelka, Alex J. (2012): Forgotten but not gone. An examination of fit between leader consideration and initiating structure needed and received. In *The Journal of applied psychology* 97 (5), pp. 913–930. DOI: 10.1037/a0028970.
- Likert, Rensis (1961): *New patterns of management*. New York: McGraw-Hill.

- Locke, E. A. (1979): The nature and causes of job satisfaction. In Marvin D. Dunnette (Ed.): *Handbook of industrial and organizational psychology. Building and developing the organization*. [Reprint.]. New York, NY: Wiley (APA handbooks in psychology), pp. 1297–1343.
- Lok, Peter; Crawford, John (2004): The effect of organisational culture and leadership style on job satisfaction and organisational commitment. In *Journal of Mgmt Development* 23 (4), pp. 321–338. DOI: 10.1108/02621710410529785.
- Lowin, Aaron; Hrapchak, William J.; Kavanagh; Michael J. (1969): Consideration and Initiating Structure: An Experimental Investigation of Leadership Traits. In *Laboratory Studies of Experimental Organizations* 14 (No. 2), pp. 238–253.
- Maslow, A. H. (1943): A theory of human motivation. In *Psychological Review* 50 (4), pp. 370–396. DOI: 10.1037/h0054346.
- Mohammad Mosadegh Rad, Ali; Hossein Yarmohammadian, Mohammad (2006): A study of relationship between managers' leadership style and employees' job satisfaction. In *Leadership in Health Services* 19 (2), pp. 11–28. DOI: 10.1108/13660750610665008.
- Musah, Adiza. Alhassan; Zulkipli, Ghazali; Ahmad, Nizam Shahrul Isha (2017): Relationship between Organizational Communication and Job Satisfaction in Temporary Work Environment: An Empirical Study of Plant Turnaround Workers. In *Global Business & Management Research* 9, 73-84.
- Narayanan, S. S.; Sekar, P. C. (2009): A Person-organization fit study of college work culture and its impact on behavioural intentions of teachers. In *Asia Pacific Management Review* 14 (2), pp. 121–136.
- Neog, B. B.; Barua, M. (2015): Factors Influencing Employee's Job Satisfaction: An Empirical Study among Employees of Automobile Service Workshops in Assam. In *The SIJ Transactions on Industrial, Financial & Business Management*, 3 Nr. 1, pp. 305–316.
- Nink, Marco (2017): Engagement Index Deutschland 2016. Gallup, Inc. Available online at <http://www.gallup.de/183104/engagement-index-deutschland.aspx>, checked on 7/6/2017.
- Northouse, Peter Guy (2010): *Leadership. Theory and practice*. 5th ed. Thousand Oaks, Calif.: Sage Publications.

- Nur Iplik, Fatma; Can Kilic, Kemal; Yalcin, Azmi (2011): The simultaneous effects of person? Organization and person?job fit on Turkish hotel managers. In *Int J Contemp Hospitality Mngt* 23 (5), pp. 644–661. DOI: 10.1108/09596111111143386.
- Olusegun, Solomon Oyetola (2013): Influence of Job Satisfaction on Turnover Intentions of Library Personnel in Selected Univerisities in South West Nigeria. In *Library Philosophy and Practice* 1, pp. 1–20.
- Pendleton, David; Furnham, Adrian F. (Eds.) (2016): Leadership. All you need to know. London: Palgrave Macmillan UK.
- Piccolo, Ronald F.; Bono, Joyce E.; Heinitz, Kathrin; Rowold, Jens; Duehr, Emily; Judge, Timothy A. (2012): The relative impact of complementary leader behaviors. Which matter most? In *The Leadership Quarterly* 23 (3), pp. 567–581. DOI: 10.1016/j.leaqua.2011.12.008.
- Pierce, Jon Lepley; Newstrom, John W. (2011): Leaders and the leadership process. Readings, Self-Assessments and Applications. 6th ed. New York: McGraw-Hill Higher Education.
- Robbins, Stephen P.; Judge, Timothy A. (2015): Organizational behavior. 16. ed., global ed. Boston: Pearson.
- Sala, Fabio (2003): Executive Blind Spots. Discrepancies Between Self- and Other-Ratings. In *Consulting Psychology Journal: Practice and Research* 55 (4), pp. 222–229. DOI: 10.1037/1061-4087.55.4.222.
- Saunders, Mark; Lewis, Philip; Thornhill, Adrian (2016): Research methods for business students. 7. ed. Harlow: Pearson.
- Schreyögg, Georg; Koch, Jochen (2010): Grundlagen des Managements. Basiswissen für Studium und Praxis. 2., überarbeitete und erweiterte Auflage. Wiesbaden: Gabler Verlag / Springer Fachmedien Wiesbaden GmbH Wiesbaden.
- Schriesheim, Chester A.; Bird, Barbara J. (1979): Contributions of the Ohio State Studies to the Field of Leadership. In *Journal of Management* 5 (2), pp. 135–145. DOI: 10.1177/014920637900500204.
- Sharma, Subhash; Durand, Richard M.; Gur-Arie, Oded (1981): Identification and Analysis of Moderator Variables. In *Journal of Marketing Research (JMR)* 18 (3), pp. 291–300.

Spector, Paul E. E. (1997): *Job Satisfaction. Application, Assessment, Cause, and Consequences*. Thousand Oaks: Sage Publications (Advanced Topics in Organizational Behavior).

Spiegel Online (2017): Druck der Investoren: Uber-Chef Travis Kalanick zurückgetreten. Spiegel ONLINE. Available online at <http://www.spiegel.de/wirtschaft/unternehmen/uber-gruender-travis-kalanick-angeblich-zurueckgetreten-a-1153225.html>, checked on 7/6/2017.

Stogdill, R. M. (1963): *Manual for the Leader Behavior Description Questionnaire-Form XII. An Experimental Revision*. Columbus: The Ohio State University, Bureau of Business Research. Available online at <https://fisher.osu.edu/supplements/10/2862/1962%20LBDQ%20MANUAL.pdf>, checked on 5/6/2017.

Stogdill, Ralph Melvin (Ed.) (1957): *Leader behavior. Its description and measurement*. 4. print. Columbus/Ohio: Ohio State Univ. Bureau of Business Research (Ohio Studies in personnell, 88).

Taberner, Carmen; Chambel, M. José; Curral, Luis; Arana, José M. (2009): The Role of Task-Oriented Versus Relationship-Oriented Leadership on Normative Contract and Group Performance. In *Soc Behav Personal* 37 (10), pp. 1391–1404. DOI: 10.2224/sbp.2009.37.10.1391.

Templer, Andrew J. (1973): Self -Perceived and Others-Perceived Leadership style using the leader behavior description questionnaire. *Personnel Psychology*. In *Personnel Psychology* 26, Issue 3//26(3), pp. 359–367. DOI: 10.1111/j.1744-6570.1973.tb01143.x.

Ueberschaer, Norbert (2014): *Führung. Kompaktes Wissen, konkrete Umsetzung, praktische Arbeitshilfen*. München: Hanser.

Varghese, Peter; Chirayath, Susan (2016): Influence of Job Satisfaction on Life Satisfaction among IT professional: A study conducted in four capital cities of south India. In *CLEAR International Journal of Research in Commerce & Management* Vol. 7 Issue 2, p9-14.

Weiss, Howard M. (2002): Deconstructing job satisfaction. In *Human Resource Management Review* 12 (2), pp. 173–194. DOI: 10.1016/S1053-4822(02)00045-1.

Wnuk, Marcin (2017): Organizational Conditioning of Job Satisfaction. A Model of Job Satisfaction. In *Contemporary Economics* Vol. 11 Issue 1, p31-43.

Wright, Kevin B. (2005): Researching Internet-Based Populations. Advantages and Disadvantages of Online Survey Research, Online Questionnaire Authoring Software Packages, and Web Survey Services. In *Journal of Computer-Mediated Communication* 10 (3), p. 0. DOI: 10.1111/j.1083-6101.2005.tb00259.x.

Yammarino, Francis J.; Atwater, Leanne E. (1997): Do managers see themselves as other see them? Implications of self-other rating agreement for human resources management. In *Organizational Dynamics* 25 (4), pp. 35–44. DOI: 10.1016/S0090-2616(97)90035-8.

Yukl, Gary (2010): *Leadership in organizations*. 7. ed., global ed. Upper Saddle River, NJ: Pearson.

## Appendix A: E-mail Communication with Participants

The following shows the extracts of the email communication with the participants. The emails were adjusted depending on the receiving person.

### A.1: Information E-mail for the participants

Sehr geehrte/er *Name der Zielperson*,

im Rahmen meiner Bachelorarbeit untersuche ich gemeinsam mit der Hochschule für Wirtschaft und Recht Berlin und der Universität Mannheim in einem aktuellen Forschungsprojekt die Interaktion zwischen Führungskräften und Mitarbeiter(inne)n

Daher würde ich mich freuen, wenn Sie und ein(e)r Ihrer Mitarbeiter(inne)n an der Studie teilnehmen würden.

Selbstverständlich werden alle im Rahmen der Studie erhobenen Daten vollkommen anonym und vertraulich behandelt.

Weitere Informationen können Sie dem beigefügten Flyer entnehmen.

In einer separaten Email erhalten Sie den Zugang zu SocioSurvey mit dem Fragebogen. In diesem müssen Sie dann auch die E-Mail Adresse ihres teilnehmenden Mitarbeiter/Führungskraft eintragen.

Im Rahmen dieser Online-Studie können Sie zudem einen von drei Gutscheinen (frei wählbar, z.B. Amazon) im Wert von €50 gewinnen. Zudem werden alle Teilnehmer/innen die Ergebnisse nach Studienende erhalten.

Für Ihre Teilnahme und Unterstützung wäre ich Ihnen sehr dankbar und sende

Ihnen freundliche Grüße,

Isabell Nüske

## A.2: Information Flyer for the Participants

### STUDIE ZUR INTERAKTION ZWISCHEN VORGESETZTEN UND MITARBEITER(INNE)N

#### WORUM GEHT ES IN DER STUDIE?

Wir befassen uns mit der Frage, welche Faktoren die Interaktion zwischen Führungskräften und ihren Mitarbeiter(inne)n beeinflussen - und welche Bedeutung jene für den Arbeitsalltag hat.

#### WER KANN AN DER STUDIE TEILNEHMEN?

Die Studie zielt auf Mitarbeiter/Innen und Vorgesetzte aller Professionen und Ebenen ab, die erwerbstätig sind und mehr als 20 h die Woche arbeiten (keine Teilnahme als Student/in; Praktikant/in möglich). Es gilt zu beachten, dass die Teilnehmer/innen jeweils als Mitarbeiter/in oder Führungskraft nur einmal an der Studie teilnehmen können.

#### WARUM IST IHRE TEILNAHME WICHTIG?

Mit Ihrer Teilnahme unterstützen sie tatkräftig die Erweiterung der wissenschaftlichen Kenntnisse über die Interaktion zwischen Vorgesetzten und Mitarbeiter(inne)n. Außerdem unterstützen Sie mich dabei, meine Bachelorarbeit abzuschließen. Darüber hinaus, verlosen wir unter allen Personen, die alle Fragebögen beantwortet haben drei Gutscheine im Wert von EUR 50 (frei wählbar, z.B. Amazon, iTunes oder Zalando). Zudem erhalten Sie nach Abschluss der Studie (August 2017) eine Rückmeldung über die gewonnenen Ergebnisse.

#### WIE SIEHT DER ABLAUF AUS?

Wir schicken Ihnen einen Link zu einem Fragebogen, den Sie ausfüllen. Darin werden wir Sie auch bitten, einen Link zu einem weiteren Fragebogen an eine andere Person zu versenden:



Hochschule für  
Wirtschaft und Recht Berlin  
Berlin School of Economics and Law

UNIVERSITÄT  
MANNHEIM

- Nehmen Sie selbst als Führungskraft (Dauer der Beantwortung: 10 Minuten) an unserer Studie teil, bitten wir Sie einen Fragebogen an eine/n Ihrer Mitarbeiter/innen weiterzuleiten.
- Nehmen Sie selbst als Mitarbeiter/in (Dauer der Beantwortung: 20 Minuten) teil, bitten wir Sie einen Fragebogen an Ihre Führungskraft zu schicken.

Alle Daten werden vertraulich und anonym behandelt, da die Studie rein wissenschaftlichen Zwecken dient.

#### WER FÜHRT DIE STUDIE DURCH?

Ich führe die Studie in Zusammenarbeit mit der Hochschule für Wirtschaft und Recht Berlin durch. Die Arbeit wird betreut von Prof. Dr. Katrin Böttcher von der Hochschule für Wirtschaft und Recht und Dr. Laura Venz von der Universität Mannheim.

Wir freuen uns über Ihre wertvolle Teilnahme!

#### KONTAKT

„i.nueske@gmail.com“



Isabell Nüske

Ihr Team des Forschungsprojektes  
„Vorgesetzten-Mitarbeiter-Beziehung“

VIELEN DANK FÜR IHRE TEILNAHME!

### A.3: Request to insert die E-Mail Address of the participating Employee

-----  
EMAIL

**Bitte unterstützen Sie uns, indem Sie im Folgenden eine E-Mail an eine/n Mitarbeiter/in von Ihnen senden.** ML01

Ihr Mitarbeiter/Ihre Mitarbeiterin erhält mit der E-Mail den Link zu einem Online-Fragebogen, in dem er/sie Aspekte Ihrer gegenseitigen Beziehung sowie seiner/ihrer Arbeit einschätzen soll. Die Beantwortung dieses Mitarbeiter-Fragebogens wird etwa 20 Minuten dauern.

Nach einem Klick auf „Weiter“ am Ende dieser Seite wird die E-Mail automatisch an den von Ihnen angegebenen Empfänger versendet. Als Absender wird Ihrem Mitarbeiter/Ihrer Mitarbeiterin der Name unserer Projektleiterin (Katrin Böttcher: [katrin.boettcher@hwr-berlin.de](mailto:katrin.boettcher@hwr-berlin.de)) angezeigt. Der Betreff der E-Mail lautet „Bitte um Unterstützung der Studie „Vorgesetzten-Mitarbeiter-Beziehung“.

**Bitte weisen Sie Ihren Mitarbeiter/Ihre Mitarbeiterin auch persönlich auf den E-Mail-Versand hin.** Vielen Dank!

Alle Angaben, die Sie im Folgenden machen, werden von uns nicht gespeichert, sondern lediglich für das Versenden des Fragebogens an Ihren Mitarbeiter/Ihre Mitarbeiterin genutzt. Die Anonymität und Vertraulichkeit Ihrer Daten sowie die Anonymität Ihres Mitarbeiters/Ihrer Mitarbeiterin bleibt somit gewahrt.

Bitte wählen Sie nun diejenige Mitarbeiterin bzw. denjenigen Mitarbeiter, **die/der an erster Stelle stehen würde, wenn Sie die Nachnamen Ihrer Teammitglieder alphabetisch sortieren** und füllen Sie die folgenden Felder zum Emailversand aus.

Bitte geben Sie hier die **E-Mail-Adresse Ihres Mitarbeiters/Ihrer Mitarbeiterin** ein:

Bitte tragen Sie hier ein, **wie Sie Ihren Mitarbeiter/Ihre Mitarbeiterin zu Beginn der E-Mail ansprechen möchten** (z.B. "Sehr geehrter Herr Müller", "Liebe Ursula"):

Bitte tragen Sie **Ihren Namen als Absender** ein, damit Ihr Mitarbeiter/Ihre Mitarbeiterin weiß, von wem diese E-Mail stammt.

## Appendix B: Extract of the Questionnaires

Appendix B presents the extracts of the questionnaires that have been used to examine the research topic.

### B.1: Questionnaires for subordinates evaluating the leadership behavior of their supervisor

Meine Führungskraft...	trifft gar nicht zu	trifft wenig zu	trifft mittelmäßig zu	trifft überwiegend zu	trifft völlig zu
... lässt die Mitarbeiter wissen, was von ihnen erwartet wird.	<input type="radio"/>				
... fördert den Einsatz von einheitlichen Vorgehensweisen.	<input type="radio"/>				
... ist freundlich und zugänglich.	<input type="radio"/>				
... probiert ihre Ideen in der Gruppe aus.	<input type="radio"/>				
... macht den Mitarbeitern ihre Einstellung deutlich.	<input type="radio"/>				
... tut kleine Dinge, die es angenehm machen, ein Teil der Gruppe zu sein.	<input type="radio"/>				
... entscheidet, was getan werden soll und wie es getan werden soll.	<input type="radio"/>				
... setzt Vorschläge der Gruppe um.	<input type="radio"/>				
... weist den Mitarbeitern bestimmten Aufgaben zu.	<input type="radio"/>				
... stellt sicher, dass ihre Rolle in der Gruppe von den Mitarbeitern verstanden wird.	<input type="radio"/>				

Meine Führungskraft...	trifft gar nicht zu	trifft wenig zu	trifft mittelmäßig zu	trifft überwiegend zu	trifft völlig zu
... behandelt alle Mitarbeiter als ihr gleichgestellt.	<input type="radio"/>				
... informiert im Vorfeld über anstehende Veränderungen.	<input type="radio"/>				
... legt fest, wann welche Aufgaben erledigt werden müssen.	<input type="radio"/>				
... bleibt für sich allein.	<input type="radio"/>				
... achtet auf das Wohlbefinden der Mitarbeiter.	<input type="radio"/>				
... behält einen eindeutigen Leistungsstandard bei.	<input type="radio"/>				
... ist gewillt, etwas zu verändern.	<input type="radio"/>				
... verlangt, dass sich die Mitarbeiter an standardisierte Regeln und Bestimmungen halten.	<input type="radio"/>				
... weigert sich, ihr Handeln zu erklären.	<input type="radio"/>				
... handelt, ohne sich mit der Gruppe zu beraten.	<input type="radio"/>				

## B.2: Questionnaire evaluating the work satisfaction of the subordinates

Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme teilweise zu	stimme zu	stimme vollkommen zu
Ich bin ziemlich zufrieden mit meiner Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An den meisten Tagen bin ich von meiner Arbeit begeistert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeder Tag bei der Arbeit fühlt sich so an als würde er nie zu Ende gehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit macht mir wirklich Freude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich finde meine Arbeit eher unangenehm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## B.3: Questionnaire of the supervisor

Bitte geben Sie an, inwiefern die folgenden Aussagen auf **Sie als Führungskraft** zutreffen.

	trifft gar nicht zu	trifft wenig zu	trifft mittelmäßig zu	trifft überwiegend zu	trifft völlig zu
Ich lasse meine Mitarbeiter wissen, was von ihnen erwartet wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin freundlich und zugänglich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fordere den Einsatz von einheitlichen Vorgehensweisen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich probiere meine Ideen in der Gruppe aus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich tue kleine Dinge, die es angenehm machen, ein Teil der Gruppe zu sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich mache meinen Mitarbeitern meine Einstellung deutlich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich entscheide, was getan werden soll und wie es getan werden soll.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich weise meinen Mitarbeitern bestimmte Aufgaben zu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich setze Vorschläge der Gruppe um.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich behandle alle meine Mitarbeiter als mir gleichgestellt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	trifft gar nicht zu	trifft wenig zu	trifft mittelmäßig zu	trifft überwiegend zu	trifft völlig zu
Ich informiere im Vorfeld über anstehende Veränderungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich stelle sicher, dass meine Rolle in der Gruppe von den Mitarbeitern verstanden wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich lege fest, wann welche Aufgaben erledigt werden müssen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bleibe für mich allein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich behalte einen eindeutigen Leistungsstandard bei.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich achte auf das Wohlbefinden meiner Mitarbeiter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin gewillt, etwas zu verändern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich verlange, dass sich meine Mitarbeiter an standardisierte Regeln und Bestimmungen halten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich weigere mich, mein Handeln zu erklären.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich handele, ohne mich mit der Gruppe zu beraten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix C: Internet Sources

The following shows screenshots of the used internet sources that have been used and are not available as a print version.

### C.1: Spiegel Online

11.7.2017

Druckversion - Druck der Investoren: Uber-Chef Travis Kalanick zurückgetreten - SPIEGEL ONLINE - Wirtschaft

#### SPIEGEL ONLINE

21. Juni 2017, 07:53 Uhr

Druck der Investoren

#### Uber-Chef Travis Kalanick zurückgetreten

Travis Kalanick ist von seinem Posten als Uber-Chef zurückgetreten. Wichtige Investoren haben den umstrittenen Manager zum Rückzug gedrängt.

Die angekündigte Auszeit von Travis Kalanick wird wohl dauerhaft: Der umstrittene Chef des Fahrdienstvermittlers Uber ist auf Druck von Investoren zurückgetreten. Die "New York Times" hatte zuerst darüber berichtet. Uber und Kalanick selbst bestätigten den Rücktritt.

Laut "New York Times" hatten fünf große Uber-Investoren zuvor einen Brief an Kalanick geschrieben, in dem sie seinen sofortigen Abgang verlangten. Das Unternehmen brauche einen Wechsel der Führung. Nach stundenlangen Diskussionen soll Kalanick dem zugestimmt haben.

"Ich liebe Uber mehr als alles andere auf der Welt", zitiert die "New York Times" Kalanick. "Und in diesem schwierigen Moment in meinem persönlichen Leben habe ich die Forderung der Investoren akzeptiert, beiseite zu treten, damit Uber wieder zum Aufbauen zurückkehren kann, statt durch einen weiteren Kampf abgelenkt zu werden." Der Verwaltungsrat bezeichnete den Rückzug als Zeichen von Kalanicks Hingabe für Uber.

Kalanick, der Uber einst mitgegründet hatte, war zuletzt stark unter Druck geraten und hatte sich vergangene Woche in **eine unbefristete Auszeit verabschiedet**. Er wolle sich während der Pause zu der Art von Chef entwickeln, "den diese Firma verdient und den Ihr verdient", hieß es damals in einer E-Mail an die Mitarbeiter.

Kalanick kämpfte zum einen mit privaten Problemen, seine Mutter ist kürzlich bei einem Bootsunfall ums Leben gekommen. Zum anderen stand er aber auch wegen seines Führungsstils und der von ihm gepflegten rauen Unternehmenskultur unter Druck (**mehr dazu lesen Sie hier**). So waren Beschwerden wegen sexueller Belästigung von Mitarbeiterinnen lange folgenlos geblieben.

Nun will das Unternehmen seine Kultur ändern. Ein Untersuchungsbericht des ehemaligen Justizminister Eric Holder hat Dutzende Verbesserungsvorschläge gemacht, die künftig umgesetzt werden sollen. Dabei wollen die Investoren Kalanick offenbar nicht mehr an Bord haben. Zuletzt waren bereits andere Top-Manager des Unternehmens abgetreten.

Als einen der ersten Schritte der neuen Kultur macht Uber ein massives Zugeständnis an die Fahrer in den USA. In der App werden erstmals Trinkgelder vorgesehen. Die Neuerung wurde am Dienstag zunächst in Houston, Seattle und Minneapolis eingeführt und soll bis Ende Juli in jeder US-Stadt verfügbar sein.

Zwar konnte man als Fahrgast schon immer seinem Uber-Fahrer Geld am Ende der Fahrt zustecken. Aber als offizielle Option in der App war es - anders als beim Rivalen Lyft oder bei Taxis - nicht vorgesehen. Fahrer forderten die Trinkgeldmöglichkeit schon lange, aber Kalanick galt als Gegner eines solchen Schritts.

**Ein ausführliches Porträt von Uber und Kalanick lesen Sie hier bei SPIEGEL PLUS.**

<http://www.spiegel.de/wirtschaft/unternehmen/uber-gruender-travis-kalanick-angeblich-zurueckgetreten-a-1153225-druck.html>

1/2

## C.2: Harvard Business Review

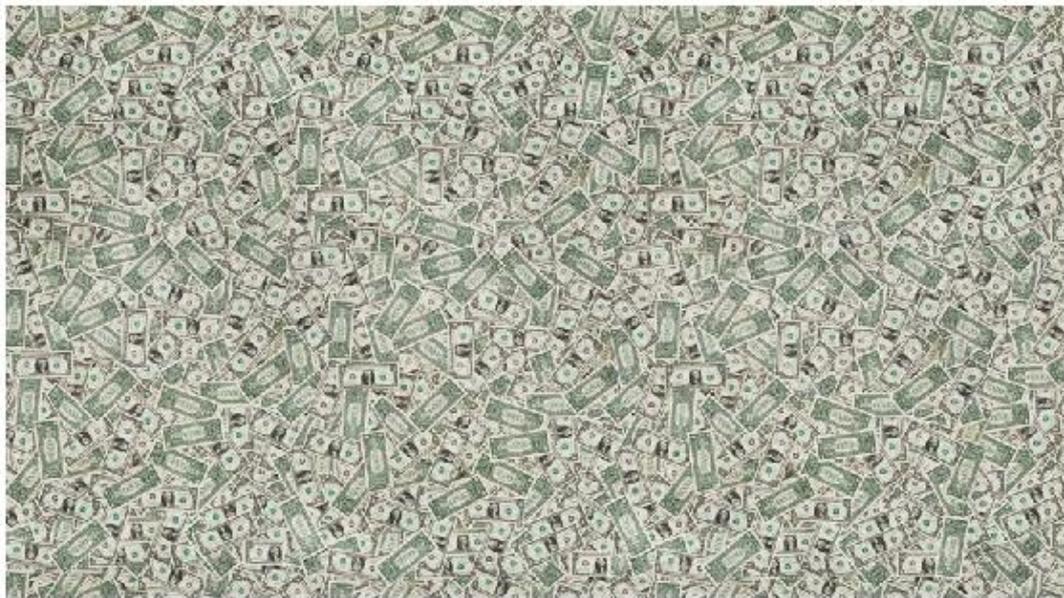
**Harvard  
Business  
Review**

COMPENSATION

# What Matters More to Your Workforce than Money

by Andrew Chamberlain

JANUARY 17, 2017



Economists have long argued that money doesn't buy happiness. But compensation is still a major factor for us when we're considering where to work. What do we know about how more pay influences employees' motivations?

That slice of information can be the difference between a workforce that is satisfied and productive and one that isn't – costing the business money in the long run.

As the chief economist at Glassdoor, my role is to help unearth some of the driving forces behind job seekers' decisions: why they choose the jobs they do, what matters to them at work, and what causes them to love – or despise – their company or manager.

### **Money Can't Buy Happiness**

At Glassdoor we have a unique window into the labor market, as we use reviews and salary surveys to gather insights about companies and employee sentiment. The result is a wealth of real-world data, allowing us to identify the factors beyond pay that really drive happiness at work.

One of the most striking results we've found is that, across all income levels, the top predictor of workplace satisfaction is *not* pay: It is the culture and values of the organization, followed closely by the quality of senior leadership and the career opportunities at the company. Among the six workplace factors we examined, compensation and benefits were consistently rated among the *least* important factors of workplace happiness.

The fact that pay is not the main driver of worker satisfaction will come as little surprise to economists. Writing more than 250 years ago, in *The Theory of Moral Sentiments*, Adam Smith famously warned that material gains often make us less happy, not more. A 2010 study from Princeton University researchers showed that having a higher income increases happiness but only up to about \$75,000 per year. Beyond that, higher pay doesn't influence happiness much, and other factors take over.

Our Glassdoor analysis echoes these findings in the workplace. Data scientist Patrick Wong and I took a sample of more than 615,000 Glassdoor users who had both reported their pay and written a review of their employer since 2014. We placed them into four salary groups, from lowest (those earning under \$40,000 a year) to highest (those earning over \$120,000), and looked at the relative explanatory power of each for employee satisfaction. If we think of our model as a pie of explanatory power, each workplace characteristic represents a slice. Factors with the biggest slices are the biggest drivers of workplace happiness. This data is correlational, but in conjunction with similar results from other research, we believe it offers some recommendations for managers nonetheless.

### **Higher-Earning Employees Have Different Priorities**

Although money isn't a major driver of employee satisfaction, a person's workplace priorities do change as their income rises. For example, the culture and values of the organization explain about 21.6% of worker satisfaction in the lowest income group, but that rises to 23.4% for the highest incomes. This suggests that higher earners want their employers to share their values and create a positive company image.

Other factors whose importance rises as compensation does include the quality of senior leadership (which rises from 20.4% to 22.8% of the predictive pie as income rises) and the importance of career opportunities (rising from 17.5% to 22.8%). At higher pay levels, workers clearly place more emphasis on culture and long-term concerns like leadership and growth opportunities, rather than day-to-day concerns like pay and work-life balance.

By contrast, three of the factors we examined were less important to higher-earning employees. Work-life balance declines in importance at higher income levels, falling from 13.2% of the predictive pie to 9.5% as pay rises. High earners are more willing to give up leisure time for work income. We were interested to find that the employer's business outlook also declines in importance as income rises, but the shift is small.

Finally we found that compensation and benefits, in addition to being among the least important factors, fall in importance as income rises. For those earning less than \$40,000 annually, pay accounts for only 12.8% of workplace satisfaction. As salary rises, the predictive power of compensation and benefits falls sharply, dropping to 9.8% of the pie for those earning more than \$120,000 annually.

#### **Focus on Culture Without Compromising Pay**

Although pay is not the most important driver of employee satisfaction, these results don't suggest that employers can disregard it. Compensation and benefits may have less predictive power for employee satisfaction than the other factors, but it is still the top factor that job seekers consider when evaluating potential employers, according to a recent Glassdoor survey – particularly for job seekers weighing competing offers. For the purpose of attracting talent, offering competitive pay and benefits remains critical for employers.

However, once employers have begun offering pay that's within the range of competing firms, what's the next step for improving employee morale, engagement, and productivity? Our research suggests that further tinkering with the compensation package is not likely to improve employee satisfaction much, particularly among higher-earning employees.

While pay can help get new talent in the door, our research shows it's not likely to keep them there without real investments in workplace culture: making a commitment to positive culture and values, improving the quality of senior management, and creating career pathways that elevate workers through a career arc in the organization.

---

Andrew Chamberlain, Ph.D, is chief economist at jobs site Glassdoor and director of research at Glassdoor Economic Research.

---

This article is about **COMPENSATION**

 FOLLOW THIS TOPIC

Related Topics: [EMPLOYEE RETENTION](#) | [TALENT MANAGEMENT](#)

## Comments

Leave a Comment

POST

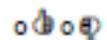
7 COMMENTS

---

David Maurice 5 months ago

Despite the first response, I would like to speak to non-profit child and family agencies that include my own. When an individual(s) find the practical need to meet bare necessities; financial bottom lines are critical. With that given; I have a similar response as the personality, competence match. The need for vision, mission and the like are crucial for retention. Paid Leave, Insurance and the like are also necessities due to growing and grooming a good work force.

REPLY



 [JOIN THE CONVERSATION](#)

---

POSTING GUIDELINES

## Statutory Declaration

I declare that I wrote this thesis independently and on my own. I clearly marked any language or ideas borrowed from other sources as not my own and documented their sources. The thesis does not contain any work that I have handed in or have had graded as a Prüfungsleistung earlier on. I am aware that any failure to do so constitutes plagiarism. Plagiarism is the presentation of another person's thoughts or words as if they were my own—even if I summarize, paraphrase, condense, cut, rearrange, or otherwise alter them. I am aware of the consequences and sanctions plagiarism entails. Among others, consequences may include nullification of the thesis, exclusion from the BA program without a degree, and legal consequences for lying under oath. These consequences also apply retrospectively, i.e. if plagiarism is discovered after the thesis has been accepted and graded.

Name: Nüske

First Name: Isabell

Matr.ID.: 431543

Study Course: IBAEX

Berlin, 13.07.2017

---

Place, Date

Signature