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LEADER-MEMBER EXCHANGE THEORY AND THE USE OF REINFORCEMENTS ON EMPLOYEE PERFORMANCE

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LEADER-MEMBER EXCHANGE THEORY AND

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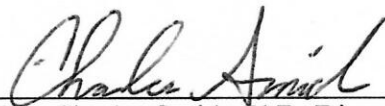in Organizational Leadership

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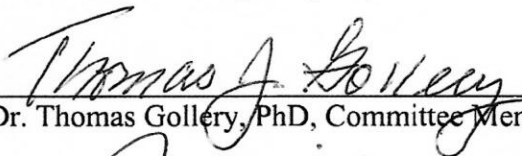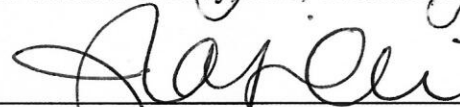by

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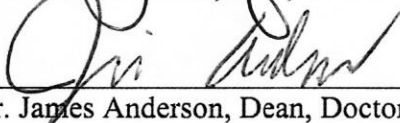
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DEDICATION

First, I want to dedicate this dissertation to my wonderful husband, Nathaniel E. Woods Jr., who was not only the inspiration for the topic, but also the greatest supporter through the process. To my boys, Nathaniel and Angelo, you supported me through the long nights and weekends and encouraged me to keep moving forward. To all my family members near and far, thank you for the encouragement through this arduous process. To my late mother and father, this dissertation would never be possible if it were not for the values instilled in me as a child. Mom and Dad, you are greatly missed, but I know how proud you would be of me. Finally, all praises go up to my Lord and Savior, Jesus Christ, who strengthened me and drew me closer to Him by teaching me more about myself through this process.

ACKNOWLEDGMENTS

ABSTRACT

Every organization desires to improve performance. Understanding how the employees within the organization are motivated and operate is essential to improving their performance along with the organization's performance. Relationships between leaders and the subordinates are vital to the subordinates' performance, and these relationships may change the perception the subordinates have of their reinforcements. The purpose of the study was to assess and predict supervisor-subordinate relationships with the use of reinforcements on the subordinates' performance. The methodology of the study was a quantitative, non-experimental, survey research design of a single organization in the janitorial industry. Forty-five participants responded to the survey, which included 21-questions on a 5-point Likert scale. *Words of appreciation* and *leader support* were examples of the predictive results gathered from the data. The researcher concluded intrinsic motivators and higher-quality leader-member relationships would improve the perceptions the participants have of their performance as exceeding expectations of the job role. Additionally, the extrinsic motivators, along with the intrinsic motivation that participants felt existed in the organization, could benefit the relationship employees have with their leader along with the participants' perception of their performance.

*Keyword*s: Employee performance; Leader-Member Exchange Theory; LMX; Skinner's Reinforcement Theory; Maslow's Hierarchy of Needs; Herzberg's Motivation Theory; Motivation

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I. INTRODUCTION

Organizations strive to be successful; and, in many organizations, success means increased profitability. Employees are the backbone of organizations and are assets which can be maximized for optimal performance (Aktar, 2015). Employee performance can be analyzed through a contextual and task-related view (Bal Tastan, 2014). While the analysis of employee performance can be seen through the two components, assessing the holistic view is often the option chosen (Conway, 1996). Thus, Conway's (1996) study recognized employee performance has the two distinct characteristics of being contextual and task-related, but an employee should be evaluated holistically.

Several factors affect employees' performance, and employees' performance affects productivity and profitability. Perspectives of performance include implementation of one's ability (Aktar, 2015). The employee's performance is the heartbeat that often predicts organizational performance. Understanding factors that influence an employee's performance can help organizations improve productivity. Relationships between leaders and subordinates and using reinforcements are factors impacting employee performance (Ahi, Lodhi, Orangzab, Raza, & Ali, 2018).

The concept of understanding relationships between a leader and a subordinate is recognized as leader-member exchange theory (LMX) (Ali et al., 2018; Northouse, 2019; Schuh, Zhang, Morgeson, Tian, & Van Dick, 2018). Reinforcements could include promotions, recognition programs, rewards (Geller, 2006; Harris & Russell, 2013; Shiraz, Rashid, & Riaz,

2011), words of affirmation or praise (Singh, 2006), negative reinforcements, and punishments (Sutter & Rivas, 2014). The relationship between the leader and the subordinate can determine the type of reinforcement the employee receives and how the employee perceives the reinforcement (Schuh et al., 2018). Being able to identify the reinforcement that has the greatest effect on employees requires knowledge and understanding of motivation (Salamin, 2000; Zani, Rahim, Junos, Samanol, Ahmad, Merican, Saad, & Ahmad, 2011).

Maslow's Hierarchy of Needs Theory demonstrates the needs human beings long to satisfy (Pulasinghage, 2010). Employees have internal desires yearning to be satisfied in the simplest of actions from their leaders. Along with Maslow's theory, Herzberg's theory seeks to understand the motivators that drive the individual in daily life, but especially in the workplace (Herzberg, 2003). While some workplace factors – such as company policies and administration, relationship with supervisors, interpersonal relations, working conditions, and salary – do not equate to job dissatisfaction, they can explain how employees may interact or perform in the workplace (Alshmemri, Shahwan-Akl, & Maude, 2017).

Needs, internal motivators, and external motivators often drive behaviors (Udechukwu, 2009). Motivations direct which reinforcements have the greatest influence on the employee. Skinner's Reinforcement Theory helps explain what behaviors people will continue performing in that motivators influence behavior in the workplace. Understanding the internal and external motivations will provide the tools for Skinner's theory to be effective (Villere & Hartman, 1991).

Organizations can gather data on best practices to motivate their employees or build a training program that trains leaders in building quality relationships with employees, but understanding which of these paths work best is essential. This dissertation report outlines a quantitative study seeking to understand the impact factors, such as LMX and reinforcements,

have on employee performance. More specifically, recognizing the relationship between the leader and the employee and identifying in-group and out-group dynamics can contribute to the perception the employee has on the reinforcements received and the employee's applied workplace performance.

Background of the Study

Employee performance problems are an ever-present issue within organizations (McConnell, 2003). Whether the organization is struggling due to multiple employee performance issues or one employee's performance impacting a small department, methods to fix and improve these problems are needed. Jacobsen and Anderson (2017) addressed the issue of leadership style on self-efficacy and employee performance. While their research did not reveal a direct correlation between leadership style and self-efficacy, their results did identify potential positive relationships between contingent rewards and performance. Other factors that affect employee performance are continually being learned and studied. Potential employee performance factors were addressed in this dissertation study, including leader-member exchange theory, motivational theories, and reinforcement theories.

Theoretical Framework

The study was founded on four theories: LMX, Maslow's Hierarchy of Needs, Herzberg's Motivational Theory, and Skinner's Reinforcement Theory.

LMX. Management was assessed as units in organizations instead of individuals (Dansereau, Graen, & Haga, 1975). Through the development of the vertical dyad linkage (VDL) concept, researchers analyzed organizational efficiency and management through an individual vertical process. Managing organizations before the development of VDL was often contractual and supervisory. VDL appears as a transactional leadership style (Northouse, 2019).

Dansereau et al.'s (1975) development of VDL, which later developed into Leader-Member Exchange Theory (LMX), opened the door for researchers to seek relational ways to achieving increased efficiency and profitability in organizations.

LMX focuses on the relationship between the supervisor and the subordinate while assessing the subordinates as in-group or out-group members (Northouse, 2019). In-group members often have high-quality relationships with their leader. Out-group members' relationships are considered low-quality. Improving supervisor-subordinate relations positively affects subordinate performance (Chen, Lam, & Zhong, 2007). Thus, the dyadic relationship between the leader and the subordinate influences the subordinate's job performance, yet there is a lack of understanding how behavioral and emotional factors influence the relationship.

Motivation. Motivational theories assist in understanding an individual's job performance. The basic needs of individuals drive their behaviors, which drive performance in an organization (Pulasinghage, 2010; Udechukwu, 2009). Understanding Herzberg's Motivation Theory and Maslow's Hierarchy of Needs offers insight into how people behave in the workplace and why such behavior is demonstrated in the workplace (Pulasinghage, 2010; Herzberg, 2003).

Performance reviews and feedback are beneficial in understanding subordinate's motivators (Jerome, 2013; Sadri & Bowen, 2011). When leaders of organizations see the benefit in Maslow's Hierarchy of Needs, employees will feel the effects, and job performance should improve due to internal and external motivators being satisfied (Jerome, 2013). While Maslow's theory centers on motivators, Herzberg's theory addresses internal motivators and hygiene factors. Employees in some industries perform better from the effects of hygiene factors, such as

working condition, salary, and company policies (Teck-Hong & Waheed, 2011). Thus, leaders

must be aware that internal motivators have a significant effect on employee performance.

   Reinforcement. Reinforcement stems from Reinforcement Theory by Frederic Skinner

who theorized behaviors reinforced by positive means would be repeated while those behaviors

that do not receive attention or reward will stop (Villere & Hartman, 1991). Reinforcement is an

emotional and behavioral factor in the leader-member relationship, which impacts employee

performance (Sims Jr., 2014). Reinforcement influences employee commitment and

engagement, and both affect performance. There are a wide variety of reinforcement options

including positive reinforcement (Sims Jr., 2014; Wei & Yazdanifard, 2014), negative

reinforcement (Villere & Hartman, 1991), and punishments (Sutter & Rivas, 2014). Positive

reinforcements include rewards, monetary or non-monetary (Shiraz, Rashid, & Riaz, 2011;

Sonawane, 2008; Wei & Yazdanifard, 2014), and recognition programs (Shiraz et al., 2011),

which include praise or words of affirmation (Singh, 2006). Substantial research exists studying

positive reinforcement affects, while punishments have not received the same attention.

Rewards are connected to maintaining desirable behaviors (Geller, 2006). Results of Wei and

Yazdanifard's (2014) research showed positive reinforcements were connected to positive

employee performance. Thus, reinforcements are influential in employee performance.

   Seminal research exists dealing with LMX, reinforcements, and motivations (Dansereau

et al., 1975). Additional studies, have connected each of these factors, individually, to employee

performance (Chen et al., 2007; Herzberg, 2003; Pulasinghage, 2010; & Udechukwu, 2009).

Therefore, a relationship exists between LMX/reinforcements and employee performance.

Research, however, is lacking combining these factors assessing the impact on employee

performance.

Problem/Purpose Statement

The purpose of this quantitative, non-experimental study was to assess and predict supervisor-subordinate relationships (independent variable) with the use of reinforcements (independent variable) on the subordinate's performance (dependent variable). The study focused on the two variables, LMX (supervisor-subordinate relationships) and reinforcements, and their effect on subordinate's performance.

Significance of the Study

In LMX, high-quality relationships are described as trustworthy relationships between the supervisor and subordinate (Dansereau et al., 1975); and, low-quality relationships are described as contractual. Reinforcement measures, such as positive and negative reinforcements and punishment, change employee performance (Jacobsen & Anderson, 2017). Assessing the two variables together can prove valuable for organizational leadership as organizations desire to improve performance and profitability (Aktar, 2015; Joyner, Rouse, & Glatthorn, 2013). The results of this study inform organizational leaders about the connection among high-quality relationships between leaders and subordinates and improved subordinate job performance. Therefore, the results of this study can be implemented in trainings for managers, supervisors, and top-tier leaders of various types of organizations.

Overview of Methodology

Methodology

The study was considered quantitative, non-experimental, and survey research. A purposive sample consisting of 83 employees from an organization in the janitorial industry represented the study's data source. Employees were contacted through their workplace email

address supplied by the organization's network manager upon approval to participate in the study from the organization's leadership.

        Procedures. Study participants were provided with an electronic voluntary survey packet (see Appendix A) and were asked to provide digital consent by clicking "Next." The packet included Likert-scale items inspired by an existing instrument, the LMX-7 (Caliskan, 2015) and modified by the researcher to assist in addressing the six formally posed research questions that guided the study's data collection, analytics, and reporting of findings. The study's research instrument was mostly researcher-designed, and, in lieu of a pilot study, the instrument was validated through formal reliability analysis (Cronbach's alpha) once study data were collected. A response rate of at least 50% was desired. The sample pool for the study was 83 people.

        Instrumentation. The study's research instrument represented a melding of a standardized, well-recognized instrument (the LMX-7) along with additional researcher-created survey items. The LMX-7 is a 7-item Likert-type survey utilizing a five-point scale which assesses the quality of the subordinate's (member) perceived relationship with their supervisor (leader), and the supervisor's perceived relationship with the subordinate (Northouse, 2019). Caliskan's (2015) conducted validation analyses of the LMX-7 and found that the LMX-7 instrument is reliable and valid pointedly measuring three areas: respect, trust, and obligation. According to Hanasono (2017), the LMX-7 remains one of the most prominent psychometric measures of LMX. For this study, a modified version of the survey was utilized to gather information on subordinates' perceived relationship with supervisors.

        A research methodology expert established the survey instrument's content validity of researcher-created items in relation to the standardized instrument through a content analysis of

themes central to the proposed investigation. The research methodology expert has extensive experience in the realm of survey instrumentation and data analysis. The central themes of the research study formed the basis of supplemental item development for the study's research instrument. The study's research instrument is a 21-item Likert-type survey utilizing a five-point scale (see Appendix B for a list of the 21 items).

Research Questions

1. To what degree did study participants express overall satisfaction with their department leadership?

2. To what degree did study participants perceive their motivation at the workplace as intrinsic in nature?

3. Considering participants' perception of leadership recognition of employee potential, leadership understanding of job demand, and leadership satisfaction with employee job performance, which represents the most robust correlate and predictor of participants' degree of satisfaction with their performance as exceeding expectations for the job role?

4. Considering extrinsic rewards, words of appreciation, and leadership feedback, which represents the most robust correlate and predictor of participants' perception of the level of effective relationship with their performance as exceeding expectations for the job role?

5. Of positive reinforcement, punishment, and consistency of reward provided by departmental leadership, which represents the most robust predictor of participants' perception of their performance as exceeding expectations for the job role?

6. Considering the identified domains within the study data, which represents the most robust predictor and correlate of participant-perceived performance as exceeding expectations for the job role?

Research Hypotheses

- H_0 [1]: There will be no statistically significant degree of satisfaction with departmental leadership expressed by study participants.

- H_0 [2]: There will be no statistically significant degree of intrinsic motivation at the workplace expressed by study participants.

- H_0 [3]: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of participant degree of satisfaction with their performance as exceeding expectations for the job role.

- H_0 [4]: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of participant perception of level of effective relationship with study participant-perceived performance as exceeding expectations for the job role.

- H_0 [5]: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of study participant-perceived performance as exceeding expectations for the job role.

- H_0 [6]: None of the five identified domains will represent robust, statistically significant correlates or predictors of study participant-perceived performance as exceeding expectations for the job role.

Analysis

Preliminary Analyses

Prior to the analysis of research questions posed in the study, preliminary analyses were conducted focusing on missing data, internal consistency (reliability) of participant response, essential demographic information, and dimension reduction – or reducing the number of random variables into patterns – of survey items were addressed.

Missing data were analyzed using descriptive and inferential statistical techniques. Specifically, frequency counts (n) and percentages (%) were utilized for illustrative purposes. The randomness of missing data was assessed using Little's MCAR test statistic. An MCAR value of $p > .05$ was considered indicative of sufficient randomness of missing data.

Internal reliability of participant response to the survey instrument was assessed using Cronbach's Alpha (*a*). The statistical significance of alpha was evaluated through the application of an *F*-Test. *F* values of $p < .05$ were considered statistically significant.

Analysis by Research Question

The study's six research questions were addressed broadly using a variety of descriptive, associative, predictive, and inferential statistical techniques. Frequency counts (n), measures of central tendency (mean scores), and variability (standard deviation) represented the primary descriptive statistical techniques used in the six research questions.

In Research Questions one and two, the one sample *t*-test was used to assess the statistical significance of participant response in the first portion of the question. The alpha level of $p < .05$ represented the threshold for statistical significance of finding. Cohen's *d* was used to assess the magnitude of effect (effect size). Cohen's parameters of interpretation of effect sizes were employed for comparative purposes.

Research Questions three and six were associative in nature focusing upon the mathematical relationship between independent and dependent variables identified within the respective research questions. The Pearson product-moment correlation coefficient (r) was utilized to determine the degree of mathematical relationship between the independent and dependent variables associated with both research questions. The magnitude of relational effect was interpreted through the Cohen's d test statistic. Cohen's parameters of interpretation of effect sizes were employed for illustrative and comparative purposes. Research Questions four and five were associative and predictive in nature, and as such, the multiple linear regression test statistic was employed to assess predictive robustness of the respective independent variables in each question. Predictive model fitness was assessed through the interpretation of the ANOVA table F value. An F value of $p < .05$ is considered indicative of a viable predictive model. Variable slope (t) values represented the means by which the statistical significance of independent variables was interpreted. Values of $p < .05$ were considered statistically significant. R^2 values were utilized as the basis for effect size measurement and for comparative purposes. R^2 values were transformed into Cohen's d values for interpretative purposes. Effect sizes of $\leq.35$ were considered indicative of a large magnitude of predictive effect. All major assumptions associated with use of the multiple linear regression test statistic were addressed by either statistical means or visual inspection (linearity and homoscedasticity).

Limitations

There were several potential limitations to the study. The first limitation included the type of industry studied. While the janitorial industry was the focus of the research study, different results could be gained from focusing on other industries. Second, the method of collection for the study was a survey. Rather than relying on performance data, the survey relied

on participant perception. Third, the research focused on LMX only because it is a relational style of leadership. Valuable results could be gained from studying transactional and transformational leadership styles with reinforcements. Fourth, evaluating the predictive nature of reinforcements of employee perception of departmental leadership could provide limited information for organizational leaders. Last, the sample size is small for a study aimed at extrapolating conclusions to an entire industry and other organization types.

Definition of Key Terms

Leader-Member Exchange Theory (LMX): Northouse (2019) defined LMX as a relational leadership theory that assesses supervisor-subordinate's dyadic relationship. The theory explains differences in subordinates and whether they are in-group or out-group members based on their relationship with their supervisor.

Positive Reinforcement: a type of reinforcement that encourages behaviors through rewards, recognition programs, or praise (Shiraz, Rashid, & Riaz, 2011; Sonawane, 2008; Wei & Yazdanifard, 2014).

Negative Reinforcement: a type of reinforcement, similar to positive reinforcement, which encourages behaviors by removing rewards or providing "undesirable rewards" (Villere & Hartman, 2015, p. 27).

Punishment: a behavioral shaping method that decreases behaviors by removing desirables or "undesirables being applied to unwanted behaviors" (Villere & Hartman, 2015, p. 28).

Summary

Employee performance determines organizational performance and profitability (Aktar, 2015). Leadership styles influence employee performance; specifically, improved relationships

between supervisors and subordinates positively influence subordinate performance (Chen et al., 2007). The relationship between the supervisor and the subordinate may impact the reinforcement used to encourage or discourage behaviors (Schuh et al., 2018). The more time leaders spend getting to know what makes their subordinates work hard, the more job performance can be predicted. If needs drive behaviors, and behaviors, encouraged or discouraged by reinforcement measures, influence performance, then subordinates' needs drive their performance (Schuh et al., 2018; Udechukwu, 2009).

This study sought to outline how relationships between leaders and subordinates with the use of reinforcements can change employee performance. The research questions sought to find the predictive relationships between different types of reinforcement and employees' perceived performance, leadership actions, and perceived performance. With this research, organizations can gain more insight into what drives employees internally and externally leading to more profitable performances as well as how to train organizational leaders. The research provided results of how the relational leadership style, LMX, can benefit organizations.

II. REVIEW OF LITERATURE

Introduction

The purpose of this dissertation was to assess and predict supervisor-subordinate relationships with the use of reinforcements on the subordinate's job performance. Organizational growth comes with clear goals, focused employees, and dedicated leaders. Achieving these pivotal points of growth requires attention, training, and education. Organizational leaders must seek and provide proper training about the expectations of the company to those in management and upper leadership. Leaders must train their downlines once they have clarified the expectations (Caliskan, 2015).

Obtaining a clear understanding of behaviors is necessary for improving organizational success. Studying human behaviors within organizations is the operational definition of organizational behavior (Griffin &Moorhead, 2014). Factors that can improve organizational success include: motivation, job satisfaction, reinforcements, and relationships. Organizational leaders must understand how to produce behaviors desired with the overall goal of continually improving employee performance. Understanding factors such as why people choose to work, why they continue to work, and why they work hard is necessary for organizational growth. Maximizing an individual's performance should produce organizational success (Caliskan, 2015). For subordinates to learn from their leader, a strong, high-dyadic relationship is essential. Improving leader-member relationships and using positive reinforcements may improve

employee performance.

Effective leadership is subjective. Potential factors for creating effective leadership are motivation, reinforcements, and relationships between the leader and the subordinate. For the leader or manager to know how to train their subordinates best, they must interact with them to become familiar with the subordinates' perceptions and goals (Griffin & Moorhead, 2014). Interaction and communication can help with effective leadership and improve employee performance.

Leader-Member Exchange (LMX)

Healthy, quality relationships do not begin immediately for most leaders and subordinates. Work is involved in the relationship process to achieve a healthy, dyadic relationship. Leader-member exchange, or LMX, is a theory that explains the relationships between leaders and subordinates (Caliskan, 2015). LMX's original definition began by viewing the leader-member construct as a vertical dyadic relationship. The basic concept behind the LMX theory is that leaders do not have the same relationship with each subordinate (Caliskan, 2015; Hooper & Martin, 2008).

In the beginning, LMX was called "vertical dyad linkage" (VDL) (Caliskan, 2015). Dansereau, Graen, and Haga created the original VDL theory in 1975. The vertical dyad was a communication link between the leader and the subordinate. VDL developed into two lines as research continued. One of those lines became the LMX theory. The theory continued the focus on the leader and follower exchanges and "addressed the issue of group inclusion" (Caliskan, 2015, p. 24).

LMX addresses two groups of subordinates: in-groups and out-groups (Northouse, 2019). In-groups are subordinates who have better relationships with their leader, desire other role

relationships, and communicate easily with their co-workers (Caliskan, 2015; Northouse, 2019). Out-group members seek to do what their job description requires and see the roles of leader and subordinate as a formal hierarchy. The positive leader-member relationship directly correlates to several organizational outcomes (Caliskan, 2015). Outcomes such as organizational commitment, performance, satisfaction with work, and retention have a positive correlation with additive leader-member relationships. Northouse (2019) denoted good leader-member exchanges with subordinates make the subordinates achieve more and feel better about their job. The goal is to then determine what a high-dyadic exchange, or a good leader-member exchange is in the workplace.

Northouse (2019) discussed the importance of making leaders who maximize the leader-member relationship. Understanding how this concept works can help leaders determine where they may be lacking a strong relationship with a subordinate and why. Leadership making, or the process of teaching leaders how to have high-quality relationships, is broken down into three phases: the stranger phase, the acquaintance phase, and the mature partnership phase. The stranger phase occurs most often when an individual begins working at an organization or for a new leader. The communication exchanges are formal, and the individual seeks to learn, grow, and protect the job role.

The acquaintance phase begins when the leader or follower offers more personal or work-related information (Northouse, 2019). As in any relationship, the initial phase has passed, and the acquaintance phase is about each individual piece, the leader and the follower, getting to know one another more than before. According to Northouse (2019), finding common ground and relating is the premise of the acquaintance phase and helps the dyadic relationship develop to a better level, but not yet the highest level.

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Finally, the mature partnership phase involves high-quality dyadic relationships with "mutual trust, respect, and obligation evolving toward each other" (Northouse, 2019, pp. 144-145). The leader and the follower are comfortable with one another, and reciprocity exists between the two. Leaders and followers maximize performances individually and with the group when their relationship reaches the mature level. Since a mature partnership consists of higher dyadic exchanges with reciprocity, understanding the needs of the subordinate should be an easy task. LMX is not only descriptive, but LMX is also prescriptive.

If leaders use the leadership-making concept of LMX, moving through all phases to eventually creating a high-dyadic relationship, then the subordinates would be considered part of the in-group (Northouse, 2019). The nature of the high-quality relationship involves more communication, trust, and reciprocity; and, the employee benefits by potentially receiving "preferential treatment, increased job-related communication, ample access to supervisors, and increased performance-related feedback" (Northouse, 2019, p. 146). High quality relationships keep employee motivation elevated. Trust is necessary for the relationship process between the leader and follower. According to Vera and Crossan (2004), managers who honor transactional agreements build trust and dependability. Sue-Chan, Chen, and Lam (2011), who performed a study with 270 supervisor-subordinate dyads, stated that leaders honoring their transactional agreement with their subordinates build trust and loyalty. The more employees see leaders keep their word and hold true to their agreement, the more likely the employee is willing to open up about personal and work-related experiences thereby creating a high-quality dyadic relationship (Northouse, 2019; Sue-Chan et al., 2011).

LMX and Employee Performance

High-quality relationships help organizations improve their performance (Northouse, 2019). Some individuals are not naturally gifted in building strong leader-member relationships, but, due to the prescriptive nature of LMX in Leadership Making, these individuals can be taught. Lee, Park, Lee, and Lee (2007) surveyed 134 employees in South Korea and determined that LMX, social cost, and source credibility influenced employees' feedback-seeking preferences at work. Social cost considers the cost of rewards gained or lost based on the chosen interaction. Source credibility places value on the individual who is providing the information. Both social cost and source credibility were associated with changes in the LMX. Lee et al. (2007) stated that the supervisor-subordinate relationship is the most basic unit in an organization and is pivotal in achieving desirable outcomes from both the employee and the employer. Results of another study on the effects of LMX, coaching, and their relationship to employee performance indicated subordinates performed better when there was a good working relationship (Sue-Chan et al., 2011). If the relationship built between the leader and the subordinate can affect the employee's performance, and higher quality relationships are beneficial to employee performance, then knowing how to create those high-quality dyadic relationships is important. However, Northouse (2019) argued LMX theory lacks instruction in how to create these high-quality dyadic relationships. Some factors that can help build high-quality dyadic relationships include reinforcements and feedback (Northouse, 2019; Vera & Crossan, 2004).

Reinforcement is part of the transactional process discussed by Vera and Crossan (2004). Vera and Crossan (2004) focused their attention on the benefits of transactional leadership in an organization, rather than the more studied transformational style. Leaders who honor

transactional agreements build trust and dependability. Feedback is another factor to consider in the building of high-quality dyadic relationships. Northouse (2019) mentioned one of the benefits to these relationships is increased performance-related feedback. Feedback is beneficial in the growth process of leaders and leadership behaviors. At the mature partnership level, feedback can also be reciprocal. Herold and Fields (2004) performed a quantitative study with 136 managers from an engineering firm. They used a survey instrument that included questions with a 5-point Likert type scale. The results of the study found that managers and leaders pay attention to feedback from their subordinates. Using survey instruments, leaders can assess whether or not reinforcement and communication are sufficient for the subordinate (Herold & Fields, 2004). An employee's morals and values provide the foundation for an employee to determine how extrinsic rewards affect job performance, motivation, and creativity (Malik, Butt, & Choi, 2014). The reward or punishment must have value to the individual for the reinforcement to be effective (Malik et al., 2014).

Knowing the employees is necessary in order to define the high-quality relationship between the leader and the subordinate. Feedback helps provide this knowledge. Ensuring leaders receive education on the reciprocal nature of feedback is critical in building an open, beneficial relationship with the subordinate (Senge, 2006). In the most natural sense, feedback is considered unidirectional, but Senge (2006) focused on the benefits of reciprocal feedback. Leaders should not look for feedback on their actions and behaviors alone but should also provide feedback to subordinates on their respective actions and behaviors. The bidirectional feedback creates open communication within the relationship, which helps fine-tune effective reinforcements. Managers may try to use a "'one-size-fits-all' method, but this tends to erode

commitment and encourage noncompliance" (Sims Jr., 2014, p. 43) because employees deserve differentiated positive reinforcement for their individual effort.

High-quality relationships can thrive in the right organizational culture. The organizational culture established by the leadership can attract or deter the right employee (Gobble, 2012). Cultures with cynical leaders usually deter good employees. Creating high-quality workplace cultures may include reward programs (George, Sleeth, & Siders, 1999). Often, employees are informed of these reward programs when employment begins with the organization. Reinforcements, including reward programs, may or may not keep the employees motivated (George et al., 1999). Many times, the only way to know if reward programs work is by building high-quality relationships. Leaders can expect improved employee performance with high-quality relationships, which helps leaders define individuals' desired reinforcements.

Reinforcement

Reinforcement is defined as a type of reward or feedback that helps the "learner know whether or not he or has made the correct response" (Leonard, 2002, pp. 162-163). Various types of reinforcement range from positive (such as rewards, non-monetary versus monetary, recognition programs) to negative reinforcement (such as punishments), or reinforcement can be a reward gained by individuals for avoiding punishments associated with undesirable behaviors (such as the employee arriving on time each day to avoid being fired) (Datta, 2012).

Skinner's Reinforcement Theory

Reinforcement has received attention from the field of psychology; and, through the studies in that field, reinforcement theory was born. The original researcher, B. F. Skinner, created reinforcement theory which explains the types of reinforcement used to motivate individuals (Skinner, 1969; Villere & Hartman, 1991). Specifically, Skinner addressed

"behavior which is rewarded or which has positive consequences will be repeated while behavior which receives either no rewards or negative consequences will cease" (Villere & Hartman, 1991, p. 27). Skinner's theory receives attention in studies because of the effect rewards and reinforcements have on individuals in the workplace. When applying reinforcement theory to organizations, it is often called Organizational Behavior Modification, or OBM (Griffin & Morehead, 2014). Leaders use reinforcement theory, or OBM, to achieve the goals necessary for their companies. All means of sustaining and increasing employee motivation are vital to the leadership and the success of the organization.

Villere and Hartman (1991) outlined the different types of reinforcement: positive, negative, punishments, and extinction (the effect of a behavior not being rewarded or being punished). Negative reinforcements and punishments are defined differently. Negative reinforcements represent the omission of repetitive, unwanted behaviors. Negative reinforcements differ from positive reinforcement in that "negative reinforcement gains the desired response not by the attachment of desirable rewards to the behavior but by the removal of noxious or undesirable rewards" (Villere & Hartman, 1991, pp. 27-28). Villere and Hartman (1991) defined punishment as "something undesirable that can be applied to the unwanted behaviour or something desirable can be withdrawn" (p. 28). The researchers focused on managers and how those managers can maximize organizational goals through rewards. Villere and Hartman (1991) stated, "You get what you reward" (p. 27). Galbraith (2014) stated that rewarding vital behaviors is likely to produce those key behaviors. Villere and Hartman (1991) noted the most critical factor, in maximizing organizational goals, is the employee's expectations of the reward or punishment. The employee's expectation and perception affects their

motivation; and, while perception is relevant, delivery determines the effectiveness of the reinforcement.

The delivery of a reinforcement is essential to its effectiveness. Villere and Hartman (1991) indicated there are schedule types for reinforcement: continuous and intermittent. Continuous schedules involve the reward being given every time there is an achievement. The individual knows reinforcement will happen because of its continuous nature. Continuous schedules can decrease motivation in individuals because schedules becomes a ritual. Continuous reinforcement scheduling is ideally suited for the establishment of a desirable behavior pattern but is prone to the phenomenon of "satiation" if overused. Spontaneity in reinforcement delivery produces better employee motivation and performance.

Intermittent schedules are often more potent in sustaining motivated work behaviors (Villere & Hartman, 1991). The fewer people can plan their expected reward, the better. When employees are unaware of the delivery schedule of a reward, they are more likely to be engaged in their work. Intermittent schedules have two different subsections: fixed and variable ratios and intervals. Overall, the premise of the intermittent schedule is to provide reinforcement when it is needed to improve an employee's performance.

As Skinner (1969) introduced in his seminal work, Geller (2006) concurs that when leaders are considering reinforcement, leaders must recognize the reason for the reinforcement. Reinforcements are utilized for the behaviors, not for the people themselves (Geller, 2006). "Rewards are directed at people, with the intention of maintaining their desirable behavior" (Geller, 2006, p. 202). Rewards exist as a validation point for individuals. Achieving goals and witnessing the fruits from their labor can validate employees' confidence and effectiveness in the situation. Geller (2006) specified "rewards increase the behaviors they follow" (p. 12).

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Employees' behaviors are not receptive to rewards received six months after goals are met (Geller, 2006; Villere & Hartman, 1991). Delayed rewards are a problem that falls under the category of delivery.

Delivery of reinforcement involves several factors. Gellar (2006) outlined the importance the delivery of the reward is for the continual motivation of the individual. "The purpose of organization's reward systems are [sic] motivation" (Galbraith, 2014, p. 44). The reward, recognition, or reinforcement must occur at the time of the achievement or mistake, and the leader must assess the proper amount of time allowed before offering the reinforcement. As research may differ related to the details of reinforcements, Kamery's (2004) original review of managerial motivational techniques stated the use of positive motivational techniques must be consistent in order to be effective.

Types of positive motivational techniques include rewards and praise as opposed to punishments that incite fear. Leaders must recognize the benefits of positive reinforcements for their employees because leading through fear does not produce the outcome one may desire (Haggett, 1993). Although fear plays a role in organizational leadership, leading by fear is not the recommended leadership strategy (Brewer, 2014). Carnegie stated, "The best and simplest way to recognize people is to show genuine interest in what they are doing" (Geller, 2006, p. 12). Leaders must engage with their subordinates, and, when they engage and interact with their subordinate, high-quality dyadic relationships are born.

Rewards

One type of positive reinforcement is a reward (Wei & Yazdanifard, 2014). The Jossey-Bass Handbook of Nonprofit Leadership and Management (2005) defines "reward" as anything that will motivate one to perform well. Wei and Yazdanifard (2014) stated two types of rewards

include intrinsic and extrinsic. Intrinsic rewards consist of empowerment, praise, and encouragement; and, extrinsic rewards include salary, commission, and bonuses (Wei & Yazdanifard, 2014). Wei and Yazdanifard (2014) conducted a review of previous studies in order to assess the efficacy of reinforcements on employee performance. Specifically, the impact of positive reinforcements (rewards) and punishments upon employee performance and motivation in organizations was examined. The results from the study were decisive and of great magnitude, with an overall finding supportive of the notion that positive reinforcement of both types, intrinsic and extrinsic, were linked with positive employee performance. Extrinsic rewards that involved monetary incentives offered higher motivation than non-monetary rewards. "The Carrot Principle" findings delineate the outcome, and this principle revealed that 79% of the people resigned from their organization due to lack of appreciation (Wei & Yazdanifard, 2014). These results show that intrinsic, not extrinsic, rewards can have a more profound and long-lasting effect on an employee. The matter of reinforcement theory supports the position that monetary rewards are only useful with the individual for a short term.

Intrinsic rewards affect a person's psychological needs, which in-turn, supports Wei and Yazdanifard's (2014) results (Pulasinghage, 2010; Soni & Soni, 2016; Udechukwu, 2009). Maslow provided decades of research highlighting the psychological needs each individual desires to satisfy (Pulasinghage, 2010). Intrinsic rewards, such as empowerment, tend to satisfy an individual's needs. When people feel empowered, they are more likely to get the job done and focus on getting it done right (Pulasinghage, 2010).

Gurerk, Irlenbusch, and Rockenbach (2009) conducted a study focused upon the incentives team leaders choose to use to improve performance. Results of the study indicated that negative incentives or punishments are powerful when "encouraging team members to exert

effort" (Gurerk et al., 2009, p. 604). However, positive incentives – rather than punishments – produce greater payoffs for the followers within the organization. As such, leaders should utilize a mix of incentives to achieve the necessary goals of the team and the organization.

According to Tremblay, Vandenberghe, and Doucet (2012), contingent rewards, non-contingent rewards, contingent punishments, and non-contingent punishments are types of rewards and punishments. In Tremblay et al.'s (2012) quantitative study on rewards and punishments on employee satisfaction with 3,065 managers, praise, positive feedback, and acknowledgment are considered contingent rewards because they are distributed as a result of exhibited desirable behaviors. Contingent punishment consists of negative feedback, such as criticisms and disapproval, to those who exhibit undesirable behaviors. Non-contingent rewards involve not giving punishment or reward to those who perform poorly (Tremblay et al., 2012). Finally, non-contingent punishments involve providing negative feedback to those who are performing well (Tremblay et al., 2012). With their research, Tremblay et al. (2012) hypothesized contingent rewards produced more positive attitudes than contingent punishments by assuming a more positive attitude will affect motivation level and job satisfaction. Other hypotheses included suspecting contingent rewards were more effective than non-contingent rewards. Tremblay et al.'s (2012) results from the study supported these hypotheses. Contingent and non-contingent punishment had adverse effects on job satisfaction and employee motivation.

A study conducted by Harris and Russell (2013) featured the assessment of the effects of contingent rewards on employee performance. Harris and Russell studied 379 police officers across different departments to determine how effective contingent rewards were on the subordinates' job satisfaction. The researchers focused on contingent reward leadership, a form of transactional leadership, which emphasizes clearly communicated expectations and goals and

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rewards for these completed transactions. As a result, transactions must be clear between the leader and the follower. A positive relationship exists between contingent rewards and job satisfaction (Harris & Russell, 2013). The results from Harris and Russell's (2013) study highlighted the fact that contingent rewards are effective in improving job satisfaction; however, they did find an inflection point where rewards are no longer effective and job satisfaction plateaus. In Harris and Russell's (2013) discussion, they suggested moderating between leadership behaviors – such as implementing punishments and rewards – employees perceive as positive and negative. These findings align with Wei and Yazdanifard's (2014) results regarding a balance of positive and negative reinforcement.

Monetary versus Non-Monetary Rewards

Different types of rewards can affect the motivation and interest level of the subordinate. Sonawane (2008) performed a study on the effect of non-monetary rewards on employees within organizations. In the study's findings, intrinsic rewards, not extrinsic rewards, were the most important in employee work satisfaction (Sonawane, 2008; Wei & Yazdanifard, 2014). Intrinsic rewards are a necessity for satisfying individuals' needs (Pulasinghage, 2010). Intrinsic rewards more likely complement extrinsic rewards rather than one exceeding the other (Datta, 2012). Together with extrinsic rewards, such as money, intrinsic rewards can be most effective in keeping employee motivation high.

Motivating language, a form of non-monetary reward, from the leader is beneficial for employee satisfaction (Sonawane, 2008). According to Sonawane (2008), the lack of intrinsic rewards proved to be the main reason for an employee leaving a company. Moreover, monetary rewards tend to produce short-term results, and non-monetary rewards (intrinsic) maintain day-to-day motivation (Sonawane, 2008). Intrinsic motivators often depend on the individual's

needs, and studying Maslow's Hierarchy of Needs can provide a better plan for the organization (Dhanoa, 2014; Pulasinghage, 2010). Based upon the research of Sonawane (2008), relationships matter in that the relationship between the leader and the employee is critical to employees and their perception of the rewards offered. Leaders building relationships with individual employees will provide insights into what makes each employee work harder, helping the leaders to refine their reward programs.

Rewards are significant in the employee motivation process, but it is imperative for leaders to know whether monetary or non-monetary rewards work better. Zani, Rahim, Junos, Samanol, Ahmad, Merican, Saad, and Ahman (2011) studied the impact of monetary and non-monetary rewards on employee motivation. Zani et al. (2011) found that money can motivate anyone. In the world, money is a necessity and most promises of more money for performance will receive a response. Zani et al. (2011) found recognition, a non-monetary reward, was also a strong motivator. Salamin (2000) noted that "verbal rewards produce an increase in intrinsic motivation" (p. 4). Together, praise and money motivate individuals, but the lasting impression of both is required to maximize performance. "Monetary rewards are often short-lived" (Zani et al., 2011, p. 331); however, recognition and praise, which are considered non-monetary rewards, tend to last longer because they can boost an employee's morale and confidence. Monetary rewards often have a short lifespan; however, non-monetary rewards, such as verbal recognition, can last forever (Sonawane, 2008).

Studies conducted by Salamin (2000) and Wynter-Palmer (2013) assessed both non-monetary and monetary rewards, and their effect on an individual's motivation. Salamin's (2000) original study on the effects of rewards on 400 employees in a financial institution

setting. The results of Salamin's study are important in supporting the assertion that "high levels

of salary can produce high levels of motivation for the right individual" (Salamin, 2000, p. 12).

While Salamin's (2000) study focused on the financial industry, Wynter-Palmer's (2013)

study focused on the hotel industry. The researcher assessed the effect of incentives on

employee motivation. Corroborating the findings in Salamin's (2000) study, Wynter-Palmer

(2013) found performance-contingent pay worked better than motivational interventions and

resulted in higher performance levels. Monetary rewards, or incentives, produced better

employee performances. Also, monetary rewards were not as effective if individuals do not have

strong relationships with their leaders.

Monetary rewards are effective, but potentially short-lived; and non-monetary rewards

are useful, but possibly longer-lived because of internal motivation. Tremblay et al. (2012)

found contingent financial rewards (monetary) had a positive effect on job satisfaction, but

contingent social rewards (non-monetary) had a more significant influence on satisfaction with

the leader. A "one-plan-fits-all" does not exist (Wynter-Palmer, 2013) in that every individual

reacts differently to rewards. Wynter-Palmer (2013) noted that "satisfaction is highly

individualistic and situationally based" (p. 255). Tremblay et al. (2012) concluded leaders must

know their employees and how they, individually, achieve a positive attitude. It is necessary for

the leader to have a high-quality dyadic relationship to tailor reward plans for each specific

employee. Therefore, high-quality relationships will improve employee performance.

Recognition Programs

Shiraz, Rashid, and Riaz (2011) examined the impact of rewards and recognition

programs on employees' motivation. Furthermore, Shiraz et al.'s (2011) mention of the

Hawthorne studies, which were the basis of the Human Relations approach, found distinct

relationships between money, motivation, employee behavior, and attitudes. The Human Relations approach focuses on employee motivation and the needs of the employee; and, human relations were more important than money in organizations (Zani et al., 2011). Since the human relations approach began in the 20th century, organizations have made this approach the focus of training for their managers and leaders (Shiraz et al., 2011; Zani et al., 2011). The intended use of this approach was to determine how to keep subordinates motivated and happy. Motivated and happy subordinates are more likely to meet their goals (Zani et al., 2011). Shiraz et al. (2011) stated that a motivated employee is an appreciated employee, and appreciated employees work hard for a leader and the organization because of the appreciation they receive. Recognition is similar to praise, an intrinsic reward, and can improve an employee's motivation and satisfaction level. There is a "significant relationship between rewards and recognition, and motivation and satisfaction" (Shiraz et al., 2011, p. 1433).

Employee performance tends to increase when employees receive intrinsic rewards. Singh's (2006) seminal work found that a person enjoys working for leaders and organizations that show appreciation and appraisal for the work done. Praise can help build these high-quality relationships. "Taking the time to express appreciation is one of the most powerful and positive things a leader can do" (Singh, 2006, p. 1). Singh's (2006) article noted employees rated praise higher than money, but results of the study did not reveal a correlation between praise and continual praise. When employees do not feel recognized, they lose interest and satisfaction in the job (Singh, 2006). Guo, Liao, Liao, and Zhang (2014) stated that managers needed to consider ways of helping to improve intrinsic motivation in employees. Wiley and Lake (2014) found employees wanted to be inspired, respected, and rewarded most from the top leaders in the organization. When employees receive respect, they work harder and are more loyal to the

organization. Loyalty and hard work are what leaders in organizations desire from their

employees (Wiley & Lake, 2014). Whether it be through employee feedback or other intrinsic

rewards, intrinsic motivation is a necessity in an organization's recognition program for

successful job performance.

Punishments

While there is considerable research on the effects of positive reinforcements, or rewards,

on employee performance and motivation, the research on the effects of punishment on

performance and motivation appears lacking. O'Reilly & Puffer's (1989) study of 48 subjects

found punishments may have a more positive effect on employees than rewards. Thus,

punishments may be useful in improving employee motivation and employee performance.

Sutter and Rivas (2014) conducted a study on rewards and punishments in leadership. In

the study, Sutter and Rivas assessed how groups of people perceived rewards and punishments,

or exclusion, of public goods. Leaders were appointed in the group then given the task of

rewarding or excluding members of the group. Sutter and Rivas (2014) found punishments were

more effective in eliciting effective job performance than rewards. However, rewards were more

effective than not having a leader in the group at all. The study found rewards are pleasant, but

often require frequent, repetitive application to reinforce the behaviors (Sutter & Rivas, 2014).

Punishment, while often viewed as harsh, tends to improve employee focus in the work setting.

Punishments can be more effective than rewards providing the appropriate environmental

circumstances exist. However, punishments may decrease morale and motivation among

employees if applied continually. There must be a balance between rewards and punishments;

but, as Sutter and Rivas (2014) suggested, more punishments and fewer rewards work best.

Punishments can appear as though they create an adverse effect on employee motivation and satisfaction (Sutter & Rivas, 2014). Conversely, other research studies provide evidence to the contrary (Atwater, Dionne, Camobreco, Avolio, & Lau, 1998). Atwater et al. (1998) focused their study on how leaders use punishment and how the subordinates viewed the leaders. The study included approximately 200 cadet subordinates and 200 leaders. Atwater et al. (1998) found non-contingent punishment created a low subordinate performance. Similarly, non-contingent punishments were more detrimental to the subordinate's motivation and satisfaction. However, contingent punishments did prove to be effective for the subordinate in that contingent punishments motivated the subordinates to improve their performance. Knowing how the employee perceives the leader is a factor when assessing punishments in organizations. If the employee does not like the leader, then the punishment may be perceived as unwarranted, creating an adverse effect on the employee's motivation. Individual punishments affect one individual, but organizational punishments have a different effect (Atwater et al., 1998).

Organizational punishments have a negative connotation, yet punishments are needed in organizations to keep the employee's focused upon established organizational and workplace goals. Organizational punishments have "been studied in terms of correcting or modifying a subordinate's undesirable behavior" (Butterfield, Trevino, Wade, & Ball, 2005, p. 363). Butterfield et al.'s (2005) research, which included a quantitative study of 62 managers, suggested that the punishment needs to appropriately align to the infraction. If employees view their leader issuing punishments as misaligned with the stated expectations, then the employees will develop a negative attitude toward the leader and potentially the whole organization. Leaders must assess punishments to ensure they are fair and appropriate. If the punished

employees see the undesirable behavior as wrong, then the punishment should not negatively affect their job performance or motivation (Ball, Trevino, & Sims, 1994; Butterfield et al., 2005).

Arvey and Ivancevich's (1980) original review of the current research at the time, noted most of the research conducted on the effects of employee behavior focuses on positive rewards. Punishments are immediate and enduring when adequately received (Arvey & Ivancevich, 1980). Moreover, punishment can be productive and positive to the individual when the leader considers timing, intensity, the schedule of punishments, and the relationship the subordinate has with the supervisor. The quantity of punishments applied can have an effect, positive or adverse, on an employee and therefore the employee's performance, yet more studies were needed on the amount and use of punishments to achieve desired behaviors (Arvey & Ivancevich, 1980).

Ball, Trevino, and Sims (1994) surveyed supervisors and their subordinates regarding punishment. They found justified rewards and punishments were more effective toward promoting employee motivation than nothing at all. Whether it is a reward or a punishment, employees view the use of reinforcements as being recognized for efforts at work. A positive response from the employee tends to be interpreted by the leaders as the employee considering the reward or punishment as being needed. Positive reinforcement had a more substantial effect than punishment on the individuals (Ball et al., 1994). However, there was a negative effect on the individual when the wrong behavior was prevalent. According to Ball et al., (1994), punishments are warranted when they are needed and can be more powerful than positive reinforcement in that punishments evoke stronger feelings than rewards. Most people do not desire reprimanding for their wrongdoing. Organizations should not stray from the use of punishments but may need to refine how and when to use them to achieve the best results. Based on the industry and the internal operations of the organization, the leadership can adapt the types

of reinforcements and punishments used with the employees to create the best outcome (Atwater et al., 1998). Successful implementation of punishments depends on the leader-subordinate relationship.

In Sims (1980), original review of prior research, identified punishments in organizations at a deeper level and found when organizations did not use positive reinforcement, managers reverted to using punitive behaviors and punishments. The researchers mentioned in Sims (1980) article, were a part of the foundation of punishment research and found rewards to exert a positive relationship with employee performance. Results from the study Sims (1980) reviewed were that "the relationship between reward behavior and subordinate performance is much stronger than a relationship between punitive behavior and performance" (Sims, 1980, p. 134). In the review, Sims (1980) discovered lower performance levels came from receiving more punishments. Later, field results indicated that, if employees received punishment when the initial wrong behavior occurred, employees received fewer punishments over time. Punishments can be effective when used at the right time. If the poor behaviors can be addressed and corrected early, then the punishment could positively influence employee performance and employee satisfaction. In most studies, rewards appear to offer employers guarantees of better employee performance and motivation, but punishments do not provide the same (Sims, 1980). In the wake of prior research on the use of reinforcements, organizations have tended to select the use of rewards for the most effective results; however, Sims (1980) noted the effective of punishments when used at the proper time.

Various industries view the use of punishments in different ways (Sims, 1980). Although punishments are often disregarded due to their controversial nature, using rewards and punishments could improve employee performance, but creating the proper balance is vital

(Sutter & Rivas, 2014). Understanding and using LMX can improve the effectiveness of punishments in the workplace. Leader-member relationships are essential in all situations but can have a more substantial effect in an organization focusing on punishments rather than rewards. Using effective punishments in the workplace requires the leader's understanding of what works best for their employees. Understanding employee's motivations is key to achieving success (Teck-Hong & Waheed, 2011).

Motivation Theory

Motivation is an integral part of an employee's performance. Teck-Hong and Waheed (2011) noted that motivation is an internal desire that helps people achieve. Each employee may require different factors, internal or external, to motivate achievement in the workplace. When motivation is natural, individuals are more likely to have higher work engagement and job satisfaction (Jungert, Broeck, Schreurs, & Osterman, 2018). Two theories consider motivation and needs as factors in an individual's desire to achieve: Maslow's Hierarchy of Needs and Herzberg's Motivational Theory (Herzberg, 2003; Pulasinghage, 2010).

Maslow's Hierarchy of Needs

Abraham Maslow's Hierarchy of Needs is a theory, which resembles a pyramid, consisting of five levels of motivation (Pulasinghage, 2010). The idea behind the theory is people have an innate desire to satisfy their various types of needs to continue being motivated. The five levels of needs are biological and physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. An initial motivation is present until the individual satisfies the biological and physiological needs. After the biological and physiological needs are satisfied, the individual moves on to satisfy the safety needs by way of motivation. In theory, Maslow posited this process continues until self-actualization needs have

been satisfied. The levels of the pyramid are steps, or motivators (Udechukwu, 2009), and motivators drive behaviors.

Maslow's theory addressed motivators, often depicting them as extrinsic in nature; however, Maslow's pyramid did not serve the individual who is only driven by intrinsic motivators (Soni & Soni, 2016). According to Koltko-Rivera (2006), Maslow questioned what happens to one's motivation if they have achieved all five sections of the pyramid. With this concern, Maslow sought out another level that individuals seek to satisfy to remain motivated, and Maslow named this new level *self-transcendence* (Koltko-Rivera, 2006). The self-transcendence step answers the need to achieve an intrinsic desire.

Organizations can achieve success with Maslow's Hierarchy of Needs by utilizing surveys and performance reviews (Jerome, 2013; Sadri & Bowen, 2011). Performance reviews – whether every six months or once a year – allow the employer to assess the stamina of the employee. The subordinate's performance is measured, and questions may arise based on the results of the performance review. The conversation between leader and employee during the performance review debriefing serve as an impetus for the leader determining successful or unsuccessful motivators. Maslow's theory provides a roadmap for improved employee performance. When organizations are open about their desires to learn and train their leaders, employees feel as though they are cared for and will offer their best performance to the organization (Jerome, 2013).

Herzberg's Motivation Theory

Herzberg's theory assesses motivation and hygiene factors of organizational health (Herzberg, 2003). Herzberg found individuals have two different needs: the animal nature and the human characteristic. The animal nature refers to the drive to avoid pain from the

environment; and, the human characteristic refers to the ability to achieve, which leads to psychological growth (Herzberg, 2003). Herzberg divided the theory into intrinsic motivator factors and hygiene factors. Intrinsic motivator factors include "achievement, recognition for achievement, the work itself, responsibility, and advancement" (Herzberg, 2003, p. 91). Herzberg (2003) considered hygiene factors to be extrinsic and represent dissatisfaction and avoidance; whereas, extrinsic hygiene factors include: working conditions, salary, supervision, and status. Herzberg's theory revolves around motivation and job satisfaction. Job satisfaction plays a vital role in employee performance. Motivators produce job satisfaction while hygiene factors prevent job dissatisfaction, but do not encourage job satisfaction (Teck-Hong & Waheed, 2011). The goal of an organization's leadership should be to understand the proper blend of motivators and hygiene factors in each organization to produce the performance desired.

According to Teck-Hong and Waheed (2011), various industries have obtained differing results in the process of applying Herzberg's theory. One sales organization in Malaysia found hygiene factors including working conditions, money, and company policy produced better individual performance than motivators. The successful motivator in this organization was "recognition" (Teck-Hong & Waheed, 2011, p. 20). Results from the Teck-Hong and Waheed (2011) study indicated sales employees sought happiness and real concern from their managers and supervisors in the organization.

In other industries, such as academia, "work itself" is motivation enough for improved employee performance (Smerek & Peterson, 2007, p. 247). "Work itself" is considered an intrinsic motivator and answers a psychological need for individuals. Along with the work itself, employees who perceive their supervisors as effective will demonstrate improved employee job performance. Effective supervisors and senior management, are characterized as hygiene

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factors. Smerek and Peterson (2007) stated that hygiene factors, "effective supervisors and senior management, are predictors of job satisfaction" (p. 247). According to Herzberg (2003), hygiene factors are not necessarily predictors of job satisfaction. Conclusions from Herzberg's (2003) study did not find any direct correlations between motivators or hygiene factors and job satisfaction.

Herzberg's theory provides valuable insight into key components of job satisfaction. Kovacs, Stiglbauer, and Batinic (2018) found job satisfaction has been "positively related to work engagement" (p. 529). Job satisfaction will not improve unless sustained by employee performance. If leaders are more effectively able to determine how their organization can be satisfying to their employees, then improved employee performance is a likely result.

Summary

LMX, reinforcement theory, and motivation theory provide an invaluable explanation of the benefits of rewards and punishments in organizations. Organizational leaders must continually strive to find the best blend of punishments and rewards in an effort to promote optimal employee performance. The quality of the relationship between the leader and the subordinate alone appears to be insufficient as the means by which to improve employee performance. Understanding individuals' needs for satisfaction is a crucial piece to improving employee performance. Motivators, whether they are intrinsic or extrinsic, are essential to any plan aimed at improving employee motivation and satisfaction.

Providing the proper balance of factors noted in the professional literature on employee motivation and satisfaction appears a viable means by which to improve an organization's overall productivity. Implementing a motivation protocol is challenging, as no universally prescribed action-plan exists to provide the answer for every industry. Research on achieving

continual employee motivation and employee satisfaction deserves more attention. Both factors impact employee performance significantly. There is a paucity of research on leader-member exchange (LMX) theory and the use of reinforcements on employee performance. While research studying the LMX theory and the reinforcement effect on employee performance individually exists, little research exists assessing both factors jointly.

The results from this study provide clarity as to how Leader-Member Exchange theory and the use of reinforcements affect employee performance. The descriptive and prescriptive data from this study, along with results from studies on Maslow's Hierarchy of Needs, Herzberg's Motivation theory, Skinner's Reinforcement theory, and Leader-Member Exchange (LMX) theory, may allow for roadmaps to be developed and specialized for each organization. As roadmaps are developed, implementation will require organizational leaders to make the decision to put the time, money, and training into their employees for their improvement and growth, as well as the organizational improvement and growth.

III. METHODOLOGY

Description of Methodology

The purpose of this dissertation was to assess and predict supervisor-subordinate relationships with the use of reinforcements on the subordinate's job performance. The study was considered quantitative, non-experimental, and survey research by specific research methodology. A convenient, purposive sample consisting of 45 employees from a janitorial industry located in the western portion of the United States represented the study's data source.

Sample/Sample Selection

The sample of participants for study purposes was conveniently accessed and, as such, represented a non-probability sampling approach. One organization comprised of 83 individuals employed within a janitorial company located on the west coast of the United States was selected for study purposes. No personally identifying factors were collected through the study in order to maintain anonymity; therefore, there was no disaggregation of data based on demographics. Permission was granted by the organization's leader in advance of the study to electronically relay the study's survey instrument to the organization employees possessing a corporate e-mail address.

Study Procedures

Study participants were provided with an electronic voluntary survey (provided in Appendix A) and were asked to provide an electronic signature for consent by clicking "Next". The survey instrument included Likert-scale items developed to assist the researcher in

addressing the six formally research questions that guided the study's data collection, analytics, and reporting of findings. The study's research instrument was researcher-designed and, as such, was validated through formal reliability analysis (Cronbach's alpha) once study data were collected.

A response rate of at least 50% was desired at the outset of the study. A response rate of over 50% (54.2%; $n = 45$) was achieved. The response rate achieved in the study was at a level considered well beyond the 10% to 15% level of survey response commonly associated with external surveying techniques (Fryrear, 2015). The instrument completion rate – indicating the level of completion of each survey – in the current study of 98.4% far exceeded the completion rate of 78.6% generally considered customary for external surveys (Fluid Surveys, 2014).

Instrumentation

The study's research instrument represented a melding of a standardized, well-recognized instrument (The LMX 7) along with additional researcher-created survey items. The LMX 7 is a 7-item, Likert-type survey utilizing a 5-point scale which assesses the quality of the subordinate's (member) perceived relationship with their supervisor (leader), or the supervisor's perceived relationship with their subordinate (Northouse, 2019). According to Hanasono (2017), the LMX-7 remains one of the most prominent psychometric measures of LMX. For this study, the survey was precisely utilized to procure information on subordinate perceived relationship with the organization's supervisor.

In light of the addition of researcher-created items to the standardized instrument, the judgment phase of the establishment of the survey instrument's content validity was executed through a content analysis of themes deemed central to the proposed investigation by a research methodology expert who is a methodologist involved in various research efforts. The

methodology expert has been involved in numerous research efforts and, therefore, was considered qualified to serve this study in the capacity of a content reviewer and methodology expert. The study's themes formed the basis of supplemental item development for the study's research instrument. The study's research instrument, a 21-item Likert-type survey utilizing a 5-point scale, is included in Appendix B.

Validity

The LMX 7 was assessed to determine its validity.

> Factorial Invariance ($\Delta\chi2\text{diff} = 4.49$; $p > .05$) across samples provided cross-validation using Multi-Group Confirmatory Analysis (MGCFA). The MGCFA supported the model of league invariance. Evidence of cross validation and configural, metric, and scalar invariance tests suggested that the LMX 7 scale preserves its factor structure, factor loadings, factor variances, and item uniqueness equally well. Chi-square difference tests revealed full invariance ($\Delta\chi2(6) = 11.45$; $p > .05$) and partial scalar invariance ($\Delta\chi2(6) = 9.46$; $p > .05$). (Caliskan, 2015, p. 22)

Thus, the LMX 7 is a valid instrument appropriate for this study.

Reliabilty

The LMX 7 was assessed to determine it reliability. According to Caliskan (2015) Cronbach`s alpha ($\alpha = .84$) and construct reliability ($CR = .85$) indicated that the reliability of the LMX 7 was quite good. Based on the high level of reliability, the LMX 7 was determined to be an appropriate instrument for this study.

Research Questions

The following research questions and hypotheses were formally posed to address the study's research problem and purpose:

1. To what degree did study participants express overall satisfaction with their department leadership?

2. To what degree did study participants perceive their motivation at the workplace as intrinsic in nature?

3. Considering participants' perception of leadership recognition of employee potential, leadership understanding of job demand, and leadership satisfaction with employee job performance, which represents the most robust correlate and predictor of participants' degree of satisfaction with their performance as exceeding expectations for the job role?

4. Considering extrinsic rewards, words of appreciation, and leadership feedback, which represents the most robust correlate and predictor of participants' perception of the level of effective relationship with their performance as exceeding expectations for the job role?

5. Of positive reinforcement, punishment, and consistency of reward provided by departmental leadership, which represents the most robust predictor of participants' perception of their performance as exceeding expectations for the job role?

6. Considering the identified domains within the study data, which represents the most robust predictor and correlate of participant-perceived performance as exceeding expectations for the job role?

Hypotheses (Null)

- $H_0{}^1$: There will be no statistically significant degree of satisfaction with departmental leadership expressed by study participants.

- $H_0{}^2$: There will be no statistically significant degree of intrinsic motivation at the workplace expressed by study participants.

- H_0 3: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of participant degree of satisfaction with their performance as exceeding expectations for the job role.

- H_0 4: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of participant perception of level of effective relationship with study participant-perceived performance as exceeding expectations for the job role.

- H_0 5: None of the three independent predictor variables will represent robust, statistically significant correlates or predictors of study participant-perceived performance as exceeding expectations for the job role

- H_0 6: None of the five identified domains will represent robust, statistically significant correlates or predictors of study participant-perceived performance as exceeding expectations for the job role.

Data Analysis

Preliminary Analyses

Preliminary analyses were conducted prior to the analysis of research questions posed in the study. The preliminary tests include analysis of missing data, internal consistency (reliability) of participant response, and dimension reduction of survey items.

Missing data were analyzed using descriptive and inferential statistical techniques. Namely, frequency counts (n) and percentages (%) were utilized for illustrative purposes. The randomness of missing data was assessed using Little's MCAR test statistic. An MCAR value of $p > .05$ was considered indicative of sufficient randomness of missing data.

Internal reliability of participant response to the survey instrument was assessed using Cronbach's alpha (*a*). The statistical significance of alpha was evaluated through the application of an *F*-test. *F* values of $p < .05$ were considered to be statistically significant.

Analyses by Research Question Posed

The study's six research questions were addressed broadly using a variety of descriptive, associative, predictive, and inferential statistical techniques. Frequency counts (n), measures of central tendency (mean scores), and variability (standard deviation) represented the primary descriptive statistical techniques used in addressing the six research questions.

In Research Questions one and two, one sample *t*-test was used to assess the statistical significance of participant response in the first portion of the question. The alpha level of $p < .05$ represented the threshold for statistical significance of finding. Cohen's *d* was used to assess the magnitude of effect (effect size). Cohen's parameters of interpretation of effect sizes were employed for illustrative and comparative purposes.

Research Questions three and six were associative in nature, focusing upon the mathematical relationship between independent and dependent variables identified within the respective research questions. The Pearson product-moment correlation coefficient (*r*) was utilized to determine the degree of mathematical relationship between the independent and dependent variables associated with both research questions. The magnitude of relational effect was interpreted through the Cohen's *d* test statistic. Cohen's parameters of interpretation of effect sizes were employed for illustrative and comparative purposes.

Research Questions four and five were associative and predictive in nature utilizing multiple independent predictor variables. As such, the multiple linear regression test statistic was employed to assess the predictive strength of the respective independent variables in each

respective question. Predictive model fitness was assessed through the interpretation of the

ANOVA table F value. An F value of $p < .05$ was considered indicative of a viable predictive

model. Variable slope (t) values represented the means by which the statistical significance of

independent variables were interpreted. Values of $p < .05$ were considered statistically

significant. R^2 values were utilized as the basis for effect size measurement and for comparative

purposes. R^2 values were transformed into Cohen's d values for interpretative purposes. All

major assumptions associated with use of the multiple linear regression test statistic were

addressed by either statistical means or visual inspection, such as linearity and homoscedasticity.

Summary

The study was quantitative and non-experimental in nature. The sample selection came

from a janitorial industry with a sample size of 83 participants. Participants received an

electronic survey, which provided participants with the 21-question, 5-point Likert scale

instrument. Research questions with hypotheses were presented and analyses of questions

explained. Further detail outlining the findings for each research question and hypothesis will

follow in Chapter IV.

IV. RESULTS

Introduction

The purpose of this dissertation was to assess and predict supervisor-subordinate relationships with the use of reinforcements on the subordinate's job performance. As such, employees of a janitorial organization on the West coast of the United States participated in this study, which was designed to determine the degree to which LMX is applied at the company. Electronic surveys were distributed, completed, and submitted after informed consent was indicated. This chapter reports the results from analysis of collected data from respondents.

Response Rate

A total of 83 individuals were invited to participate in the study; and, 45 participants comprised the study's participating sample, representing a response rate to the research instrument of 54.2%. The response rate achieved in the study was well beyond the 10% to 15% level of survey response that has been commonly associated with external surveying (Fryrear, 2015). The instrument completion rate of 98.4% far exceeded the completion rate of 78.6% generally achieved for external surveys (Fluid Surveys, 2014).

Preliminary Findings

Preliminary analyses were conducted in advance of addressing the study's formally posed research questions and hypotheses. Specifically, evaluations of missing data, the internal

reliability of participant response, and the reduction of survey items into dimensions or factors were assessed through both descriptive and inferential statistical analyses.

The study's essential data arrays were evaluated primarily using descriptive statistical techniques, focusing on frequency counts (n) and percentages (%), were used to illustrate the extent of missing data. As a result, the level of missing data was 1.59% ($n = 15$), a figure well below the inconsequential level of 5% noted by Schafer (1999). Moreover, the missing data obtained in the initial screening were found to be sufficiently random (MCAR $x^2_{(90)} = 102.97$; $p = .17$).

The internal consistency of participant response to the study's research instrument was assessed using the Cronbach's alpha (a) test statistic. The internal consistency level of participant response (reliability) in the study was considered very high at $a = .86$; $p < .001$.

Exploratory factor analysis (EFA) using principal components analysis (PCA) was conducted on the study's data set to determine the presence of dimensions or factors with the survey items. The factoring model was viable for the factoring process, reflecting high levels of correlations and adequacy of sampling. As a result, five distinct dimensions or factors were identified explaining 72.43% of the variability of data in the factoring model.

Table 1 contains a summary of finding for the EFA using PCA with the study's data set.

Table 1

Dimensions Identified through EFA (PCA) within Study Data

Dimension	Survey Items	% Explained Variance
1 Leader Investment	1; 2; 3; 4; 7; 8; 14; 17	31.86%
2 Extrinsic Rewards	10; 11; 13; 16	13.37%
3 Leader Support	5; 6	10.34%
4 Receipt of Extrinsic Rewards	9	8.48%
5 Positive/Negative Consequences	12; 15; 18	8.38%

Model: KMO (.71); Bartlett's Test of Sphericity $_{(153)} = 405.70$; $p < .001$)

Analyses/Findings by Research Question and Hypothesis

Research Question 1: To what degree did study participants express overall satisfaction with their department leadership?

H_0[1]: There will be no statistically significant degree of satisfaction with departmental leadership expressed by study participants.

Findings: A one sample t-test was used to evaluate the statistical significance of finding in research question one. The degree of perceived satisfaction by study participants was found to be manifested to a statistically significant degree ($t_{(44)} = 8.53$; $p < .001$). The magnitude of effect for the finding in research question one was considered approximating a very large effect size at $d = 1.28$.

Analysis: In light of the statistically significant finding for Research Question One, the Null Hypothesis (H_0[1]) was rejected.

Research Question 2: To what degree did study participants perceive their motivation at the workplace as intrinsic in nature?

H₀²: There will be no statistically significant degree of intrinsic motivation at the workplace expressed by study participants.

Findings: A one sample t-test was used to evaluate the statistical significance of finding in research question two. The degree of perceived degree of intrinsic motivation by study participants was found to be manifested to a statistically significant degree ($t_{(43)} = 4.80$; $p < .001$). The magnitude of effect for the finding in research question one was considered approximating a large effect size at $d = .72$.

Analysis: In light of the statistically significant finding for Research Question Two, the Null Hypothesis (H_0^2) was rejected.

Research Question 3: Considering participants' perception of leadership recognition of employee potential, leadership understanding of job demand, and leadership satisfaction with employee job performance, which represents the most robust correlate of participant degree of satisfaction with their performance as exceeding expectations for the job role?

H₀³: None of the three independent predictor variables will represent robust, statistically significant correlates of participant degree of satisfaction with their performance as exceeding expectations for the job role.

Findings: The Pearson product-moment correlation coefficient (*r*) test statistic was used to address the associative nature of Research Question three. Of the three identified correlates in research question three, the variable *leadership satisfaction with employee job performance* exerted the greatest degree of mathematical relationship with the question's dependent variable (*participant degree of satisfaction with their performance as exceeding expectations for the job role*) at $r = .38$; $p = .01$, with a large degree of associative effect ($d = .82$).

Table 2 contains a summary of mathematical relationships between the independent

variables (correlates) and the dependent variable (*participant-perceived performance as*

exceeding expectations for the job role) in Research Question three.

Table 2

Mathematical Relationships: Research Question Three Correlates and Participant-Perceived
Performance as Exceeding Expectations for the Job Role

Correlate	r	d
Leader Satisfaction with Employee Performance	.38**	.82[a]
Recognition of Employee Potential	.27	.56
Leader Understanding of Employee Job Demands	.10	.20

**$p = .01$ [a] Large Effect Size ($d = .80$)

Analysis: In light of the statistically significant finding for the variable *Leader*

Satisfaction with Employee Performance, the Null Hypothesis ($H_0{}^3$) for Research Question three

was rejected.

Research Question 4: Considering extrinsic rewards, words of appreciation, and

leadership feedback, which represents the most robust correlate and predictor of

participants' perception of their performance as exceeding expectations for the job role?

$H_0{}^4$: None of the three independent predictor variables will represent robust,

statistically significant correlates or predictors of study participant perceived performance as

exceeding expectations for the job role.

Findings: Using the multiple linear regression test statistic for predictive purposes, the

variable *Words of Appreciation* exerted the most significant predictive effect ($d = 1.12$) for the

question's dependent variable *participant-perceived performance as exceeding expectations for*

the job role. The confluence, or union, of the three predictor variables manifested a moderate

degree of mathematical relationship with the research question's dependent variable $(R = .38)$,

accounting for 14.6% $(r^2 = .146)$ of the explained variability of data in the predictive model's

dependent variable. All assumptions of multiple linear regression modeling were satisfied.

Table 3 contains a complete summary of findings for the predictive model used to assess

the predictive viability of the three covariates in Research Question four.

Table 3

Predicting Participant-Perceived Performance as Exceeding Expectations for the Job Role.

Model	β	SE	Standardized β	d
Intercept	3.41	0.58		
Extrinsic Rewards	0.03	0.11	.05	.10
Words of Appreciation	0.43	0.18	.49*	1.12[b]
Leadership Feedback	-0.29	0.17	-.34	.72

$*p = .03$ [b] Large Effect Size $(d \geq .80)$

Analysis: In light of the statistically significant finding for the variable *Words of*

Appreciation, the Null Hypothesis (H₀ [4]) for Research Question four was rejected.

Research Question 5: Of positive reinforcement, punishment, and consistency of

reward provided by departmental leadership, which represents the most robust predictor

of participants' perception of their performance as exceeding expectations for the job role?

H₀ [5]: None of the three independent predictor variables will represent robust,

statistically significant correlates or predictors of study participant perceived performance as

exceeding expectations for the job role.

Findings: Using the multiple linear regression test statistic for predictive purposes, none of the predictive model's three covariates exerted a statistically significant predictive effect upon the question's dependent variable *participant-perceived performance as exceeding expectations for the job role.* The covariate of *Positive Reinforcement* was, however, the most robust correlate of participant perception of having exceeding job expectations ($r = .22$; $d = .45$). The combination of the three predictor variables manifested a moderate degree of mathematical relationship with the research question's dependent variable *($R = .35$)*, accounting for 11.9% ($r^2 = .119$) of the explained variability of data in the predictive model's dependent variable.

Table 4 contains a complete summary of findings for the predictive model used to assess the predictive viability of the three covariates in Research Question five.

Table 4

Predicting Participant Perceived Performance as Exceeding Expectations for the Job Role.

Model	*β*	*SE*	*Standardized β*	*d*
Intercept	2.98	0.57		
Punishment	0.11	0.12	.16	.32
Positive Reinforcement	0.18	0.18	.22	.45
Reward Consistency	0.06	0.19	.07	.14

Analysis: In light of the non-statistically significant finding within the predictive model for Research Question five, the Null Hypothesis ($H_0{}^5$) for Research Question five was retained.

Research Question 6: Considering the identified domains within the study data, which represents the most robust statistically significant correlate of participants' perceived performance as exceeding expectations for the job role?

H_0 ^{6}: None of the five identified domains will represent robust, statistically significant correlates of the study's dependent variable (participant-perceived performance as exceeding expectations for the job role).

Findings: Using the Pearson product-moment correlation coefficient (*r*) to establish the mathematical relationship between identified dimensions within the study's data set and the dependent variable in Research Question six (*participant-perceived performance as exceeding expectations for the job role),* dimension three (*Leader Support)* exerted the greatest degree of mathematical relationship at $r = .37$ ($p = .01$) and the greatest magnitude of relational effect ($d = .80$).

Table 5 contains a summary of mathematical relationships between identified study dimensions and the dependent variable (*participant-perceived performance as exceeding expectations for the job role)* in Research Question six.

Table 5

Mathematical Relationships: Study Dimensions and Participant-Perceived Performance as Exceeding Expectations for the Job Role

Dimension	*r*	*d*
1 Leader Investment	.31*	.65
2 Extrinsic Rewards	.09	.18
3 Leader Support	.37**	.80[a]
4 Receipt of Extrinsic Rewards	.08	.16
5 Positive/Negative Consequences	.29	.61

*$p = .03$ **$p = .01$ [a] Large Effect Size ($d = .80$)

Analysis: In light of the statistically significant for study dimensions one and three, the Null Hypothesis (H_0 ^{6}) for Research Question six was rejected.

Summary

A total of 45 individuals employed within one janitorial organization represented the study's sample. The study response rate of over 50% far exceeding the typical 10% to 15% response rate generally achieved with external surveying procedures. The study's missing data were minimal (1.59%) and inconsequential (less than 5%) for analytic purposes.

The study's research instrument utilized a 21-question, 5-point Likert-type scale survey. Six formal research questions with accompanying hypotheses were posed with the objective of gathering descriptive, associative, inferential, and predictive information that would address the study's research problem.

The research instrument was validated in a posteriori fashion using both Cronbach's alpha (a) and exploratory factor analysis (EFA). The alpha level for the Cronbach technique finding was very high ($a > .80$), with the EFA technique identifying five distinct dimensions or factors within the study's essential data. The five factors accounted for over 70% of the model's explained variability of data.

Study participants expressed statistically significant perceived levels of satisfaction and motivation within the workplace. Considering the associative and predictive research questions in the study, participant-perception of performance exceeding organizational leader expectation was best predicted by perceived leader satisfaction with participant performance, words of appreciation from the leader, and both leader "investment" in and "support" of study participants.

V. DISCUSSION

Introduction

The purpose of this dissertation was to assess and predict supervisor-subordinate relationships with the use of reinforcements on the subordinate's job performance. The problem addressed in this study is that there is a lack of research focused on how LMX and the use of reinforcements influence employee performance. There is research that studies the effect of LMX on employee performance and different types of reinforcements on employee performance, but none on the influence of both. As such, employees of a janitorial organization on the West coast of the United States participated in this study to determine the degree to which LMX is applied at the company. Electronic surveys were distributed, completed, and submitted after informed consent was indicated. Various statistical analyses were conducted to determine validity and reliability of the survey instrument; and, analyses were conducted to reveal patterns within responses which led to conclusions regarding relationships between employers and employees and how those relationships affect work performance.

This study featured an evaluation of employees' perceptions of job performance through the lens of leader-member exchange theory (LMX) and the use of reinforcements. LMX is a relational leadership theory that assesses the relationship between the leader and the employee (Northouse, 2019). In-group and out-group members are the focal points of the theory. In-group members are those individuals who have a high dyadic relationship with their leader involving

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trust, respect, and loyalty; and, out-group members have a contractual relationship with their leader lacking trust, respect, or loyalty (Northouse, 2019). Relationships between the leader and the member may impact one's perception of the reinforcement program adopted by the leader in reward or punishment of the member's job performance.

Types of reinforcements include: positive reinforcements, negative reinforcements, and punishments. Within the positive reinforcement category, rewards and recognition programs exist (Villere & Hartman, 1991). Motivation is another factor that impacts the reinforcements used as well as what drives the employee. Reinforcements include intrinsic and extrinsic motivation. Motivation, reinforcements, and LMX all affect how an employee perceives job performance (Teck-Hong & Waheed, 2011). Understanding what makes an employee perform better is the key to organizational success.

Review of Methodology

The study was quantitative, non-experimental, and survey research by methodology. A non-probability sampling approach was applied to 83 employees from the janitorial/custodial industry. Study participants were provided with an electronic voluntary survey through their workplace email. The survey instrument included 21 questions on a 5-point Likert-type scale. A response rate of at least 50% was desired at the outset of the study, and a response rate of over 50% (52.4%; $n = 45$) was achieved. Preliminary analyses included evaluations of missing data, internal reliability, and dimension reduction using exploratory factor analysis.

Little's MCAR test assessed the extent and randomness of missing data. The level of missing data was 1.59%, which was considered inconsequential (5% or less) according to Schafer (1999). The missing data was sufficiently random in nature. The internal consistency

level of participant response was very high ($a \geq .80$), sufficient for research instrument validation purposes and credibility of subsequent analytical techniques used in the study.

Additional research instrument validation was provided through the application of dimension reduction analysis of the study aggregate data set using exploratory factor analysis (EFA). As a result of the EFA, five distinct dimensions or factors were identified explaining a considerable amount of the variability of data in the factoring model. The factoring model was viable for the factoring process, reflecting high levels or correlations and adequacy of sampling. The five dimensions within the study's data set through EFA were: *leader investment, extrinsic rewards, leader support, receipt of extrinsic rewards*, and *positive/negative consequences*. Remarkably, all five dimensions had a positive relationship with the dependent variable *(participant-perceived performance as exceeding expectations for the job role)*. Specifically, the factor *leader investment* contributed the single greatest percentage of explained variance at nearly 32%.

Summary of the Results

The study's research instrument utilized a 21-question, 5-point Likert-type scale survey. Six formal research questions with accompanying hypotheses were posed with the objective of gathering descriptive, associative, inferential, and predictive information that would address the study's research problem.

Study participants expressed statistically significant perceived levels of satisfaction and motivation within the workplace. Considering the associative and predictive research questions in the study, participant-perception of performance exceeding organizational leader expectation was best predicted by perceived leader satisfaction with participant performance, words of

appreciation from the leader, and both leader "investment" in and "support" of study participants.

Discussion by Research Question

Research Question 1: To what degree did study participants express overall satisfaction with their department leadership?

In Research Question One, study participants' perception regarding overall satisfaction with leadership was statistically significant ($t_{(44)} = 8.53$; $p < .001$) and reflected a very large magnitude of effect ($d = 1.28$). As such, the null hypothesis for Research Question one was rejected.

The findings for Research Question one are critical in that very little is known about leadership and satisfaction in the janitorial industry. However, research findings exist within the professional literature supportive of a connection between leadership relationships and job satisfaction in general.

Northouse (2019) defined LMX by the quality of the relationships between leaders and subordinates. High-quality relationships correlate with improved organizational outcomes including job satisfaction (Caliskan, 2015; Northouse, 2019). The professional literature is replete with evidence in support of the notion that subordinate satisfaction is affected by the quality of the supervisor-subordinate relationship (Schuh et al., 2017). These relationships are defined by leadership support, encouragement, trust, loyalty, and respect (Northouse, 2019; Pelligrini, 2015). Maslow's Hierarchy of Needs addresses the importance individuals place on the satisfaction of internal needs for continued motivation (Pulasinghage, 2010). Leadership support, encouragement, trust, loyalty, and respect are intrinsic motivators or internal needs. Based on the research of Maslow's Hierarchy of Needs and LMX, satisfaction with leadership is

a factor in developing high-quality relationships (Koltko-Rivera, 2006). While there is a lack of research involving leadership and satisfaction specific to janitorial industries, the findings in the current study are supportive of previous research focused upon leadership, satisfaction, and motivation in general organizational terms; thus, conclusions may be extrapolated and applied to various industries.

Research Question 2: To what degree did study participants perceive their motivation at the workplace as intrinsic in nature?

In Research Question Two, study participants' perception regarding their motivation at the workplace as intrinsic in nature was statistically significant ($t_{(43)} = 4.80$; $p < .001$) and reflected a very large magnitude of effect ($d = .72$). Therefore, the null hypothesis for Research Question two was rejected.

The findings from Research Question two are significant in that they identify how the employees perceive their motivation in the workplace. Intrinsic motivation appears to be an essential factor in their perceived performance. Intrinsic motivators include words of appreciation, achievement, the work itself, job satisfaction, and fulfillment (Al-Khaled, 2014; Herzberg, 2003). The results of the current study appear to contradict past research that identifies janitorial employees as not having high intrinsic motivation, such as social support or recognition (Ohrling, 2014). Ohrling (2014) highlighted that employees in this industry often struggle with the perception that their work is meaningless. As noted by Al-Khaled (2014) and Herzberg (2003), intrinsic motivation is just one part of the motivation process to improve employee performance.

Based on the findings of the current study, employees in the janitorial industry appear to be motivated intrinsically. Evidence exists in the professional literature in support of the notion

that extrinsic motivators coupled with intrinsic motivators can produce optimum participant performance (Herzberg, 2003). The findings of the current study illustrate the fact that participants were motivated intrinsically, and that by adding extrinsic motivators, an optimal scenario where employees perceive their performance to be at its full potential might be realized within an organization.

Research Question 3: Considering participants' perception of leadership recognition of employee potential, leadership understanding of job demand, and leadership satisfaction with employee job performance, which represent the most robust correlate of participants' degree of satisfaction with their performance as exceeding expectations for the job role?

In Research Question three, the independent variable *leadership satisfaction with employee job performance* exerted the greatest degree of mathematical relationship with the study participants' *degree of satisfaction with their performance as exceeding expectations for the job role*. The associative effect for the finding was considered large ($d = .82$). As such, *leadership satisfaction with employee job performance* was statistically significant, and the null hypothesis for Research Question three was rejected.

The findings are critical as there is a deficiency of research focused upon the topic of leadership in the janitorial industry. However, the findings are contrary with previous research involving how employees in the janitorial industry view their job (Ohrling, 2014). Ohrling (2014) noted that individuals employed in this industry often feel they are overlooked, and they perceive their job to be meaningless. The findings state that *leadership satisfaction with employee job performance* had the most significant relationship with the *employee's degree of satisfaction with their performance as exceeding expectations in their job role*. When departmental leadership in the company expressed satisfaction in the employee's work, the

employee expressed a perceived sense of having accomplished more than their stated job expectations. Expressed leadership satisfaction is a type of intrinsic reward, much like words of appreciation or empowerment.

The findings in Research Question three are consistent with the work of Wei and Yazdanifard (2014), which identified intrinsic rewards as having a more profound effect on employee performance. Intrinsic rewards are similar to intrinsic motivation in that intrinsic rewards satisfy a psychological need within individuals and intrinsic motivation comes from within individuals. According to Maslow's Hierarchy of Needs, psychological needs must be satisfied for the individual to continue to be motivated (Pulasinghage, 2010). *Expressed leadership satisfaction* also aligns with Herzberg's Motivation theory and the concept that intrinsic motivators, such as recognition for achievement, lead to job satisfaction, which helps with how the employees perceives their performance (Herzberg, 2003).

Interestingly, two of the predictor variables in Research Question three exerted similar magnitudes of predictive effect, yet the variables differ greatly in their qualitative interpretation. *Leadership recognition of employee potential* and *leadership satisfaction with employee performance* seem to make the same point. R*ecognition of employee potential* involves how the employee *could* be in a job role; while *leadership satisfaction with an employee's performance* addresses recognition of work that has been done or the employee is doing in the job role. *Recognition of employee potential* manifested the second largest mathematical relationship with the dependent variable. *Recognition of employee potential* is an intrinsic motivator as well, providing further support for Herzberg's theory (2003) and previous research on the relationship between intrinsic motivation and employee performance.

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Expressed leadership satisfaction is an essential factor in establishing high-quality relationships in the workplace. As leaders express more satisfaction with the employees, the leader-follower relationship should improve and gain more trust and respect (Northouse, 2019). The most robust correlate in Research Question three can be categorized under the broad heading of *feedback*. There is a reciprocal form of feedback that is often overlooked (Senge, 2006). Leaders often provide feedback to employees, but employees also provide feedback to their leaders. The reciprocal feedback cycle creates the possibility of open communication in the relationship between the leader and the subordinate within the organization. Feedback is not the focus of the research question, but the result of this question informs LMX and leadership, in general, of the importance of feedback to the employees.

The findings of Research Question three support the body of research on feedback and high-quality relationships within the professional literature. The findings are critical to furthering the research on LMX and feedback in the janitorial industry as well in that employees value the perceptions of leaders and the leaders' satisfaction of the employees' performances.

Research Question 4: Considering extrinsic rewards, words of appreciation, and leadership feedback, which represents the most robust correlate and predictor of participants' perception of their performance as exceeding expectations for the job role?

In Research Question four, the variable *Words of Appreciation* exerted the most significant predictive effect for the question's dependent variable, *participant-perceived performance as exceeding expectations for the job role*. The associative confluence of the three variables in the predictive model was moderate with regard to the research question's dependent variable. As such, *words of appreciation* was statistically significant therefore rejecting the null hypothesis.

The results from the multiple linear regression analysis were a standardized β of .49 for *words of appreciation,* -.34 for *leadership feedback,* and .05 for *extrinsic rewards*. The standardized β for *words of appreciation* is the highest associative value of the three covariates. The positive value represents the positive relationship the covariate has with the dependent variable. *Leadership feedback* also exhibited a moderate standardized β coefficient value, but the value is negative representing an inverse relationship with the dependent variable. Finally, the last covariate, *extrinsic rewards*, exerted the least degree of mathematical association with the predictive model's dependent variable. Therefore, results indicate that of the three, receiving any type of extrinsic reward will not have as large of an effect on participants' perception of their performance as intrinsic rewards, such as words of appreciation and leadership feedback.

The findings in Research Question four support previous research on reinforcements and employee performance. According to Singh (2006), people enjoy working for leaders and organizations that show appreciation and appraisal for work completed. *Words of appreciation* are an intrinsic reward and motivator (Herzberg, 2003). Shiraz et al. (2011) noted that employees who felt motivated also felt appreciated. Finally, Wei and Yazdanifard's (2014) study results provided support for the relationship between intrinsic rewards and employee performance. Although the research related to intrinsic rewards is considerable, very little is known about the covariates of *employee satisfaction and perceptions of exceeding expectations on the job* in a janitorial organization. Thus, the findings in Research Question four would appear to provide novel, prescriptive information regarding the role of intrinsic reinforcement in the janitorial/custodial industry.

Research Question 5: Of positive reinforcement, punishment, and consistency of reward provided by departmental leadership, which represents the most robust predictor of participants' perception of their performance as exceeding expectations for the job role?

In Research Question five, none of the three identified variables, *positive reinforcement, punishment,* or *consistency of reward*, exerted a statistically significant predictive effect on the question's dependent variable, *participant-perceived performance as exceeding expectations for the job role*. While none of the three variables – *positive reinforcement, punishment,* or *consistency of reward* – exerted findings at a statistically significant level, *positive reinforcement* was the most robust correlate of *participant perception as exceeding job expectations*. The confluence of the three variables manifested a moderate degree of mathematical relationship with the research question's dependent variable. Since there were no statistically significant finding in Research Question five, the null hypothesis was retained.

The lack of statistical significance with the three independent predictor variables is noteworthy. Regarding *reward consistency*, the results are contrary to some of the existing research on the topic of disbursing rewards. Gellar (2006) noted that reward delivery was vital to the employee's continued motivation. Kamery (2004) addressed the importance of the consistency of the rewards. However, Villere and Hartman (1991) found that employees performed better when reinforcement was unexpected and delivered on an intermittent schedule. According to the findings in this study, *reward consistency* was the least robust correlate in Research Question five; therefore, *reward consistency* does not appear to exert as large an effect upon participant perceptions of performance as exceeding expectations of the job role in this organization as it may in other industries. While none of the research cited involves janitorial

companies, the findings are relevant to the body of research that exists on *reward consistency* and *perceived performance* for overall organizational leadership planning of reward programs.

The findings of Research Question five, with focused regard to the most robust correlate in the question's predictive model, support the body of research on employee performance and positive reinforcement. *Positive reinforcement* was not statistically significant but was the most robust predictor variable of the three independent predictor variables. Luthans and Stajkovic (2009) found positive reinforcements – specifically feedback, money, and recognition – had a significant effect upon employee performance. While positive reinforcement was not found to be statistically significant in its associative or predictive effect upon the model's dependent variable because the findings provide a focal area for the organization in the future. Interestingly, the findings in the fifth research question appear to validate the findings, though not at a significant level, in the fourth research question of the current study. *Words of appreciation,* a form of positive reinforcement, was the leading significant predictor variable in Research Question five. As such, appreciation and recognition appear to be essential correlates and predictors of how employees perceive their performance as exceeding expectations of their job role.

Research Question 6: Considering the identified domains within the study data, which represents the most robust statistically significant correlate of participants' perceived performance as exceeding expectations for the job role?

Five dimensions, which had not been identified at the outset of the study, were identified within the study's data set through exploratory factor analysis (EFA). As a result, the third identified dimension, *leader support*, exerted the greatest degree of mathematical relationship at $r = .37$ ($p = .01$) and the greatest magnitude of relational effect ($d = .80$) with the predictive

model's dependent variable, *participant-perceived performance as exceeding expectations for the job role*. Of the five dimensions, dimension one and three, *leader investment* ($p = .01$) and *leader support* ($p = .03$) respectively, were found to be statistically significant correlates of the question's dependent variable, and as a result, the null hypothesis for Research Question six was rejected.

The findings for Research Question six appear to corroborate previous research on employee performance and the findings aligned with the findings in Research Questions three through five. The finding in Research Question three was *leader satisfaction with employee performance* is an essential factor in establishing and maintaining high quality relationships. The variable *leader satisfaction with employee performance* is directly related to *leader support* in Research Question six and is also a form of recognition. Research has shown recognition to be a significant factor in impacting employee motivation and performance (Zani et al., 2011). The findings in Research Question four were similar in that w*ords of appreciation* was the most robust correlate of the dependent variable. The act of showing *leader support* is often perceived as *words of appreciation*. Providing support through *words of appreciation* demonstrates *leader investment*. Leader investment is similar to leader support and acts as an intrinsic motivator. Both findings from Questions three and four affect an individual's psychological need; and, affecting one's psychological needs is a form of intrinsic motivation (Pulasinghage, 2010).

Finally, while the finding from Research Question five was not statistically significant, *positive reinforcement* was determined to be the most robust correlate with, and predictor of, the model's dependent variable. *Positive reinforcement* can include recognition and rewards, which both align with the finding from Questions three and four. Intrinsic rewards have traditionally reflected a positive relationship with participant-perception of performance as exceeding

expectations in the job role. Gellar (2006) stated that recognition and appreciation "can enhance positive feelings about the job, leading to a valuable boost in self-worth, competence, and a sense of belongingness" (p. 12). An immediate reward in the form of on-the-spot recognition by one's leader improves levels of engagement (Sims Jr., 2014); and, increased levels of engagement lead to improved performance.

The two dimensions, *leader support*, and *leader investment*, also relate to LMX. As Northouse (2019) outlined the LMX theory, in-group members have trustworthy, respectful, and loyal relationships with their leader as the leader makes a point to build a strong relationship with the member. The findings in Research Question six are congruent with Sue-Chan's (2011) research on LMX and employee performance; however, the findings from Research Question six are also important because little is known about LMX and employee performance as they relate to janitorial organizations. Caliskan (2015) indicated the leader-member relationship positively correlates to organizational outcomes, such as performance and satisfaction at work. According to Sue-Chan et al. (2011), employees performed better when there was a good working relationship with the leader. The finding of Research Question six appears to support the idea that if leaders at this company create stronger relationships, or higher-quality relationships, through investment and support of their employees, then there should be an improvement in the employees' perceived performance as exceeding expectations of the job role.

Study Limitations

Limitations are commonly associated with research studies. Study limitations represent a constructive aspect of any study in that limitations form the foundation of future research that may propel the topic beyond the parameters of a particular study. In the current study, the

primary limitations were related to: sampling technique, sample size, recent organizational changes, and demographics.

The sampling technique used in the current study was a non-probability approach; and, the study was convenient and purposive. Whereas the approach was successful in identifying a viable and substantial number of study participants, the generalizability of findings were limited to the sample itself. The sampling technique was a limiting factor in that there were no other janitorial companies represented in the study. Only one organization was used, which prevents the results from being generalized across the industry as a whole. Future studies may involve a broader janitorial sample and, as such, more broad generalizations may be posited.

Another substantial limiting factor was the sample size. In the current study, the sample size was limited since not all employees had email addresses. While hundreds work in the organization, less than one hundred have email addresses. The sample size is a limiting factor in that increased numbers of participants in the study promotes greater statistical power. Greater statistical power, in turn, provides for heightened likelihoods of statistical significance of finding within the research questions and hypotheses.

An added limiting factor relates to recent organizational change. The organization representing the focus of the study had recently undergone organizational changes in personnel as well as changes from a broader systems approach toward management. These changes in personnel and approach to management may have possibly impacted participant-perception on issues related to motivation, reinforcements, and management investment in employees.

Demographic information was not requested within the survey provided to the participants. While demographic information, specifically gender, could have added to the body of research on the topic of LMX, reinforcements, and employee performance, gaining a broader

understanding of general perceptions on the topic of the employees in the participant sample was most important. The focus was on understanding the general nature of the employees instead of subgroups within the participant pool.

Implications for Future Practice

The findings in the study are significant for practical implications in the workplace. The non-probability sampling technique used in the study should be helpful for organizational prescriptive purposes.

In Research Questions one and two, participants overwhelmingly expressed satisfaction with the departmental leadership of their organization. Participants also perceived the type of motivation that has had the most significant effect on them in the workplace was intrinsic. Villere and Hartman (1991) addressed participant perception of reward or punishment as being the most critical factor in issuing job-related rewards. Combining these perceived intrinsic motivators with extrinsic motivators could improve overall employee motivation, therefore improving performance (Datta, 2012; Pulasinghage, 2010).

In Research Questions three and four, participants expressed perceived satisfaction with their performance as having exceeded expectations for the job role when their leaders demonstrably expressed satisfaction with their performance. *Leadership expressing satisfaction* is an intrinsic motivator that the organization can continue to use to keep employee motivation high.

Expressing *words of appreciation* with employees appears to be an important factor in predicting participant-perception of their performance as exceeding expectations. Sharing words of appreciation, an intrinsic motivator, has a longer life-span than most extrinsic motivators (Zani et al., 2011). Participants in this study would benefit from more words of appreciation as

participants will perceive their performance as exceeding expectations. *Expressing satisfaction* and *words of appreciation* will improve the leader-member relationship in that these factors are both forms of verbal communication, and the more often the communication happens, the more trust and respect will be earned. The response to Question four aligns with the responses to Research Question five.

While the result of Question five was not statistically significant, *positive reinforcement* was the most robust predictor of participant-perception of their performance as exceeding expectations supports the previous findings in the study. Words of appreciation and leadership expressing satisfaction are both types of positive reinforcement. In light of the finding in Research Question five, it would appear somewhat important for the organization to find a way to continue positive reinforcement measures.

Research Question six is summative in nature. *Leader support* and *leader investment* were both found to be statistically significant predictors of participant-perceived performance as exceeding expectations of the job role, and both encompass *words of appreciation* and *expressed leadership satisfaction*. In light of the finding, it would appear essential for organizational leaders to initiate and implement these two techniques (*showing appreciation and expressing satisfaction for work performed*). The two dimensions from Research Question six help build trust, loyalty, and respect between the leader and the member (Schuh et al., 2017). Trust, loyalty and respect create or improve the quality of the relationship which increases employee engagement (Northouse, 2019). Engagement, participant perception of performance exceeding job role, empowerment, and motivation are factors organizations must implement in order to improve organizational performance (Gellar, 2006; Griffin & Morehead, 2014; Pulasinghage, 2010; Villere & Hartman, 1991).

Recommendations for Future Research

Conducting research often provides opportunities for growth and improvement. Areas of opportunities for future research based on this study include: using different analysis methodology (aside from solely quantitative), using a different sampling technique, collecting demographic data, and further studying the results from research question three, leadership satisfaction with employee performance, within the janitorial industry.

Future research could benefit from using a mixed-methods approach. In the current study, the researcher applied only a quantitative method with the use of survey research. A quantitative method provides significant results, as this study achieved; however, more specific information could be gained if qualitative methods were employed as well. Specifically, using interviews to measure participants' perception would prove valuable. Interviews with participants chosen at random could develop themes that may or may not agree with the factors generated from the EFA performed in Research Question six. Interviews could also create new themes not found within the quantitative section of the study. A mixed-methods approach could provide a more holistic picture to understanding how LMX and reinforcements impact participant-perception of their performance as exceeding expectations to the job role.

Additionally, choosing a different sampling technique would allow for results to be generalized across the janitorial industry. The current study was a non-probability approach because it analyzed data collected from only one organization. Using a probability approach with randomization could offer informative results for the janitorial industry. For a probability approach to be used, multiple organizations within the janitorial industry would need to be involved in the data collection. The randomization within the probability approach would also

allow for more diversity in the data. The results from the data collected would provide findings generalizable across the industry.

Collecting demographic data through surveying or interviewing may prove helpful in disaggregating data. Separating data by demographic factors would lead a researcher to make conclusions exclusive to each subgroup and common among subgroups. For example, female respondents and male respondents may reply differently to items based on perceptions and experiences in the industry related to gender differences. Also, demographic data collection would allow for conclusions to be made based on varied responses from respondents who have different levels of experience in the industry. Thus, collecting and analyzing data aligned to demographic information could provide a deeper diversity and understanding of responses.

Finally, further focus on the results of research question three, leadership satisfaction with employee performance, in the janitorial industry, can prove vital for future practice. The results from this study were contrary to a previous study by Ohrling (2014). Ohrling's (2014) study mentioned that janitorial workers or cleaners felt their job was meaningless. Meaningless is a word that represents a lack of recognition for work done. The results from this study exhibit employees, in this janitorial organization, are intrinsically motivated, through expressed leadership satisfaction and words of appreciation, and are satisfied. Future research on this topic, with more janitorial organizations, could provide different results and greatly affect the focus for leaders in future practice.

Conclusion

The study's focus upon LMX and the use of reinforcements on employee performance produced several statistically significant results. The results ranged from associative and comparative to predictive. Findings from Research Questions one and two include: participant

satisfaction with leadership and participants being intrinsically motivated within the organization. Research Questions three through five provided predictive results for the dependent variable, *participant-perception of performance as exceeding expectations for the job role,* and the results included: *leader satisfaction with employee performance*, *words of appreciation*, and *positive reinforcement*. Research Question six is summative of all findings establishing *leader support* and *leader investment* as the most important factors impacting participant-perception of performance as exceeding expectations of the job role.

According to the findings from the current study, intrinsic motivators are vital to the leader-member relationship and employee performance. The study's seminal findings involved the identification of organizational leaders' use of *words of appreciation* and *expressed leader satisfaction with employee's job* as heavily influencing employee performance. As the leader-member relationship quality improves, the employee's performance should improve (Sue-Chan et al., 2011). If leader-member relationship quality progresses, then employee performance and organizational performance will show an increase. According to the findings of the current study, high-quality leader-member relationships, which are defined by leader support and leader investment, and reinforcements, specifically intrinsic rewards and intrinsic motivators, directly influence employees' perception of job performance as exceeding expectations of the job role.

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APPENDICES

Appendix A

Online Survey and Compliance Consent Form

If you are an employee of any organization, would you consider giving us a few minutes of your time to respond to this survey? The survey is designed to gather information for a research project conducted by Mrs. PageCarol Woods as part of her Dissertation. The principal investigator at SEU is Dr. Charles Smith, Associate Professor in the College of Education, and the study has been approved for conduct by the Institutional Review Board for the Protection of Human Subjects at SEU.

The purpose of this research study is to explore the perception of performance of the employees with regard to reinforcement and the leader-member relationship. This survey should take only about 5 minutes of your time and will serve to further understanding of employee satisfaction, motivation, and perceived performance. Please respond truthfully to all the items. The results of individual responses will remain entirely confidential and anonymous and will be used only for reporting grouped results in the dissertation. By taking this survey, you certify that you are 18 years of age or older and that you consent to participate.

If you have any questions related to this survey, please feel free to contact Mrs. PageCarol Woods at 336-596-6778 or pcwoods@seu.edu and/or Dr. Smith at cksmith@seu.edu. Thank you so much for your assistance in this dissertation research project! Your prompt response to the survey is very much appreciated.

Note: If you do not wish to receive further email regarding this study, simply reply or forward to cksmith@seu.edu or pcwoods@seu.edu and type 'unsubscribe' in the subject line. Your name will be promptly removed.

Appendix B

LMX, Reinforcements on Employee Performance Survey Instrument

1. I know where I stand with my leader… and I know how satisfied my leader is with what I
   do.

   -Strongly Agree

   -Agree

   -Neutral

   -Disagree

   -Strongly Disagree

2. My leader understands my job and what problems and needs the job requires.

   --Strongly Agree

   -Agree

   -Neutral

   -Disagree

   -Strongly Disagree

3. My leader recognizes my potential.

   --Strongly Agree

   -Agree

   -Neutral

   -Disagree

   -Strongly Disagree

4. I believe my leader would strongly use his or her power to help solve problems that arise in my work.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

5. Regardless of the amount of formal authority my leader has, there is a good chance he or she would "have my back" at his or her expense.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

6. My confidence level in my leader is that I would support his or her decision making.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

7. I have an effective working relationship with my leader.

    --Strongly Agree

    -Agree

-Neutral

-Disagree

-Strongly Disagree

8. I receive words of appreciation on a regular basis from my leader.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

9. I receive extrinsic rewards (i.e. money, promotions, benefits) often from my leader or organization.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

10. Extrinsic rewards would create overall satisfaction for me as an employee.

    --Strongly Agree

    -Agree

    -Neutral

    -Disagree

    -Strongly Disagree

11. I would work harder and remain in my job longer if I received positive rewards (i.e. extrinsic rewards or intrinsic rewards).

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

12. I find punishments beneficial in my work experience.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

13. I feel positive reinforcements (i.e. rewards or words of appreciation) would benefit my department.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

14. I receive a substantial amount of positive reinforcement from my leader.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

15. I receive a substantial amount of negative reinforcement from my leader.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

16. I feel I should be rewarded extrinsically for fulfilling my work obligations.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

17. The department leadership incorporates feedback from members of the department.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

18. My supervisor consistently rewards the employees for good work.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

19. Overall, I am satisfied with working for my department leadership.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

20. I am more intrinsically motivated to perform at my best on the job then I am extrinsically

motivated.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

21. Overall, I perceive my performance as exceeding expectations for my job role.

--Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

Appendix C

Good Morning,

My name is PageCarol Woods and I have been given permission by Controlled Contamination Services to provide this survey for research for my dissertation in my doctoral program. My dissertation focuses on ways to improve employee performance using reinforcements and leadership relationships. The survey will take you less than 10 minutes and consists of 21 questions. There are no open-ended questions. I would appreciate it if you took the opportunity to participate in this survey. Thank you for your time and consideration.

Survey Link: https://www.surveymonkey.com/r/D389VVX