

To the Graduate Council:

I am submitting herewith a thesis written by Jill Ann George entitled "An Investigation of Possible Dysfunctional Effects of the Leader/Member Exchange Among Assistants with Long Tenure." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial/Organizational Psychology.

Michael C. Rush.

Michael C. Rush, Major Professor

We have read this thesis and
we recommend its acceptance:

John M. Larsen

John W. Lounsbury

Fayce E.A. Russell

Accepted for the Council:

Carmichael

Vice Provost
and Dean of the Graduate School

AN INVESTIGATION OF POSSIBLE DYSFUNCTIONAL EFFECTS OF THE
LEADER/MEMBER EXCHANGE AMONG ASSISTANTS WITH LONG TENURE

A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville

Jill Ann George
August 1989

DEDICATION

This thesis is dedicated to the memory of my grandmother, Mary Francis Heinze, whose success in life need not be measured by any type of degree.

ACKNOWLEDGEMENTS

I was fortunate to have the help of several people in completing this thesis. Their input truly made this thesis a better study and I would like to offer them my sincere thanks.

I would like to thank my committee members, Jack Larsen, John Lounsbury, and Joyce Russell, for their fine comments and insights into my study. Special thanks go to Joyce for her enthusiasm, encouragement, and friendship, not only for this study, but for my academic endeavors as a whole throughout my years in the I/O program.

I would like to also thank Kay Loerch, Bill McClain, and Ann Herd for helping me get this project off the ground in the early stages and for providing excellent role models.

My parents deserve a lot of credit for bearing with me through these years in graduate school. I will probably never be able to repay them enough for their support and encouragement. I only hope I make them as proud as they make me.

Most of all, I sincerely thank my chairperson, Mike Rush, for all the time, energy, and enthusiasm he invested in this project. His encouragement helped me to make this project the best it could be. I am sincerely thankful that I have been able to work with Mike because I believe he represents the finest talent and leadership the University of Tennessee has to offer.

ABSTRACT

The purpose for this study was to examine the possible dysfunctional effects of negotiating latitude on members of the in-group over long periods of tenure with the same supervisor. The present study was a field study in which 63 nonacademic business and finance employees participated. Selected managers and directors nominated subordinates under their direct supervision a priori for four experimental groups. These groups complied to a two by two design involving in- or out-group status and long or short tenure with the supervisor. The leaders were asked to match "assistants" and "regular workers" for similar tenure. The managers and directors also evaluated each nominated employee's performance. The nominated subordinates were asked to complete a survey. The survey contained measures of validity which were used to ascertain if the group members possessed characteristics similar to those found in previous research (job scope, psychological states, leader/member exchange, subordinates' ratings of their leader's exchange behaviors) as well as measures of effect which were used to detect possible dysfunctional effects of prolonged status in the in-group (job satisfaction, role ambiguity, role conflict, role confusion, burnout, overload, strain, job involvement, and self and leader rated performance). The format of this survey was in a "then-now"

design for the purpose of examining a retrospective approach to within-person change.

The results of the study suggested that in- and out-group members could be distinguished based on the measures of validity. In relation to the measures of effect, the results indicated that members of the in-group with long tenure did not experience higher levels of strain, overload, role ambiguity/conflict/confusion or burnout than the other groups as a function of their prolonged status. However, weak evidence was found for in-group members with long tenure reporting less satisfaction with growth and responsibility and ratings of their leader/member exchange on their "now" responses than in-group members with short tenure. These results are discussed in terms of theoretical and practical contributions to the leader/member exchange literature.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. LITERATURE REVIEW	5
The Development of Leader/Member Exchange Theory	5
Role Making	9
Subsequent LMX Research	12
Research Problem	18
Studies Suggesting Declines in Positive Outcomes	20
Stress	26
The Present Investigation	32
Research Hypothesis	33
III. METHOD	34
Research Design	34
Setting and Participants	36
Procedure	38
Measures	43
Validity	44
Effect	51
Strategy of Analysis	63
IV. RESULTS	65

CHAPTER	PAGE
Psychometric Properties of Scales and Descriptive Statistics	66
Validity	66
Effect.	74
Analysis of Now Variables in Relation to the Hypothesized Results	81
"Now" Measures of Validity	81
"Now" Measures of Effect	86
Alternate Methods of Detecting Dysfunction	90
Validity	91
Effect	94
V. DISCUSSION	101
In and Out-Group Status	101
Results in Relation to Hypothesized Dysfunctional Effects .	104
Between-Group Analyses	104
Within-Person Analyses	105
Limitations of the Study	111
Theoretical Implications	114
Practical Implications	117
Suggestions for Further Research	119
REFERENCES	123
APPENDICES	133
APPENDIX A: Cover Letter to Managers	135

CHAPTER	PAGE
APPENDIX B: Cover Letter to Subordinates	137
APPENDIX C: Instructions to Managers	139
APPENDIX D: Performance Evaluation Form	142
APPENDIX E: Survey	145
APPENDIX F: Key for Variable Names in the Correlation Matrix	158
APPENDIX G: Full Correlation Matrix	161
VITA	167

LIST OF TABLES

TABLES	PAGE
1. Descriptive Statistics for Now Measures of Validity	69
2. Descriptive Statistics for Then Measures of Validity.	71
3. Descriptive Statistics for Now Measures of Effect	75
4. Descriptive Statistics for Then Measures of Effect	77
5. ANOVA Results for "Now" Measures of Validity	82
6. ANOVA Results for "Now" Measures of Effect	83
7. ANCOVA Results for the "Now" Measures of Validity	92
8. ANCOVA Results for the "Now" Measures of Effect	95

LIST OF FIGURES

FIGURE	PAGE
1. Role Outcomes for In-Group	22
2. Effects of LMX Training on Employee Reactions to the Job . . .	23
3. Demographic and Job Scope Survey Items	45
4. Psychological States Survey Items	48
5. Leader/Member Exchange Survey Items	50
6. Job Facet Satisfaction Survey Items	52
7. Role Variables Survey Items	54
8. Burnout Survey Items	59
9. Job Involvement Survey Items	60
10. Job Performance Survey Items	62
11. Group Demographics	67

CHAPTER I

INTRODUCTION

In the past two decades, researchers and organizational policy makers have become increasingly interested in the field of leadership and how it impacts individual work experiences. Much of this interest has stemmed from both a theoretical and an organizational need to develop effective and efficient leader-subordinate relationships. Without effective leader-subordinate relationships, organizational groups function at a loss.

Many traditional theories of leadership have not focused on the leader and the group member together in an effective dyadic relationship. Most orientations implicitly presume the leader-subordinate relationship to be a unidirectional contract, and that leaders react homogeneously and consistently with all members of their group. This type of contractual relationship lacks an interactive exchange between the leader and his or her group members.

One theory of leadership, Vertical Dyad Linkage theory (VDL; Dansereau, Graen, & Haga, 1975; Graen, 1973), has gained increasing popularity for its insight in attempting to explain and understand differing leadership relationships. VDL theory contends that leaders react to subordinates heterogeneously by differentiating their leader behaviors among individuals of the work group. This heterogeneous approach develops into an exchange through the role making process (Graen & Scandura, 1986). Leaders give members the opportunity to

negotiate their work role in exchange for extra effort or time spent on the job. This negotiation process is referred to as negotiating latitude (Dansereau et al., 1975). Thus, by exchanging valuable resources, the leader and the group member interact forming unique dyadic relationships.

Several studies have investigated the vertical dyad linkage process (Dansereau et al., 1975; Graen, Liden, & Hoel, 1982; Scandura & Graen, 1984; Seers & Graen, 1984). In a seminal study, Dansereau, et al. (1975) examined 60 dyad exchanges. They discovered two fairly distinct classes of leader/member exchanges. One group reported high amounts of exchanges and was seen as "in" with their supervisor. The other group reported low amounts of exchanges and was seen as "out" with their supervisor.

According to Dansereau et al., (1975) subordinates become members of the in-group by demonstrating more dependability, competence, and skill than out-group members. Hence, in-group members serve as informal assistants to the leader. Many studies have characterized the in-group members as receiving higher leadership attention and support, spending more time on the job, and being more productive, satisfied, and committed to their jobs than out-group members (Dansereau et al., 1975; Graen, et al., 1982; Liden & Graen, 1980.) These outcomes seemingly are the result of the high quality negotiation or exchange between the leader and the member.

Dansereau et al., (1975) consider this high quality exchange to be an ongoing process for in-group members. In other words, the

more the in-group member puts forth extra effort and dependability on the job, the more the leader will attempt to reward the member by being flexible in defining his or her role, giving support, and increasing job responsibility.

While most of the outcomes associated with the in-group dyadic exchange process appear positive or functional for the involved individuals, VDL literature has failed to examine the possible dysfunctional effects of increasing the in-group member's negotiating latitude beyond a reasonable amount over prolonged periods of tenure with the supervisor. By increasing the scope and responsibility of the in-group member's job over long periods of time, the leader may actually overload the individual. Overload, in turn, may lead to increased feelings of role strain, role conflict, burnout, and dissatisfaction. Thus, by relying too heavily on the members of the in-group, or informal assistants to carry the burden of the work load, leaders may end up abusing their best workers.

Such abuse could result in dysfunction for the organization as well. Many studies have documented that overload, dissatisfaction, and stress lead to turnover, absenteeism, and somatic illness (Beehr & Newman, 1978; McGrath, 1976; Schuler, 1980). Thus, the in-group dyadic exchange, and the underlying possibility of overloading the best workers, may not be as an effective management technique as thought for the well-being of the individual or the organization.

The purpose of this study was to expand current leadership research by investigating an area of VDL theory that has been

previously unexamined. Specifically, the focus of the study was to investigate some of the possible dysfunctional effects (strain, role conflict, overload, burnout, role ambiguity, dissatisfaction) of increased negotiated latitude as perceived by the in-group member with extended in-group status relative to members with more limited status tenure.

CHAPTER II

LITERATURE REVIEW

In this chapter, the leader/member exchange literature will be reviewed with a focus toward how it can be linked to possible dysfunctional outcomes. The literature describing what types of dysfunctional outcomes in-group members may experience over time will also be reviewed. The research concerning the formulation and subsequent support of the leader/member exchange theory will first be discussed. Next, several leader/member exchange studies suggesting that the results of the exchanges between leaders and in-group members digress over time will be reviewed. Also, studies investigating the link between negative work outcomes such as turnover and dissatisfaction and leader/member exchanges will be considered. Finally, literature discussing role stress, burnout, and overload in the work place which shed light on the research problem in question by suggesting what types of psychological dysfunction over-burdened members of the in-group may experience will be reviewed.

The Development of Leader/Member Exchange Theory

Traditionally, theories of leadership tended to imply that leadership is manifested as simply a unidirectional relationship between a leader and the work group. That is, the leader guides,

directs, and monitors the activities of the members of the group. Two basic assumptions underlying this view, however, have come into question. First, it is assumed that workers reporting to immediate supervisors have the same perceptions, intentions, and reactions such that they comprise a homogeneous group. Second, traditional leadership theories assume that supervisors react the same way to each subordinate, independent of the relationship between the leader and the members. That is, the leader is thought to use a consistent or "average" style by which he or she supervises the work group uniformly (Dansereau et al., 1975).

More current theories of leadership, however, are gravitating toward a social exchange approach with the understanding that leader/subordinate relationships can take on different forms (Hollander, 1954; Bass, 1985). One of the most prominent and widely accepted models in contrast to the historical approaches is the Vertical Dyad Linkage model or more recently the Leader/Member Exchange (LMX) model.

The Leader/Member Exchange model (LMX) proposed by Graen and his associates (Dansereau, et al., 1975; Cashman, Dansereau, Graen, & Haga, 1976; Graen & Cashman, 1975) attempts to describe a leadership perspective beyond the usual contractual relationship between employees and their leaders. In contrast with previous models of leadership which presume a homogeneous style of leadership, LMX clearly describes a heterogeneous style of leadership. LMX asserts that leaders treat subordinates heterogeneously by differentiating their leader behaviors among individuals of the work

group. Thus, the leader and the employee both have input into the relationship as they develop a type of exchange relationship. While traditional views focus on the leader as a supervisor relying solely on the contractual/no exchange relationship between himself or herself and the employee, LMX focuses on the leader's unique exchange relationship with each of his or her subordinates. The LMX model goes beyond the mere contractual supervisory relationship to suggest that the subordinate and the leader exchange resources with each other.

Several studies have investigated the emergence of leadership and supervision in the vertical dyad through the role making process. In a seminal investigation, Dansereau, et al., (1975) attempted to investigate when a leader would use leadership and when he or she would use supervision. Leadership and supervision are considered to be phenomenologically different. Leaders are said to use an informal approach of acceptance with employees while supervisors use a formal approach of authority. Dansereau et al. studied 60 leader/subordinate dyads over a nine month period. They contended that by monitoring the development of new dyads over time, the conditions where leadership or supervision would emerge could be explained by the nature of the vertical exchange between the leader and his or her subordinates.

Dansereau et al., (1975) found considerable evidence for two fairly distinct classes of leader/member exchanges. One group of subordinates reported having many opportunities to negotiate the job related matters of their role (high negotiating latitude), while

another group reported few opportunities to exchange ideas with their supervisor in developing their work role (low negotiating latitude). The high negotiating latitude group reported a high quality, interpersonal exchange between themselves and their superior. The low negotiating latitude group reported low quality, noninterpersonal exchanges with their superior. Thus, Dansereau et al., (1975) concluded that, "negotiating latitude within the vertical dyad produced leadership relations when given in generous amounts and produced supervision relations when given in meager amounts (p.50)."

Each of the two exchange groups (high and low) were found to have unique characteristics. The high negotiating latitude/high exchange group was seen as "in" with their superior (IN-GROUP) and the low negotiating latitude group was seen as "out" with their superior (OUT-GROUP). The in-group was characterized as having high levels of agreement and support with their superior, and receiving meaningful job tasks and praise concerning work performance from their superior. The out-group, on the other hand, reported little intra-dyad agreement on job related matters, little support, uninteresting or nonchallenging job tasks, and little or no praise or communication concerning work performance from their superior. Other findings were that the in-group expressed more satisfaction with the leader, the work, and work outcomes, more commitment to the job, and more time spent on the job than did the out-group. Members of the in-group reported performing extra-contractual behaviors while members of the out-group reported a

unidirectional influence from the superior and perceived themselves as meeting minimum role demands (Dansereau et. al., 1975).

Role Making

According to Dansereau et al.'s (1975) original viewpoint, the exchange relationship between a leader and his or her subordinates develops through a role making process. This role making process has been the subject of much of the current research in the leader/member exchange literature. Graen and Scandura (1986) have expanded the original conceptualization of role making in the leader/member exchange in order to more clearly conceptualize the interaction and exchange processes basic to role making. They propose a descriptive model which emphasizes the underlying processes of how dyads emerge.

According to this model, both members of the dyad bring their personal characteristics, past experiences, and current circumstances to the work scene. The model describes the role process as a sequence of events called role taking, role making, and role routinization. In role taking, the leader communicates a set of expectations about job performance (i.e. a role) to the subordinate. The subordinate then decides whether or not to accept the role. Upon accepting the role, both members of the dyad negotiate their functions in the work team and exchange what each perceives as valuable resources. These resources act to the mutual benefit of both members by getting the goals of the unit accomplished as well as meeting the needs of the members of the dyad (Graen & Scandura,

1986). Thus, the role of each member of the dyad emerges through the role making process.

The degree to which a supervisor allows a subordinate to define his or her own role is one of the key issues underscoring the leader/member exchange model. Dansereau et al., (1975) contended that the nature of the vertical exchange between the leader/member dyad (Vertical Dyad Linkage, VDL) is defined by the degree the subordinate is allowed to define or negotiate his or her own role. It seems that the leader gives negotiating latitude to the subordinate in exchange for resources the subordinate could contribute to the supervisor and the work unit, such as increased time and effort on the job, dependability, initiative, etc. If the leader allows the employee to negotiate many aspects or dimensions of his or her job, the leader is said to be using a high amount of negotiating latitude with that subordinate. When the leader uses high amounts of negotiating latitude with a subordinate, the leader is encouraging a high level of exchange and is acting in a leader role. This role goes beyond a contractual relationship. When the leader does not allow negotiating latitude with the subordinate, the leader is developing a low quality exchange similar to the contractual relationship typical to the supervisory role. Thus, a director of a group can differentiate his or her behaviors to induce a high level "leadership" exchange with some subordinates and a low level "supervisory" exchange with other subordinates.

The present study is primarily concerned with the high level or high quality exchanges that develop in certain vertical dyads and not

in others. When the leader offers the employee the opportunity to negotiate the latitude of his or her job related matters, he or she develops an interpersonal exchange relationship with the employee. The exchange involves a give and take relationship which is beneficial to both the leader and the employee. The leader enables the employee to internalize the job, or make it more his or her own, and in the process offers the employee beneficial outcomes such as increased communication, participative decision making, support, and consideration (Dansereau et al., 1975). In return for the high amount of negotiating latitude, the leader is likely to receive higher intrinsic motivation from the employee, longer tenure on the job (Graen, et al., 1982), greater than average effort on the job, and greater commitment and responsibility to the job than an employee who reacts to a contractual, non-interpersonal relationship (Dansereau et al., 1975).

According to Dansereau et al., (1975), members of the in-group develop that status because during the role making process the leader perceived them to be able to contribute more to the functioning of the unit. They were more dependable, competent, skillful, and motivated than other members of the group. Because the leader is unable to perform all important tasks himself or herself, he or she must be able to delegate certain tasks to competent, trusted personnel. The in-group is seen as more capable. Therefore, they receive the tasks with more responsibility. Thus, while the out-group members may be perceived as "hired hands," the leader relies on the in-group members to perform critical tasks as informal "assistants."

Theoretically, leaders react differentially to members because they believe it will aid unit functioning and/or because their own time and energy is inadequate to perform every task themselves. Leaders give the in-group more support and attention in order to develop and maintain the commitment and satisfaction of his or her select subset of assistants. In return for sharing the burden of the work unit, the leader attempts to satisfy the in-group with increasingly attractive packages of outcomes. By increasing the negotiating latitude, the leader hopes the member will invest himself or herself in the job and continue to assume responsibility for the job and its success (Dansereau et al., 1975). In order for the assistants to continue assuming responsibility for jobs the leader delegates over time, the leader must continually support the exercise of extending job latitude, support, and attention as rewards which result from the negotiating latitude process (Dansereau et al., 1975).

Subsequent LMX Research

Many studies have shown support for the LMX premises articulated in the seminal study as well as indicating the characteristics of in and out-group members and which factors tend to influence leader behavior differentiation, the role making process, group status, and the quality of the leader/member exchange. The research generally suggests individual and organizational beneficial effects for the in-group members relative to the out-group members.

A study done by Vecchio and Gobdel (1984), seemed to confirm the previous findings that in-group members were more satisfied,

less likely to quit their jobs, and had higher performance ratings. Vecchio and Gobdel found support for the presence of these outcomes of vertical dyad links and exchanges in low skilled jobs. Previously, vertical dyad linkages had only been studied in jobs requiring high levels of skill. Thus, their study seemed to provide evidence that vertical dyad linkages and the outcomes associated with them are pervasive in many different job levels.

Other researchers found further evidence for the existence of leaders differentiating their behaviors among group members. Cashman, et al. (1976) conducted a study which attempted to link high performing group leaders to their superiors who were also reported by a higher level of superiors to be in their in-group. They found intraunit differentiation and concluded that the vertical dyad linkages appeared to involve aspects of the positive resources of the superior, such as more inside information, high influence in decision making, much latitude to make changes, support given from the superior, and attention given to the subordinates feelings and needs. It appeared from this study that leaders shared these valuable resources in exchange for higher degrees of involvement from the in-group members. Thus in this study, the outcomes of the exchanges of resources perceived by the group members to be valuable are similar to the outcomes of the high quality exchanges found in the seminal study.

Another study examined how perceptions of resources influence the nature of the exchange between leaders and group members (Novak & Graen, 1986). These researchers recognized that

leader and member perceptions of factors influencing the exchange had not been discussed or examined. According to Pollard and Mitchell (1972), perceptions of another's resources are critical to reciprocal behavior. Following this logic, Novak and Graen examined only the member perceptions of the leader's resources and how those perceptions contributed to the quality of the leader/member exchange. They measured the leader's perceived expertise and formal control over resources. They asserted and found that the exchange was moderated by the subordinate's perceptions of the leader's resources, thus adding an additional component to the previous model; i. e., another factor influencing the role making process and the leader/member exchange.

In 1978, more elements of the role making process were described. Graen and Schieman concurred with the assumptions of the 1975 study that the processes by which a leader and a member developed interdependencies between their roles occurred through vertical dyad linkages. In an attempt to expand on factors that might contribute to the intraunit differentiation, they hypothesized that high agreement between a leader and a member regarding perceptions of mutual experiences would be related to high leader/member exchanges. Their results confirmed the hypothesis by finding that mutual agreement on problems on the job and mutual agreement on member's needs were in fact related to high leader/member exchanges.

Other studies have been conducted which further delineate the factors that might affect the role making process. In an attempt to

support the antecedent variables of the seminal study, Liden and Graen (1980) concluded that according to the LMX model, certain subordinates are chosen to be in "in-groups" because of their personal characteristics, such as competence, skill, trustworthiness, and motivation to assume greater responsibility. In a longitudinal study examining 41 dyads, Liden and Graen found that in over 90 percent of the dyads leaders formed differing quality relationships with their subordinates. The supervisors did use the personal characteristics of the subordinate as criteria to differentiate their behavior among unit members for the purposes of exchange relationships. Those subordinates in the higher quality exchanges reported greater job responsibility, greater contributions to their unit, and were higher performers than the subordinates reporting lower quality exchanges. Thus, subordinate characteristics seemed to play a large part in helping leaders select their informal assistants, or their in-group members.

Duchon, Green and Taber (1986) also attempted to empirically test the input variables earlier studies suggested would influence the development of group status through the role making process. While these researchers admitted that the in-group/out-group phenomenon is important, they also realized that there was little research focusing on which variables predicted a group member's status in either group. Therefore, in an empirical test of Graen and Cashman's (1975) suggested input variables (member characteristics and compatibility of the member's characteristics with the leader's characteristics) they measured leader and member perception of demo-

graphic information, sex, class status, position in the formal hierarchy, and group experience in a junior achievement organization. They collected data through a longitudinal design and found that certain demographic variables, such as class status and compatibility with the leader, predicted in and out-group status.

Despite these previous studies, Dienesch and Liden (1986) described the role making/LMX process research as merely suggestive of what variables or factors influence the process. These authors contend that without a sound theoretical base for the LMX developmental process, empirical studies are of little use. They suggest that the process could be conceptualized in terms of both leader and member characteristics, the perceptions of the initial interaction of the dyad, the leader delegation, leader and member attributions for the member's performance, and certain contextual variables. According to Dienesch and Liden, these factors could impact the nature of the exchange, but an empirical test of these factors in the LMX model has not yet been conducted.

Graen and Scandura (1986) also make suggestions about which variables probably impact the development of the leader/member exchange. As previously mentioned, both members of the dyad bring their personal characteristics, past experiences, and current circumstances to the exchange. Their model of the role making process begins with role taking when the leader sizes up the member's capabilities and assesses the member's performance on sample tasks. In this period of time, the leader formulates an impression of the member's capabilities and weaknesses. Then the

leader communicates expectations of the member's role on certain tasks. The subordinate then reacts to this sent role and decides whether to accept the role or not. At this point, the subordinate's role begins to develop as the subordinate and the leader interact and are mutually dependent upon each other in the work place. The subordinate plays a part in his or her role making by feeding back his or her perceptions of the role to the supervisor. The subordinate may negotiate the original role with the supervisor in order to obtain more desirable responsibilities, etc. Once the dyad begins collaborating their efforts to meet their needs and the needs of the work place, personal and positional resources are exchanged from both members. Once the leader and the member tacitly agree on what the role entails, the role becomes routinized or crystallized. Thus, the role making process results in a social exchange of resources between the leader and the member.

Suggestions for variables that may influence the social exchange and its outcomes include position and personal resources of the leader (information, influence, task exchange, latitude, support, and attention) and characteristics of the quality of the dyadic interaction (leader/member exchange, dyad loyalty, dyad support, dyad trust) and coupling or the reciprocal influence process of the leader and the subordinate concerning the subordinate's role (decision influence, delegation, latitude, and innovativeness). Thus, the contributions of both Dienesch and Liden (1986) and Graen and Scandura (1986) aid in the conceptualization and explanation of the reciprocal patterns of exchanges to which previous literature alluded. Their

suggestions could help provide insight into the emergence of the leader/member exchange.

Taken as a whole, these studies confirm and/or expand the initial premises of the seminal study. Basically, these studies contend that many factors influence why a leader will select one employee over another to be his or her favored assistant. The leader then gives the favored assistant what the leader perceives to be valuable rewards (increased job latitude, support, and meaningful job tasks) and in return receives higher commitment, loyalty, and time spent on the job from the subordinate in exchange. As a whole, these studies seem to suggest that the effects of being in the in-group for the subordinate, the leader, and the work unit are largely positive or beneficial in nature.

Research Problem

What the above literature has failed to address is the possibility that during the exchange process, the leader comes to rely heavily on in-group members and that a continual over-reliance on any one employee or group of employees can lead to deleterious consequences for everyone involved. It is possible that there are unrecognized and potentially harmful effects associated with being in the in-group that may develop and increase with prolonged status tenure in the in-group.

According to Dansereau et al., (1975) the leader must, because of time and energy limitations, delegate important tasks to capable

group members. The leaders continually delegate more and more important tasks to the in-group members because of their dependability and capability and also because more meaningful tasks are perceived to be rewarding to the in-group members.

Dansereau et al., (1975) contended that the leader must continue to reward the in-group member with job latitude, responsibility, support, and attention over time in order to ensure commitment from his or her informal assistants. The researchers implicitly assume the existence of a positive linear relationship between the rewards of the exchange for the in-group members (job latitude, responsibility, support, and attention) and the satisfaction with the job and leader, the quality of the leader/member exchange, job involvement, and productivity (i.e. more is better). An implicit assumption behind this linear relationship seems to be that the in-group members perceive these rewards to be continuously rewarding, even as their job scope and responsibility increase over time. However, increased job latitude and responsibility may not always be perceived as rewarding to the in-group member, especially if they continuously increase over long periods of time.

In other words, it seems plausible that an in-group member may come to feel overworked. While speculative, there is some "suggestive" evidence for such a phenomenon. For example, in their nine month "longitudinal" study, Dansereau et al., (1975) assume that increases in negotiating latitude result in increases in satisfaction, suggesting a linear relationship between negotiating latitude and positive rewards and outcomes of the exchange.

... the superior must consistently support the exercise of job latitude that results from the negotiation process as well as encouraging the selected members to take action. If the superior fails to support the member's exercise of negotiated latitude, the negotiated promise is empty and commitment would probably not occur (pp. 73-74). Over time as the trusted members become trusted assistants, the superior may become more dependent upon them not only to assure adequate unit functioning but also to deal with problems that may arise within the unit. On the other side the trusted assistants may become more dependent upon the superior for the rewards of their contributions (e.g., visibility in the organization, and eventual promotions). . . . The trusted assistants accept additional responsibilities and duties and are compensated by greater latitude in doing their job and by special treatment from the superior (pp. 74-75).

Over time, it may be that the initial reward potential to the in-group member of increased responsibility may exceed a saturation point, and that the support and attention the leader gives may not be enough to compensate for the stress incurred by the job exceeding reasonable bounds. Unintentionally, the leader may be relying too heavily on his or her select few, favored assistants to carry heavy burdens of the work load that he or she does not have the resources to carry out. Thus, the leader extends the in-group's job beyond a reasonable job scope. It is proposed that as a result of this over-extension, outcomes previously viewed as positive will decline over time creating harmful effects for the subordinate, the leader, and ultimately, the organization.

Studies Suggesting Declines in Positive Outcomes

While the premise of this study is somewhat speculative, there is some evidence available in the leader/member exchange literature that merits consideration. The results contained in several studies

curiously allude to a decrease in positive outcomes for the in-group over time. Many of these results have not been directly addressed in the literature.

For example, in the seminal study, several indications of possible dysfunction as a result of group status appear to be present, although weakly so. Data reported in Figure 1 of the 1975 study (Dansereau, et al., 1975, p. 60) show a decline over time (i.e. 7 to 9 months) in the perceived leadership attention received by in-group members. While the results report the in-group as receiving higher amounts of leadership attention from the superior than reported by the out-group, a long term decline in attention for the in-group seems to be also present. Also, in Figure 5 of the same study (p. 68) the congruency of the member's role with the member's preferences for that role are shown to decline over time. The researchers discuss this finding by reporting that, "the in-group members reported that their role was more highly congruent with their own preferences than that reported by the out-group members" (p. 68). However, the researchers do not discuss the fact that the congruency of the roles with the member's preferences seems to be declining over time. Similar results suggesting a decline over time in positive outcomes of the exchange can be found in Table 8 of the same study (p. 69). In an evaluation of the role outcomes (intrinsic outcomes of the work, supervisor interpersonal relations, and supervisor technical competence) experienced by both in- and out-group members, the in-group members showed a downward trend from the second month to the ninth month for each variable (see Figure 1 below). For the in-

group members, the intrinsic outcomes of their work, their interpersonal relations with their supervisor, their perceptions of their supervisor's technical competence, and the psychological value they placed on their rewards all showed a decline (albeit, presumably nonsignificant) in the seventh as well as in the nine month of the study relative to the second month.

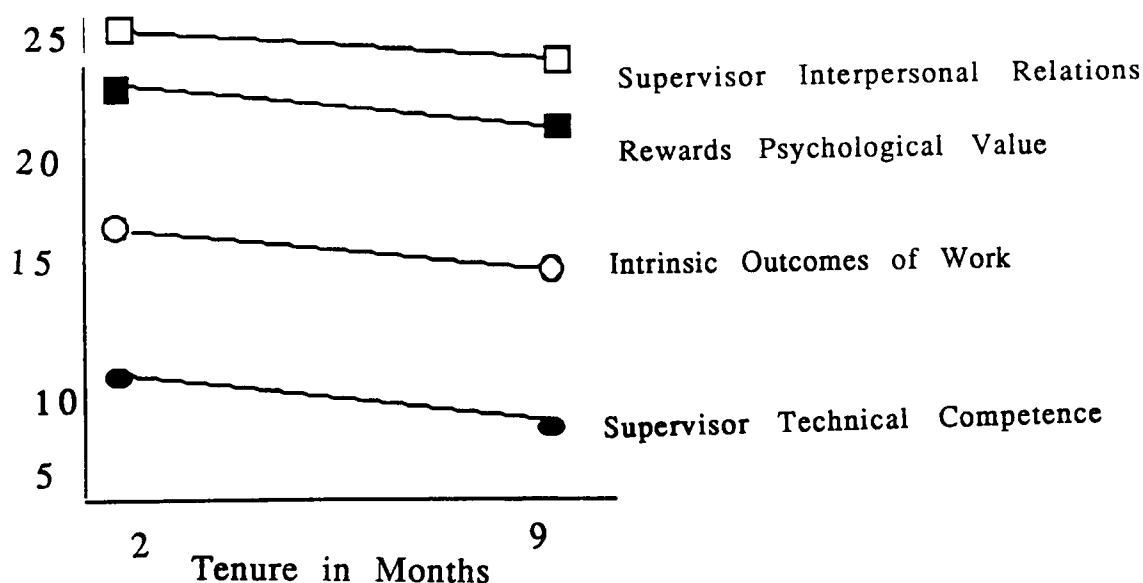


Figure 1
Role Outcomes for In-Group

This pattern of results is also evident in a study designed to assess employee productivity and satisfaction before and after the member and the supervisor were trained in leader/member exchange techniques (Graen, Novak, & Sommerkamp, 1982). In Figure 1 of their study (Graen, et al., 1982, p. 119), the results of the LMX treatment versus the other control conditions show the treatment or training condition with a preliminary upward trend in

productivity after the LMX training. However, after only twenty weeks, a downward trend in productivity becomes apparent. Similar effects are found in job related stress variables in the same study. In Table 7 reported in the study, the researchers report the effects of the leader-member exchange training versus no leadership training on employee reactions to the job (p. 124; see Figure 2 below).

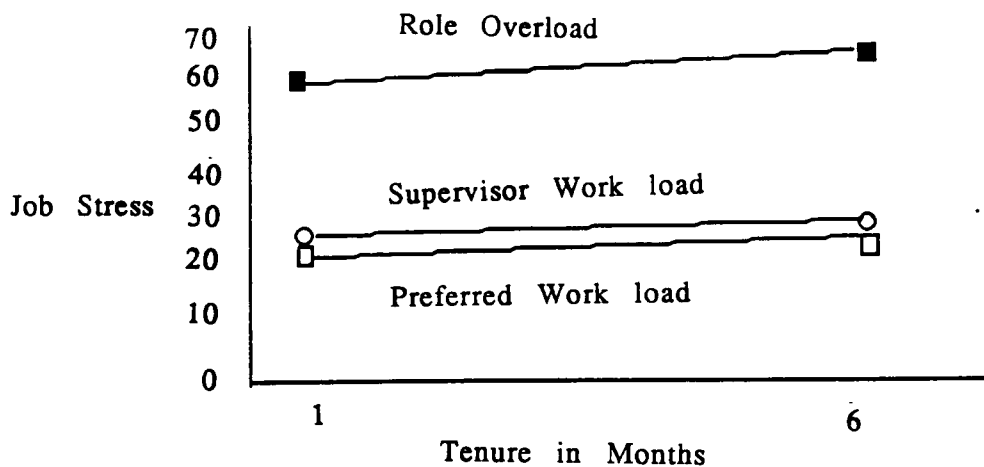


Figure 2
Effects of LMX Training on Employee Reactions to the Job

The leadership group showed significant increases in role overload and in the subordinates' preferred work load, thus demonstrating that an increase in job scope occurred over time (see Figure 2). As the job scope increased, so did role overload and job stress. While the downward production trend, the increases in role overload, and the increases in job stress after LMX training cannot be declared a

result of group status, they at least suggest that something about the leader/member exchange can lead to dysfunctional effects over time.

Finally, similar downward trends after a LMX intervention can be found in Scandura and Graen's 1984 study. Figure 2 of their study (Scandura & Graen, p. 432) reports the weekly quantity of production for high leader/member exchange treatment and control groups before and after the leadership intervention. Both of the high leader/member exchange groups show a downward trend in production from approximately the nineteenth week after training until the end of the study. Similar negative mean changes are also reported in Table 2 of the study (Scandura & Graen, p. 432) by the members of the high LMX treatment groups for satisfaction with the supervisor and the supervisor's support. Taken together, these results suggest that being in the in-group does not always mean progressively increasing satisfaction, productivity, or high leader/member relations. In fact, some results suggest that the in-group actually incurs dysfunctional effects as time progresses.

If dysfunctional effects manifest over time, it seems probable that the once high quality leader-member exchange relationship between the in-group member and the leader may deteriorate. Few studies have actually studied the relationship between a member's perceptions of poor, low quality leader-member exchanges and negative outcomes of the exchange, such as turnover. However, Graen and Ginsburgh (1977) have studied the end result of poor leader/member exchanges, or what they term as attachments. They conceptualized the vertical dyad in terms the degree to which the job is

relevant to the subordinate's career (role orientation) and the acceptance of the leader in the exchange. According to the researchers, when acceptance of the leader and the role orientation elements of the leader/member exchange are weak, the subordinate will be inclined to resign. Thus, when the subordinate perceives the dyad to be weak or of low quality, he or she may resign. This seems in keeping with the premise of the current study that in-group members may suffer from dysfunctional effects (i. e. resign) if low leader/member attachments develop, perhaps as a result of being over-relied upon and under-rewarded by the leader.

Similar findings for turnover as related to low quality leader/member exchanges are found in Graen, et al., 1982 study as well as in Vecchio and Gobdel (1985). Graen et al. found that the leader/member exchange was an effective predictor of employee turnover. They contend that it is the unique exchange between a leader and a member that influences the member to remain on the job. The members who remain on the job, according to Graen et al. are the members who see themselves actively exchanging support, resources, and extra effort with their leaders (high quality leader/member exchanges). Those who do not remain on the job are the members who do not perceive the relationship to be an interactive exchange of support and resources (low quality leader/member exchanges). These findings seem to suggest that low quality leader/member exchanges can be deleterious to the members and result in negative outcomes such as turnover. Thus, if the in-group members with long tenure experience less satisfying exchanges of support and

resources with their leader as their tenure progresses, they may choose to leave that relationship.

Stress

The current research problem suggests the possibility that dysfunctional variables involving job related stress would result from an over-reliance on members of the in-group. Theoretically, as the in-group is delegated more and more responsibility, and perhaps perceives the rewards and the quality of the exchange as decreasing over time, psychological stress may ensue. Dysfunctional effects (i.e. strain, burnout, role overload, etc.) may be a function of increased task demands over time and interpersonal relations with the supervisor. These effects may be probable for the in-group members due to increased job scope and responsibilities. As a result, increases in job scope may contribute to poorer performance, intentions to resign, role conflict, role overload, role ambiguity, and burnout.

Research studies in the field of work related stress explain and clarify employee experiences of dysfunction and how they are related to other outcomes at work. It seems that work stress has become an increasing popular topic of discussion and research over the past few years because researchers and practitioners alike are realizing the undesirable effects of stress in the work place (Jamal, 1984). Although it is difficult to reach one clear definition of the concept, most definitions explain work related stress as an interaction of the worker and the environment when the demand made

on the worker exceeds the worker's capabilities and resources (McGrath, 1976). According to McGrath, six sources contribute to work related stress: task-based stress occurs in difficult, ambiguous task as well as with task overload; role-based stress occurs in conflicting, ambiguous roles; stress inherent to the work environment may occur in undermanned situations; stress in interpersonal relations occurs with lack of communication and high interpersonal conflicts; stress from the environment itself; and stress from within the individual occurs when the person feels anxious.

Work-related stress has antecedent causes stemming from the job and ultimately results in detrimental physical consequences for the employee (Motowidlo, Packard, & Manning, 1986). It is usually regarded as an unpleasant emotional experience associated with elements of fear, dread, anxiety, and depression, each of which is a dysfunctional consequence for the worker. For example, perceived stress can lead to job-related strain. Strain is the psychological manifestation of stress; it is an internal change within the individual resulting from stress (Hall & Mansfield, 1971). Examples of individual strains are anxiety, depression, and physical illness (Motowidlo, Packard, & Manning, 1986; Tetrick & LaRocco, 1987). Many studies have shown that work related stress has dysfunctional effects for employees' physical and mental health (Beehr & Newman, 1978; Schuler, 1980; Spector, Dwyer, and Jex, 1988). Research has also linked stress to outcomes which are dysfunctional for both the employee and the organization, such as absenteeism and turnover

(Gupta & Beehr, 1979) and job dissatisfaction (Beehr, 1976; Miles, 1975).

Empirical studies concerning work related stress often concentrate on three types of role based stresses: role conflict, role ambiguity, and role overload (Jamal, 1984; Johnson & Graen, 1973; McGrath, 1976). Across these studies, each of these role based stresses has been related to job induced dysfunctional outcomes, such as tension, anxiety, and turnover (Miles, 1976).

Role conflict occurs when a worker experiences conflicting signals or expectations about his or her performance on the job from superior, his or her own values, or from actual job tasks. Thus, role conflict can be a within-person phenomenon (personal values) or an inter-role sender phenomenon external to the individual (divergent expectations from different individuals sending roles (Johnson & Graen, 1973; McGrath, 1976; Miles, 1976). Role conflict stems from reduced job satisfaction associated with the uncertainty of the mixed expectations of the role (House & Rizzo, 1972) and this dissatisfaction, in turn, contributes to mental stress and strain (Locke, 1976).

Across many studies, role conflict has been shown to be directly related to adverse personal and work related outcomes. Aspects of the job which create role conflict have been found to be related to job tension, propensity to leave the organization, and inversely related to job satisfaction and attitudes such as trust, respect, and liking toward role senders (Gross & Kraut, 1984; Miles, 1976; Tetrick & LaRocco, 1987). Other dysfunctional findings of role conflict and work outcomes include feelings of futility on the job, lack

of confidence in the organization, inability to influence decision making, and unfavorable attitudes toward role senders (Miles & Perreault, 1976). Thus, role conflict appears to be associated with a variety of undesirable outcomes which are generally regarded as dysfunctional for the organization and the employee.

Another role stress, role ambiguity, occurs when the employee is unsure about the expectations the role senders have about the employee's performance (Johnson & Graen, 1973). Role ambiguity is most prevalent in dynamic organizations with high levels of uncertainty. It develops from confusion of the scope of responsibility on the job, the limits of authority and behavior, and the goals of the job and the role sender. Johnson and Graen believe that role ambiguity, as well as role conflict, may impede or block the role making process thus creating tension and strain between the worker, his or her co-workers, and his or her superiors.

As is the case for role conflict, many dysfunctional consequences have been related to role ambiguity. Role ambiguity has been found to increase interpersonal tension and decrease job satisfaction, self esteem, and liking of co-workers (Caplan & Jones, 1975; McGrath, 1976; Miles, 1976). Significant relationships between role ambiguity and the desire to leave the organization and decreases in job performance have been well documented (Jackson & Schuler, 1985; Johnson & Graen, 1973; Lyons, 1971; Rizzo et al., 1970).

Role overload has also been empirically related to strain and negative work outcomes. Overload occurs when job obligations and

responsibilities require more than the individual is able to do in the time available. Stress results because failure is associated with not being able to complete the volume of tasks in the time allotted (Sales, 1970). Shaw and Weekly (1985) specify two types of overload, quantitative and qualitative, which are germane to this study. Quantitative overload is a condition in which the individual is required to do more than he or she is able to do because of a restrictive time limit on performance. Qualitative overload creates tension in the individual because each separate task is beyond his or her capabilities. The individual can not perform the tasks regardless of the amount of time allotted.

Role overload has been found to be a way of life in many of today's competitive organizations (Caplan & Jones, 1975; Kahn, 1963; Motowidlo, Packard, & Manning, 1986). Overload studies reveal that overload is imposed on employees from work related sources, mostly supervisors. It leads to greater levels of perceived job pressure, resentment, anxiety, depression, hostility, lower levels of task enjoyment, decreased self esteem, and even physical health problems such as heart disease and high blood pressure (Kahn, 1964; Kraut, 1965; Sales, 1969; Shaw & Weekly, 1985). Job performance is also adversely affected by overload. As job tasks are increased beyond the individual's capacity, output and performance fall off sharply (Shaw & Weekly, 1985).

Chernis (1980) contends that role conflict, role ambiguity, and role overload are strong contributors to the incidence of job burnout. Burnout is comprised of three components: emotional exhaustion,

depersonalization, and feelings of low personal accomplishment. Emotional exhaustion refers to a psychological and physical state caused by excessive emotional demands made on employees. It is an important aspect of burnout, because burnout occurs most often in jobs that are very psychologically draining or involving (Jackson, Schwab, & Schuler, 1986). A second important aspect of burnout is the tendency for heavily involved workers to experience deindividualization or depersonalization. Individuals experiencing depersonalization treat clients as objects rather than referring to clients by name; they react to clients with a detached, unconcerned manner. Depersonalization minimizes the amount of emotional energy the individual suffering from burnout must expend on a client (Jackson, Schwab, & Schuler, 1986). The final component of burnout is feelings of low personal accomplishment. Empirical studies show that people in situations where their efforts repeatedly fail to produce positive results develop symptoms of stress and depression. Thus, burnout is generally conceptualized as an overall index of these three components.

According to the research in this area, burnout seems to be ubiquitous among workers today. It is thought to be caused by employee characteristics, supervisory practices, political processes, and organizational structure. Its detrimental effects include decreased productivity and feelings of job dissatisfaction (Jackson, Schwab, & Schuler, 1986; Leiter & Meechan, 1986), disrupted personal relationships, poor client care, poor health, absence, and turnover (Cherniss, 1980; Maslach, 1973; Maslach & Jackson, 1985;

Schwab, 1983). Burnout also contributes to intrastaff conflicts, requests for transfers to other work areas, and even leaving the profession entirely (Constable & Russell, 1986). In sum, role conflict, role ambiguity, role overload, and burnout have each been empirically identified as being major contributors to stress, strain, absenteeism, turnover, and decreased performance in the work place.

The Present Investigation

The purpose for this study was to explore whether or not in-group members with long tenure suffer dysfunctional effects as a result of their prolonged status. Specifically, in-group members with prolonged group status are suspected to experience higher levels of role overload/conflict/ambiguity/confusion, burnout, strain, and lower levels of job satisfaction, involvement, and performance than in-group members with short tenure or out-group members because their supervisor continually delegates tasks of high responsibility to them over time. As tenure increases, so does the likelihood of in-group members with long tenure experiencing work related stress and the dysfunctional outcomes associated with it. If this is the case, organizations could end up misusing one of their most vital resources, their "favored assistants" who are vital to organizational functioning.

Research Hypothesis

Hypothesis In-group members with long tenure will experience more dysfunctional effects (dissatisfaction with the job and the leader, role conflict, role ambiguity, role overload, burnout, job involvement, and decreased performance) relative to out-group members or in-group members with short tenure. (This is expected as a result of increases in negotiating latitude/job scope, which are perceived by the in-group member as excessive over long periods of tenure).

CHAPTER III

METHOD

Research Design

The present study was a field study of subordinate employees identified a priori via a structured survey with their supervisor. The study involved a two-by-two design composed of two between-subject factors: group status (in-group or out-group) and status tenure (long or short). These factors differentiated participants according to four groups: in-group subordinate members with long and short tenure and out-group subordinate members with long and short tenure.

The first factor in this study, group status, differentiated subordinates into two groups, "in-group" and "out-group." Subordinates with in-group status are considered special employees who serve their supervisor as an informal assistant. These employees are thought to become in-group members by being dependable and capable of handling tasks requiring responsibility. Subordinates with out-group status, in contrast, are employees who the supervisor either chooses not to or feels he or she cannot rely on or depend on as an assistant. Out-group members are more like formal, regular workers to the supervisor.

Tenure, the second factor in this study, also differentiated subordinates into two groups, "long" and "short" tenure. Long and short tenure were operationalized as the relative difference in tenure

with a supervisor within a department. In order to control for differential effects normally associated with long tenure, both in-group and out-group members of varying tenure were included in this study. That is, the hypothesized dysfunctional effects should be particular to the in-group members only, because of the excessive demands of increasing latitude over time, rather than a generalized effect of prolonged tenure.

Members of each of the four groups were asked to complete a survey. Major variables measured were demographics, subordinates' perceptions of various job characteristics, job facet satisfaction, intervening psychological states, job involvement, role overload, role conflict, role ambiguity, role confusion, role strain, burnout, and the subordinates' perceptions of the leader/member exchange relationship. In addition, subordinate performance was assessed via self-evaluation and leader-evaluation. Leader performance on leader/member exchange behaviors was also evaluated by the subordinates. As described later, these major variables compose a set of variables intended as "validity checks" of the in-group relationship and a set of variables intended as the major "effect" variables considered in the hypothesis.

Most of the variables were measured two ways, "then" and "now." The "then" retrospective approach was used as another way to assess the hypothesized within-person effect, (i.e. increasing dysfunction over time) which underscores the study. The participants were asked to remember how they felt or performed at the onset of their job with their supervisor ("then" ratings) as well as

how they currently feel or perform under the same supervisor ("now" ratings). Thus, a comparison of "then"/"now" ratings was intended to provide a measure of change within subjects, over time, as a function of increased tenure with their supervisor. The "then"/"now" design has been used with success to study several within-person phenomena (Terborg & Davis, 1982).

In the present study, perceptions of job characteristics, job facet satisfaction, psychological states, role conflict, role ambiguity, role confusion, role strain, role overload, burnout, the quality of the leader/member exchange, job involvement, and subordinate performance were measured both "then" and "now." "Then" was operationalized as the state of the job with their supervisor at its onset and "now" was operationalized as the state of the job at present with the same supervisor. The "then"/"now" approach as a measurement device provides an additional vehicle for controlling for individual differences in length of tenure with the supervisor. As such, the "then"/"now" discrepancy should be related to the hypothesized effects only for the in-group members.

Setting and Participants

Work groups for this study were selected from a large, public southeastern university's nonacademic business and finance employees as well as employees from the computing center. These organizational units contain many job levels, including clerical, professional, managerial, and administrative positions. Selected participants from each of these levels completed similar surveys.

The departments in the organizations included management services, risk management, treasury, administrative data systems, personnel, retirement, graphic arts, transportation, and computer services. These departments are primarily autonomous in function. Because of the nature of the departmental hierarchy, traditional leader role, and nature of the job tasks in the department, sections of the management services, treasury, administrative data systems, personnel, graphic arts, and computer services departments were surveyed for this study. Each department was chosen on the bases of having large numbers of subordinates under each permanent leader, delegation from leader to subordinate, leaders with at least one year of tenure at his or her job, stable groups, and nonroutine jobs with elements of pressure.

Not all the dyads from the six departments were included in the study. Leaders were asked to nominate four employees based on in- or out-group status and long or short tenure with the leader relative to the typical distribution for their department. Only nominated subordinates were asked to complete the survey.

The purpose of the nomination process was to separate participants according to group status and length of tenure. This provided a method of examining any dysfunctional effects of being in the in-group over long periods of tenure. In the nomination process, leaders matched ordinary, regular workers who were not often relied upon (i.e. out-group members) with employees who were heavily relied upon and serve as informal assistants (i.e. in-group members) on the basis of their relative tenure with the leader particular to

their department. This procedure resulted in the selection of ordinary workers and informal assistants matched for long and short tenure, thus making four groups. As noted, the out-group members served as controls to the in-group members according to tenure.

In addition to the nomination process, the managers were also asked to evaluate the performance of the nominated subordinates using specially developed performance evaluation forms (see appendix D.) Managers were also provided extra materials and instructions to complete the nomination/evaluation process again if they could truly nominate four more employees for the designated groups. As noted, only managers having at least one year of tenure in the current job (sufficient for "long" tenure of members) and with at least four subordinates under their direct supervision (one for each experimental cell) were asked to participate in the study.

In a similar process, some of the managers themselves were nominated by their supervisor. That is, several of the managers were also nominated for the four cells and asked to complete a survey. Therefore, managers could also participate in the study as a member of a leader-subordinate dyad. In sum, 7 directors, 43 managers and 138 subordinates were asked to participate in the study. Altogether, at least 171 employees were candidates for participants of this study.

Procedure

The materials sent to supervisors included a cover letter, a structured nomination form, instructional materials, and envelopes

containing surveys and performance evaluation forms. The cover letter introduced the researcher and explained the researcher's interest in individual work experiences. The letter explained that the study was endorsed and supported by Mr. Ely Fly, Vice President and head of the Business and Finance Departments for the management services, treasury, administrative data systems, personnel, graphic arts departments, and by Dr. Gordon Sherman for the computer services department. A letter from Mr. Fly/Dr. Sherman supporting the study was also included for their respective departments. The cover letter stressed that participation in the study was entirely voluntary and that all individual results would be kept confidential from the Business and Finance Department/Computer Services Department. The letter also encouraged the managers/directors to participate in the study because their insight in identifying the employees for the experimental groups was vital to initiating the study.

On the structured nomination form, managers and directors were asked to nominate subordinates for each of four groups (i.e. in-group, short and long tenure, and out-group, short and long tenure). In order to identify subordinates for groups, the managers/directors received four large envelopes with yellow posted notes attached to the outside. The notes were marked as follows: 1-long time assistant, 2-long time regular worker, 3-short time assistant, 4-short time regular worker.

Following explicit instructions, (see appendix C) managers were asked to think of a worker they consistently relied on as a valued

assistant who had been in that position for what he or she considered to be a long length of time. The managers/directors then wrote this person's name on the large envelope marked "1-long time assistant." At that time, the managers also took out the appropriate performance evaluation form (1-long time assistant) and rated that person's performance without giving his or her name.

Next, the managers/directors were asked to think of another employee under their direct supervision whom they did not rely on as a valued assistant. This employee was to be a regular worker who had been under his or her direct supervision for about the same length of time as the first person nominated. The managers/directors wrote this person's name on the envelope marked "2-long time regular worker" and evaluated his or her performance on the evaluation form similarly marked.

In the next step of the instructions, the managers/directors were asked to think of another employee who they considered to be one of their special assistants who had been with them for a shorter length of time than the employees nominated in the first two steps. After writing this person's name on the envelope marked "3-short time assistant", the managers/directors evaluated this assistant's performance on a similarly marked form.

Finally, the managers/directors were asked to think of another employee under their direct supervision who they did not rely on as a special assistant, but one they considered to be a regular worker who had been with them about the same length of time as the short time assistant. After writing this employee's name on the envelope

marked "4-short time regular worker," the managers/directors evaluated this person's performance on a similarly marked performance evaluation form.

The managers/directors then distributed the large envelopes to the appropriate subordinate. These large envelopes contained smaller envelopes which in turn contained the surveys. (Subordinates were instructed to discard the large envelope with their names on it as its only purpose was to give them the correct survey).

The subordinate's small envelope contained a cover letter, a survey, and a feedback index card. The small envelope was a sealable mailing envelope with the researchers' address on the outside. Instructions in the cover letter indicated that the smaller envelope was to be returned sealed, with the survey inside. The feedback index card was to be returned separately. The cover letter also informed the subordinates that participation in the study was voluntary, that their responses were confidential, and that the survey was to be completed and returned sealed directly to the researcher.

After following the initial steps in the instructions, the managers/directors were finally instructed to return the performance evaluations they had completed on each subordinate in a sealed envelope before delivering the subordinates' surveys to the nominated employees. An extra group of four envelopes and performance evaluations was provided in case the manager/director was able to truly nominate and evaluate four additional subordinates in a similar fashion.

In order to distinguish the four groups resulting from each nomination process, performance evaluation forms and the surveys were embossed with code numbers in the upper left hand corner. The subordinates' surveys were coded according the manager or director number and by their group status and tenure (i.e., in-group with long tenure = 1, in-group with short tenure = 2, out-group with long tenure = 3, and out-group with short tenure = 4). By using this number sequence, managers/directors could be identified with their group. Therefore, it was possible to group the subordinate's survey responses according to the manager's nomination process. The code also identified in-group and out-group status for the long and short tenures on the surveys so that it was possible to differentiate among perceptual responses for each group. In addition, since group member #1 was matched with group member #2 of that manager's/director's group and likewise for members #3 and #4, it was possible to match surveys with the out-group members serving as controls for the tenure effect.

The performance evaluation forms were also coded according to manager/director and the corresponding manager/director number. Thus, the performance evaluations completed by the leaders could be matched to the corresponding survey completed by the subordinate. The manager's performance evaluation was used to determine if performance declined with tenure and if it was possible to differentiate between groups on the performance measures.

All of the surveys were identical except that the directors' surveys omitted the leader/member exchange items referring to

their leader. While the directors' responses had no direct effect on the hypothesis of the study, it was believed that their responses would be beneficial to future research.

Measures

The surveys were designed to gather data on two classes of variables: measures of "validity" and measures of "effect." Measures of validity were used to substantiate in- or out-group status characteristics and included demographic variables, job scope, leader/member exchange, and psychological states. Measures of effect had direct bearing on the hypothesis of this study and were intended to assess the possible dysfunctional effects of long tenure in the in-group. These measures included job facet satisfaction, role strain, role overload/conflict/ambiguity/confusion, burnout, job involvement, and self- and leader-rated performance.

As noted, several measures of validity (job scope, psychological states, and the leader/member exchange) and effect (strain, satisfaction, involvement, burnout, role overload/conflict/ ambiguity/confusion, and ratings of subordinate performance) were measured with a "then"/"now" approach described previously. This approach was expected to lend insight to the changes occurring within individuals with increasing tenure with the leader.

Measures of Validity

1. Demographics Demographic variables were included in this study as a partial validation check for group status. The demographic variables collected were tenure in the organization, tenure in the current position, tenure with the current leader, number of years of education, the number of years work experience in the current type of job, the number of professional or clerical employees under the participant's supervision, and part-time or full-time employment status (see Figure 3).

2. Job Scope Elements of job scope were also included in this study since they can serve as indications of in- or out-group status. It was expected that in-group members would have a broader job scope than out-group members. Furthermore, the broader job scope of the in-group was considered an antecedent condition to dysfunctional effects for in-group members.

The nature of the job characteristics, or scope, was assessed with the Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1974). Section two of the JDS deals with seven core job dimensions (skill variety, task identity, task significance, autonomy, feedback from the job and agents, and dealing with others) and contains 14 items rated on a seven-point descriptive accuracy scale ranging from 1 = "very inaccurate" to 7 = "very accurate." A sample statement for skill variety is, "The job is quite simple and repetitive (see Figure 3)."

3. Psychological States Section three of the JDS was used to assess the psychological states of the respondents (experienced

Part 1. Demographic/Background Information

1. Sex:
2. Years of education completed
3. Type of position you currently hold:
Clerical Professional Manager Director (Other)
4. Are you _____ Part-time or _____ Full time employed?
5. Length of service in present position
6. Length of service with immediate current supervisor or boss
7. Length of service as a University Wide Employee
8. Number of subordinates you currently supervise:
Clerical _____ Professional _____ Managerial _____ (Other) _____

Part 2 Job Scope

Skill Variety

1. The job requires me to use a number of complex or high-level skills.
5. The job is quite simple and repetitive.

Task Identity

3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
11. The job provides me the chance to completely finish the pieces of work I begin.

Task Significance

8. This job is one where a lot of other people can be affected by how well the work gets done.
14. The job itself is not very significant or important in the broader scheme of things.

Autonomy

9. The job denies me any chance to use my personal initiative or judgement in carrying out the work.
13. The job gives me considerable opportunity for independence and freedom in how I do the work.

Figure 3
Demographic and Job Scope Survey Items

Feedback from the Job

- 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- 12. The job itself provides very few clues about whether or not I am performing well.

Feedback from Agents

- 7. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.
- 10. Supervisors often let me know how well they think I perform the job.

Dealing with Others

- 2. The job requires a lot of cooperative work with other people.
- 6. The job can be done adequately by a person working alone without talking or checking with other people.

Figure 3 (Continued)

meaningfulness of the work, experienced responsibility for work outcomes, general satisfaction, intrinsic motivation, and knowledge of results; see Figure 4). The 15 items in this section were assessed on a seven-point scale ranging from 1 = "strongly disagree" to 7 = "strongly agree." A sample item for the experienced meaningfulness of the work was "Most of the things I have to do on this job seem useless or trivial." These items served as a validity check for characteristics of the group member status. It was expected, for example, that out-group members would experience low meaningfulness of the work in their jobs relative to in-group members.

4. Leader/member Exchange Assessments of the amount of latitude the respondent was allowed in defining his or her role, as well as the quality of the leader/member exchange, were also included in this study. Negotiating latitude is the extent to which the leader allows the subordinate to define his or her own role (Dansereau et al., 1975)

Research (Dansereau, Graen, and Haga, 1975) suggests that members of the in-group have higher quality leader/member exchanges than members of the out-group. The quality of the exchange can be defined as the extent to which both the leader and subordinate give and take valuable resources from each other, or have many meaningful exchanges of valuable resources. A high quality relationship would be one where the leader allows much flexibility in defining the subordinate's role, and the subordinate, in

Part 3 Psychological States

Meaningfulness

7. The work I do on this job is very meaningful to me.

Responsibility

8. I feel a very high degree of personal responsibility for the work I do on this job.

11. I feel I should personally take the credit or blame for the results of my work on this job.

14. Whether or not this job gets done right is clearly my responsibility.

Knowledge of Results

5. I usually know whether or not my work is satisfactory on this job.

General Satisfaction

3. Generally speaking, I am very satisfied with this job.

12. I am generally satisfied with the kind of work I do in this job.

Intrinsic Motivation

2. My opinion of myself goes up when I do this job well.

6. I feel a great sense of personal satisfaction when I do this job well.

9. I feel bad and unhappy when I discover that I have performed poorly on this job.

Figure 4
Psychological States Survey Items

exchange, puts forth extra effort to get important tasks done for the leader.

It was expected that in-group members would report higher quality leader/member exchanges than out-group members. It was also hypothesized that in-group members with long tenure would no longer regard their exchange as being one of high quality "now" given their "then" responses. This was expected to occur because of excessive expansion of their job scope, role overload, or burnout. The quality of the leader/member exchange was assessed with the Leader/Member Exchange XVII (Graen, 1985) containing 17 items on a one-to-five scale, 1 = "rarely" to 5 = "almost always." A sample item from this scale asks the respondent how often his or her supervisor spends time investing in his or her career (see Figure 5).

Of the above mentioned variables, job scope, psychological states, and the leader/member exchange were measured with a "then"/"now" procedure. It was expected that the "then"/"now" discrepancy for in-group members would be larger than the discrepancy for out-group members. For example, the in-group members were expected to report a greater increase in job scope "now" given their "then" responses than the out-group. In addition, in-group members with long tenure were predicted to report the greatest within-person change from "then" to "now" on each of the measures of validity.

Part 8 Leader/Member Exchange

1. Do you know where you stand... do you usually know how satisfied he/she is with what you do?
2. How well does your superior understands your job problems and needs?
3. How well does your superior recognizes your potential?
4. Regardless of how much formal authority your superior has built into his/her position, how often would he/she use that power to help you solve problems at work?
5. Again, regardless of the amount of formal authority, how often would your superior "bail you out" at his/her expense.
6. How often is your working relationship with your superior extremely effective?
7. How often would you defend and justify his/her decisions if he/she were not present to do so?
8. How often does he/she spend time investing in your career?
9. Given the same complex decision, how often can he/she count on you to make the same decision he/she would make?
10. How often do you show potential for analyzing problems the way he/she does?
11. In an emergency situation, how often can he/she count on you to complete an assignment he/she started?
12. How often does your immediate superior expose you to various aspects of other departments' functions withing the organization?
13. How often does your immediate supervisor provide you with special information through which you can better learn company strategies?
14. How often does he/she entrust you with confidential work-related information?
15. How often does he/she give you challenging assignments?
16. How often does he/she delegate important responsibilities to you when his/her workload is heavy?
17. How often does your superior serve as confidant to you about career problems?

Figure 5
Leader/Member Exchange Survey Items

Measures of Effect

1. Job Satisfaction Measures of job facet satisfaction were expected to reveal relative dissatisfaction (a dysfunctional effect) for long tenured in-group members. Section four of the JDS contains 14 items and was used to measure several facets of satisfaction, including job security (two items), pay and compensation (two items), social (three items), supervision (three items), and growth (four items) satisfaction (see Figure 6). Each item was measured on a seven-point scale ranging from 1 = "extremely dissatisfied" to 7 = "extremely satisfied."

Two additional questions regarding satisfaction with promotion in the organization were added to this scale to determine if the members of the in-group were satisfied with the opportunities for promotion in the organization. If not, lack of upward mobility may be a source of their dissatisfaction rather than hypothesized effect of prolonged status in the in-group.

Two additional items dealing with satisfaction with job responsibility were also incorporated within this scale. It was expected that, as a result of prolonged status in the in-group, the in-group members with long tenure would report less satisfaction with job responsibility than any other group.

Job facet satisfaction was also measured as the respondents remembered feeling at the onset of the job ("then") and as they currently felt at the present level of tenure ("now") with the same supervisor. It was expected that in-group members with long tenure

Part 4 Job Satisfaction

Satisfaction with Pay

- 2. The amount of pay and fringe benefits I receive.
- 10. The degree to which I am fairly paid for what I contribute to this organization.

Satisfaction with Security

- 1. The amount of job security I have.
- 12. How secure things look for me in the future in this organization.

Satisfaction with Social

- 4. The people I talk to and work with on my job.
- 7. The chance to get to know other people while on the job.
- 13. The chance to help other people while at work.

Satisfaction with Supervisor

- 5. The degree of respect and fair treatment I receive from my boss.
- 9. The amount of support and guidance I receive from my supervisor.
- 15. The overall quality of the supervision I receive in my work.

Satisfaction with Growth

- 3. The amount of personal growth and development I get in doing my job.
- 6. The feeling of worthwhile accomplishment I get from doing my job.
- 11. The amount of independent thought and action I can exercise in my job.
- 14. The amount of challenge in my job.

Satisfaction with Promotion

- 16. The amount of promotional opportunities in this organization.
- 17. The possibilities of developing my career in this organization.

Satisfaction with Responsibility

- 8. The amount of responsibility I take on in my job.
- 18. The possibility of adding more responsibility to my job.

Figure 6
Job Facet Satisfaction Survey Items

would report less job facet satisfaction on their "now" responses than any other group.

2. Role Overload Role overload can be described as the uncomfortable feelings of not having enough time to complete necessary tasks (Kahn et al., 1964.) Both quantitative and qualitative overload were assessed with four items from Beehr, Walsh, and Taber's Work Role Overload Scale (1976) and eight items developed for work overload (Thompson, 1985; see Figure 7). Each item used a seven-point scale ranging from 1 = "strongly disagree" to 7 = "strongly agree." According to the hypothesis, in-group members with long tenure were expected to experience higher perceptions of role overload than the in-group members with short tenure or the out-group members. In-group members with long tenure were also expected to report more role overload on their "now" responses given how their job was perceived at the onset of their tenure than any other group.

3. Role Ambiguity/Conflict/Confusion It was also predicted that as tenure and negotiating latitude increased, the long tenured in-group member's job responsibilities would increase. These responsibilities could increase to the point where conflicting signals or task demands in the role could occur. Thus, the long tenured in-group member's role could become distorted, causing role ambiguity, role conflict, and/or role confusion. Each of these phenomenon has the potential for creating distress and dissatisfaction.

Role ambiguity occurs when a person does not know what is expected of him or her in order to perform well on the job (Caplan &

Part 5 Role Variables

Role Ambiguity

2. I feel certain about how much authority I have.
4. There are clear, planned goals and objective for my job.
6. I know that I have divided my time properly.
8. I know what my responsibilities are.
10. I know exactly what is expected of me.
12. There is a clear understanding of what has to be done.
14. I work on unnecessary things.

Role Conflict

1. I have to do things that should be done differently.
3. I receive an assignment without the resources to complete it.
5. I have to buck a rule or policy in order to carry out an assignment.
7. I work with two or more groups who operate quite differently.
9. I receive incompatible requests from two or more people.
11. I do things that are apt to be accepted by one person and not by others.
13. I receive an assignment without adequate resources and materials to execute it.

Role Confusion

15. I get what I am supposed to do on my job confused with what others are supposed to be doing on their jobs.
16. I have discrepancies with others about what my job entails.
17. It is difficult to figure out where my job ends and other peoples' jobs begin.

Part 6 Role Overload

1. It often seems like I have too much work for one person to do.
2. I never have enough time to do everything that is expected of me.
3. I often feel rushed to do the things I have to do.
4. I usually have enough time to do all the things I have to do.
5. I often feel overloaded or overworked because of my job.
6. I often feel like my attention is divided among several activities.
7. Sometimes I feel like I am working too hard.
8. Finding time for breaks at work is not a problem.

Figure 7
Role Variables Survey Items

9. I have a lot of time on my hands at work.
10. I often think about quitting my job.
11. I will probably look for a new job next year.
12. I often carry a heavy work load.

Part 9 Strain

Alarm

1. I feel angry about some things that happen at work.
2. I feel frustrated at work.
3. I feel anxious about what I have to do at work.

Resistance

5. I feel like challenging individuals and groups at work who try to keep me down.
6. I feel like I have to constantly struggle to get things done my way at work.
7. I feel defensive about what I say or do at work.

Withdrawal

9. I feel like withdrawing from everyone and everything at work.
10. I feel like I'm in a hopeless situation at work.
11. I feel like I'm losing control over things at work.

Figure 7 (Continued)

Jones, 1975). Role conflict is defined as incompatible standards or values defining the role or roles the person must fill (House & Rizzo, 1972). Both role ambiguity and role conflict are seen as inhibitors of successful unit functioning. In this study, role ambiguity and role conflict were assessed with seven items each from a section of Rizzo, House and Lirtzman's (1977) role conflict and role ambiguity scale (see Figure 7). The seven-point scale provided responses as 1 = "definitely not true" to 7 = "definitely true."

Four newly developed items concerning role confusion were also added to this scale (see Figure 7). Role confusion is the degree to which the participant fails to differentiate his role from the roles of superiors or subordinates. That is, it is the extent to which discrepancies existing in the participant's role allow him or her to confuse his or her role with someone else's. An example of an item assessing role confusion was "I get what I am supposed to do on my job confused with what others are supposed to be doing on their jobs."

It was predicted that in-group members with long tenure would experience more role overload, conflict, ambiguity, and confusion than any other group as a result of prolonged group status. In addition, in-group members with long tenure were expected to report more role conflict, ambiguity, and confusion on their "now" responses relative to their "then" responses than any other group.

4. Role Strain Role strain, the internal change within an individual resulting from stress, was also predicted to be a dysfunctional effect of long tenure in the in-group. In-group members

with long tenure were expected to experience the most role strain of any of the groups because of their broad job scope, increased job responsibilities, and burden of the work load as the assistants. They were also expected to report the most role strain on their "now" responses given how they felt about their jobs at the onset of their tenure with the leader.

High amounts of role strain may result in dysfunctional effects for the individual and the organization in terms of productivity, job involvement, and turnover. Role strain was assessed with 13 items using a five-point response scale 1 = "never" to 5 = "almost always" developed by Beauvais (1986; see Figure 7). Three subscales were used in this study: alarm (3 items), resistance (3 items), and withdrawal (3 items).

In sum, the job role variables, including overload, conflict, ambiguity, confusion, and strain were assessed as possible dysfunctional effects resulting from long tenure in the in-group. Each role variable was assessed two ways, "then" and "now." It was hypothesized that discrepancy between "then" and "now" would be the greatest, and thus the most dysfunctional, for the in-group members with long tenure on each measure.

5. Burnout Burnout was also considered a potential dysfunctional effect of heavy work loads for certain group members. Burnout has been defined as emotional exhaustion which leads to lack of concern for others and feelings of inadequacy and failure. Research findings indicate that burnout results from job strain in various professions (Constable & Russell, 1986). The consequences of

burnout include turnover, group conflict, absenteeism, and somatic illnesses.

It was predicted that members of the in-group with long tenure would suffer most from feelings of burnout. Burnout was measured with the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). The scale consists of three subscales: a nine item emotional exhaustion scale, a five item depersonalization scale, and an eight item personal accomplishment scale (see Figure 8). Each of the subscales is rated on a frequency response format with the anchors ranging from 0 (never) to 6 (every day). An example of an item from this scale is "I worry that this job is hardening me emotionally." "Then"/"now" responses on burnout were also measured to examine the hypothesis that long tenured in-group members suffer from the greatest within person experiences of burnout "now" as opposed to "then" than any other group.

6. Job Involvement Previous research (Dansereau et al., 1975) has found that members of the in-group have higher commitment to their jobs and their organization than members of the out-group. (Job involvement, or the internalization of the goodness of work, was used as a more specific measure of job commitment in this study). Job involvement was expected to be low for long tenured in-group members, perhaps as a result of strain, overload, or burnout. When in-group members carry a heavy work load for long periods of time it is expected that they will become less involved with their job.

Job involvement was measured with the job involvement scale developed by Lodahl and Kejner (1965). The scale contains 14 items

Part 7 Burnout

Emotional Exhaustion

1. I feel emotionally drained from my work.
2. I feel used up at the end of the work day.
3. I feel fatigued when I get up in the morning and have to face another day on the job.
4. Working with people all day is really a strain for me.
5. I feel burned out from my job.
6. I feel frustrated by my job.
7. I feel I'm working too hard on my job.
8. Working with people directly puts too much stress on me.
9. I feel like I'm at the end of my rope.

Personal Accomplishment

10. I can easily understand how my coworkers feel about things.
11. I deal very effectively with my problems at work.
12. I feel I'm positively influencing other people's lives through my work.
13. I feel very energetic.
14. I can easily create a relaxed atmosphere with my coworkers.
15. I feel exhilarated after working closely with my coworkers.
16. I have accomplished many worthwhile things in this job.
17. In my work, I deal with emotional problems very calmly.

Depersonalization

18. I feel I treat some coworkers as if they were impersonal 'objects.'
19. I've become more callous toward people since I took this job.
20. I worry that this job is hardening me emotionally.
21. I don't care what happens to some of my coworkers.
22. I feel some of my coworkers blame me for their some of their problems.

Figure 8
Burnout Survey Items

Job Involvement Survey Items

Part 10 Job Involvement

1. The major satisfaction in my life comes from my job.
2. The most important things that happen to me involve my work.
3. I'm really a perfectionist about my work.
4. I have other activities more important than my work.
5. I live, eat, and breathe my job.
6. I am very much involved personally in my work.

Figure 9

using a one-to-five response scale (1 = "strongly disagree" to 5 = "strongly agree"; see Figure 9). It was predicted that long tenured, in-group members would be less involved with their jobs than any other group as a result of the dysfunctional effects of remaining in the in-group for a long period of time. In order to examine the effects on job involvement due to increasing tenure with the leader a "then"/"now" measures were also collected. It was predicted that in-group members with long tenure would report the greatest decreases in job involvement relative to the out-group members and the in-group members with short tenure as a result of their prolonged status in the in-group.

7. Performance To examine the effects the leader/member exchange had on subordinate performance, the subordinates completed a self-rated performance evaluation similar in format to the one used in the employee nomination/evaluation process (see figure 10.) Respondents rated themselves as compared with other members of their group based on percentiles for overall performance and on nine work related capabilities using a "then"/"now" format. The subordinates also rated their supervisors on items measuring the extent to which the supervisor fosters a high quality exchange relationship with the subordinate.

It was predicted that the in-group members with long tenure would report the lowest level of performance relative to any other group, perhaps as a result of their dysfunctional experiences. It was also predicted that performance would decline most for the long

Part 11 Performance

Leader Rates the Subordinate/Subordinate Self Rating

This employee/I:

1. Work without close supervision on the job.
2. Act in a dependable manner on the job when working with important tasks.
3. Show potential for working with difficult tasks in the future.
4. Persist at getting tough jobs done on time.
5. Am willing to take on extra work; stay late.
6. Finish whole tasks on or before the deadline.
7. Produce high quality work.
8. Can be held responsible for getting difficult jobs done on time.
9. Show initiative on the job by volunteering to take on difficult projects.
10. Overall Performance.

Subordinate Rates the Leader

My direct supervisor:

1. Provides me with special information so that I can learn how the company really works.
2. Exposes me to information regarding opportunities available at work.
3. Gives me challenging assignments.
4. Prepares me for challenging assignments.
5. Delegates enough authority to me so that I can complete important assignments.
6. Allows me to put some of my ideas into assignments.
7. Includes my input in decisions my supervisor is responsible for.
8. Encourages me by paying attention to my work progress, being willing to help, and giving constructive guidance.
9. Works at developing a trusting relationship with me.

Figure 10
Job Performance Survey Items

tenured in-group members from "then" to "now" because of their prolonged status with their leader.

Strategy for Analysis

Prior to hypothesis testing, reliability estimates and descriptive statistics for the "then" and "now" scales for the measures of validity and measures of effect were computed. The correlations among the "now" scales of validity and effect were also computed (see Appendix G).

The results of the study were analyzed in two major phases: the "now" responses and the "then"/"now" responses. In the first major phase of the analyses, the "now" measures were analyzed in two parts. In part one, the measures of validity were analyzed to detect in- and out-group characteristics and in part two, the measures of effect were analyzed to test the hypothesis of the existence of dysfunctional effects experienced by the in-group members with long tenure. The "now" measures of validity were analyzed using traditional analyses of variance (ANOVA) with two between-group factors, each having two levels: group status (in and out) and tenure (long and short). These ANOVAs were expected to reveal significant main effects for group status on the measures of validity. The "now" measures of effect concerning the hypothesis of this study were also analyzed with analyses of variance and were expected to reveal significant status-by-tenure interactions.

The second major phase of the analyses examined discrepancies in the participants' responses between the measures of "then" and "now" for the measures of validity and effect. An analysis of covariance procedure involving the "now" measures, with the "then" measures as the covariate, was expected to reveal significant main effects for status and significant status-by-tenure interactions for the measures of validity and significant interactions between group status and tenure for the measures of effect. All data were analyzed with the statistical analysis programs available in SPSS-X (1983).

CHAPTER IV

RESULTS

The purpose for this study was to investigate the possible dysfunctional outcomes experienced by members of the in-group as a result of prolonged membership status. Specifically, it was proposed that in-group members would experience more dysfunctional effects (burnout, overload, role ambiguity, role conflict, role confusion, job dissatisfaction, less job involvement) than out-group members as tenure with the leader increased.

In this chapter, the results of the study are reported. Section 1 of the chapter details the demographic characteristics of the participants of the study. Section 2 reports the psychometric properties of the scales used in the study and the descriptive statistics for each scale. Section 3 reports the between-group analyses of the relevant variables in relation to the expected results for group status and tenure; and section 4 reports the results of alternate methods (i.e. within-person change) used to examine possible dysfunctional effects as a result of group status and tenure.

Demographics

A total of 63 usable surveys were returned from the 171 potential participants contacted, resulting in a 37% response rate. A demographic breakdown of the sample revealed that 1) 54% of the respondents were female, 2) 5% had less than a high-school degree, 21% had a high-school degree, 27% had some college, 25% had a college degree, 17% had graduate degrees, 3) 43% held clerical, 27%

professional, 11% managerial, and 11% director positions, 4) 2% worked part-time, 95% worked full-time, 5) 19% had been in their current position for less than 1 year, 32% had been in their current position between 1 and 5 years, 27% had been in their position between 5 and 10 years, 22% had been in their position over 10 years, 6) 24% had worked with his or her current immediate supervisor for less than 1 year, 41% had worked with his or her supervisor between 1 and 5 years, 22% had worked with his or her supervisor between 5 and 10 years, 11% had worked with his or her supervisor for more than 10 years, 7) 28% were in the long tenured in-group, 28% were in the long tenured out-group, 24% were in the short tenured in-group, and 19% were in the short tenured out-group, according to the immediate supervisors. The demographic characteristics of each of the four groups in the study are reported in Figure 11.

Psychometric Properties of Scales and Descriptive Statistics

Measures of Validity

For purposes of analysis, the rated measures in this study were categorized as "measures of validity" of group status and "measures of hypothesized effects". The measures of validity were used to assess whether the members of the in- and out-groups possessed similar characteristics as have been reported in previous research (Dansereau et. al, 1975). The measures of effect were used in this

	In-group, Long Tenure	Out-group, Long Tenure
Tenure in the Position	Mean = 11 years	Mean = 12 years
Tenure as a UWE Employee	Mean = 21 years	Mean = 19 years
Tenure with the Leader	Mean = 7 years	Mean = 13 years
Type of Leader the Participant has	Manager = 44%	Manager = 39%
Sex	Director = 56%	Director = 61%
	Male = 56%	Male = 39%
	Female = 39%	Female = 56%
Years of Education	Two Years College = 6%	Two Years of College = 28%
	Four Years College = 39%	Four Years of College = 17%
	More than Four Years College = 28%	More than Four Years College = 11%
Type of Current Position	Clerical = 17%	Clerical = 50%
	Professional = 44%	Professional = 17%
	Managerial = 28%	Manager = 0%
	Other = 11%	Other = 28%
Employment Hours	Full Time Employed = 94%	Full Time = 94%
	Part Time = 0%	Part Time = 0%
Mean Number of Subordinates the Participant Supervises	Mean Number of Subordinates = 4	Mean Number of Subordinates = 7
	In-group, Short Tenure	Out-group, Short Tenure
Tenure in the Position	Mean = 3 years	Mean = 3 years
Tenure as a UWE Employee	Mean = 7 years	Mean = 4 years
Tenure with the Leader	Mean = 4 years	Mean = 2 years
Type of Leader the Participant has	Manager = 40%	Manager = 33%
Sex	Director = 60%	Director = 67%
	Male = 47%	Male = 25%
	Female = 53%	Female = 75%
Years of Education	Two Years College = 33%	Two Years College = 8%
	Four Years College = 27%	Four Years College = 17%
	More than Four Years College = 7%	More than Four Years College = 25%
Type of Current Position	Clerical = 47%	Clerical = 67%
	Professional = 27%	Professional = 17%
	Manager = 13%	Manager = 0%
	Other = 13%	Other = 17%
Employment Hours	Full Time Employed = 93%	Full Time Employed = 100%
	Part Time Employed = 7%	Part Time Employed = 0%
Mean Number of Subordinates the Participant Supervises	Mean Number of Subordinates = 1	Mean Number of Subordinates = 0

Figure 11
Group Demographics

study to assess reported dysfunction, or the disadvantageous effects of being in a particular group over time.

The measures of validity in this study included seven dimensions of job scope, five dimensions of psychological states associated with work, the members' perceptions of the leader/member exchange, and the subordinates' ratings of their leaders exchange behaviors. The subordinates participating in the study responded to job scope, psychological states, and leader/member exchange items both in the "then" and "now" format, and rated their leader's exchange behaviors according to their perceptions "now". The subordinate was instructed to respond to the "then" items recollecting when the subordinate first began his or her job with his or her current supervisor. The participants were instructed to respond to "now" items according to how they currently felt under the same supervisor they had when they first began their job.

Descriptive statistics for the "now" measures of validity (i.e. job scope, psychological states, leader/member exchange, and the subordinates ratings of their leaders behaviors) are reported in Table 1. Similar statistics for the "then" measures of validity are reported in Table 2. These tables include the total sample mean and standard deviation for each subscale, and the cell means and standard deviations for short and long tenure in the in- and out-groups, respectively. In addition, marginal means for tenure (short and long) and status (in and out) are reported. The table also indicates the standardized coefficient alpha estimate of the reliability for each of the scales.

TABLE 1
DESCRIPTIVE STATISTICS FOR NOW MEASURES OF VALIDITY

Means (SD)										
Coefficient <u>Alpha</u>	Total	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>		
		<u>Short</u>	<u>Long</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	
		(n-27)	(n-36)	(n-33)	(n-30)	(n-15)	(n-12)	(n-18)	(n-18)	
Job Scope										
Skill Variety .50	5.44 (1.36)	4.93 (1.50)	5.82 (1.11)	5.76 (1.29)	5.08 (1.16)	5.43 (1.51)	4.29 (1.29)	6.03 (1.09)	5.61 (1.56)	
Task Identification .78	4.90 (1.84)	5.00 (1.88)	4.82 (1.83)	4.56 (1.64)	5.27 (1.99)	4.70 (1.69)	5.38 (2.10)	4.44 (1.64)	5.19 (1.97)	
Task Significance .51	5.72 (1.42)	5.52 (1.40)	5.88 (1.43)	5.61 (1.53)	5.85 (1.29)	5.23 (1.56)	5.88 (1.15)	5.92 (1.49)	5.83 (1.40)	
Autonomy .47	5.04 (1.47)	5.02 (1.36)	5.06 (1.56)	5.17 (1.47)	4.90 (1.48)	5.27 (1.16)	4.71 (1.57)	5.08 (1.71)	5.03 (1.45)	
Feedback (Job) .58	5.29 (1.24)	5.02 (1.55)	5.49 (.91)	5.35 (1.05)	5.22 (1.43)	5.20 (1.36)	4.79 (1.79)	5.47 (.72)	5.50 (1.10)	
Feedback (Agents) .70	4.38 (1.71)	4.63 (1.89)	4.19 (1.56)	4.53 (1.67)	4.22 (1.77)	5.10 (1.55)	4.04 (2.18)	4.06 (1.66)	4.33 (1.49)	
Dealing with Others .37	6.06 (1.02)	5.83 (1.16)	6.22 (.89)	6.36 (.88)	5.72 (1.08)	6.23 (1.10)	5.33 (1.07)	6.47 (.65)	5.97 (1.04)	
Psychological States										
Meaningfulness-.11	5.36 (1.01)	5.48 (1.45)	5.28 (1.37)	5.79 (1.02)	4.90 (1.60)	5.93 (.96)	4.92 (1.78)	5.66 (1.08)	4.89 (1.53)	
Responsibility.60 (.26)	5.84 (1.07)	6.04 (.85)	5.69 (1.20)	6.04 (.79)	5.61 (1.29)	6.13 (.66)	5.92 (1.06)	5.96 (.89)	5.41 (1.42)	
Knowledge of Results .02	5.81 (1.22)	5.59 (1.42)	5.98 (1.03)	5.55 (1.30)	6.10 (1.06)	5.13 (1.46)	6.17 (1.19)	5.89 (1.08)	6.06 (1.0)	
General Satisfaction .80	5.59 (1.09)	5.57 (1.39)	5.61 (.82)	5.83 (.94)	5.33 (1.20)	5.91 (1.11)	5.14 (1.62)	5.76 (.80)	5.46 (.84)	
Intrinsic Motivation .69 (.43)	5.98 (.91)	6.04 (.88)	5.94 (.93)	6.11 (.77)	5.84 (1.03)	6.13 (.85)	5.92 (.94)	6.09 (.71)	5.80 (1.12)	

TABLE 1 (continued)

Means (SD)									
<u>Coefficient</u> <u>Alpha</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
		<u>Short</u>	<u>Long</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>
		(n-27)	(n-36)	(n-33)	(n-30)	(n-15)	(n-12)	(n-18)	(n-18)
Leader/Member									
Exchange .91	3.68	3.73	3.62	3.86	3.48	3.97	3.49	3.76	3.47
	(.68)	(.64)	(.72)	(.55)	(.77)	(.49)	(.72)	(.59)	(.82)
Subordi-	.85	5.05	5.22	5.34	4.75	5.59	4.75	5.12	4.76
nate Rates									
Leader	(.89)	(1.07)	(.91)	(.73)	(1.13)	(.58)	(1.36)	(.79)	(1.00)

1

Item 1 was deleted from the responsibility subscale

2

Item 13 was deleted from the intrinsic motivation subscale

TABLE 2
DESCRIPTIVE STATISTICS FOR THEN MEASURES OF VALIDITY

		<u>Means (SD)</u>								
	<u>Coefficient</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
	<u>Alpha</u>		<u>Short</u>	<u>Long</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>
			(n-27)	(n-36)	(n-33)	(n-30)	(n-15)	(n-12)	(n-18)	(n-18)
Job Scope										
Skill Variety	.53 (.65)	5.10 (1.46)	4.98 (1.28)	5.19 (1.45)	5.27 (1.23)	4.92 (1.72)	5.03 (1.15)	4.92 (1.21)	5.47 (1.32)	4.92 (1.32)
Task Identification	.58 (.64)	4.87 (1.64)	4.93 (1.65)	4.83 (1.66)	4.58 (1.32)	5.20 (1.90)	4.97 (1.08)	4.88 (2.22)	4.25 (1.44)	5.42 (1.69)
Task Significance	.63 (.49)	5.42 (1.49)	5.30 (1.43)	5.51 (1.55)	5.21 (1.59)	5.65 (1.37)	4.97 (1.51)	5.71 (1.27)	5.42 (1.67)	5.61 (1.46)
Autonomy	.64 (.47)	4.52 (1.47)	4.37 (1.57)	4.63 (1.40)	4.74 (1.30)	4.27 (1.62)	4.50 (1.34)	4.21 (1.86)	4.94 (1.27)	4.31 (1.49)
Feedback (Job)	.56 (.32)	5.06 (1.32)	4.61 (1.62)	5.39 (.94)	5.09 (1.20)	5.02 (1.47)	4.83 (1.56)	4.33 (1.72)	4.31 (.77)	5.47 (1.10)
Feedback (Agents)	.70 (.67)	4.49 (1.67)	4.56 (1.87)	4.44 (1.53)	4.68 (1.49)	4.28 (1.85)	4.90 (1.50)	4.13 (2.24)	4.50 (1.50)	4.39 (1.61)
Dealing With Others	.66 (1.25)	5.80 (1.25)	5.87 (1.30)	5.75 (1.23)	6.00 (1.21)	5.58 (1.28)	5.80 (1.42)	5.96 (1.18)	6.17 (1.02)	5.33 (1.32)
Psychological States										
Meaningfulness	.50 (1.01)	5.82 (1.01)	5.69 (1.19)	5.64 (.85)	5.70 (.95)	5.62 (1.06)	5.53 (1.16)	5.87 (1.25)	5.83 (.75)	5.44 (.92)
Responsibility	.55 (.90)	5.81 (.90)	5.94 (.71)	5.70 (1.02)	5.94 (.72)	5.66 (1.06)	6.05 (.67)	5.81 (.76)	5.85 (.77)	5.56 (1.23)
Knowledge of Results	.65 (1.40)	5.02 (1.40)	4.76 (1.60)	5.22 (1.22)	4.97 (1.29)	5.08 (1.53)	4.60 (1.38)	4.96 (1.88)	5.28 (1.17)	5.17 (1.31)
General Satisfaction	.71 (.98)	5.59 (.98)	5.67 (.95)	5.54 (1.01)	5.73 (.70)	5.44 (1.22)	5.58 (.83)	5.78 (1.11)	5.85 (.55)	5.22 (1.26)
Intrinsic Motivation	.72 (.93)	5.81 (.93)	6.00 (.74)	5.68 (1.04)	5.91 (.71)	5.71 (1.13)	5.95 (.72)	6.06 (.80)	5.88 (.73)	5.47 (1.27)
Leader/Member Exchange										
	.90 (.62)	3.43 (.62)	3.43 (.56)	3.43 (.56)	3.56 (.59)	3.28 (.63)	3.50 (.72)	3.31 (.72)	3.61 (.46)	3.25 (.59)

Job scope was measured with Hackman and Oldham's (1974) Job Diagnostic Survey (JDS). Section two of the JDS deals with seven core job dimensions (skill variety, task identity, task significance, autonomy, feedback from the job and agents, and dealing with others) and contains 14 descriptive items measured on a seven point scale ranging from "very inaccurate" to "very accurate." Each of the subscales contains two items. As indicated in Table 1, the coefficient alpha estimates of reliability for these scales obtained with this sample ranged from .37 (dealing with others) to .78 (task identification). While these estimates of reliability are somewhat lower than expected, they approximate previously reported estimates and hence a decision was made to retain all variables for analysis. The coefficient alphas for the corresponding "then" measures of job scope, as reported in Table 2, were somewhat higher, ranging from .56 (feedback from the job) to .70 (feedback from agents).

The psychological states of the subordinates were measured with section three of the JDS (Hackman & Oldham, 1974) which contains five subscales (the meaningfulness of the job, the experienced responsibility of work outcomes, the knowledge of results, general satisfaction, and intrinsic motivation). The measure is comprised of fourteen items, four items each for responsibility and intrinsic motivation and two items each for meaningfulness, knowledge of results, and general satisfaction. The items are measured with a seven-point scale ranging from "strongly disagree" to "strongly agree".

The standardized coefficient alpha for the "now" measure of general satisfaction, as reported in Table 1, was sufficient for research purposes (.80). When item 1 of the scale was deleted from the responsibility subscale, the coefficient alpha changed from .26 to .60, and thus the modified responsibility subscale was included in the investigation. A modified intrinsic motivation subscale was also included in this study as the coefficient alpha increased from .43 to .69 when item 13 was deleted. The meaningfulness and knowledge of results subscales, however, did not obtain coefficient alphas of sufficient magnitude to warrant further analysis and thus, were eliminated from the study.

Each of the coefficient alphas for the corresponding "then" measures of psychological states (see Table 2), was deemed sufficient for inclusion in the study (meaningfulness, .50; responsibility, .55; knowledge of results, .65; general satisfaction, .71; intrinsic motivation, .72). However, since the "now" measures of meaningfulness and knowledge of results were deleted, the "then" measures of meaningfulness and knowledge of results were also deleted in order to fully accommodate the then-now design for analysis.

The quality of the leader/member exchange was measured with a scale recently developed by Graen (1987). This scale contains 17 items measuring the quality of the leader/member exchange on a five-point scale ranging from "rarely" to "almost always". The estimated coefficient alphas for the scale were .85 for "now" (Table 1) and .90 for "then" (see table 2). Thus, the entire measure was retained for analysis.

The subordinates' ratings of their leaders' exchange behaviors were also measured in the "now" format. This newly developed scale was composed of ten items assessing the subordinate's perception of the leader's contribution to the leader/member exchange. The estimated reliability for the scale was .85; thus, the entire measure was retained for analysis.

Measures of Effect for Now and Then

The measures of effect used in the study included measures of affect (job facet satisfaction), dysfunction, (role ambiguity, role conflict, role confusion, burnout, overload, strain) and job performance and involvement. The subordinates responded to each measure of effect using both the "now" and the "then" format.

Descriptive statistics for the "now" measures of job satisfaction, role ambiguity, role conflict, role confusion, role overload, strain, burnout, job involvement, and performance are reported in Table 3. A similar report for the "then" measures can be found in Table 4. The total sample mean and standard deviation for each subscale, as well as the cell means and standard deviations for short and long tenure in the in- and out-groups are reported. In addition, marginal means and standard deviations for tenure (short and long) and status (in and out) are reported.

Measures of job facet satisfaction were assessed with scales from section four of the JDS. The measure contains five subscales: satisfaction with pay (2 items), job security (2 items), social (3 items), supervision (3 items), and job growth (4 items). Two

TABLE 3
DESCRIPTIVE STATISTICS FOR NOW MEASURES OF EFFECT

		Means (SD)								
	<u>Coefficient</u> <u>Alpha</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
			<u>Short</u> (n-27)	<u>Long</u> (n-36)	<u>In</u> (n-33)	<u>Out</u> (n-30)	<u>In</u> (n-15)	<u>Out</u> (n-12)	<u>In</u> (n-18)	<u>Out</u> (n-18)
Job Satisfaction										
Pay	.80	4.50 (1.42)	4.39 (1.60)	4.58 (1.29)	4.74 (1.31)	4.23 (1.52)	4.67 (1.47)	4.04 (1.75)	4.81 (1.19)	4.36 (1.38)
Security	.70	5.79 (.85)	5.83 (.77)	5.75 (.91)	5.71 (.81)	5.87 (.89)	5.63 (1.47)	6.08 (1.75)	5.78 (1.19)	5.72 (1.38)
Socialization	.65 (.45)	5.52 (1.05)	5.69 (.87)	5.39 (1.16)	5.61 (1.11)	5.42 (.98)	5.63 (1.03)	5.75 (.66)	5.58 (1.20)	5.19 (1.11)
Supervision	.89	5.52 (1.33)	5.90 (.85)	5.23 (1.56)	5.65 (1.29)	5.38 (1.39)	6.11 (.64)	5.64 (1.02)	5.26 (1.57)	5.20 (1.59)
Growth	.82	5.27 (1.07)	5.29 (1.27)	5.25 (.92)	5.60 (.95)	4.91 (1.10)	5.73 (1.01)	4.73 (1.38)	5.49 (.90)	5.03 (.90)
Promotion	.85	4.40 (1.60)	4.63 (1.56)	4.22 (1.64)	4.83 (1.37)	3.92 (1.72)	5.13 (1.25)	4.00 (1.73)	4.83 (1.46)	3.86 (1.76)
Responsibility	.57	5.11 (1.00)	5.24 (1.10)	5.01 (.92)	5.41 (.82)	4.78 (1.09)	5.67 (.77)	4.71 (1.00)	5.19 (.82)	4.83 (1.25)
Role Variables										
Role Ambiguity	.75	5.41 (.88)	5.29 (.88)	5.49 (.89)	5.45 (.80)	5.35 (.98)	5.22 (.94)	5.38 (.83)	5.65 (.63)	5.33 (1.09)
Role Conflict	.76	3.29 (1.06)	3.09 (.88)	3.44 (1.67)	3.50 (.97)	3.06 (1.12)	3.28 (.82)	2.84 (.92)	3.67 (1.07)	3.21 (1.24)
Role Confusion	.84	2.37 (1.37)	2.33 (1.40)	2.39 (1.36)	2.34 (1.21)	2.38 (1.54)	2.42 (1.35)	2.22 (1.51)	2.78 (1.11)	2.50 (1.59)
Burnout										
Emotional Exhaustion	.83	2.42 (1.56)	2.34 (1.15)	2.48 (1.17)	2.30 (1.15)	2.56 (1.17)	2.18 (1.19)	2.54 (1.12)	2.40 (1.14)	2.57 (1.23)
Personal Accomplishment	.80	4.05 (1.08)	4.11 (.90)	4.00 (1.21)	4.32 (.98)	3.74 (1.12)	4.12 (1.05)	4.10 (.72)	4.49 (.92)	3.50 (1.29)
Depersonalization	.88	1.50 (1.52)	1.42 (1.34)	1.56 (1.67)	1.50 (1.53)	1.50 (1.54)	1.37 (1.40)	1.48 (1.29)	1.61 (1.66)	1.51 (1.72)

Table 3 (continued)

Means (SD)

	<u>Coefficient</u> <u>Alpha</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
			<u>Short</u> (n-27)	<u>Long</u> (n-36)	<u>In</u> (n-33)	<u>Out</u> (n-30)	<u>In</u> (n-15)	<u>Out</u> (n-12)	<u>In</u> (n-18)	<u>Out</u> (n-18)
Overload	.90	4.46 (1.13)	4.37 (1.21)	4.53 (1.08)	4.62 (.90)	4.28 (1.34)	4.59 (.85)	4.10 (1.55)	4.64 (.96)	4.41 (1.21)
Strain										
Alarm	.86 (.66)	2.97 (.80)	2.80 (.75)	4.00 (.83)	2.80 (.61)	3.15 (.95)	2.73 (.56)	2.88 (.96)	2.86 (.66)	3.33 (.92)
Resistance	.70	2.48 (.87)	2.43 (.87)	2.51 (.88)	2.58 (.94)	2.37 (.79)	2.51 (.90)	2.33 (.87)	2.63 (.99)	2.39 (.76)
Withdrawal	.77	2.06 (.87)	1.83 (.72)	2.23 (.94)	1.91 (.82)	2.22 (.91)	1.76 (.79)	1.92 (.64)	2.04 (.84)	2.43 (1.02)
Involve- ment	.78	2.85 (.65)	2.98 (.70)	2.73 (.60)	3.02 (.75)	2.66 (.48)	3.12 (.87)	2.85 (.39)	2.94 (.64)	2.53 (.49)
Performance										
Self Rated	.89	4.57 (.57)	4.55 (.62)	4.59 (.54)	4.66 (.47)	4.47 (.65)	4.53 (.60)	4.58 (.66)	4.78 (.31)	4.40 (.66)
Leader Rated	.92	4.30 (.60)	4.30 (.67)	4.28 (.64)	4.35 (.70)	4.24 (.60)	4.24 (.76)	4.37 (.57)	4.45 (.64)	4.11 (.61)

1

Item 13 was deleted from the satisfaction with socialization subscale.

2

Item 3 was deleted from the alarm subscale.

TABLE 4
DESCRIPTIVE STATISTICS FOR THEN MEASURES OF EFFECT

		Means (SD)								
	<u>Coefficient</u> <u>Alpha</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
			<u>Short</u> (n-27)	<u>Long</u> (n-36)	<u>In</u> (n-33)	<u>Out</u> (n-30)	<u>In</u> (n-15)	<u>Out</u> (n-12)	<u>In</u> (n-18)	<u>Out</u> (n-18)
Job Satisfaction										
Pay	.86	4.42 (1.42)	4.70 (1.50)	4.21 (1.35)	4.68 (1.27)	4.13 (1.55)	4.73 (1.39)	4.67 (1.68)	4.64 (1.20)	3.78 (1.39)
Security	.55	5.44 (.89)	5.39 (.97)	5.49 (.87)	5.32 (.87)	5.58 (.90)	5.23 (.88)	5.58 (1.00)	5.39 (.88)	5.58 (.86)
Socialization	.71	5.38 (.86)	5.36 (.95)	5.39 (.81)	5.52 (.75)	5.22 (.96)	5.51 (.79)	5.17 (1.12)	5.52 (.73)	5.26 (.88)
Supervision	.76	5.36 1.06	5.59 (.95)	5.19 (1.11)	5.42 (.93)	5.29 (1.19)	5.56 (.97)	5.64 (.96)	5.32 (.91)	5.06 (1.30)
Growth	.80	5.05 (1.05)	5.13 (1.12)	4.99 (1.01)	5.30 (.95)	4.78 (1.10)	5.18 (1.08)	5.06 (1.22)	5.40 (.85)	4.58 (1.01)
Promotion	.86	4.56 (1.37)	4.94 (1.39)	4.26 (1.30)	4.94 (1.03)	4.13 (1.58)	5.23 (1.12)	4.58 (1.65)	4.69 (.91)	3.83 (1.51)
Responsibility	.38	4.95 (.92)	4.98 (1.06)	4.93 (.82)	4.95 (.87)	4.95 (.99)	4.90 (1.02)	5.08 (1.15)	5.00 (.75)	4.86 (.90)
Role Variables										
Role Ambiguity	.76	5.05 (1.05)	4.96 (.95)	5.12 (1.12)	5.08 (.93)	5.02 (1.18)	4.83 (.90)	5.11 (1.03)	5.29 (.92)	4.94 (1.30)
Role Conflict	.77	3.18 (.96)	2.88 (.80)	3.40 (1.02)	3.37 (.82)	2.97 (1.07)	3.08 (.64)	2.65 (.94)	3.61 (.88)	3.19 (1.13)
Role Confusion	.85	2.44 (1.35)	2.46 (1.41)	2.43 (1.32)	2.46 (1.17)	2.41 (1.53)	2.69 (1.38)	2.17 (1.45)	2.28 (.97)	2.57 (1.61)
Burnout										
Emotional Exhaustion	.87	2.07 (1.14)	1.93 (1.03)	2.18 (1.22)	1.97 (1.10)	2.19 (1.20)	1.78 (1.09)	2.11 (.96)	2.12 (1.11)	2.24 (1.35)
Personal Accomplishment	.78	3.84 (1.07)	3.76 (.99)	3.90 (1.14)	4.06 (1.06)	3.60 (1.05)	3.66 (1.14)	3.90 (.79)	4.40 (1.11)	3.40 (1.35)
Depersonalization	.89	1.15 (1.41)	.89 (1.16)	1.35 (1.56)	1.14 (1.39)	1.17 (1.46)	.83 (1.18)	.97 (1.17)	1.40 (1.52)	1.30 (1.65)

Table 4 (continued)

Means (sd)

	<u>Coefficient</u> <u>Alpha</u>	<u>Total</u>	<u>Tenure</u>		<u>Status</u>		<u>Short Tenure</u>		<u>Long Tenure</u>	
			<u>Short</u> (n-27)	<u>Long</u> (n-36)	<u>In</u> (n-33)	<u>Out</u> (n-30)	<u>In</u> (n-15)	<u>Out</u> (n-12)	<u>In</u> (n-18)	<u>Out</u> (n-18)
Overload	.86	3.81 (.95)	3.68 (.95)	3.91 (.94)	3.80 (.79)	3.83 (1.10)	3.67 (.97)	3.69 (.97)	3.91 (.62)	3.91 (1.21)
Strain										
Alarm	.75	2.70 (.74)	2.63 (.76)	2.74 (.73)	2.58 (.66)	2.81 (.82)	2.67 (.79)	2.58 (.77)	2.52 (.54)	2.96 (.84)
Resistance	.70	2.32 (.78)	2.09 (.77)	2.49 (.75)	2.43 (.80)	2.19 (.75)	2.22 (.90)	1.92 (.55)	2.61 (.69)	2.37 (.82)
Withdrawal	.87	1.97 (.93)	1.89 (.83)	2.04 (1.00)	1.89 (.82)	2.07 (1.04)	1.98 (.87)	1.78 (.80)	1.82 (.80)	2.26 (1.15)
Involvement	.80	2.95 (.69)	2.98 (.71)	2.93 (.69)	3.13 (.72)	2.75 (.61)	3.13 (.86)	2.80 (.41)	3.13 (.59)	2.72 (.73)
Performance										
Self Rated	.91	4.17 (.73)	4.00 (.80)	4.29 (.66)	4.25 (.74)	4.07 (.73)	4.00 (.87)	3.99 (.75)	4.46 (.56)	4.13 (.72)
Leader Rated	.95	4.11 (.75)	3.49 (.80)	3.61 (.90)	3.57 (.90)	3.55 (.81)	4.11 (.68)	4.09 (.59)	4.21 (.71)	4.01 (.57)

additional questions regarding satisfaction with promotion and movement in the organization were added to determine if the subordinates were satisfied with their opportunities to move up in the organization. Two items addressing satisfaction with job responsibility were also included in the measure.

As indicated in Table 3, the internal consistency of the "now" subscales for satisfaction with pay, supervision, growth, and promotion ranged from .82 (growth) to .89 (supervisor). The internal consistency of the social satisfaction subscale was .65 when item 13 was deleted from the scale. The satisfaction with responsibility subscale had an estimated internally consistent reliability of .57. The subscale was retained for analysis since the effect of responsibility is a major factor of interest in this study.

The internal consistency reliabilities of the "then" measures of satisfaction with pay, social, supervision, growth, and promotion were deemed sufficient for analysis (i.e. greater than .70; see Table 4). Measures of satisfaction with security and responsibility, however, were somewhat less internally consistent (.55 and .38, respectively). These subscales were included in the study, however, to accommodate the planned then-now design for analysis.

The dysfunctional variables of role stress, burnout, overload, and strain were also assessed using the then-now format. The role variables included measures of ambiguity (6 items) and conflict (8 items) from Rizzo, House, and Lirtzman's (1977) scale. In addition, a measure of role confusion (3 items) was developed as another important role stress variable for study. The measure of role overload

contained 12 items and was assessed with items from Beehr, Walsh, and Taber's 1976 scale as well as some newly developed items from Thompson's 1985 scale. Role strain was assessed with 13 items on a five-point scale developed by Beauvais (1986). This scale has three subscales: alarm, resistance, and withdrawal.

All of the role stress measures, in both the "now" and "then" format, were found to be internally consistent with coefficient alphas exceeding .70. As reported in Table 3, the estimated internal consistency of the "now" subscales ranged from .75 (role ambiguity) to .90 (overload). The alarm subscale of the "now" role strain scale obtained .86 reliability when item 3 was deleted. The estimated reliabilities for the "then" measures ranged from .76 (role ambiguity) to .86 (overload).

Subordinate burnout was assessed with Maslach and Jackson's (1981) scale containing three subscales: emotional exhaustion (9 items), personal accomplishment (8 items), and depersonalization (5 items). Each of these subscales of burnout for both the now and the then measures demonstrated at least a .78 coefficient alpha (see Table 3).

Finally, the subordinates responded to Lodahl and Kejner's 1965 job involvement scale (6 items) and a self-rated performance appraisal scale (10 items) developed for this study. The leaders used the same performance appraisal scale to rate their subordinates' performance. Job involvement and performance were measured both then and now, and were deemed internally consistent with coefficient alphas of at least .80 (see Tables 3 and 4).

Analysis of Now Variables in Relation to the Hypothesized Results

The first set of analyses used to test the hypotheses proposed in this study involved separate univariate analysis of variance of the between-person factors (status and tenure) for the "now" measures of validity and the "now" measures of effect. The results of the univariate analyses for the main effects and interactions for all the "now" variables of validity and effect are reported in columns 1-3 of Tables 5 and 6. In addition, simple main effects (oneway analyses of variance) for tenure within levels of status were investigated in order to further specify any of the univariate interactions. These results are reported for both the measures of validity and effect in columns 4 and 5 of Tables 5 and 6.

"Now" Measures of Validity

Measures of validity were used in this study to assess how much members of the in-group relative to the out-group possessed qualities similar to the qualities of in-group members reported in previous literature. These qualities would include reports of higher amounts of job scope, psychological meaningfulness of the job, leader/member exchange, and ratings of the leader's exchange behavior than the out-group would report. Within the measures of validity, univariate analyses of variance were expected to reveal significant main effects for group status. Also, significant main effects for tenure would be understandable given the normal expansion of duties associated with increased time on a job.

TABLE 5
ANOVA Results for "Now" Measures of Validity

	F ratios/(p)				
	<u>Status</u>	<u>Tenure</u>	<u>Interaction</u>	<u>Tenure Within In</u>	<u>Tenure Within Out</u>
Job Scope					
Skill Variety	5.99 (.02)	9.02 (.00)	1.30 (.26)	1.77 (.193)	8.56 (.00)
Task Identification	2.29 (.14)	<1.00	<1.00	<1.00	<1.00
Task Significance	<1.00	<1.00	<1.00	1.66 (.21)	<1.00
Autonomy	<1.00	<1.00	<1.00	<1.00	<1.00
Feedback(Job)	<1.00	2.40 (.13)	<1.00	<1.00	1.82 (.19)
Feedback(Agents)	<1.00	<1.00	2.36 (.13)	3.44 (.07)	<1.00
Dealing with Others	8.04 (.01)	3.16 (.08)	<1.00	<1.00	2.66 (.11)
Psychological States					
Responsibility	2.04 (.16)	1.58 (.21)	<1.00	<1.00	1.13 (.30)
General Satisfaction	3.74 (.06)	<1.00	<1.00	<1.00	<1.00
Intrinsic Motivation	1.19 (.28)	<1.00	<1.00	<1.00	<1.00
Leader/Member Exchange	5.20 (.03)	<1.00	<1.00	1.23 (.28)	<1.00
Subordinate Rates Leader On LMX Behaviors	6.32 (.02)	<1.00	<1.00	3.70 (.06)	<1.00

TABLE 6
ANOVA RESULTS FOR "NOW" MEASURES OF EFFECT

	F ratios (p)				
	<u>Status</u>	<u>Tenure</u>	<u>Interaction</u>	<u>Tenure Within In</u>	<u>Tenure Within Out</u>
Job Satisfaction					
Pay	2.14 (.15)	<1.00	<1.00	<1.00	<1.00
Security	<1.00	<1.00	1.35 (.25)	<1.00	1.19 (.28)
Socialization	<1.00	1.27 (.26)	<1.00	<1.00	2.41 (.13)
Supervision	<1.00	3.67 (.06)	<1.00	3.88 (.06)	<1.00
Growth	7.70 (.01)	<1.00	1.07 (.31)	<1.00	<1.00
Promotion	5.41 (.02)	<1.00	<1.00	1.33 (.26)	<1.00
Responsibility	7.27 (.01)	<1.00	1.49 (.23)	2.84 (.13)	<1.00
Role Variables					
Role Ambiguity	<1.00	<1.00	<1.00	2.43 (.13)	<1.00
Role Conflict	<1.00	<1.00	<1.00	1.33 (.26)	<1.00
Role Confusion	<1.00	<1.00	<1.00	<1.00	<1.00
Burnout					
Emotional Exhaustion	<1.00	<1.00	<1.00	<1.00	<1.00
Personal Accomplishment	3.60 (.06)	<1.00	3.42 (.07)	1.21 (.28)	2.18 (.15)
Depersonalization	<1.00	<1.00	<1.00	<1.00	<1.00
Overload	1.55 (.22)	<1.00	<1.00	<1.00	<1.00

Table 6 (continued)

	<u>Status</u>	<u>Tenure</u>	<u>Interaction</u>	<u>Tenure Within In</u>	<u>Tenure Within Out</u>
Strain					
Alarm	2.34 (.13)	2.13 (.15)	<1.00	<1.00	1.72 (.20)
Resistance	<1.00	<1.00	<1.00	<1.00	<1.00
Withdrawal	1.59 (.21)	2.48 (.08)	<1.00	<1.00	2.35 (.14)
Involvement	4.50 (.04)	2.48 (.12)	<1.00	<1.00	3.36 (.07)
Performance					
Self Rated	1.26 (.26)	<1.00	2.32 (.13)	2.04 (.13)	<1.00
Leader Rated	<1.00	<1.00	2.02 (.16)	<1.00	1.37 (.25)

In Table 5, the univariate analyses of variance for some of the measures of job scope revealed the expected main effect for status. The in- and out-groups were significantly different on skill variety ($F=5.99$, $p=.02$) and dealing with others ($F=8.04$, $p=.01$) with the in-group reporting higher levels of both factors than the out-group, as predicted. The analyses also revealed a main effect for tenure in relation to skill variety ($F=9.02$, $p=.004$) and a marginal effect for tenure in relation to dealing with others ($F=3.16$, $p=.08$). These results indicated that long tenure members had more skill variety in their jobs and reported higher levels of dealing with others in their work environment than short tenure members. None of the other job scope subscales indicated any affect from status or tenure.

In addition to the univariate analyses of variance, an analysis of the simple main effect for tenure within group status for the measures of job scope indicated that only the measure of skill variety exhibited a significant difference as a function of tenure, and only among the out-group members ($F=8.56$, $p=.004$; see Table 5, column 5). This effect indicated that the out-groups with long tenure reported significantly more skill variety than out-group members with short tenure. These effects are understandable given the broadening scope of job duties over time. A marginal effect for tenure within in-group status was also found for the feedback from agents measure ($F=3.44$, $p=.07$; see column 4, Table 5). In-group members with long tenure reported less feedback from agents than in-group members with short tenure.

The results of the univariate analyses of variance for the psychological states variables are also reported in Table 5. These analyses revealed a marginal main effect for status in relation to general satisfaction ($F=8.04$, $p=.06$) with in-group members reporting higher amounts of general satisfaction than out-group members. None of the other psychological states measures revealed any significant effects due to status or tenure.

The final two measures of validity did exhibit the hypothesized main effect for status in the univariate analyses of variance. As reported in Table 5, leader/member exchange ($F=5.20$, $p=.026$) and the subordinates' ratings of their leaders' exchange behaviors ($F=6.32$, $p=.015$) exhibited significant differences between in and out-group members. The results indicate (see Table 1) that in-group members reported higher quality leader/member exchanges and higher ratings of their leaders' exchange behaviors as expected. An analysis of the simple main effects of tenure within the levels of group status for the subordinate ratings of their leaders' exchange behaviors revealed a marginal effect for tenure within the in-group ($F=3.70$, $p=.06$; see Table 5, column 4). In-group members with short tenure reported higher ratings of their leaders' behaviors than did in-group members with long tenure.

"Now" Measures of Effect

The measures of effect in this study were used to examine the hypothesized dysfunctional effects of being overrelied upon over extensive periods of time. These measures provided direct tests of

the hypothesis presented in chapter 2 and included dimensions of job facet satisfaction, role stress, burnout, job involvement, and self- and leader-rated performance. It was proposed that members of the in-group who had been with their supervisors for long periods of time would experience dysfunctional effects as a result of being over-relied upon for extended periods of time.

To test the hypothesis, univariate analyses of variance were used to examine differences between in- and out-group members with long and short tenure. Interactions between group status and tenure were of primary interest as an indication that any differences in dysfunction were a result of both being in the in-group and having long tenure with the supervisor.

The univariate analyses for dimensions of job facet satisfaction are reported in Table 6 (columns 1-3). None of the affective measures of facet job satisfaction revealed the hypothesized interaction between status and tenure. Thus, the premise that in-group members with long tenure would report significantly less satisfaction than any other group was not supported.

The analyses did reveal, however, significant main effects for status in relation to several facets of job satisfaction. Specifically, satisfaction with job growth, promotion, and responsibility indicated significant effects ($F=7.70$, $p=.01$; $F=5.41$, $p=.02$; $F=7.27$, $p=.01$, respectively) with in-group members reporting higher levels of each dimension. The fact that in-group members reported more satisfaction with growth opportunities, promotion, and responsibility

than out-group members is consistent with previous research (Dansereau et al., 1975).

A marginal main effect for tenure in relation to satisfaction with supervision was also found ($F=3.67$, $p=.06$). Short tenured members reported higher satisfaction with their supervisors than long tenured members (see Table 3 for reported averages). An analysis of the simple main effects for tenure within group status for satisfaction with the supervisor also revealed a marginal difference between short and long tenure for the in-group members ($F=3.88$, $p=.06$; see Table 6, column 2). The in-group members with long tenure reported less satisfaction with their supervisors than the in-group members with short tenure (see Table 2 for reported averages). This finding tends to concur with the premise of this study.

The major proposition advanced in the present study was that long tenured in-group members may suffer from higher amounts of dysfunctional role stress, burnout, and strain than the out-groups with similar tenure or either status group with short tenure. However, univariate analyses of variance did not reveal the hypothesized interaction effect indicating dysfunctional effects as a result of being both an in-group member and having long tenure. As reported in Table 6, the only interaction effect found in the analysis was a marginal interaction between status and tenure in relation to the personal accomplishment subscale of the burnout measure ($F=3.42$, $p=.07$). Long tenured in-group members reported the highest level of personal accomplishment. This is contrary to the hypothesized

effect. Thus, overall, in-group members with long tenure did not experience significantly more role stress, strain, or burnout than any of the other groups. Similarly, there was no evidence that either the in- or out-groups, or the long or short tenure groups, differed significantly on the amount of role stress, burnout, or strain they experienced.

The univariate analysis of variance for job involvement also did not reveal the expected interaction between status and tenure. Thus, the hypothesis that long tenured in-group members would have less job involvement than any of the other groups was not confirmed. The significant main effect for status ($F=4.50$, $p=.04$; see page 2 of Table 6, column 1) revealed that in-group members reported higher levels of job involvement than the out-group members. This finding coincides with the findings of previous research. An analysis of simple main effects for tenure in relation to job involvement revealed a marginal difference between the short and long tenure, out-group members ($F=3.36$, $p=.07$; see page 2 of Table 6, column 5). The out-group members with short tenure reported more job involvement than out-group members with long tenure.

Finally, the univariate analyses of variance for job performance, both self-rated and leader-rated, also did not reveal the expected interaction effect. This finding was contrary to the hypotheses offered in the study. In addition, no significant differences were detected for either the group status or tenure factors, nor

were any simple main effects significant within group status for any of the performance measures.

Alternate Methods of Detecting Dysfunction

This section of the chapter reports the results of an alternative method of analysis. Because the dysfunctional variables investigated in this study should be experienced as a within-person phenomenon, the participants responded to the items according to "then" when the participant first began his or her job with his or her supervisor and "now" according to how he or she feels currently with the same supervisor. Accordingly, it was possible to evaluate within-person change over time. In order to detect significant within-person differences over time on the measures of validity and effect while simultaneously avoiding the problems of gain scores (unreliability, spurious associations, and arbitrary meanings of gain scores), an analysis of covariance was used to examine the "now" responses, holding the "then" responses constant. It was proposed that an analysis of the within-person differences (i.e., "now" variables after holding the "then" responses constant) would reveal a significant status-by-tenure interaction for both the measures of validity and the measures of effect. Tables 7 and 8 (columns 5-8) report the results of the analyses of covariance for the measures of validity and effect, respectively. Tables 7 and 8 also report the adjusted means for each group on each dependent variable as well as the raw difference score between the "then" means and the "now" means for

each dependent variable (columns 1-4). Given the problems of interpreting simple gain scores, these raw differences are provided merely to indicate whether the changes in the dependent variables from "then" to "now" were positive or negative.

Measures of Validity

The analyses of covariance for the "now" measures of validity after the "then" scores had been partialled out are reported in Table 7 (columns 5-8). The in-group members with long tenure were expected to report larger amounts of within-person change on the "now" responses on the job scope, experienced responsibility, knowledge of results, satisfaction, and intrinsic motivation, and leader/member exchange measures than any other group. Therefore, an analysis of covariance for the measures of validity was expected to reveal significant interactions for status and tenure, given that the in-group members with long tenure would report the highest degree of change from "then" to "now" as a result of their group membership.

The analyses of covariance for job scope revealed significant interactions of status and tenure for skill variety ($F=4.11$, $p=.001$) and dealing with others ($F=4.88$, $p=.03$). These analyses indicated that the effect of tenure was stronger for out-group members than for the in-group members. The out-group members with long tenure reported the most within-person change on the "now" responses given their "then" responses on both measures (see Table 7, columns 1-4), contrary to the premise of this study. In addition, an analysis

Table 7
ANCOVA Results for the "Now" Measures of Validity

	Adjusted Mean (Raw change Score)				F Ratio (p)					
	Short		Long		B (p)	Status	Tenure	S x T	Tenure	Tenure
	In	Out	In	Out					Within In	Within Out
Job Scope										
Skill Variety	5.46 (.40)	4.39 (-.63)	5.80 (.56)	5.71 (.68)	.66 (.00)	5.59 (.02)	11.49 (.00)	4.11 (.05)	1.02 (.32)	11.17 (.00)
Task Identity	4.62 (-.27)	5.38 (.50)	4.98 (.19)	4.73 (-.22)	.75 (.00)	<1.00	<1.00	2.48 (.12)	<1.00	1.78 (.19)
Task Significance	5.60 (.26)	5.65 (.95)	5.92 (.44)	5.68 (.91)	.85 (.00)	<1.00	<1.00	<1.00	1.21 (.28)	<1.00
Autonomy	5.26 (.77)	4.90 (.50)	4.77 (.14)	5.15 (.71)	.68 (.00)	<1.00	<1.00	1.72 (.20)	2.03 (.16)	<1.00
Feedback (Job)	5.32 (.37)	5.28 (.46)	5.23 (1.16)	5.13 (.03)	.78 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
Feedback (Agents)	4.76 (.20)	4.33 (-.09)	4.04 (-.45)	4.41 (-.06)	.80 (.00)	<1.00	1.50 (.23)	2.31 (.13)	3.00 (.09)	<1.00
Dealing w/Others	6.24 (.43)	5.26 (-.63)	6.30 (.30)	6.21 (.64)	.62 (.00)	7.42 (.00)	6.58 (.01)	4.88 (.03)	<1.00	7.75 (.01)
Psychological States										
Responsibility	5.94 (.08)	5.92 (.07)	5.94 (.15)	5.63 (-.15)	.72 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
General Satisfaction	5.93 (.33)	5.06 (-.71)	5.64 (-.02)	5.65 (.24)	.43 (.00)	2.91 (.09)	<1.00	2.90 (.09)	<1.00	2.76 (.11)
Intrinsic Motivation	6.06 (.18)	5.78 (.04)	6.07 (.03)	6.03 (.33)	.64 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
Leader/Member Exchange										
Exchange	3.91 (.47)	3.57 (-.13)	3.61 (.45)	3.60 (.22)	.74 (.00)	2.09 (.15)	1.25 (.27)	2.00 (.16)	4.27 (.05)	<1.00

of the simple main effects revealed significant effects for tenure within the out-group members in relation to skill variety ($F = 11.17$; $p = .00$) and dealing with others ($F = 7.75$; $p = .01$; see Table 7, last column). For each of these effects, the out-group members with long tenure reported more within-person change (e.g., an increase) than the out-group members with short tenure.

Significant main effects for both status and tenure in relation to skill variety ($F=11.49$, $p=.001$) and dealing with others ($F=6.58$, $p=.01$) were also found. These effects were consistent with the expectations for this study. The in-group members reported the highest levels of skill variety "now" given their "then" responses. As expected, significant main effects for tenure on the skill variety ($F=4.11$, $p=.05$) and dealing with others ($F=4.88$, $p=.03$) subscales also revealed that participants with long tenure with their leader reported higher levels of both dimensions "now" given their "then" responses than participants who had been with their leader only a short time (see columns 7-10, Table 1).

None of the measures of psychological states exhibited the expected interaction effect in the analysis of covariance. However, a marginal interaction between status and tenure was found for general satisfaction ($F=2.90$, $p=.09$; Table 7, column 8). The results indicated that the in-group members with short tenure reported the highest level of general satisfaction "now" while out-group members with long tenure, relative to those with short tenure, reported more general satisfaction "now".

The expected interaction effect for the measure of the leader/member exchange was also not exhibited. However, a simple main effect for tenure within the in-group was found ($F = 4.27$, $p = .05$). The in-group members with short tenure relative to those with long tenure reported higher ratings of the leader/member exchange. Although a weak effect, it appears that as tenure within the in-group increases, the ratings of the leader/member exchange decrease. These findings, although not reaching conventional levels of alpha, seem to concur with the hypothesis of the study.

Measures of Effect

Analyses of covariance for the measures of effect are reported in Table 8. It was hypothesized that these measures would reveal the participants' within-person experiences of dysfunctional effects over time. It was predicted that in-group members with long tenure with their leader would report experiencing more dysfunctional effects "now", given their job as it was when they first began it with their supervisor than any other group. Thus, these variables were expected to reveal significant interactions between status and tenure with the in-group, long tenure participants reporting the highest levels of dysfunctional effects.

The results of the analyses of covariance for the measures of job facet satisfaction revealed significant interactions for satisfaction with growth ($F=8.33$, $p=.00$) and responsibility ($F=5.58$, $p=.02$; see Table 8, column 8). In terms of satisfaction with growth, the in-group members with short tenure relative to long tenure reported

Table 8
ANCOVA Results for the "Now" Measures of Effect

	Adjusted Mean (Raw Change Score)					F ratios/(p)				
	<u>Short</u>		<u>Long</u>		<u>B</u>	<u>Status</u>	<u>Tenure</u>	<u>SxT</u>	<u>Tenure</u>	<u>Tenure</u>
	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	(p)				<u>Within In</u>	<u>Within Out</u>
Job Satisfaction										
Pay	4.52 (-.06)	3.93 (-.62)	4.71 (.17)	4.72 (.58)	.52 (.00)	<1.00	2.38 (.13)	<1.00	<1.00	2.35 (.14)
Security	5.74 (.40)	6.02 (.50)	5.81 (.39)	5.66 (.14)	.51 (.00)	<1.00	<1.00	1.29 (.26)	<1.00	1.58 (.22)
Supervision	6.00 (.55)	5.44 (-.00)	5.32 (-.06)	5.47 (.14)	.64 (.00)	<1.00	1.41 (.24)	1.74 (.19)	3.24 (.08)	<1.00
Growth	5.64 (.55)	4.73 (-.33)	5.23 (.09)	5.38 (.45)	.73 (.00)	4.27 (.04)	<1.00	8.33 (.00)	3.04 (.09)	5.00 (.03)
Promotion	4.49 (-.10)	4.00 (-.58)	4.48 (-.11)	4.61 (.03)	.83 (.00)	<1.00	1.56 (.22)	1.85 (.18)	<1.00	3.24 (.08)
Responsibility	5.71 (.77)	4.62 (-.37)	5.17 (.19)	4.91 (-.03)	.71 (.00)	14.95 (.00)	<1.00	5.58 (.02)	6.40 (.02)	1.13 (.30)
Role Variables										
Role Ambiguity	5.34 (.39)	5.34 (.27)	5.51 (.36)	5.39 (.39)	.66 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
Role Conflict	3.34 (.20)	3.33 (.19)	3.19 (.06)	3.15 (.02)	.88 (.00)	<1.00	1.45 (.23)	<1.00	<1.00	2.10 (.16)
Role Confusion	2.22 (-.27)	2.42 (.05)	2.39 (-.05)	2.39 (-.07)	.76 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
Burnout										
Emotional Exhaustion	2.37 (.40)	2.50 (.43)	2.35 (.27)	2.46 (.33)	.66 (.00)	<1.00	<1.00	<1.00	<1.00	<1.00
Personal Accomplishment	4.27 (.46)	4.05 (.20)	4.01 (.09)	3.88 (.10)	.85 (.00)	1.46 (.23)	2.29 (.14)	<1.00	<1.00	<1.00
Depersonalization	1.66 (.54)	1.64 (.51)	1.34 (.21)	1.34 (.21)	.89 (.00)	<1.00	2.64 (.11)	<1.00	1.53 (.23)	1.14 (.30)

Table 8 (continued)

	Adjusted Mean (Raw Change Score)					F ratios/(p)				
	<u>Short</u>		<u>Long</u>		<u>B</u>	<u>Status</u>	<u>Tenure</u>	<u>SxT</u>	<u>Tenure</u>	<u>Tenure</u>
	<u>In</u>	<u>Out</u>	<u>In</u>	<u>Out</u>	(p)				<u>Within In</u>	<u>Within Out</u>
Overload	4.67 (.92)	4.17 (.41)	4.57 (.73)	4.33 (.50)	.56 (.00)	2.33 (.13)	<1.00	<1.00	<1.00	<1.00
Strain										
Alarm	2.74 (9.06)	2.90 (.30)	2.90 (.34)	3.27 (.37)	.20 (.12)	1.80 (.19)	1.82 (.18)	<1.00	<1.00	1.12 (.30)
Resistance	2.56 (.29)	2.62 (.41)	2.37 (.02)	2.32 (.02)	.67 (.00)	<1.00	1.88 (.18)	<1.00	<1.00	1.85 (.19)
Withdrawal	1.75 (-.22)	2.01 (.14)	2.11 (.22)	2.27 (.17)	.56 (.00)	1.35 (.25)	2.94 (.09)	<1.00	2.44 (.13)	<1.00
Involve- ment	2.99 (-.00)	2.95 (.05)	2.81 (-.20)	2.68 (-.19)	.73 (.00)	<1.00	4.24 (.04)	<1.00	1.03 (.32)	5.98 (.02)
Performance										
Self Rated	4.59 (.53)	4.65 (.59)	4.64 (.32)	4.40 (.27)	.58 (.00)	<1.00	<1.00	1.54 (.22)	<1.00	1.59 (.22)
Leader Rated	4.24	4.38	4.41	4.11	.49 (.00)	<1.00	<1.00	1.92 (.17)	<1.00	2.13 (.16)

the highest level of satisfaction with growth, while out-group members with long tenure relative to those with short tenure reported the highest level of growth satisfaction.

The analysis of covariance for job facet satisfaction also revealed a significant main effect for status in relation to growth satisfaction ($F=4.27$, $p=.04$ see Table 8, column 6). In-group members reported higher levels of satisfaction with growth "now" given their "then" responses than did the out-group members. Additionally, an analysis of the simple main effects for tenure in relation to growth satisfaction revealed that out-group members with long tenure reported a higher level of growth satisfaction "now" than the out-group members with short tenure ($F = 5.00$, $p = .03$). These three findings tend to concur with the predictions offered in this study. When the "now" responses were adjusted for their initial level of satisfaction for in- and out-groups, the in-group members with short tenure reported more growth satisfaction than the in-group members with long tenure. Presumably, the comparisons within group status reflect only differences in tenure. As tenure increases within status, growth satisfaction decreases for in-group members and increases for out-group members. That is, the in-group members with long tenure reported less growth satisfaction "now" than did the in-group members with short tenure, which indicates a downward trend in growth satisfaction for in-group members. In addition, an upward trend in growth satisfaction for out-group members was apparent. The out-group members with long tenure reported more growth satisfaction "now" than the out-

group members with short tenure. These findings conform with the hypothesis of this study.

The significant interaction between status and tenure in relation to satisfaction with responsibility ($F = 5.58$, $p = .02$) indicated results similar to those found for satisfaction with growth. While the in-group members with short tenure reported the highest level of satisfaction with responsibility "now", the in-group members with long tenure reported significantly less satisfaction with responsibility "now" (simple main effect $F = 6.40$, $p = .02$). This decrease in the level of satisfaction with responsibility as tenure increases within the in-group conforms with the premise of this study. Also, the results indicated a significant main effect for status ($F=14.95$, $p=.00$; see Table 8, column 6). In-group members reported greater amounts of satisfaction with responsibility than did the out-group members, as would be expected.

In addition, the analyses indicated a marginal simple main effect for tenure within the in-group relative to satisfaction with the supervisor ($F = 3.24$, $p = .08$). Given the initial adjustment for the level of satisfaction "then", the in-group members with short tenure reported more satisfaction with the supervisor "now" than the in-group members with long tenure. Although a weak effect, as tenure increases within the in-group, the reported level of satisfaction with the supervisor decreases, which concurs with the hypothesis in this study.

Contrary to the hypothesis offered in this study, the results of the analyses of covariance for the measures of role stress, burnout,

strain, and job performance did not reveal the expected interactions effect demonstrating more dysfunction for the long tenured in-group members. Thus, the major proposition of this study, that the in-group members would report more of an increase in the measures of dysfunctional effects as a result of their group status and tenure was not demonstrated.

In summary, the results of the between-group analyses of variance revealed many of the expected main effects for status with the in-group members reporting higher levels of the attributes examined in the measures of validity. The analyses did not, however, reveal the anticipated interactions between status and tenure for the dysfunction measures of effect. The alternative method for examining dysfunction (ANCOVA) also revealed several main effects for status with the in-group reporting higher levels of the attributes than the out-group members on the measures of validity. The analyses did not reveal many of the status-by-tenure interactions for the measures of validity or effect, indicating that the in-group members with long tenure did not report the greatest within person change from "then" to "now" on many of the hypothesized variables. However, a few significant interaction effects were found relative to satisfaction with growth and responsibility which indicated that the in-group members with long tenure reported lower levels of adjusted scores (the greatest within-person change indicating a decrease) in these measures of satisfaction than in-group members with short tenure. Also, two marginal simple main effects for satisfaction with the supervisor and ratings of the leader/

member exchange indicated that as tenure within the in-group increased, the levels of these variables decreased, or became more dysfunctional.

CHAPTER V

DISCUSSION

The purpose for this study was to expand previous leader/member exchange research by examining the possibility of dysfunctional effects accruing to in-group members with prolonged status. In this chapter, the major findings of the study are discussed with emphasis on the results of the between-group and the within-person analyses. The results of the between-group analyses will be discussed first in terms of discriminating group status and the possible dysfunction associated with in-group status and long tenure. The within-person analyses will be discussed next in terms of the within-person change from "then" to "now" on the measures of validity and effect. Theoretical and practical implications of the study are also discussed, as well as the limitations of the study.

In- and Out-Group Status

The measures of validity were used in this study to establish that the in- and out-group members identified in the study were significantly different on key variables which have been found in previous leader/member exchange studies. Typically, the in-group members exceed out-group members on levels of job scope, reported meaningfulness on the job, or psychological states, the quality of the leader/member exchange (Dansereau, et. al., 1975; Liden & Graen,

1980), and ratings of the leader's behavior on the job (Cashman, Dansereau, Graen, & Haga, 1976).

The in-group members examined in previous research have reported spending greater time and energy on the job (Dansereau et al., 1975), accepting greater responsibility on the job (Graen, Hoel, & Liden, 1980), and were assigned to more challenging tasks (Steiner & Dobbins, 1986) than out-group members. The results of the between-groups analyses in this study indicated that a distinction between in- and out-groups could be made based on some elements of the measure of job scope. The in-group members reported significantly higher amounts of skill variety and dealing with others than the out-group members (see Table 5, column 1). In addition, the within-person analyses revealed that in-group members reported higher levels of skill variety and dealing with others "now" as compared with their responses when they first began their jobs ("then") than did the out-group members (see Table 7, column 6).

Additional evidence for a valid identification of in- and out-group members was provided by the between-group analysis of the psychological states variables. As found in previous literature (Dansereau et al., 1975), in-group members in the current study reported marginally more general satisfaction than the out-group members (see Table 5, column 1). A similar marginal effect for status in regard to general satisfaction was found in the within-person analyses. The in-group members reported higher levels of general satisfaction than did the out-group members on their "now" responses given their "then" responses (see Table 7, column 6).

Perhaps the strongest indication of in- and out-group status within this study was found with the leader/member exchange measure. In accordance with the seminal study (Dansereau et al., 1975), the in-group members in this study reported significantly higher ratings of the quality of their leader/member exchange than did the out-group members (see Table 5; column 1). In-group members also rated their leaders' exchange behaviors more favorably than did the out-group members, which also concurs with the previous literature (Cashman, Dansereau, Graen, & Haga, 1976).

Further indication in the between-group analyses for in- and out-group status was revealed in several other measures as well. In relation to the measures of satisfaction with job growth, promotion, and responsibility, and job involvement, the in-group members were found to report the highest levels of each attribute. The within-person analysis also revealed, for the measures of satisfaction with growth and responsibility, that the in-group members reported higher levels of these attributes "now" given their "then" responses than the out-group members. Overall, while some of the measures of validity did not reveal significant status main effects, several significant main effects for status from both the univariate analyses of variance and the analyses of covariance in relation to key variables (skill variety, dealing with others, general satisfaction, leader/member exchange, the subordinates' ratings of the leader's exchange behaviors, satisfaction with growth and responsibility, and job involvement) seem to indicate the existence of in- and out-groups in this study.

Results in Relation to Hypothesized Dysfunctional Effects

Between-Group Analyses

Given what appears to be a valid identification of in- and out-group members with characteristics similar to those found in previous studies, a discussion of these groups in terms of the hypotheses of the study appears warranted. It was predicted that the in-group members with long tenure would report more dysfunctional effects than in-group members with short tenure or out-group members (i.e., the between group analysis was expected to reveal interactions between status and tenure on the measures of effect).

Contrary to expectations, no significant between-group interactions for the measures of effect were found in this study which would indicate that in-group members with long tenure experience more dysfunction in their jobs than any other group. Instead of the long tenured, in-group members reporting significantly less satisfaction with pay, security, social, supervision, job growth, promotion, and responsibility, no distinction between groups could be made on the basis of these variables in the between-group analyses.

It was also hypothesized that in-group members with long tenure would report more experiences of role stress, burnout, strain, and decreases in job involvement and performance. However, these dysfunctional effects of being in the in-group over long tenure did not occur in this study. Surprisingly, none of the subscales of any of

these variables exhibited significant interactions associated with effects for long tenured in-group members. The one marginal interaction effect for personal accomplishment, part of the burnout scale, that was found in the study revealed that in-group members with long tenure reported feeling more personal accomplishment on their jobs than any of the other groups. Higher scores on the personal accomplishment subscale indicate lower levels of burnout. Thus, the in-group members with long tenure did not experience more burnout from their jobs than the members of any other group.

Similarly, in-group members with long tenure did not report significantly higher levels of dysfunction for the measures of role conflict, ambiguity, confusion, overload, or strain than any other group. According to the results of the between-group analyses, being in the in-group over long periods of tenure was not a highly stressful or dysfunctional experience. These findings are contrary to the predictions offered in this study.

Within-Person Analyses

Alternative within-person analyses were used to detect the possible dysfunctional effects of being in the in-group and also having long tenure. The in-group members were expected to report the highest levels of each of the job scope attributes on the measures of validity for their "now" scores given the adjustment for group differences on their "then" responses. Also, the in-group members with long tenure were expected to report the highest levels of each of the attributes for the measures of effect "now" given the

adjustment for group differences on their "then" responses. Again, it was expected that the within-person analyses would indicate status main effects with in-group members reporting the highest levels of the validity attributes as well as status by tenure interactions with long tenured in-group members reporting the highest level of the job scope measures of validity "now" given their "then" responses. For the measures of effect, status by tenure interactions with the long tenured in-group members reporting the highest level of each attribute were expected.

Only a few of the interactions between status and tenure tested for the measures of validity resulted in significant differences "now" given the adjustment for group differences on the "then" responses. In relation to skill variety and dealing with others, the in-group members with long tenure reported the highest adjusted level of each attribute. Also, in-group members with short tenure reported higher ratings of their leader/ member exchange "now" than in-group members with long tenure after adjusting for the "then" levels.

For the measures of effect, the within-person analysis was expected to reveal that the in-group members with long tenure would report the highest levels of dysfunction on each of the measures. However, only two significant status-by-tenure interactions were found in relation to satisfaction with growth and responsibility. For both of these measures, the in-group members with short tenure reported the highest levels of adjusted "now" scores, while the in-group, long tenure reported lower levels of satisfaction "now" given their responses "then".

Contrary to the hypothesis offered in this study, many of the expected interaction effects for the measures of validity and effect were not exhibited in the within-person analyses. However, some weak evidence supporting the hypothesis was found. That is, a few significant interaction effects suggested that the long tenured in-group members may have experienced some (more) dysfunction than any other group as a result of their prolonged status.

The results of the study, for example, revealed weak evidence pointing to the decline in positive outcomes associated with the leader/member exchange. The decline among in-group members with increasing tenure seemed to occur for a few measures of facet satisfaction and the rating of the leader/member exchange, all of which could be considered key variables in relation to the hypothesis. As previously noted, the in-group members with short tenure reported more satisfaction with growth and responsibility relative to in-group members with long tenure on the adjusted "now" responses (i.e., after adjustment for group differences in "then" levels of satisfaction). The comparisons of in-group members reflects only differences in tenure. Thus, as tenure increased within the in-group, reported levels of satisfaction appeared to decrease. Further, this decrease in satisfaction was apparent only for in-group members. For the out-group members, the data suggested that as tenure increased, reported levels of satisfaction increased.

Similar results were exhibited in the ratings of the leader/member exchange. A weak simple main effect for tenure indicated that as tenure within the in-group increased, the ratings of the

leader/member exchange decreased. This decrease in the ratings of the leader/member exchange would indicate experiences of a lower quality relationship. Again, this effect was found only for in-group members. The out-group members, in fact, reported higher ratings of the leader/member exchange or experiences of a higher quality relationship as tenure increased. While the effects for the measures of satisfaction and the ratings of the leader/member exchange were admittedly weak, they seem to indicate that prolonged status in the in-group may result in some dysfunctional levels of satisfaction and affect the quality of the leader/member exchange, which in effect conforms to the hypothesis offered in this study.

In sum, however, neither the within-person analyses nor the between-group analyses revealed many of the hypothesized effects for the in-group members with long tenure. As noted, the within-person analyses did reveal some weak evidence that prolonged status in the in-group may have resulted in dysfunctional levels of satisfaction with growth and responsibility and the leader/member exchange relationship. Nevertheless, the technical conclusion to be drawn from this study is that the long tenured in-group members did not experience or exhibit many of the more serious dysfunctional effects (burnout, role overload, role strain, role ambiguity, conflict, confusion, etc.) thought to occur.

Several possible explanations are available for the lack of statistical evidence of dysfunctional effects exhibited in this study. First, it appears from the results that many of the expected effects were in the data, some of which approached conventional levels of

significance. However, most of these effects did not reach sufficient levels of significance because of the lack of power in the study. It is now suspected that the effect size for the phenomenon under investigation, instead of being of moderate size, is probably much smaller than originally expected. Thus, the small cell size relative to the presumed small effect size resulted in less than adequate statistical power. It is believed that if the cell sizes in this study had been larger, many of the hypothesized effects would have reached conventional levels of significance. It is also possible, however, that if no real dysfunctional effects exist in this sample, an increase in the sample size will still not reveal the hypothesized effects.

Obviously, another possible explanation for the nonsupportive results could be that the speculative premise of the study was incorrect. Perhaps the expansion of the work role and being relied on as a "good" performer do not create the tension and conflict hypothesized in this study because the in-group members were able to accept or adapt to the strain of their work. That is, it is possible that some other adaptive process was occurring simultaneously with the exchange relationship as it progressed over tenure which mitigated any dysfunctional effects (i.e., burnout, role overload, strain) of prolonged status. It is possible that forces exist, either within the in-group member, the supervisor, or the environment, which allowed the long tenured, in-group member to take on additional responsibility without suffering many adverse effects.

For example, many of the expected results of this study may not have materialized because of a coping mechanism adopted by the

individual in-group members. The results of this study seem to suggest that some type of coping mechanism within the long tenured, in-group members may have existed. The in-group members with long tenure in this study reported the highest level of personal accomplishment on the job. The in-group members with long tenure did not report high levels of burnout, role strain, overload, conflict, ambiguity, or confusion. These results may have indicated that some type of general value orientation (i.e. job involvement) the in-group members possess that other group members do not possess enabled them to cope with stress when their role was increased. It could be that strong feelings of personal accomplishment neutralized the adverse effects of their prolonged status.

It is also possible that in-group members did not experience many dysfunctional effects with increases in job scope and tenure because of a coping mechanism provided by the leader. An example of how the supervisor may have acted as a coping mechanism has already been shown in recent research. In a recent study of the relationship between burnout and leader behavior, Seltzer and Numerof (1988) discovered an interaction effect between levels of leader consideration, initiating structure, and employee burnout. The lowest levels of employee burnout in their study were associated with high amounts of leader consideration and initiating structure, while the highest degrees of burnout were experienced by employees whose leaders were high in initiating structure and low on consideration. This research indicates that by providing initiating structure, the leader may be able to reduce employee experiences of

role ambiguity, conflict, and confusion. In addition, this study suggests that high amounts of leader support and consideration may offset employee burnout. This suggests that a possible explanation for why the long tenured, in-group members of the present study did not report high levels of burnout was because the special leader/member relationship that developed for in-group members (i.e., the support and negotiation inherent to the relationship) offsets the overload, increased job scope, etc.

Finally, an additional coping mechanism for long tenured, in-group members may have existed in their working environment or in the nature of their tasks. Unlike many other working environments (e.g., hospitals) it may be that the participants in this sample were able to withdraw from their work when their feelings of burnout increased. It may have been that the participants in this sample worked in a less pressured environment than many other types of industries. Thus, the in-group members with long tenure may not have been overloaded or burned out because of the more flexible nature of their work environment. The results of this study seem to suggest that this explanation for the lack of burnout effects may be possible given that none of the four groups in this study reported experiencing high levels of burnout, role stress, overload, or strain.

Limitations of the Study

Before discussing the theoretical and practical implications of the study, the limitations of the study should be mentioned. One

problem with this study is the sole reliance on questionnaire data. The participants could have biased their responses or could have been uncertain as to how to respond to the questions on the survey, thus affecting the results. Future research of this kind should attempt to use additional forms of data collection, such as interviews with the subordinates and their supervisors or actual observations of on-the-job activities in order to increase the accuracy of our understanding of the leader/member exchange process, as well as the relationship between the exchange process and any dysfunctional outcomes associated with it.

The nature of the then-now design of this study could also be considered a limitation, given the purpose of the study. This study attempted to examine the possible dysfunctional effects of prolonged status in the in-group. The then/now design was used to determine within-person differences on "now" scores in relation to how the participants perceived their jobs at the onset of their tenure with the supervisor "then." A better design for testing these effects as tenure increased would have been a longitudinal study. In a longitudinal study, more observations could have been made as tenure increased, thus providing a more accurate account of the relationship between the leader/member exchange and any possible dysfunctional effects associated with it. The advantage of the then-now design is that it is a relatively resource cost effective (i.e. expedient) means of examining the effects of prolonged status in the in-group.

Another limitation to this study was that the nature of the research in this study involved change scores. In order to evade the

reliability problem associated with change scores, an analysis of covariance was used. An analysis of covariance minimizes the unreliability of the change scores by controlling statistically for any initial differences in group members which might have confounded the resulting differences on the dependent measures for the groups. However, this procedure is not exactly desirable because each participant is understandably different on their "then" responses. Thus, a simple gain score would be more indicative of a natural change in the scores from "then" to "now"; however, because of the problems associated with using simple gain scores, the analysis of covariance procedure was considered the best alternative.

Another limitation in interpreting the results of this study is that no information was collect concerning how the people who responded to the survey were different than the people who did not participate in the study. Because of the managers who agreed to participate in this study nominated their subordinates for the four groups, the sample was not random. Systematic differences may have existed in the individuals who chose not to respond. It is possible that the characteristics of those participants who chose to respond were different than those individuals who chose not to respond (i.e., they were experiencing less burnout, overload, etc.). Therefore, the results of this single study should not be overgeneralized.

Another problem with this study was the small sample size. The analyses of the study required the total N to be divided into two-by-two factorial design, thus creating four cells. The N for each

of these cells was too small for adequate statistical power, given that the effect size appeared to be smaller than expected.

Another factor to be considered when interpreting the results of this study is the way in- and out-groups were identified. Previous leader/member exchange research identified in- and out-groups by measuring their negotiated latitude or leader/member exchange apriori. In the present study, the managers themselves identified their employees as either being in their "in-group" or their "out-group" with explicit written instructions given by the researcher. If the managers misunderstood the instructions concerning how to identify the in- and out-group characteristics of their employees, the group identification could have been jeopardized. Thus, it is unknown how completely or correctly the in- and out-group members were identified. However, the descriptive measures of validity used in this study seem to indicate that the members of each group as identified by the managers did in fact possess the characteristics of each group as exhibited in previous research.

Theoretical Implications

The intent of this study was to challenge an assumption in the seminal Leader/Member Exchange study (Dansereau et al., 1975): that heavily relied on in-group members find progressive increases in job scope, responsibility, etc. rewarding over long periods of tenure. In this study, the members of the in-group with long tenure did not report many of the dysfunctional experiences expected as a

result of their group status and tenure, nor did they report many of the within-person increases in dysfunctional experiences as their tenure increased. Weak evidence was obtained, however, which seemed to indicate that in-group members with long tenure, relative to those with short tenure, reported less satisfaction with growth and responsibility and lower ratings of their leader/member exchange on their adjusted "now" responses. Therefore, this study tested the assumption of the seminal study and did not find sufficient evidence to believe that in-group members with long tenure suffer from many of the deleterious effects expected in the study. While the results in a few of the previously mentioned studies (Dansereau, Graen, & Haga, 1975; Graen, Novak, & Sommerkamp, 1982) seemed to indicate an increase in dysfunctional variables for in-group members with long tenure, these increases may not have been significant, as was the case for many of the measures of dysfunction in this study. Thus, this study was an empirical test of an added dimension (tenure) to the leader/member exchange research which was derived from both the seminal study and previous leader/member exchange research findings. The results of this test were not as robust as expected in this sample.

Specifically, the study explored a new dimension of the leader/member exchange research in order to obtain a better understanding of what the exchange entails, and what the possible consequences of it are. This study introduced the temporal factor of tenure as a key element for understanding what might happen to the relationship over time. Previous research has not investigated the effects of long

tenure in relation to the quality of the leader/member exchange or the outcomes associated with the exchange. This study suggested that the initial reward power of increased responsibility may reach a saturation point and then decline over time, thus extending the long tenured, in-group member beyond a reasonable and continuously rewarding job scope. Some weak evidence to this effect was in fact discovered in this study.

Perhaps the most substantial theoretical contribution made by this study is that it identifies another area of research which may broaden our understanding of the leader/member exchange relationship. The results of this study seem to allude to some type of coping mechanism which occurs in either within the in-group members themselves, is provided to the in-group members by the supervisor, or occurs in the work environment itself. It appears that any one or perhaps all three of these mechanisms are possible sources of coping which may mitigate the dysfunctional effects resulting from prolonged status in the in-group. As noted, it was suggested that a coping mechanism may explain the lack of dysfunctional effects reported by the in-group members with long tenure. This area of inquiry warrants further research to enhance our knowledge of factors which may affect and are affected by the leader/member exchange.

Practical Implications

The basic premise of this study, that in-group members may become overloaded over time, implies that leaders should be cognizant of the possibility of abusing their best workers. Previous leader/member exchange research (Graen, Novak, & Sommerkamp, 1982) has indicated that as job scope increases, job related stress variables also increase. Therefore, leaders should be sensitive to the fact that they rely on members of their groups to perform important tasks. This suggests that leaders should attempt to delegate duties and responsibilities among in-group members in proportion to their willingness and capabilities in order to try to prevent role overload. In addition, managers should be aware of the possible dysfunctional effects their hard working, in-group members may experience and continue to provide them with continued support. This seems to be the essence of the leader/member relationship being an exchange. Supervisory support in exchange for employee responsibility is the special mechanism or characteristic which keeps the relationship from burning out. Contemporary research has shown the effects of supervisor support in offsetting dysfunctional effects (Kirmeyer & Dougherty, 1988; Seltzer & Numeroff, 1988). It is suspected that support serves a vital function of providing the means for the employee to cope with extended job demands.

Another implication drawn from this study is related to the temporal nature of the exchange relationship. It was suggested that experiences in the leader/member exchange are dynamic and subject

to change over time. This implies that leaders should not "rest on their laurels" or assume that their in-group members will be as satisfied with the relationship and its outcomes as tenure progresses. Without continued leader consideration and support, the in-group members may become dissatisfied with the relationship as their job scope increases. Eventually, the in-group members may reach a point where the time and effort they give to the job are no longer rewarding. This may lead to low quality leader/member relationships and even turnover. Therefore, leaders should be aware that in order to retain their best worker, they must continue to provide support and rewards as the job increases over time.

Another practical implication is that leaders should be sensitive to the fact that they may be neglecting their out-group members. Previous leader/member exchange research has revealed that out-group members feel that they receive less than adequate managerial support and are less satisfied with their jobs than in-group members (Dansereau et al., 1975). In order to retain these dissatisfied workers in the work force, leaders should become more aware of the concerns and abilities of the out-group members. Leaders should attempt to develop their out-group members to enrich the out-group members' tasks and provide them with more support and assistance on the job. Such development and attention may enhance their leader/member exchange relationship, decrease the work load of the in-group members, increase the out-group members' satisfaction on the job, and enable the out-group members to make more of a contribution to the work unit.

Leaders could use several strategies to develop the out-group members of their work unit. One technique might be training in the leader/member exchange theory in which out-group members could learn to change their behaviors in order to receive tasks with more responsibility from their leader. Previous research (Scandura & Graen, 1984) has documented the success of such a training intervention. Leaders could also assess their out-group members' skill deficiencies through a training needs assessment and then provide them with training to remove these deficiencies. Leaders could also develop out-group members by increasing their job scope and rewarding successive approximations of the desired behaviors. Leaders could also develop out-group members by linking desired behaviors with career planning strategies to obtain desired career outcomes.

Suggestions for Further Research

Several suggestions for future research can be made as a result of this study. It is clear that longitudinal research designs are needed to study the Leader/Member Exchange as it develops and progresses over time. Because the relationship between the leader and the members is a dynamic, interactive process, only longitudinal observation can accurately determine the variables that affect and are results of the exchange process. Perhaps a more accurate account of the leader/member exchange relationship could be assessed by interviewing and observing leaders and in- and out-

group members and recording their behaviors and reactions over extended periods of time.

Furthermore, further research should be conducted on the temporal nature of the leader/member exchange. Many questions concerning the effect tenure has on the relationship over extended periods of time remain unexamined. For example, it is reasonable to expect that at some point in time, in-group members may begin to experience dysfunctional effects. At what point does this occur? Also, the question of when the coping mechanism, be it from within the in-group member, the supervisor, or the work environment, begins to take effect to neutralize dysfunctional experiences should be investigated.

Future research should also investigate the coping mechanisms alluded to in this and other current studies (Seltzer & Numeroff, 1988; Kirmeyer & Dougherty, 1988). Research should attempt to discover which coping mechanism, the individual, the supervisor, or the environment, is the most prevalent in neutralizing dysfunctional effects of increased work loads. Perhaps these mechanisms occur simultaneously. Further investigations should attempt to discover what these coping mechanisms entail and how they occur. For example, future research could examine what it is about the within-person coping mechanism that makes it effective. It may be that in-group members possess a general value orientation stressing their role at work, and therefore do not become distressed when their role is increased. The leader/member exchange literature would be enhanced by discovering what special coping characteristics in-group

members possess. Future research should examine what factors or combination of factors contribute to an effective leader/member relationship which enable in-group members to adapt to potentially stressful increases in their job scope.

Additional research is also needed to explore the role of the supervisor in employee burnout, as well as the actions the leader may take to mitigate these dysfunctional experiences. Current research is beginning to explore these effects (Kirmeyer & Dougherty, 1988; Seltzer & Numeroff, 1988). However, more research applying these effects to the leader/member exchange relationship is needed to increase our understanding of the possible dysfunctional outcomes which may be associated with the leader/member exchange relationship.

It is also suggested that further research on the relationship between group members and their leaders should concentrate on working situations other than the nonacademic samples used in many previous LMX studies. This would provide insight in two ways. First, it would increase the generalizability of any effects related to status. Second, it would broaden our understanding of the characteristics of work environments which may detract or contribute to employee reactions. Future studies need to discover, for example, if the type of situation the long tenured in-group members are working in affects their ability to cope with their expanded work role. It could be that some working environments in particular stretch the leader/member exchange relationship until dysfunction occurs.

The present study focused on the possible dysfunctional effects of being an "informal assistant" or in-group member with long tenure with the same leader. While in-group members in this study did not appear to suffer greatly from burnout, overload, strain, etc., Seltzer and Numerof (1988) argue that future studies should investigate levels of burnout across the members of individual work groups, the nature of the tasks performed, and moderator variables, such as managerial support, that can affect the relationship of leader behavior and burnout.

REFERENCES

References

- Beauvais, L. L. (1987). A model of the relationship between identity/role congruence, role strain, and organizational outcome variables among research and development scientists and engineers. (Doctoral dissertation, The University of Tennessee).
- Beehr, T. A. (1976). Perceived situational moderators of the relationship between subjective role ambiguity and role strain. Journal of Applied Psychology, 61, 35-40.
- Beehr, T. A., & Newman, J. E. (1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model, and literature review. Personnel Psychology, 31, 665-669.
- Blau, G.J. & Boal, K. B (1987). Conceptualizing how job involvement and organizational commitment affect turnover and absenteeism. Academy of Management Review, 12, 288-300.
- Brayfield, A. H., & Seashore, S. E. (1966). An index of job satisfaction. Journal of Applied Psychology, 35, 307-311.
- Caplan, R. D. & Jones, K. W. (1975). Effects of work load, role ambiguity, and type A personality on anxiety, depression, and heart rate. Journal of Applied Psychology, 60, 713-719.
- Carter, L., Haythorn, W., Shriver, B. & Lazetta, J. (1950). The behavior of leaders and other group members. Journal of Abnormal and Social Psychology, 46, 589-595.
- Cashman, J., Danseraeu, F., Graen, G., & Haga, W. J. (1976). Organizational understructure and leadership: A longitudinal investigation of the managerial role-making process. Journal of Applied Psychology, 15, 278-296.
- Chernis, C. (1980). Staff burnout. Beverly Hills: Sage.

- Constable, J. F. & Russell, D. W. (1986). The effect of social support and the work environment upon burnout among nurses. Journal of Human Stress, Spring, 20-26.
- Dansereau, F., Alutto, J. A., Markham, S. E., & Dumas, M. (1982). Multiplexed supervision and leadership: An application of within and between analysis. In J. G. Hunt et al. (Eds.), Leadership: Beyond Establishment Views. Carbondale, Southern Illinois University Press, 81-103.
- Dansereau, F., Graen, G., & Haga, W. J. (1975) A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. Organizational Behavior and Human Performance, 13, 46-76.
- Dansereau, F., Cashman, J., & Graen, G. (1973). Instrumentality theory and equity theory as complementary approaches in predicting the relationship of leadership and turnover among managers. Organizational Behavior and Human Performance, 10, 184-200.
- Dienesch, R. M., & Liden, R. C. (1986). Leader-member exchange model of leadership: A critique and further development. Academy of Management Review, 11, 618-634.
- Duchon, D., Green, S. G., & Taber, T. D. (1986). Vertical dyad linkage: A longitudinal assessment of antecedents, measures, and consequences. Journal of Applied Psychology, 71, 56-60.
- Glogow, E. (1986). Research note: Burnout and locus of control. Public Personnel Management, 15, 79-83.
- Graen, G. (1976). Role-making processes within complex organizations. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology (pp. 1201-1245). Chicago: Rand McNally.
- Graen, G., & Cashman, J. (1975). A role-making model of leadership in formal organizations: A developmental approach. In J. G. Hunt & L. L. Larson (Eds.), Leadership frontiers (pp. 143-165). Kent, OH: Kent State University Press.

- Graen, G. B., Dansereau, F., & Minami, T. (1972). Dysfunctional leadership styles. Organizational Behavior and Human Performance, 7, 216-236.
- Graen, G. & Ginsburgh, S. (1977). Job resignation as a function of role orientation and leader acceptance: A longitudinal investigation of organizational assimilation. Organizational Behavior and Human Performance, 19, 1-17.
- Graen, G., Liden, R. C. & Hoel, W. (1982). Role of leadership in the employee withdrawal process. Journal of Applied Psychology, 67, 868-872.
- Graen, G., Novak, M. A., & Sommerkamp, P. (1982). The effects of leader-member exchange and job design on productivity and satisfaction: Testing a dual attachment model. Organizational Behavior and Human Performance, 30, 109-131.
- Graen, G. B., Orris, J. B., & Johnson, T. (1973). Role assimilation processes in a complex organization. Journal of Vocational Behavior, 3, 395-420.
- Graen, G. & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. In Research in Organizational Behavior, 9, 175-208.
- Graen, G., & Schiemann, W. (1978). Leader member agreement: A vertical dyad linkage approach. Journal of Applied Psychology, 63, 206-212.
- Green, S., & Mitchell, T. (1979). Attributional processes of leaders in leader-member interactions. Organizational Behavior and Human Performance, 23, 429-458.
- Gross, V. B. & Kraut, A. I. (1984). "Great expectations": A no-conflict explanation of role conflict. Journal of Applied Psychology, 69, 261- 271.
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. Journal of Applied Psychology, 60, 159-170.

- Hall, D. T., & Mansfield, R. (1971). Organizational and individual response to external estimators. Administrative Science Quarterly, 16, 533-547.
- Hollander, E. P. (1957). Conformity, status, and idiosyncrasy credit. Psychological Review, 65, 117-127.
- Hollander, E. P. (1980). Leadership and social exchange processes. In K. J. Gergen, M. S. Greengerg, & R. H. Willis (Eds.), Social Exchange: Advances in theory and research (pp. 103-118). New York, NY: Plenum.
- Hollander, E. P. & Julian, J. W. (1959). Contemporary trends in the analysis of leadership processes. Psychological Bulletin, 71, 387-397.
- House, R. J., & Baetz, M. L. (1979). Leadership: Some empirical generalizations and new research directions. In B. M. Staw (Ed.), Research in organizational behavior (pp. 152-174). Greenwich, Conn.: JAI Press.
- House, R. J., & Rizzo, J. R. (1972). Role conflict and ambiguity as critical variables in a model of organizational behavior. Organizational Behavior and Human Performance, 7, 467-505.
- Ivancevich, J. & Matteson, M. (1980). Stress and work: A managerial perspective, Glenview, Ill. Scott, Foresman and Company.
- Jacobs, T. (1970). Leadership and exchange in formal organizations. Alexandria, VA: Human Resources Research Organization.
- Jackson, S. E., & Schuler, R. S. (1985). A meta-analysis and conceptual critique of role ambiguity and role conflict in work settings. Organizational Behavior and Human Decision Processes, 36, 16-78.
- Jackson, S. E., Schwab, R. L., & Schuler, R. S. (1986). Toward and understanding of the burnout phenomenon. Journal of Applied Psychology, 71, 630-640.

- Jamal, M. (1984). Job stress and job performance controversy: An empirical assessment. Organizational Behavior and Human Performance, 33, 1-21.
- Jamal, M. (1985). The relationship of job stress to job performance: A study of managers and blue-collar workers. Human Relations, 38, 409-424.
- Johnson, T. W. & Graen, G. B. (1973). Organizational assimilation and role rejection. Organizational Behavior and Human Performance, 10, 72-87.
- Johnson, T. W. & Stinson, J. E. (1975). Role ambiguity, role conflict, and satisfaction: Moderating effects of individual differences. Journal of Applied Psychology, 60, 329-333.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). Organizational stress: studies in role conflict and ambiguity. New York: Wiley.
- Kim, K. I., & Organ, D. W. (1982). Determinants of leader-subordinate exchange relationships. Group and Organizational Studies, 7, 77-89.
- Kirmeyer, S. L. & Dougherty, T.W. (1988). Work load, tension, and coping: moderating effects of supervisor support. Personnel Psychology, 41, 125-139.
- Kraut, A. I. (1965). A study of role conflicts and their relationships to job satisfaction, tension and performance (Doctoral dissertation, University of Michigan). Dissertation Abstracts International, 26A, 7476.
- LaRocco, J. M., House, J. S., & French, J. R. P., Jr. (1980). Social support, occupational stress, and health. Journal of Health and Social Behavior, 21, 202-218.
- Leiter, M. P. & Meechan, K. A. (1986). Role structure and burnout in the field of human services. Journal of Applied Behavioral Science, 22, 47-52.

- Liden, R. & Graen, G. (1980). Generalizability of the vertical dyad linkage model of leadership. Academy of Management Journal, 23, 451-465.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology. Chicago. Rand-McNally.
- Lodah, T. M., & Kejner, M. (1965). The definition of measurement of job involvement. Journal of Applied Psychology, 49, 24-33.
- Lyons, T. G. (1971). Role clarity, need for clarity, satisfaction, tension and withdrawal. Organizational Behavior and Human Performance, 6, 99-110.
- Matheny, K. B., Aycok, D. W., Pugh, J. L., Curlette, W. L., & Cannella, K. A. S. (1986). Stress coping: A qualitative and quantitative synthesis with implications for treatment. The Counseling Psychologist, 14, 499-549.
- Martin, J. K. & Miller, G. A. (1986). Job satisfaction and absenteeism: Organizational, individual, and job-related correlates. Work and Occupations, 13, 33-46.
- Maslach, C. (1976). Burned-out. Human Behavior, September, 16-24.
- Maslach, C. (1978). The client role in staff burn-out. Journal of Social Issues, 34, 111-123.
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. The Journal of Occupational Behavior, 2, 99-113.
- Maslach, C. & Jackson, S. E. (1981). Maslach Burnout Inventory. Consulting Psychologists Press, Palo Alto, CA. pp. 34.
- McGrath, J. E. (1976). Stress and behavior in organizations. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology. Chicago: Rand-McNally.
- Miles, R. H. (1975). An empirical test of causal inference between role perceptions of conflict and ambiguity and various personal outcomes. Journal of Applied Psychology, 60, 334-339.

- Miles, R. H. (1976). Role requirements as sources of organizational stress. Journal of Applied Psychology, 61, 172-179.
- Miles, R. H., & Perreault, W. D., Jr. (1976). Organizational role conflict: Its antecedents and consequences. Organizational Behavior and Human Performance, 17, 19-44.
- Miles, R. H., & Petty, M. M. (1975). Relationships between role clarity, need for clarity, and job tension and satisfaction for supervisory and nonsupervisory roles. Academy of Management Journal, 18, 877-883.
- Morris, C. G. & Hackman, J. R. (1969). Behavioral correlates of perceived leadership. Journal of Personality and Social Psychology, 13, 350-361.
- Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress: Its causes and consequences for job performance. Journal of Applied Psychology, 71, 618-629.
- Newman, J. E., & Beehr, T. A. (1979). Personal and organizational strategies for handling job stress: A review of research and opinion. Personnel Psychology, 32, 1-43.
- Novak, M. A. & Graen, G. B. (1987). Perceived leader control as a moderator of personal leader resources contributing to leader-member exchange. Presented at the 1987 Academy of Management Meeting.
- Parkington, J. J. & Schneider, B. (1979). Some correlates of experienced job stress: A boundary role study. Academy of Management Journal, 22, 270-281.
- Rabinowityz, S. & Hall, D. T. (1977). Organizational research on job involvement. Psychological Bulletin, 84, 265-788.
- Rice, R. W. & Chemers, M. M. (1975). Personality and situational determinants of leader behavior. Journal of Applied Psychology, 60, 20-27.

- Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. Administrative Science quarterly, 15, 150-163.
- Rosse, J. G., & Kraut, A. I. (1983). Reconsidering the vertical dyad linkage model of leadership. Journal of Occupational Psychology, 56, 63-71.
- Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. Journal of Applied Psychology, 72, 269-274.
- Sales, S. M. (1970). Some effects of role overload and role underload. Organizational Behavior and Human Performance, 5, 592-608.
- Scandura, T. A. & Graen, G. B. (1984). Moderating effects of initial leader-member exchange status on the effects of a leadership intervention. Journal of Applied Psychology, 69, 428-436.
- Scandura, T. A., Graen, G. B., & Novak, M. A. (1986). When managers decide not to decide autocratically: an investigation of leader-member exchange and decision influence. Journal of Applied Psychology, 71, 579-584.
- Schriesheim, C. A. & Murphy, C. J. (1976). Relationships between leader behavior and subordinate satisfaction and performance: A test of some situational moderators. Journal of Applied Psychology, 61, 634-641.
- Schuler, R. S. (1980). Definition and conceptualization of stress in organizations. Organizational Behavior and Human Performance, 25, 184-215.
- Seers, A. & Graen, G. B. (1984). The dual attachment concept: A longitudinal investigation of the combination of task characteristics and leader-member exchange. Organizational Behavior and Human Performance, 33, 283-306.
- Seltzer, J. & Numerof, R.E. (1988). Supervisory leadership and subordinate burnout. Academy of Management Journal, 31, 439-446.

- Shaw, J. B & Weekley, J. A. (1985). The effects of objective work-load variations of psychological strain and post-work-load performance. Journal of Management, 11, 87-98.
- Spector, P. E., Dwyer, D. J., & Jex, S. M. (1988). Relation of job stressors to affective, health, and performance outcomes: A comparison of multiple data sources. Journal of Applied Psychology, 73, 11-19.
- Steiner, D. D. & Dobbins, G. H. (1987). The role of work values in leader-member exchange. Presented at the 1987 SIOP Convention.
- Terborg, J. R., & Davis, G. A. (1982). Evaluation of a new method for assessing change to planned job redesign as applied to Hackman and Oldham's job characteristic model. Organizational Behavior and Human Performance, 29, 112-128.
- Tetrick, L. E. & LaRocco, J. M. (1987). Understanding, prediction, and control as moderators of the relationships between perceived stress, satisfaction, and psychological well-being. Journal of Applied Psychology, 72, 538-543.
- Tjosvold, D. (1984). Effects of leader warmth and directiveness on subordinate performance on a subsequent task. Journal of Applied Psychology, 69, 422-427.
- Thompson, C. A. (1985). The effect of coping on the relationship between work-nonwork conflict, stress, and work and nonwork outcomes. (Doctoral dissertation, The University of Tennessee).
- Vecchio, R. P., & Gobdel, B. C. (1984). The vertical dyad linkage model of leadership: Problems and prospects. Organizational Behavior and Human Performance, 34, 5-20.
- Vecchio, R. P. (1982). A further test of leadership effects due to between group variation and within group variation. Journal of Applied Psychology, 67, 200-208.

APPENDICES

APPENDIX A: Cover letter to Managers

**Industrial-Organizational Psychology Program
408 Stokely Management Center**

**The University of Tennessee
Knoxville, 37996-0545
Telephone: (615) 974-3161**

An Invitation to Participate. . .

November 16, 1987

We frequently think of a job as nothing more than the work we do. But, a job is more than that. It is a personal experience -- an experience that involves how we feel about the tasks we do and the people we work with, and how well we work with them.

In order to investigate some of the causes and effects of these personal experiences, Dr. Gordon Sherman has given permission for a team of researchers at the University of Tennessee to survey employees within the Computing Center at UTK. Although we would like to survey all employees, only the reactions of certain employees are of interest at the present time. Your insight in identifying these particular employees is crucial to the proceedings of this study.

Your part in the study would involve two activities. First, we would like you to nominate subordinates under your direct supervision who correspond to the groups we wish to study. These subordinates will complete a survey. Second, we would like you to evaluate the performance of each subordinate that you nominate. Naturally, all responses will be held in the strictest confidence. Only you will know who you nominated and why, and how you evaluated their performance.

Of course, completing both the nominating process and the performance evaluations is voluntary. However, your responses will greatly benefit the research project and will be greatly appreciated. If you cannot participate in the study, please notify the principle investigator at the address above so that we may find another group to survey.

If you choose to participate in the study, please follow the enclosed directions carefully and complete the nomination and evaluation process as soon as possible (by November 26). Please encourage your subordinates to complete and return the survey. Having as many subordinates as possible complete and return the survey is vital to obtaining meaningful results and completing the study.

Group results of the survey will be available in approximately ten weeks. If you would like a summary of the results, please complete the index card provided and mail to the address on the card.

Thank you very much for your time and assistance on this project! Without your help, this project would not be possible.

Sincerely,

Jill George
Principle Investigator

Michael C. Rush, Ph.D.
Project Director

APPENDIX B: Cover letter to Subordinates

**Industrial-Organizational Psychology Program
408 Stokley Management Center**

**The University of Tennessee
Knoxville, 37996-0545
Telephone: (615) 974-3161**

An Invitation to Participate . . .

November 16, 1987

We frequently think of a job as nothing more than the work we do. But, a job is more than that. It is a personal experience -- an experience that involves how we feel about the tasks we do and the people we work with, and how well we work with them.

In order to investigate some of the causes and effects of these personal experiences, Dr. Gordon Sherman has given permission for a team of researchers at the University of Tennessee to survey employees within the Computer Center of UTK. Although we would like to survey all employees, only the reactions of certain employees are of interest at the present time.

The study involves completing a survey asking questions about your perceptions and insights on your job. Your responses to the survey will remain completely confidential. Responses to this study will be entirely group based, so neither the researcher nor anyone in the Computer Center will be able to identify you as an individual.

Of course, completing the survey is voluntary. However, your responses will greatly benefit the research project and will be greatly appreciated. Please complete the attached survey as soon as possible (by November 26) and send it sealed in the small envelope it came in by way of campus mail to the address on the envelope. Your responses to this survey are vital to the collection of meaningful information and the completion of this study.

Group results of the survey will be available in approximately ten weeks. If you would like a summary of the results, please complete the index card provided and mail to the address on the card. Please do not include the card in the envelope with the survey.

Thank you very much for your time and assistance on this project!

Sincerely,

Jill George
Principle Investigator

Michael C. Rush, Ph.D.
Project Director

APPENDIX C: Instructions to Managers

Industrial-Organizational Psychology Program
408 Stokely Management Center

The University of Tennessee
Knoxville, 37996-0545
Telephone: (615) 974-3161

**Instructions for the nominating process and
performance evaluations**

Most supervisors have a few special subordinates who comprise their inner circle. These are your valued "assistants," the ones you especially care about, the ones you can really count on. Supervisors often also have a few subordinates (who, please understand, are not necessarily poor performers) who they do not rely on as "assistants." These are your "regular workers." For purposes of the present study, we ask you to identify the "assistants" and "regular workers" under your direct supervision.

INSTRUCTIONS: (Please follow these instructions carefully):

In front of you should be four large envelopes. These envelopes are labeled as: 1. long time assistant, 2. long time regular worker, 3. short time assistant, and 4. short time regular worker. Please arrange the envelopes in this order. Also in front of you should be four sheets of paper marked nominated employee performance evaluation form. Please keep these sheets handy. You should also have another bounded set of large envelopes; this is an extra set. Please set the extra set aside until the end of these instructions.

STEP 1: A. Please think of an employee under your direct supervision who you have relied on and counted on consistently as a valued "assistant" -- one who has been among your inner-circle for a long time (the longest.)

B. Write this person's name on the large envelope in the package marked 1 - long time assistant (the employee will discard this envelope with his/her name on it; the survey is in a sealable envelope inside this envelope). Set this envelope aside.

C. Now, please rate this person's performance without giving his/her name on the performance evaluation form which corresponds to 1 - long time assistant. Set this form aside.

STEP 2: A. Next, please think of an employee under your direct supervision who you have not relied on or counted on consistently in the past. This person is not a valued "assistant" but a "regular worker" who has been under your supervision about the same length of time as the person in step 1.

B. Write this person's name on the large envelope marked 2 - long time regular worker. Set this envelope aside with the step 1 envelope.

C. Please rate this person's performance without giving his/her name on the performance evaluation sheet corresponding to 2 - long time regular worker. Set aside.

STEP 3: A. Now, please think of another employee under your direct supervision who you have relied on and counted on as a valuable "assistant" but one who has been a member of your inner-circle for a **shorter** length of time than the employees identified in steps 1 and 2.

B. Please write this person's name on the large envelope marked **3 - short time assistant**. Set aside.

C. Please rate this person's performance without giving his/her name on the performance evaluation sheet corresponding to **3 - short time assistant**. Set aside.

STEP 4: A. Finally, please think of an employee under your direct supervision whom you have not relied on or counted on as a valuable "assistant" in the past (another "regular worker") but one who has been under your supervision about the same length of time as the person identified in step 3.

B. Write this person's name on the large envelope marked **4 - short time regular worker**. Set aside.

C. Please rate this person's performance without giving his/her name on the performance evaluation sheet corresponding to **4 - short time regular worker**. Set aside.

STEP 5: When you have completed the nomination and performance evaluation processes, please give the large envelopes with the names of the employees you nominated on them to the appropriate employee. **Please encourage each subordinate to complete and return the survey. We need each subordinate to respond in order to get accurate and meaningful data.** Please put the performance evaluation sheets back in the envelope they came in and seal it. Please drop this envelope in the campus mail.

STEP 6: Relax. You have just helped make a research project possible! Thank you very much for your time and effort! (Please do not discuss your participation in the study with fellow workers until January 1 as it may bias the study.)

APPENDIX D: Performance Evaluation Form

Nominated Subordinate Performance Evaluation Form

3-Short Time Assistant

1. Please evaluate this person's performance on the following capabilities as compared with the capabilities of the other members of your group.

Please remember this employee's job performance at the onset of the job with you as the supervisor and write these percentile ratings under then. Also, think of this employee's performance on the job currently, and use the following percentile ratings to rate this person under now.

How would you rate this person according to how she/he:

	1 0 - 20%	2 20 - 40%	3 40 - 60%	4 60 - 80%	5 80 - 100%
	THEN			NOW	
Works without close supervision on the job:			_____	_____	
Acts in a dependable manner on the job when working with important tasks:			_____	_____	
Shows potential for working with difficult tasks in the future:			_____	_____	
Persists at getting tough jobs done on time:			_____	_____	
Is willing to take on extra work; stay late:			_____	_____	
Finishes whole tasks on or before the deadline:			_____	_____	
Produces high quality work:			_____	_____	
Can be held responsible for getting difficult jobs done:			_____	_____	
Shows initiative on the job by volunteering to take on difficult projects:			_____	_____	
Overall performance:			_____	_____	

2. Please rate the following statements according to how accurately they describe your relationship with this particular subordinate. Use the following scale:

1	2	3	4	5	6	7
highly inaccurate	mostly inaccurate	slightly inaccurate	neutral	slightly accurate	mostly accurate	highly accurate

- _____ 1. I provide special information to this person so that he/she can learn how the company really operates.
- _____ 2. I expose this member of my group to information regarding opportunities available at work.
- _____ 3. I give this member of my group challenging assignments.

- _____ 4. I prepare this member for challenging assignments.
- _____ 5. I delegate enough authority to this member to complete important assignments.
- _____ 6. I allow this member to put some of his/her ideas into assignments.
- _____ 7. I include this member's input in decisions for which only I am responsible.
- _____ 8. I encourage this member by paying attention to his/her work progress, being willing to help, and giving constructive guidance.
- _____ 9. I work at developing a trusting relationship with this member.
- _____ 10. My expectations for this employee's performance have risen over time.

APPENDIX E: Survey

A STUDY OF INDIVIDUAL WORK EXPERIENCES

This survey is designed to broaden our understanding of some of the causes and effects of personal work experiences.

Please answer all of the questions. Thank you for your time and help!

Return this survey to: Jill George
Department of Management
Stokely Management Center
University of Tennessee
Knoxville, TN 37996

Thanks so much!

Sincerely,

Jill George

GENERAL INSTRUCTIONS

This survey is concerned with the feelings you have about your job, your leader, and your satisfaction. In the survey, leader refers to your immediate supervisor or boss.

Please follow the specific instructions given at the beginning of each section. The survey takes about 30 minutes to complete but it goes quickly. I hope you will find it interesting. Please keep in mind that all your responses are confidential.

Thanks again for helping to make this study possible.

Part 1. Demographic/Background Information

This information is needed so that group results can be tabulated. This information will not, nor will any other information on this survey, be used to identify you as an individual.

1. Sex: ____ M ____ F
2. Years of education completed _____
3. Type of position you currently hold: Clerical ____ Professional ____
Manager ____ Director ____ (Other) ____
4. Are you ____ Part-time or ____ Full time employed?
5. Length of service in present position: ____ years and ____ months
6. Length of service with immediate current supervisor or boss ____ years and ____ months
7. Length of service as a University Wide Employee ____ years and ____ months
8. Number of subordinates you currently supervise: Clerical ____ Professional ____
Managerial ____ (Other) ____
9. Who is your direct supervisor? _____

Part 2

Listed below are a number of statements which could be used to describe a job. Please indicate whether each statement is an accurate or inaccurate description of your job. Please try to be as objective as you can in deciding how accurately each statement describes your job regardless of whether you like or dislike your job.

Please recall the aspects of your job (with the supervisor that you have now) at its onset and rate these statements under then; then, think of the aspects of your job as it is now (with the same supervisor) and rate the statements under now.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your job?						
1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate		Accurate	Accurate	Accurate

THEN NOW

- _____ 1. The job requires me to use a number of complex or high-level skills.
- _____ 2. The job requires a lot of cooperative work with other people.
- _____ 3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
- _____ 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- _____ 5. The job is quite simple and repetitive.
- _____ 6. The job can be done adequately by a person working alone--without talking or checking with other people.
- _____ 7. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.
- _____ 8. This job is one where a lot of other people can be affected by how well the work gets done.
- _____ 9. The job denies me any chance to use my personal initiative or judgement in carrying out the work.

- _____ 10. Supervisors often let me know how well they think I perform the job.
- _____ 11. The job provides me the chance to completely finish the pieces of work I begin.
- _____ 12. The job itself provides very few clues about whether or not I am performing well.
- _____ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- _____ 14. The job itself is not very significant or important in the broader scheme of things.

Part 3

Now, please indicate how you personally feel about your job. Each of the statements below is something that a person might say about his or her job. You are to indicate your own, personal feelings about your job by marking how much you agree with each of the statements about your job.

* Please recall your feelings back when you first started your job with your supervisor and put your responses in the blanks under then. Please also think of your job as it is now with the same supervisor and respond in the blanks under now.

Write a number in the blank for each of the two blanks for each statement based on this scale:

How much do you agree with the statement?						
1	2	3	4	5	6	7
Disagree Strongly	Disagree	Disagree Slightly	Neutral	Agree Slightly	Agree	Agree Strongly

THEN

NOW

- | | | |
|-------|-------|---|
| _____ | _____ | 1. It's hard, on this job, for me to care very much about whether or not the work gets done right. |
| _____ | _____ | 2. My opinion of myself goes up when I do this job well. |
| _____ | _____ | 3. Generally speaking, I am very satisfied with this job. |
| _____ | _____ | 4. Most of the things I have to do on my job seem useless or trivial. |
| _____ | _____ | 5. I usually know whether or not my work is satisfactory on this job. |
| _____ | _____ | 6. I feel a great sense of personal satisfaction when I do this job well. |
| _____ | _____ | 7. The work I do on this job is very meaningful to me. |
| _____ | _____ | 8. I feel a very high degree of <u>personal</u> responsibility for the work I do on this job. |
| _____ | _____ | 9. I feel bad and unhappy when I discover that I have performed poorly on this job. |
| _____ | _____ | 10. I often have trouble figuring out whether I'm doing well or poorly on this job. |
| _____ | _____ | 11. I feel I should personally take the credit or blame for the results of my work on this job. |
| _____ | _____ | 12. I am generally satisfied with the kind of work I do in this job. |
| _____ | _____ | 13. My own feelings generally are <u>not</u> affected much one way or the other by how well I do on this job. |

_____ 14. Whether or not this job gets done right is clearly my responsibility.

Part 4

Please indicate how satisfied you are with each aspect of your job listed below. Once again, write the appropriate number in the blank beside each statement. Please recall how you felt at the **beginning** of your job (with your supervisor) and respond under **then**. Then, please think about how you feel about your job as it is **now** (with the same supervisor) and respond under **now**.

<u>How satisfied are you with this aspect of your job?</u>						
1	2	3	4	5	6	7
Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Extremely Satisfied

THEN NOW

- _____ 1. The amount of job security I have.
- _____ 2. The amount of pay and fringe benefits I receive.
- _____ 3. The amount of personal growth and development I get in doing my job.
- _____ 4. The people I talk to and work with on my job.
- _____ 5. The degree of respect and fair treatment I receive from my boss.
- _____ 6. The feeling of worthwhile accomplishment I get from doing my job.
- _____ 7. The chance to get to know other people while on the job.
- _____ 8. The amount of responsibility I take on in my job.
- _____ 9. The amount of support and guidance I receive from my supervisor.
- _____ 10. The degree to which I am fairly paid for what I contribute to this organization.
- _____ 11. The amount of independent thought and action I can exercise in my job.
- _____ 12. How secure things look for me in the future in this organization.
- _____ 13. The chance to help other people while at work.
- _____ 14. The amount of challenge in my job.
- _____ 15. The overall quality of the supervision I receive in my work.
- _____ 16. The amount of promotional opportunities in this organization.
- _____ 17. The possibilities of developing my career in this organization.
- _____ 18. The possibility of adding more responsibility to my job.
- _____ 19. My job overall.

Part 5

Please indicate the degree to which you feel the following statements are descriptive of your job by writing the number you feel is the most accurate description of how you feel about your job.

Please recall how you felt about your job at the **beginning** of the job (with your **supervisor**) as well as how you feel about your job as it is **now** (with the same **supervisor**.)

1	2	3	4	5	6	7
Definitely Not True	Mostly Untrue	Slightly Untrue	Neutral	Slightly True	Mostly True	Definitely True

THEN

NOW

- | | | |
|-------|-------|--|
| _____ | _____ | 1. I have to do things that should be done differently. |
| _____ | _____ | 2. I feel certain about how much authority I have. |
| _____ | _____ | 3. I receive an assignment without the resources to complete it. |
| _____ | _____ | 4. There are clear, planned goals and objective for my job. |
| _____ | _____ | 5. I have to buck a rule or policy in order to carry out an assignment. |
| _____ | _____ | 6. I know that I have divided my time properly. |
| _____ | _____ | 7. I work with two or more groups who operate quite differently. |
| _____ | _____ | 8. I know what my responsibilities are. |
| _____ | _____ | 9. I receive incompatible requests from two or more people. |
| _____ | _____ | 10. I know exactly what is expected of me. |
| _____ | _____ | 11. I do things that are apt to be accepted by one person and not by others. |
| _____ | _____ | 12. There is a clear understanding of what has to be done. |
| _____ | _____ | 13. I receive an assignment without adequate resources and materials to execute it. |
| _____ | _____ | 14. I work on unnecessary things. |
| _____ | _____ | 15. I get what I am supposed to do on my job confused with what others are supposed to be doing on their jobs. |
| _____ | _____ | 16. I have discrepancies with others about what my job entails. |
| _____ | _____ | 17. It is difficult to figure out where my job ends and other peoples' jobs begin. |

Part 6

Next, please consider your job as it was at the **beginning (with your supervisor)** and how it is **now (with the same supervisor)** and indicate how much you agree or disagree with the following statements in the appropriate spaces:

	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Neutral	5 Slightly Agree	6 Agree	7 Strongly Agree
THEN							
NOW							
_____							1. It often seems like I have too much work for one person to do.
_____							2. I never have enough time to do everything that is expected of me.
_____							3. I often feel rushed to do the things I have to do.
_____							4. I usually have enough time to do all the things I have to do.
_____							5. I often feel overloaded or overworked because of my job.
_____							6. I often feel like my attention is divided among several activities.
_____							7. Sometimes I feel like I am working too hard.
_____							8. Finding time for breaks at work is not a problem.
_____							9. I have a lot of time on my hands at work.
_____							10. I often think about quitting my job.
_____							11. I will probably look for a new job next year.
_____							12. I often carry a heavy work load.

Part 7

Please indicate the degree to which you feel the following statements are descriptive of how you feel about your job by writing the number you feel is the most accurate description of how you feel about your job.

Please rate how often you experience each of the following statements in the appropriate blanks.

Again, it is important that you rate each statement recalling how you felt about your job at the **beginning of the job (with your supervisor)** as well as how you feel about your job as it is **now (with the same supervisor)**.

Please use the "then" and "now" blanks for both how often you experience each statement.

	Never	A few times a year	Monthly	A few times a month	Every week	A few times a week	Every day
How often:	0	1	2	3	4	5	6

THEN NOW

_____ 1. I feel emotionally drained from my work.

- _____ 2. I feel used up at the end of the work day.
- _____ 3. I feel fatigued when I get up in the morning and have to face another day on the job.
- _____ 4. Working with people all day is really a strain for me.
- _____ 5. I feel burned out from my job.
- _____ 6. I feel frustrated by my job.
- _____ 7. I feel I'm working too hard on my job.
- _____ 8. Working with people directly puts too much stress on me.
- _____ 9. I feel like I'm at the end of my rope.
- _____ 10. I can easily understand how my coworkers feel about things.
- _____ 11. I deal very effectively with my problems at work.
- _____ 12. I feel I'm positively influencing other people's lives through my work.
- _____ 13. I feel very energetic.
- _____ 14. I can easily create a relaxed atmosphere with my coworkers.
- _____ 15. I feel exhilarated after working closely with my coworkers.
- _____ 16. I have accomplished many worthwhile things in this job.
- _____ 17. In my work, I deal with emotional problems very calmly.
- _____ 18. I feel I treat some coworkers as if they were impersonal 'objects.'
- _____ 19. I've become more callous toward people since I took this job.
- _____ 20. I worry that this job is hardening me emotionally.
- _____ 21. I don't care what happens to some of my coworkers.
- _____ 22. I feel some of my coworkers blame me for their some of their problems.

Part 8

Before answering the following questions, please think about your working relationship with your immediate supervisor. All of the following questions ask about this particular working relationship.

Please use the following scale to describe this working relationship. Please recall this relationship at the **beginning** of your job. Also, please think of this relationship as it is **now**.

1	2	3	4	5
Rarely	Seldom	Sometimes	Usually	Almost Always

THEN NOW

- _____ 1. Do you know where you stand... do you usually know how satisfied he/she is with what you do?

- _____ 2. How well does your superior understands your job problems and needs?
- _____ 3. How well does your superior recognizes your potential?
- _____ 4. Regardless of how much formal authority your superior has built into his/her position, how often would he/she use that power to help you solve problems at work?
- _____ 5. Again, regardless of the amount of formal authority, how often would your superior "bail you out" at his/her expense.
- _____ 6. How often is your working relationship with your superior extremely effective?
- _____ 7. How often would you defend and justify his/her decisions if he/she were not present to do so?
- _____ 8. How often does he/she spend time investing in your career?
- _____ 9. Given the same complex decision, how often can he/she count on you to make the same decision he/she would make?
- _____ 10. How often do you show potential for analyzing problems the way he/she does?
- _____ 11. In an emergency situation, how often can he/she count on you to complete an assignment he/she started?
- _____ 12. How often does your immediate superior expose you to various aspects of other departments' functions withing the organization?
- _____ 13. How often does your immediate supervisor provide you with special information through which you can better learn company strategies?
- _____ 14. How often does he/she entrust you with confidential work-related information?
- _____ 15. How often does he/she give you challenging assignments?
- _____ 16. How often does he/she delegate important responsibilities to you when his/her workload is heavy?
- _____ 17. How often does your superior serve as confidant to you about career problems?

Part 9

Again, please think about yourself at work back when you began your job with your supervisor and think about yourself at work now with the same supervisor.

How often do you feel the way described in each item? Write a number in the blank under then for how you felt at the beginning of your job with your supervisor and under now for how you feel about your job as it is now with the same supervisor.

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Almost Always

THEN

NOW

- _____ 1. I feel angry about some things that happen at work.
- _____ 2. I feel frustrated at work.
- _____ 3. I feel anxious about what I have to do at work.
- _____ 4. I feel happy at work.

- _____ 5. I feel like challenging individuals and groups at work who try to keep me down.
- _____ 6. I feel like I have to constantly struggle to get things done my way at work.
- _____ 7. I feel defensive about what I say or do at work.
- _____ 8. I feel calm at work.
- _____ 9. I feel like withdrawing from everyone and everything at work.
- _____ 10. I feel like I'm in a hopeless situation at work.
- _____ 11. I feel like I'm losing control over things at work.
- _____ 12. I feel like I am a capable employee.
- _____ 13. I feel like the pressures on this job are reasonable.
- _____ 14. I feel like there is too much responsibility in this job.

Part 10

The following items are comments people make about their work. Please indicate the extent to which you agree or disagree that the statement describes how you feel about your job.

Please indicate how you felt about your job with your supervisor at the beginning as well as how you feel about your job as it is now with the same supervisor.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

THEN

NOW

- _____ 1. The major satisfaction in my life comes from my job.
- _____ 2. The most important things that happen to me involve my work.
- _____ 3. I'm really a perfectionist about my work.
- _____ 4. I have other activities more important than my work.
- _____ 5. I live, eat, and breathe my job.
- _____ 6. I am very much involved personally in my work.

Part 11

Please think of your performance on your job as compared with other workers in your group.

Answer the following questions by rating your performance according to how you think you did at the beginning of your job as well as how you think you are doing now.

(Continued on next page. . .)

1. Please evaluate your performance on the following capabilities as compared with the capabilities of the other members of your group.

Rate your performance back at the **beginning** of your job (with your supervisor) under **then** and rate your performance as it is **now** (with the same supervisor) under **now**.

Please use the following scale to rate your performance as a percentile when compared to the performance of the others in your group.

How would you rate yourself according to how you:

1	2	3	4	5
0 - 20%	20-40%	40-60%	60-80%	80-100%

THEN

NOW

work without close supervision on the job:

Act in a dependable manner on the job when working with important tasks:

Show potential for working with difficult tasks in the future:

Persist at getting tough jobs done on time:

Are willing to take on extra work; stay late:

Finish whole tasks on or before the deadline:

Produce high quality work:

Can be held responsible for getting difficult jobs done on time:

Show initiative on the job by volunteering to take on difficult projects:

Overall Performance:

2. Please use the following statements to rate how accurately they describe your relationship with your immediate supervisor. Use the following scale:

1	2	3	4	5	6	7
highly	mostly	slightly	neutral	slightly	mostly	highly
inaccurate	inaccurate	inaccurate		accurate	accurate	accurate

My direct supervisor:

_____ 1. Provides me with special information so that I can learn how the company really works.

_____ 2. Exposes me to information regarding opportunities available at work.

_____ 3. Gives me challenging assignments.

_____ 4. Prepares me for challenging assignments.

- _____ 5. Delegates enough authority to me so that I can complete important assignments.
- _____ 6. Allows me to put some of my ideas into assignments.
- _____ 7. Includes my input in decisions my supervisor is responsible for.
- _____ 8. Encourages me by paying attention to my work progress, being willing to help, and giving constructive guidance.
- _____ 9. Works at developing a trusting relationship with me.

3. Please use the following scale to rate your response to this question:

1	2	3	4	5
much lower	slightly lower	the same	slightly higher	much higher

_____ How would you rate your performance relative to your supervisor's expectations of your performance?

APPENDIX F: Key for Variable Names in the Correlation Matrix

Key for Variable Names in the Correlation Matrix

Job Scope

NSKVAR: Now Skill Variety
NTKID: Now Task Identity
NTKSIG: Now Task Significance
NAUTO: Now Autonomy
NFDJ: Now Feedback from the Job
NFDA: Now Feedback from Agents

Psychological States

NDEAL: Now Dealings with Others
NMEAN: Now Experienced Meaningfulness
NRESP: Now Experienced Responsibility
NKNOW: Now Knowledge of Results
NGSAT: Now General Satisfaction
NIMOT: Now Intrinsic Motivation

Job Satisfaction

NSPAY: Now Satisfaction with Pay
NSSEGULE: Now Satisfaction with Security
NSSOCIAL: Now Satisfaction with Social
NSSUPER: Now Satisfaction with the Supervisor
NSGROW: Now Satisfaction with Growth
NSPROMO: Now Satisfaction with Promotion
NSRESP: Now Satisfaction with Responsibility

Role Variables

NRAMB: Now Role Ambiguity
NCNF: Now Role Conflict
NCONFN: Now Role Confusion
NOVER: Now Role Overload

Burnout

NEMEX: Now Emotional Exhaustion
NPACOM: Now Personal Accomplishment
NDPER: Now Depersonalization

Appendix F (Continued)

Leader/Member Exchange

NLMX: Now Leader/Member Exchange

Strain

NALARM: Now Alarm

NRESIST: Now Resistance

NWITHD: Now Withdrawal

Job Involvement

NINVMT: Now Job Involvement

Performance

NSPERF: Now Subordinate Ratings of Their Own Performance

NLDSUB: Now Leader's Ratings of the Subordinate's Performance

NSPACT: Now Subordinate's Ratings of the Leader's Behaviors

APPENDIX G: Full Correlation Matrix

--- PEARSON CORRELATION COEFFICIENTS ---

	NSAVAK	NTKID	NTKSIU	NAUTU	NFDJ	NFOA
NSKVAR	1.0000	.1348	.1018	.4403**	.3952**	.2398
NTKID	.1348	1.0000	.2849	.2977*	.1996	.2990**
NTKSIU	.1018	.2849	1.0000	.1198	.1588	.0844
NAUTU	.4403**	.2977*	.1198	1.0000	.2734	.4088**
NFDJ	.3952**	.1996	.1588	.2734	1.0000	.3442*
NFOA	.2398	.2990**	.0844	.4088**	.3442*	1.0000
NDEAL	.5188**	.0095	.1553	.3900**	.2769	.3215*
NMEAN	.3490**	.2228	.0358	.2587	.3079*	.2924
NRESP	-.0258	.2295	-.1087	.0630	.0970	.0112
NKNOW	.1342	.2113	.1420	.1714	.2780	.2913
NOSAT	.4092**	.3050*	.3021	.3210*	.1575	.2380
NIMOT	.1892	.3283**	.1702	.1782	.3880**	.0785
NSPAY	.3883**	.1250	-.0680	.4131**	.2408	.3397*
NSEGOLE	.2830	.1621	-.0101	.1828	.1874	.1883
NSSOCIAL	.2220	.0428	-.0976	.2094	.0182	.0529
NSSUPER	.2574	.1714	-.0890	.4215**	.1028	.3938**
NSURU	.3531**	.2281	.0209	.8328**	.2814	.2671
NSPRUMU	.2358	.0059	.0067	.4777**	.0659	.3334*
NSRESP	.4204**	.2540	.0733	.4830**	.2278	.2197
NRAMS	.1589	.3194**	.0011	.1422	.2888	.1718
NCONF	-.0848	-.2899	-.0779	-.2285	-.4088**	-.3184*
NCONFN	-.1614	-.2325	.0992	-.1180	-.3558*	-.2438
NOVER	.2397	-.1385	-.0500	.2270	.0819	.0328
NEMEX	-.0758	-.1823	-.0390	-.0327	-.1032	-.1837
NPACOM	.2855	-.1255	.0420	.0788	-.0235	.0858
NOPER	-.1985	.0021	-.0039	-.0083	-.1315	.0184
NLMA	.3114*	.0822	.0290	.4333**	.3139*	.4081**
NALAKM	-.1482	-.1117	-.1804	-.2848	-.0983	-.1585
NRESIST	-.1187	-.1052	.0742	-.1309	-.3037*	-.1349
NWTHU	-.1489	-.1055	.0569	-.1349	-.2104	-.0711
NINVMT	.1875	-.0671	.0835	.1072	.2179	.0471
NPERF	-.0149	-.0437	.0277	.0484	.2838	.0515
NLUSUB	-.0198	.0523	-.1319	.0481	.0288	-.0373
NSPACT	.2854	.2374	-.0084	.5213**	.3685*	.4527**

* - SIGNIF. LE .01 ** - SIGNIF. LE .001 (1-TAILED)

" . " IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

- - - P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S -

	NDEAL	NMEAN	NRESP	NKNOW	NGSAT	NIMUT
NSKVAR	.5188**	.3490*	-.0258	.1342	.4092**	.1892
NTKID	.0095	.2228	.2295	.2113	.3050*	.3255*
NTKSIG	.1553	.0358	-.1087	.1420	.0021	.1702
NAUTO	.3900**	.2507	.0330	.1714	.3210*	.1782
IFDJ	.2769	.3079*	.0970	.2780	.1575	.3000*
NFDA	.3215*	.2924	.0112	.2913	.2300	.0785
NDEAL	1.0000	.3408*	-.0990	.0475	.3073*	.1775
NMEAN	.3400*	1.0000	.4483**	.2318	.0088**	.4000**
NRESP	-.0990	.4483**	1.0000	.1900	.4939**	.3870**
NKNOW	.0475	.2318	.1900	1.0000	.2520	.2312
NGSAT	.3073*	.0088**	.4939**	.2528	1.0000	.4080**
NIMUT	.1775	.4080**	.3870**	.2312	.4030**	1.0000
NSPAY	.3071*	.2479	-.0353	.1724	.4204**	.1229
NSSEOLE	.0838	.1289	.1894	.4014**	.3120*	.2443
NSSOCIAL	.2540	.4101**	.1440	.1070	.4003**	.1814
NSSUPER	.2165	.1500	-.0035	.1778	.3910**	.1491
NSGRDW	.0354**	.4934**	.1891	.0153	.0020**	.2931*
NSPROMU	.3471*	.2874	-.0210	.1366	.3830**	.0377
NRESP	.3072*	.4842**	.3386*	.0177	.6527**	.3511*
NRAMO	.2085	.3393*	.4073**	.3239*	.3704*	.3400*
NCNF	.0174	-.1505	-.1045	-.3367*	-.2186	-.2134
NCONFN	-.1878	-.3508*	-.1364	-.2457	-.2574	-.2457
NOVER	.0916	.0888	-.0138	.0333	-.1183	.0450
NEMEX	-.1344	-.3151*	-.1245	-.1460	-.5002**	-.2250
NPACOM	.3915**	.3482*	.2030	.0144	.3597*	.2500
NUPER	-.0702	-.2491	.0047	.0054	-.2901	-.2243
NLMX	.3940**	.3013*	.1179	.0775	.4042**	.2890
NALARM	-.2332	-.3239*	-.2192	-.1963	-.4391**	-.2740
NRESIST	-.1721	-.0703	.0141	-.2378	-.2706	-.1995
NWTHU	-.1242	-.3321*	-.1975	-.0909	-.4410**	-.2235
NINVMT	.1754	.3630*	.2813	-.0509	.2610	.4340**
NSPERF	.2330	.1119	.1320	.2187	.0375	.3375*
NLOSUB	-.0742	.1019	.2430	.3381*	.1521	.1782
NSPACT	.3767*	.4325**	.2618	.2328	.4009**	.4307**

* - SIGNIF. LE .01

** - SIGNIF. LE .001

(1-TAILED)

* . * IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

----- PEARSON CORRELATION COEFFICIENTS -----

	NSPAY	NSSEGLE	NSSOCIAL	NSSUPER	NSGROW	NSPRUM
NSKVAR	.3883**	.2830	.2220	.2574	.5531***	.2358
NTKID	.1250	.1621	.0428	.1714	.2261	.0059
NTKSIG	-.0580	-.0101	-.0976	-.0890	.0209	.0067
TAUTU	.4131***	.1828	.2094	.4215***	.0326**	.4777**
IFDJ	.2406	.1674	.0182	.1026	.2614	.0059
IFDA	.3597*	.1883	.0529	.3938**	.2671	.3334*
NDEAL	.3071*	.0833	.2548	.2185	.0354**	.3471*
NMEAN	.2479	.1239	.4101***	.1560	.4934***	.2674
NRSP	-.0353	.1894	.1440	-.0035	.1891	-.0210
NKNOW	.1724	.4014***	.1670	.1778	.0153	.1380
IGSAT	.4204***	.3120*	.4603***	.3910***	.0020**	.3830**
IMUT	.1229	.2443	.1814	.1491	.2931*	.0377
NSPAY	1.0000	.3217*	.1922	.3700*	.5532***	.0007**
NSSEGLE	.3217*	1.0000	.3271*	.3287*	.3401*	.1409
NSSOCIAL	.1922	.3271*	1.0000	.3442*	.4572***	.2302
NSSUPER	.3700*	.3287*	.3442*	1.0000	.4826***	.4398**
NSGROW	.5532***	.3401*	.4572***	.4826***	1.0000	.5902**
NSPRUM	.0007**	.1409	.2302	.4398**	.5902**	1.0000
NRSP	.4809***	.3093*	.4865***	.4529***	.7274***	.4905**
NRAMB	.1051	.2607	.2478	.3414*	.3290*	.2173
NENF	-.2755	-.2210	-.2014	-.4726***	-.1902	-.3089*
NCONFN	-.2404	-.1960	-.1678	-.3083*	-.2904	-.2575
NOVER	.0714	.1523	.1258	-.1435	.0040	-.0423
NEMEX	-.2241	-.0748	-.2019	-.4153***	-.2605	-.2542
NPALUM	.1010	.3843***	.4409***	.1010	.4424***	.1020
NOPER	-.2074	-.1421	-.3588*	-.2470	-.3290*	-.1088
NLMX	.4947***	.4762***	.2440	.0478**	.0085**	.4290**
NALARM	-.3401*	-.1943	-.3209*	-.4088***	-.4340***	-.4730***
NRESIST	-.2040	-.1222	-.0587	-.3079***	-.2010	-.3151*
NWTHD	-.1931	-.1653	-.2575	-.4530***	-.3148*	-.2109
NINVT	.0087	.0757	.1920	.1692	.2591	.0000
NSPERF	.2075	.0944	.0410	.0505	.0726	.0967
NLDSO	-.0591	.0324	.0590	-.0528	-.0449	.0143
NSPACT	.4371***	.4050***	.2254	.0412**	.0319**	.4087**

* - SIGNIF. LE .01

*** - SIGNIF. LE .001

(1-TAILED)

" . " IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

- - - - P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S -

	NSRESP	NRAMB	NCNF	NCNFIN	NOVER	NEMEX
NSKVAR	.4204**	.1589	-.3048	-.1014	.2397	-.0758
NTKID	.2540	.3194**	-.2099	-.2325	-.1305	-.1823
NTKSIG	.0733	.0011	-.0779	.0992	-.0500	-.0390
NAUTO	.4030**	.1422	-.2285	-.1100	.2270	-.0327
NFOJ	.2273	.2808	-.4088**	-.3558**	.0819	-.1032
NFOA	.2197	.1710	-.3184**	-.2430	.0328	-.1837
NDEAL	.3072**	.2085	.0174	-.1078	.0918	-.1344
NMEAN	.4042**	.3393**	-.1505	-.3508**	.0888	-.3151**
NRESP	.3380**	.4073**	-.1045	-.1304	-.0133	-.1245
NKNOW	.0177	.3239**	-.3367*	-.2457	.0333	-.1400
NCSAT	.0527**	.3704**	-.2180	-.2574	-.1133	-.0002**
NIMOT	.3511*	.3400**	-.2134	-.2457	.0450	-.2250
NSPAY	.4009**	.1051	-.2755	-.2404	.0714	-.2241
NSEGOLE	.3093*	.2607	-.2210	-.1960	.1520	-.0748
NSSOCIAL	.4005**	.2473	-.2014	-.1078	.1250	-.2019
NSSUPER	.4529**	.3414**	-.4726**	-.3003**	-.1435	-.4153**
NSGRU	.7274**	.3290**	-.1962	-.2904	.0040	-.2605
NSPRUMU	.4905**	.2173	-.3089*	-.2575	-.0423	-.2542
NSRESP	1.0000	.3593*	-.2179	-.2051	.0195	-.2819
NRAMU	.3593*	1.0000	-.5002**	-.5509**	-.0790	-.2580
NCNF	-.2179	-.5002**	1.0000	.5118**	.2080	.4470**
NCNFIN	-.2051	-.5509**	.5118**	1.0000	.1308	.3411*
NOVER	.0195	-.0790	.2080	.1308	1.0000	.5510**
NEMEX	-.2819	-.2580	.4470**	.3411*	.5510**	1.0000
NPACOM	.3422*	.1403	.0883	-.0203	.0293	-.2144
NOPER	-.2029	.0407	.2727	.1736	.1405	.5524**
NLMX	.5050**	.3174*	-.5317*	-.2400	.0213	-.2005
NALAKM	-.4015**	-.2085	.4828**	.3322*	.2234	.0012**
NRESIST	-.1575	-.2051	.5405**	.2938*	.3125*	.0090**
NWITHU	-.3405*	-.2811	.4499**	.4191**	.4002**	.7157*
NINVMT	.2544	.0108	.0133	-.0517	.1299	.0482
NSPERF	.1113	.2483	-.1082	-.1048	-.0101	-.1350
NUSUB	-.0301	.1733	-.0559	-.1305	-.0727	-.2471
NSPACT	.5790**	.3851**	-.4352**	-.3045**	.0359	-.3325*

* - SIGNIF. LE .01 ** - SIGNIF. LE .001 (1-TAILED)

" . " IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

PEARSON CORRELATION COEFFICIENTS

	NPACOM	NDPER	NLMX	NALAKM	NRESIST	NWITRD
NSKVAR	.2655	-.1985	.3114*	-.1482	-.1107	-.1409
NTKID	-.1255	.0021	.3822	-.1117	-.1052	-.1055
NKSIU	.0420	-.0039	.0290	-.1004	.0742	.0569
NAUTO	.0750	-.0083	.4333**	-.2098	-.1309	-.1049
NFOJ	-.0235	-.1315	.3139*	-.0963	-.3037*	-.2104
NFOA	.0050	.0184	.4081**	-.1585	-.1349	-.0711
NDEAL	.3915**	-.0762	.3948**	-.2332	-.1721	-.1242
NHEAL	.3402*	-.2491	.3013*	-.3209*	-.0703	-.3321*
NRESP	.2030	.0647	.1179	-.2192	.0141	-.1975
NANOW	.0147	.0054	.0775	-.1903	-.2078	-.0909
NUSAT	.3597**	-.2901	.4042**	-.4391**	-.2700	-.4410*
NIMOT	.2508	-.2243	.2896	-.2740	-.1995	-.2235
NSPAY	.1018	-.2074	.4947**	-.3461*	-.2840	-.1931
NSEQUE	.3843**	-.1421	.4702**	-.1943	-.1222	-.1053
NSSOCIAL	.4409**	-.3580*	.2440	-.3209*	-.0507	-.2575
NSSUPER	.1010	-.2470	.0078**	-.4088**	-.3079**	-.4530**
NSOROW	.4424**	-.3290*	.0085**	-.4340**	-.2010	-.3140*
NSPRIMO	.1020	-.1080	.4298**	-.4780**	-.3151*	-.2109
NSRESP	.3422*	-.2629	.5850**	-.4018**	-.1575	-.3465*
NRAMB	.1403	.0407	.3174*	-.2085	-.2051	-.2811
NCONF	.0080	.2727	-.3317*	.4028**	.5405**	.4494**
NCUNFN	-.0283	.1730	-.2400	.3322*	.2938*	.4191*
NOVER	.0283	.1465	.0213	.2234	.3125*	.4002*
NEMEX	-.2144	.5524**	-.2605	.0012**	.0090**	.7157**
NPACOM	1.0000	-.4102**	.4069**	-.3953**	-.1314	-.3025*
NDPER	-.4102**	1.0000	-.2267	.3730*	.4130**	.4051**
NLMX	.4069**	-.2267	1.0000	-.4238**	-.2584	-.4217**
NALAKM	-.3953**	.3730*	-.4238**	1.0000	.5038**	.0374**
NRESIST	-.1314	.4130**	-.2584	.5038**	1.0000	.5193**
NWITRD	-.3025*	.4051**	-.4217**	.0374**	.5193**	1.0000
NINVT	.3074*	-.0912	.2880	-.0780	-.0050	-.1839
NPERF	.1283	-.0912	.3121*	-.2375	-.1420	-.2111
NLDOS	.0317	-.0947	-.2228	-.2177	-.2800	-.3070*
NPACT	.2715	-.1988	.0040**	-.3298**	-.3105*	-.4168**

* - SIGNIF. LE .01

** - SIGNIF. LE .001

(1-TAILED)

" . " IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

--- PEARSON CORRELATION

	NINVT	NSPERF	NLDSUB	NSPACT
NSKVAR	.1075	-.0149	-.0190	.2054
NTKID	-.0071	-.0437	.0523	.2374
NTKSIU	.0635	.0277	-.1319	-.0084
NAUTO	.1072	.0484	.0401	.5213**
NFDJ	.2179	.2030	.0288	.3085*
NFDA	.0471	.0515	-.0373	.4527**
NDEAL	.1754	.2330	-.0742	.3767*
NMEAN	.3030*	.1119	.1019	.4325**
NRESP	.2813	.1320	.2436	.2010
NKNOW	-.0509	.2187	.3381*	.2320
NCSAT	.2010	.0375	.1521	.4009**
NIMOT	.4340**	.3375*	.1782	.4307**
NSPAY	.0037	.2075	-.0591	.4071**
NSSEGLE	.0757	.0944	.0324	.4050**
NSSOCIAL	.1920	.0410	.0590	.2254
NISSUPER	.1892	.0565	-.0528	.6412**
NSGRON	.2591	.0720	-.0449	.0319**
NSPRMO	.0000	.0967	.0143	.4087**
NSRESP	.2044	.1113	-.0301	.5790**
NRAMU	.0100	.2483	.1733	.3851**
NCNF	.0133	-.1082	-.0559	-.4352**
NCONAN	-.0517	-.1040	-.1385	-.3845**
NOVER	.1299	-.0101	-.0727	.0359
NEMEX	.0482	-.1350	-.2471	-.3325*
NPACOM	.3074*	.1283	.0317	.2715
NOPER	-.0912	-.0912	-.0947	-.1988
NLMX	.2800	.3121*	-.2228	.8404**
NALAKM	-.0700	-.2375	-.2177	-.5298**
NRESIST	-.0050	-.1420	-.2866	-.3105*
NWITHU	-.1839	-.2111	-.3078*	-.4168**
NINVT	1.0000	.0570	-.0098	.2505
NSPERF	.0570	1.0000	.2050	.3495*
NLDSUB	-.0098	.2050	1.0000	-.0391
NSPACT	.2505	.3495*	-.0391	1.0000

* - SIGNIF. LE .01

** - SIGNIF. LE .001

(1-TAILED)

" . " IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED

VITA

Jill Ann George was born and raised in Richmond, Virginia. She is the daughter of Janet Mary Heinze George and James Richard George. She attended Virginia Polytechnic Institute and State University in Blacksburg, Virginia where she obtained a Bachelor of Science degree with a major in psychology in 1985.

In the fall of 1986, she entered Industrial/Organizational Psychology doctoral program at The University of Tennessee, Knoxville. While a student, she was employed as an employee services intern in the Employment Services Department at Barnett Banks, Inc. (Jacksonville, Florida), as a research intern at Martin Marietta Energy Systems (Oak Ridge, Tennessee), and as a member of a University of Tennessee research team for the Human Resources Department of General Electric's Tell City Motor Assembly Plant (Tell City, Indiana). She received her Master of Science degree in May, 1989 and continued her education in Industrial/Organizational Psychology by pursuing her Doctor of Philosophy degree.