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## How the Multifactor Leadership Questionnaire, Work Extrinsic and Intrinsic Motivation Scale, and Leadership Styles Questionnaire determines effective leadership in the workplace: A study of organizational communication

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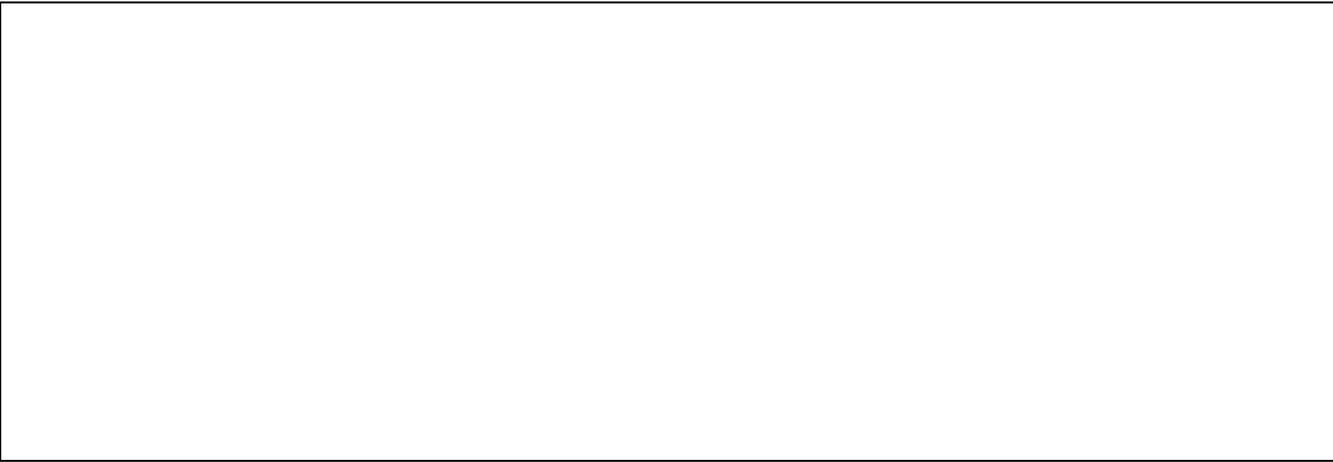
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## Project Information

Title of Project: <a href="#">How the Multifactor Leadership Questionnaire, Work Extrinsic and Intrinsic Motivation Scale, and Leadership Styles Questionnaire determines effective leadership in the workplace: A study of organizational communication.</a>	
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Co-Investigators Names: <a href="#">Click or tap here to enter text.</a>	
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Was this a capstone, senior thesis, or other degree culminating project? <a href="#">Capstone</a>	

## Project Abstract

<p><i>What was the purpose of this research? What were the planned outcomes? What did you do to achieve them? What were the actual outcomes?</i></p>
<p>Abstract: <a href="#">It is important to understand how leadership styles have an impact on followers and their motivation levels. Looking specifically at the work place, leaders have a responsibility to provide a suitable environment for their employees. Using the Work Extrinsic and Intrinsic Motivation Scale, this study was able to determine motivation levels of each participant, intrinsically and extrinsically. Participants chose a leader to asses and using the Multifactor Leadership Questionnaire and the Leadership Styles Questionnaire, the leadership style of the participant's person of choosing was found while their motivation level was assessed using the Work Extrinsic and Intrinsic Motviation Scale. In this study, a relationship between transformational and democratic leadership styles, and intrinsic motivation was found. Transactional and autocratic leadership styles did not have a relationship with extrinsic motivation. From this study, it can be noted that while aspects of all styles should be used for effective leadership, those who use a transformational and democratic leadership style tend to intrinsically motivate their employees.</a></p>



How the Multifactor Leadership Questionnaire, Work Extrinsic and Intrinsic Motivation Scale, and Leadership Styles Questionnaire determines effective leadership in the workplace: A study of organizational communication.

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## **Introduction**

In our current world, people in leadership have control over many aspects of our lives. From work, politics, schools, households, and endless other parts of our days, leaders have the power to shift how we feel, think, and what we do. Therefore, effective leadership is an area of interest worth exploring to understand how it can affect the workplace's and employee's day-to-day wellbeing (Qureshi & Hassan, 2019). Leadership plays a large role in employee motivation and efficiency and, therefore, understanding how effective leadership can transform our everyday lives will open doors for people in positions of power and people in followership roles. Leaders must learn how to best direct their followers, while followers must understand how their leader is oriented to be the most successful in a work environment. Leaders play a large role in the motivation of their subordinates and finding the best and most effective ways to motivate their employees will increase job performance (Nielsen, et al., 2017). This study will aim to answer this question: How do different leadership styles contribute to the follower's motivation in the workplace? And what leadership style is the most effective in office-type settings?

Leadership styles are the different techniques and communication habits leaders implement in the workplace to guide and direct their followers and, in this case, employees. This study will focus on autocratic, democratic, transactional, transformational, and laissez-faire (or passive avoidance) leadership styles and how leaders that portray these styles affect the motivation of their subordinates. Motivation levels displayed by employees can be seen through their productivity, personal and professional well-being, job performance, and relationships with colleagues. By understanding each of these leadership styles, as well as how motivation can be increased in the workplace, this study will be able to recognize which leadership styles are most effective in specific situations.

## **Leadership**

Just as beauty is in the eye of the beholder, leadership effectiveness can be determined based on the criteria that are specific to a situation (Bhatti et al., 2012). Different leadership styles are needed for construction sites than the leadership required in a skyscraper office building. It is essential to evaluate the workplace environment when assessing the leadership styles best suited for the situation. Leadership, according to Crews, Brouwers, and Visagie, is the encouragement and influence from one person to a group of people to complete common goals (2019). Effective leadership can be categorized by the level of encouragement and influence one person has on a group to reach a defined goal (Bhatti et al., 2012). Leadership is about guiding, while effective leadership is about learning how to be the best guide. To be a successful leader, one's behavior must be consistent with one's morals and values, and, therefore, must be the driving factor in one's decision making (Qureshi & Hassan, 2019). If a leader is amoral or not acting with the best intentions, their reputation and credibility may be hindered. Due to leaders heavily influencing employee's wellbeing and productivity (Kelloway & Barling, 2010), followers must respect and support their superiors. Respect is more easily obtained when a leader has good ethics and morals (Qureshi & Hassan, 2019).

An autocratic style, also known as a directive style, is centered around structure and clarity. Leaders have specific deadlines, guidelines for completion, rules, policies, and other structures put in place (Li & Luo, 2018) for employees to understand what is expected of them. This form of leadership relies on the idea that the person in the leadership position must establish power for productivity to occur (Handoyo, Hamid, & Iqbal, 2015). A directive leadership style gives employees clear-cut guidelines for team tasks and well-defined expectations that overall produce a more efficient work environment at the expense of creativity (Li & Luo, 2018).

Therefore, if efficiency is valued higher in a work environment than creativity, an autocratic leadership style will be beneficial to the team. Additionally, in times of stress and uncertainty, an autocratic leadership style is most effective (Rast III, Hogg, & Giessner, 2013). Researcher's Rast, Hogg, and Giessner found that people tend to trust leaders who are directive and task-oriented in high-pressure situations (2013). Through an online survey sent to 215 individuals in the UK, they reported that, when people are looking for guidance and support, autocratic leaders can give the direction and ease the uncertainty their subordinates feel with their clear-cut guidelines and well-defined expectations (Rast III et al., 2013). While this study did not specifically define what autocratic leadership is, it is ~~still~~ evident from the variable chosen and the results ~~found~~ that leaders who utilize a directive style ease uncertainty.

A democratic, or participative leadership style, involves employees in decision-making and allows for workers to feel valued and involved, leading to increased motivation and work satisfaction (Bhatti et al., 2012). Establishing goals, delegating responsibilities, and providing encouragement that creates a team atmosphere (Rehman et al., 2018) is at the center of this leadership style. Participative leaders encourage employees to work innovatively and provide ~~these~~ workers with enough space to develop their ideas and make good decisions (Lam, Huang, & Chan, 2015). This style of leadership allows followers to have more creative freedom and believe that their contributions are making a positive impact (Li & Luo, 2018). It is important in a work environment to allow your employees to grow and feel as though they are contributing and having an influence on their work (Leblebici, 2012). Democratic leaders encourage their subordinates to take initiative while providing the support they need to be successful.

A laissez-faire leadership style, also known as passive avoidance, provides employees with little to no direction on how to complete tasks and gives employees complete freedom

(Bhatti et al., 2012). This style gives employees the authority to make decisions and set their own goals, allowing them to feel accomplished and take ownership of a completed task (Rehman et al., 2018). Laissez-faire translated means “let go” and therefore, this leadership style is a hands-off approach that allows employees and followers to take ownership and responsibility for their work. However, this style of leadership can be harmful when employees may not be great decision makers or cannot be trusted to make decisions that benefit the entirety of the firm, which may hinder productivity in the workplace environment (Rehman et al., 2018). If subordinates are receiving little to no support from their leaders, they will display less motivation. While laissez-faire may not be the leadership style that promotes the most motivation, it is important to assess the environment in which this style is used.

Transactional leadership, according to Bass’s model, includes contingent reward and management-by-exception (1997). According to Fernandes and Awamleh (2011), contingent reinforcement is the idea that a leader provides rewards and sanctions while followers must produce the desired work to receive a reward and avoid undesirable behavior to evade a sanction. These sanctions may include demotion, pay decrease, or termination, while rewards may include promotions, an increase in pay, or additional benefits. Employees must figure out what constitutes a reward or punishment while employers must be clear with what deserves these reinforcements (Waldman, Bass & Einstein, 1987). In Bass’s model, there is an active and a passive form of management-by-exception. In the active, leaders will step in when there are deviations from the plan and subordinates need to get back on track (Bass, 1997). In passive management-by-exception, managers will only step in the last minute when the problem becomes serious (Bass, 1997). Fernandes and Awamleh (2011) found that beyond the encouragement to receive rewards, additional support to subordinates is not provided and,

therefore, work performance and job satisfaction may be hindered. In their study, the Multifactor Leadership Questionnaire was distributed to a random sample of people in countries in Europe and the Middle East. 141 questionnaires were used in the measurements, and while this study was not conducted in the United State, it sheds light on quality leadership to transform the training of leaders in the future (Fernandes & Awamleh, 2011). They found that, in certain situations, transactional leadership has its strengths, but the inclusion of transformational leadership qualities creates an effective leader (Fernandes & Awamleh, 2011).

Transformational leadership originated from a charismatic style of leadership (Fernandes & Awamleh, 2011) and presents the idea that leaders influence their subordinates to put the needs and the interests of the group or organization as their top priority (Bass, 1997). This type of leader inspires and challenges subordinates to create goals and visions for the future while encouraging the brainstorming and addition of employees' ideas to generate new perspectives (Crews et al., 2019). Transformational leaders use an emotional communication style to connect with subordinates and help them achieve their tasks (Crews et al., 2019). These types of leaders are supporters, focusing on the individual to gain trust and build a relationship. Often, employees will feel a sense of connectedness and bonding with a leader who has this style (Fernandes & Awamleh, 2011). Overall, transformational leadership increases job satisfaction, and the energy leaders pour into their subordinates may be reflected by the quality and attitude toward their work (Fernandes & Awamleh, 2011). Due to this style being based on relationships, the stronger the bond between leader and subordinate, the more comfortable and motivated the employee will be.

Literature in the leadership field discusses many different types of leadership styles. Often, only two styles are discussed, and they contrast each other. The literature does not

evaluate multiple leadership styles at once and fails to compare the wide variety of leaders that are in the workforce. This study will fill the gap and put leaders into a category that is not just black or white. Leaders will be evaluated using a wider variety of styles than most and be assessed based on qualities seen that correspond with multiple leadership styles. This study will not place leaders in one box but rather use different qualities from leadership styles.

Additionally, the work environment will be considered. Different environments require different leadership styles. Most literature assesses only a single office setting when conducting their studies. This study will collect data from a wider variety of workplace environments, appealing to a broader group of people.

### **Motivation**

In a competitive environment, having a functional workplace is essential, and employee motivation is crucial to the workplace's success (Jungert et al., 2018). Understanding the ins and out of the working environment is essential in improving the overall atmosphere (Barrett, Haslam, Lee, & Ellis, 2005), and it is important to focus on the employee's needs and wants in the workplace to increase their satisfaction. When an employee's needs are satisfied at work, their motivation is increased (Jungert et al., 2018). To satisfy the needs of the employees, organizations must provide a quality work environment. By doing so, not only is employee motivation increased, competency and job performance are increased as well (Leblebici, 2012). When the functionality of a working environment is valued, employees are better able to solve workplace issues (Barrett et al., 2005) and it improves their own lives outside of work. Improving one's work-life will translate into a better personal life. And to complete the cycle, employees with a happy personal life perform better at work (Wright & Cropanzano, 2000).

Researchers Deci and Ryan define motivation as both intrinsic and extrinsic. Intrinsic motivation deals with completing a task because it is satisfying and self-fulfilling, while extrinsic motivation is one's desire to complete a task because of an outside consequence (Ryan & Deci, 2000). Intrinsic motivation inspires and encourages people to complete tasks that are interesting and thought-provoking, using skills learned throughout life. This type of motivation inspires curiosity and increases performance (Ryan & Deci, 2000). Contrarily, extrinsic motivators are those that are obligations. This type of motivation results in low involvement and interest (Ryan & Deci, 2000), and, therefore, performance may not benefit as much as it could. In a workplace, finding ways to intrinsically motivate subordinates will result in the best job performance.

When employees are motivated, they are more likely to increase their productivity levels (Oloke et al., 2017). It is then important to understand *how* to increase motivation in the workplace. Researchers Damij, Levnajić, Rejec Skrt, and Suklan (2015) based their study on Herzberg's idea that two factors have a major influence on motivation at work: motivating factors and hygienic factors. Hygienic factors include physical and mental needs while motivating factors include Maslow's Hierarchy of Needs. Through a questionnaire-based on Herzberg's theory sent to 50 different companies within Slovenia, 273 participants participated. They found that good organization methods, strong relationships and bonds between supervisors and subordinates, and available opportunities for promotion and personal growth are the most successful ways to improve the work environment (Damij et al., 2015). By improving hygienic factors, such as employee's mental and physical health, job satisfaction also increased. While this study used only highly educated employees and was focused around the Slovenia region, the results found are an indication that a strong, unified, and optimistic working environment yields the best results in motivation (Damij et al., 2015).

Physically, it was found that workers who got up and moved throughout the day were generally happier and healthier (Puig-Ribera et al., 2017). In comparison to employees who don't add physical activity into their day-to-day routine, those who moved around were more motivated to be productive within their work environment (Puig-Ribera et al., 2017). Employees that are depressed are less motivated and experience higher productivity-loss than mentally healthy employees (McTernan, Dollard, & LaMontagne, 2013), and, therefore, workplaces must look after the mental well-being of their employees. Happy workers are also healthy workers, and, in turn, they are motivated.

### **Motivation and Leadership**

Leadership is a very important variable in the level of motivation. Having healthy relationships between leaders and followers improves the well-being and job performance of employees (Nielsen et al., 2017). In a healthy workplace environment, leaders are supportive and motivate employees to complete their tasks and reach their goals. When employees have the support they need, their overall personal and professional satisfaction is increased (Nielsen et al., 2017). With their needs met, employees may find more passion within their work. Because leaders play a big role in employee's well-being and job performance (Kelloway & Barling, 2010), companies that build and utilize supportive leaders will in-turn have devoted and happy workers that are intrinsically motivated.

As stated before, it is essential to understand the criteria by which leaders are being assessed (Bhatti et al., 2012). There are many different types of leaders in numerous roles and situations. To determine what leadership style is best, it is important to understand the work environment (Bhatti et al., 2012). In work environments where there might be higher levels of uncertainty, an autocratic style may be best suited for leaders (Rast III et al., 2013). With

employees looking for someone to rely on and trust, autocratic leaders can provide guidelines, rules, and clarity for employees. Autocratic leaders tend to be strong and more directive, guiding employees on the right path when they are uncertain (Rast III et al., 2013). This type of leadership may inspire more extrinsic motivation as employees feel obligated to complete tasks. Furthermore, a democratic leader may have a large influence on employee wellbeing and morale (Bhatti et al., 2012). Democratic leaders aim to create a comfortable workplace and build relationships with their subordinates. In environments where creativity is valued, democratic leaders tend to have the greatest impact on their subordinates. Additionally, Bass (1997) has found leaders that who use both a transactional and transformational style proves to be the most effective leaders. It is important as a leader to not stick to one specific style but to use the qualities of each style to formulate a leadership direction that benefits the subordinates for your specific workplace, also known as situational leadership. A transformational leader is one who is charismatic and aims to build relationships with their employees to create trust and loyalty (Fernandes & Awamleh, 2011). With this style of leadership, a healthy workplace environment is created by ensuring all employees are taken care of and have put the needs of the organization above their own (Bass, 1997). A transactional leader is one who rewards and punishes their subordinates in a strict environment (Fernandes & Awamleh, 2011). These rewards and punishments motivate employees to stay on task and to be productive. And while leaders should use both transactional and transformational styles (Bass, 1997), Fernandes & Awamleh (2011) found that leaders should use these styles at separate times as employees do not respond well to these attributes simultaneously.

In this study, it is hypothesized that leaders that have stronger democratic and transformational leadership styles will have the most success among their subordinate's

motivation levels. These leaders will appear the most relational and caring for their employees, and, therefore, employees will find democratic and transformational styles to be intrinsically motivating and the most effective.

*H<sub>1</sub>: Democratic and transformational leadership has a positive relationship with intrinsic motivation.*

*H<sub>0</sub>: Democratic and transformational leadership does not have a relationship with intrinsic motivation*

It is also hypothesized that leaders that use an autocratic or transactional style will be most successful under conditions that require tight restrictions and strict rule-following. Leaders that use these styles tend to be the best in situations when control is welcomed. Therefore, this style of leadership, autocratic and transactional, will extrinsically motivate their employees.

*H<sub>2</sub>: Autocratic and transactional leadership has a positive relationship with intrinsic motivation.*

*H<sub>0</sub>: Autocratic and transactional leadership does not have a relationship with intrinsic motivation.*

Alternatively, it is hypothesized that laissez-fair leaders will be the least successful in motivation. Due to the absent nature of laissez-faire and passive avoidance leaders, subordinates will not find this style to be effective, resulting in amoitvation. It is important to understand these leadership styles and the effect they have on employee's motivation levels to train and produce leaders in the workforce that use styles that correspond with their working environment.

*H3: Laissez-faire and passive avoidance leadership have a positive relationship with amotivation.*

*H0: Laissez-faire and passive avoidance leadership do not have a relationship with amotivation.*

Different working environments develop different types of leaders who may carry qualities that have a positive or negative impact on their employees. It is important to understand which type of leader will thrive in these different working environments. An effective leader is one who challenges and encourages, cares for the well-being of their employees, offers opportunities for growth and learning, and rewards their subordinates (Hardré & Reeve, 2009). Just because a leader may be deemed effective, do they produce employees who are motivated?

### **Methods**

Leadership and leadership styles have a strong influence on employee motivation. As stated before, leadership can be defined as how well one may encourage others to complete goals defined by the group (Bhatti et al., 2012). Leadership can be measured using the Multifactor Leadership Questionnaire (MLQ) and the Leadership Styles Questionnaire. In these questionnaires, participants will select on a 1-5 scale how closely statements about leadership and different features of leadership apply to them. Results will show participants what leadership styles pertain mostly to their features and qualities.

Motivation can be defined as one's incentive to satisfy their personal needs as well as what is expected of them (Ryan & Deci, 2000). When someone completes a task because it is desirable, they are motivated to satisfy their personal needs. Completing a task because of an outside force contributes to one's motivation to do what is expected of them. This can be

measured through the Work Extrinsic and Intrinsic Motivation Scale (WEIMS). Participants will complete a survey that will have them rank on a 1-5 scale the conditions in the workplace and other factors that contribute to their level of motivation. Participants will then understand what elements and features of leadership help motivate them.

### **Participants**

172 people participated in this study. This study had participants ages 18-65 due to the typical ages of the workforce. 40.7% of participants were ages 18-29, 16.2% were ages 30-39, 13.2% were ages 40-49, 19.2% were ages 50-59, and 10.8% were ages 60 and up. The study reached significantly more women than men. 69.5% of participants were female, 29.3% were male, and the other 1.2% preferred not to disclose that information. 3% of participants have attended vocational or technical school, 16.8% have completed some college, 48.5% have a bachelor's degree, 23.4% have a master's degree, and 8.4% have a doctoral degree. 76% of the participants are employed full-time. 13.4% are employed part-time, 1.8% are seeking opportunities, 6.6% are retired, and 1.8% of people fit into a category not listed.

### **Materials**

This study uses a combination of the Multifactor Leadership Questionnaire by Avolio and Bass (1995), the Leadership Style Questionnaire by Northouse (2011), and The Work Extrinsic and Intrinsic Motivation Scale (Tremblay et al., 2009). Using the combination of the surveys, this survey will question participants on how their motivation within the workplace is affected by their employer's leadership styles. At the beginning of the survey, participants will be asked multiple questions regarding their demographics. These questions include age, gender, education, and employment status.

The Multifactor Leadership Questionnaire is a survey that aims to measure the effective leadership traits the supervisor of participants have and identify which leadership style matches (see Appendix C). The survey contains 45 items and mainly looks at transactional, transformational, and passive avoidance leadership styles. The MLQ is used to assess the impact different leadership styles have and looks to understand the pattern of communication leaders utilize. Using a Likert Scale, participants are to rate their understanding of leadership qualities on a 1-5 scale representing, “not at all, once in a while, sometimes, fairly often, frequently.” Numbers 2, 8, 9, 13, 15, 19, 26, 29, 30, 31, 32, and 36 represent transformational leadership questions. The numbers that represent transactional leadership are 1, 4, 11, 16, 22, 24, 27, and 35, while numbers 3, 5, 7, 12, 17, 28, 33 represent passive avoidance leadership. This survey has been used in multiple countries for research, selection and promotion, development, and counseling.

The Leadership Style Questionnaire consists of 18 questions regarding the participant's understanding of their leadership styles (see Appendix C). The leadership styles include autocratic, democratic, and passive avoidance, known as laissez-faire, leadership styles. In a Likert Scale format, the Leadership Styles Questionnaire asks participants to rate their understanding of each leadership style in a “strongly disagree, disagree, neutral, agree, strongly agree” manner that is indicated as a consecutive “1, 2, 3, 4, 5.” In this questionnaire, item numbers 1, 4, 7, 10, 13, and 16 deal with autocratic leaderships while items 2, 5, 8, 11, 14, and 17 deal with democratic leaderships. As for laissez-faire leadership, item numbers 3, 6, 9, 12, 15, and 18 are used in calculations. The survey states its purpose at the top of the questionnaire before participants are to respond. Scoring is calculated by adding up the responses for each type of leadership style and results are analyzed based on high or low scores in each category.

The Work Extrinsic and Intrinsic Motivation Scale is used to assess one's motivation at work and the conditions that contribute (see Appendix C). The WEIMS uses 18 items to assess the factors that affect motivation in the workplace. This questionnaire covers work self-determined motivation and non-self-determined motivation, both are essentially known as intrinsic and extrinsic motivation, as well as amotivation (Tremblay et al., 2009). The WEIMS has construct, content, and criterion validity in organizational settings, and is a predictor of the organization's effect on the employee's level of motivation (Tremblay et al., 2009). Intrinsic motivation is seen in questions 1, 4, 5, 7, 8, 10, 14, 15, and 18 on the questionnaire. Questions 2, 6, 9, 11, 13, and 16 deal with extrinsic motivation. Questions 3, 12, and 17 assess amotivation.

### **Procedure**

Using the vast alumni network that Winona State has built, this study was distributed via this group. The study uses social media platforms like LinkedIn and even Facebook to reach participants within a professional field. WSU faculty will also be able to participate in the survey, as well as students who work underneath a supervisor, and therefore the survey will be sent throughout the WSU campus.

Participants clicked on a link via social media after asking if they would take part in this study. The beginning of the survey indicated the purpose of this survey as well as asked permission to use their anonymous responses for data collection (see Appendix A). Participants went through a short demographics section (see Appendix B) and then completed the survey consisting of 81 questions (see Appendix C). Participants were instructed to choose a leader in their life, like a boss or supervisor. They were then instructed to answer leadership style questions based on the leader of their choosing and questions regarding their current motivation

at work. It took participants about 10 minutes to complete. At the end of the survey, participants were thanked for their submission.

### **Results**

The first hypothesis stated that democratic and transformational leadership has a positive relationship with intrinsic motivation. It can be seen that a significant relationship was found between these two variables. From the data, the  $R=.338$ , the  $R^2=.114$  ( $n=171$ ), and the significance level obtained is  $.047$  indicating significant results.

Hypothesis 2 predicted that there is a relationship between autocratic and transactional leadership and extrinsic motivation. From the analysis of the results, the null hypothesis is accepted as there is no significant relationship between extrinsic motivation and transactional and autocratic leadership. From the data, the  $R=.288$ , the  $R^2=.083$  ( $n=171$ ), and the significance level obtained is  $.692$  for transactional, and  $.868$  for autocratic indicating insignificant results.

In the third hypothesis, it was predicted that laissez-faire and passive avoidance leadership styles have a relationship with employee amotivation. The MLQ assessed passive avoidance, while the leadership styles questionnaire assessed laissez-faire leadership. In the results, it is clear that a laissez-faire leadership style did not show significant results. However, the variable passive avoidance did lead to significant results, indicating that there is a relationship between passive avoidance and amotivation. From the data, the  $R=.461$ , the  $R^2=.213$  ( $n=171$ ), and the significance level obtained is  $.001$  for passive avoidance indicating insignificant results, and  $.644$  for laissez-faire indicating significant results.

### **Discussion**

#### **Implications**

In this study, the results of the first hypothesis indicated there was a significant relationship between intrinsic motivation and transformational leadership as well as democratic leadership styles. According to Crews, Brouwers, and Visagie (2019), those who use transformational leadership tend to focus on the well beings of subordinates, and therefore, employees are more productive in work-related tasks. The results of this study show that the relationship-driven and involvement focused leading style can indicate more self-motivated employees.

The third hypothesis provided unique results. Results indicated that there is a relationship between passive avoidance leadership and amotivation, but there is not a relationship between laissez-faire leadership and amotivation. The MLQ assessed a passive avoidance leadership style, while the Leadership Style Questionnaire determined a laissez-faire style. While passive avoidance and laissez-faire leadership styles are essentially the same, the results presented from MLQ differ from that of the Leadership Style Questionnaire. This can be due to a multitude of reasons, including the level of cohesiveness when combining the two surveys. Bass (1997) describes a passive avoidance leadership styles as one where leaders are absent when needed, and avoid accepting responsibility. Bass's description supports the third hypothesis in that the idea that passive avoidance leadership style instills a level of amotivation in employee's work behavior.

The second hypothesis was not supported by the results of this study. The results indicated that the questionnaire did not detect a relationship between autocratic and transactional leadership styles, and extrinsic motivation. This result could have been due to a multitude of factors not measured in this study. These factors may include the clarity of the question being asked or how well participants recounted their true experiences.

While the results concluded positive and negative correlations, the results do not state that the motivation levels tested are a direct result of a certain leadership style in the workplace. However, this study explores the relationship between the two variables to determine if a correlation exists. This relationship can be studied and acknowledged, but the level of motivation in an employee should not be taken as the direct causation of the supervisor's leadership style.

### **Strength and Limitations**

This study analyzed leaders on a deeper level than most research that exists in the field today. The majority of published studies assess a select few leadership styles, typically placing transformation and transactional, and autocratic and democratic into separate categories. People and leaders tend to take on more than a single leadership style, and looking at multiple styles and how they affect motivation can help determine the specific behaviors that people in leadership roles should use to motivate their employees.

This study used a convenience sampling technique. Convenience samples tend to carry more bias while random samples have a more accurate representation of the general population as a whole. This study would have found more accurate and applicable results had a random sampling technique been used. Additionally, this study used a combination of three individual surveys. The ability to understand the questions of the questionnaire to properly answer based on the true experiences of each participant may have been limited.

### **Future Research**

In future studies, researchers should aim for a random sampling technique. Eliminating bias and determining the effects of leadership on motivation regarding the entire population is more accurate with a random sample. Additionally, researchers should create a cohesive

questionnaire that uses the same style of language that will strategically test a variety of leadership styles. Having a single writing style with succinct questions will ensure the questionnaire is understood by participants properly.

### **Conclusion**

Leadership styles of superiors play a large role in the motivation levels of their subordinates. This study assessed transactional, transformational, autocratic, democratic, and laissez-faire leadership styles. Through the Multifactor Leadership Questions, the Leadership Styles Questionnaire, and the Work Extrinsic and Intrinsic Motivation Scale, participant's motivation levels were compared relationally to the leadership style of a leader of their choosing. The study concluded that a relationship was seen between transformational and democratic leadership styles and intrinsic motivation. Most leaders use more than one leadership style, and therefore qualities from all leadership styles should be used in certain situations within the workplace environment.

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## Appendix A

### **What is this research study about?**

This research study is designed to determine how effective leadership affects an employee's motivation in the workplace. We hope to learn what leadership styles produce the most motivated employees.

All data collected for this study is anonymous and will not be linked back to any of your identifying information.

### **What activities will this study involve?**

If you decide to participate, you will be asked to complete a questionnaire with 81 questions that will ask you to rate how strongly you agree on a scale from 1-5.

### **How much time will this take?**

Participation will require approximately 15 minutes to complete.

### **Are there any risks for participating?**

There are no appreciable risks from participating in this study.

### **Are there any benefits for participating?**

There are no benefits from participating in this study.

### **What are my rights as a participant?**

Participation in this study is voluntary and you may stop at any time. You may decide not to participate or to discontinue participation at any time without penalty or loss of benefits. A decision not to participate or withdraw will not affect your current or future relationship with Winona State University.

### **Who can I contact if I have questions or concerns about this study?**

If you have any questions about the study or your participation, contact student researcher Hannah Angle at 815-219-6172 or [hannah.angle@go.winona.edu](mailto:hannah.angle@go.winona.edu).

### **Who can I contact if I have questions about my rights as a participant?**

If you have questions about your rights as a participant, contact Human Protections Administrator Brett Ayers at 507-457-5519 or [bayers@winona.edu](mailto:bayers@winona.edu). This project has been reviewed by the Winona State University Institutional Review Board for the protection of human subjects.

a. If you agree to participate, responding to the [survey, questionnaire, interview] questions constitutes your consent. Participation is voluntary and you may stop participating at any time.

b. Click "Yes" if you agree to participate in this study. Click "No" if you do not wish to participate in this study. Participation is voluntary and you may stop participating at any time.)

Thank you for participating in this survey!

## Appendix B

What's your age?

- 18-29
- 30-39
- 40-49
- 50-59
- 60+

What's your gender?

- Male
- Female
- Non-binary
- Prefer not to say

Please indicate the highest level of education completed.

- Highschool or equivalent
- Vocational/Technical School (2 year)
- Some College
- Bachelors Degree
- Master's Degree (MS)
- Doctoral Degree (PhD)
- Other

What is your current employment status?

- Employed Full-Time
- Employed Part-Time
- Seeking opportunities
- Retired
- Other

Which of the following best describes your role in your industry?

- Upper Management
- Middle Management
- Skilled Laborer
- Trained Professional
- Consultant
- Student
- Self-employed/Partner
- Seeking opportunities
- Retired
- Other

## Appendix C

**MLQ:**

- I provide others with assistance in exchange for their efforts ..... 0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate..... 0 1 2 3 4
3. I fail to interfere until problems become serious ..... 0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards ..... 0 1 2 3 4
5. I avoid getting involved when important issues arise..... 0 1 2 3 4
6. I talk about my most important values and beliefs..... 0 1 2 3 4
7. I am absent when needed..... 0 1 2 3 4
8. I seek differing perspectives when solving problems..... 0 1 2 3 4
9. I talk optimistically about the future..... 0 1 2 3 4
10. I instill pride in others for being associated with me..... 0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance targets..... 0 1 2 3 4
12. I wait for things to go wrong before taking action..... 0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished..... 0 1 2 3 4
14. I specify the importance of having a strong sense of purpose..... 0 1 2 3 4
15. I spend time teaching and coaching ..... 0 1 2 3 4
16. I make clear what one can expect to receive when performance goals are achieved.....0 1 2 3 4
17. I show that I am a firm believer in “If it ain’t broke, don’t fix it.”.....0 1 2 3 4
18. I go beyond self-interest for the good of the group.....0 1 2 3 4
19. I treat others as individuals rather than just as a member of a group .....0 1 2 3 4
20. I demonstrate that problems must become chronic before I take action.....0 1 2 3 4
21. I act in ways that build others’ respect for me .....0 1 2 3 4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures .....0 1 2 3 4
23. I consider the moral and ethical consequences of decisions .....0 1 2 3 4
24. I keep track of all mistakes .....0 1 2 3 4
25. I display a sense of power and confidence .....0 1 2 3 4
26. I articulate a compelling vision of the future .....0 1 2 3 4
27. I direct my attention toward failures to meet standards .....0 1 2 3 4
28. I avoid making decisions .....0 1 2 3 4

- 29. I consider an individual as having different needs, abilities, and aspirations from others0 .....1 2 3 4
- 30. I get others to look at problems from many different angles .....0 1 2 3 4
- 31. I help others to develop their strengths .....0 1 2 3 4
- 32. I suggest new ways of looking at how to complete assignments .....0 1 2 3 4
- 33. I delay responding to urgent questions .....0 1 2 3 4
- 34. I emphasize the importance of having a collective sense of mission .....0 1 2 3 4
- 35. I express satisfaction when others meet expectations .....0 1 2 3 4
- 36. I express confidence that goals will be achieved .....0 1 2 3 4
- 37. I am effective in meeting others' job-related needs.....0 1 2 3 4
- 38. I use methods of leadership that are satisfying.....0 1 2 3 4
- 39. I get others to do more than they expected to do .....0 1 2 3 4
- 40. I am effective in representing others to higher authority .....0 1 2 3 4
- 41. I work with others in a satisfactory way .....0 1 2 3 4
- 42. I heighten others' desire to succeed.....0 1 2 3 4
- 43. I am effective in meeting organizational requirements .....0 1 2 3 4
- 44. I increase others' willingness to try harder .....0 1 2 3 4
- 45. I lead a group that is effective .....0 1 2 3 4

**Leadership Styles Questionnaire**

- 1. Employees need to be supervised closely, or they are not likely to do their work.
- 2. Employees want to be a part of the decision-making process.
- 3. In complex situations, leaders should let subordinates work problems out on their own.
- 4. It is fair to say that most employees in the general population are lazy.
- 5. Providing guidance without pressure is the key to being a good leader.
- 6. Leadership requires staying out of the way of subordinates as they do their work.
- 7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.
- 8. Most workers want frequent and supportive communication from their leaders.
- 9. As a rule, leaders should allow subordinates to appraise their own work.
- 10. Most employees feel insecure about their work and need direction.
- 11. Leaders need to help subordinates accept responsibility for completing their work.

12. Leaders should give subordinates complete freedom to solve problems on their own.
13. The leader is the chief judge of the achievements of the members of the group.
14. It is the leader's job to help subordinates find their "passion."
15. In most situations, workers prefer little input from the leader.
16. Effective leaders give orders and clarify procedures.
17. People are basically competent and if given a task will do a good job.
18. In general, it is best to leave subordinates alone.

### **WEIMS**

1. Because this is the type of work I chose to do to attain a certain lifestyle.
2. For the income it provides me.
3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.
4. Because I derive much pleasure from learning new things.
5. Because it has become a fundamental part of who I am.
6. Because I want to succeed at this job, if not I would be very ashamed of myself.
7. Because I chose this type of work to attain my career goals.
8. For the satisfaction I experience from taking on interesting challenges
9. Because it allows me to earn money.
10. Because it is part of the way in which I have chosen to live my life.
11. Because I want to be very good at this work, otherwise I would be very disappointed.
12. I don't know why, we are provided with unrealistic working conditions.
13. Because I want to be a "winner" in life.
14. Because it is the type of work I have chosen to attain certain important objectives.
15. For the satisfaction I experience when I am successful at doing difficult tasks.
16. Because this type of work provides me with security.
17. I don't know, too much is expected of us.
18. Because this job is a part of my life.