SUPERVISORY RELATIONSHIPS AND LEADERSHIP BEHAVIORS WITHIN STUDENT AFFAIRS: PERCEPTIONS OF SUPERVISEES

A Dissertation

by

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ABSTRACT

This study included several research objectives, assessed through data collected by an online survey from supervisees at Southwest Association of College University Housing Officers member organizations. Included is a presentation of supervisee and supervisor demographics from the perspective of supervisees (e.g., ethnicity/race, staff position, age, gender, meeting frequency, length of time at institution and time spent working together). Additional objectives were as follows. Demographic variables were examined in relation to the Short Supervisory Relationship Questionnaire, which measures the quality of the supervisory relationship, and to the Multifactor Leadership Questionnaire, which assesses leadership style. Pearson's correlation and multiple linear regression were used to determine statistical significance.

The sample comprised 56 male and 67 female supervisees, and 62 male and 65 female supervisors. The average age of the supervisees was 35.73 years old, compared to 43.75 years old for the supervisors. Almost all supervisors and supervisees were White. Most supervisors and supervisees were in a position of leadership; the average length of time worked together was 6 years, and most reported weekly supervisor meetings. The highest average Short Supervisory Relationship Questionnaire subscale was safe base, and the lowest was structure, which indicates that these supervisors provide a safe base for supervisees to share opinions and beliefs, though they are not always organized, and there may be a lack of accountability in working relationships. For the Multifactor Leadership Questionnaire, high scores were found for transactional leadership in terms

of inspirational motivation while low scores were obtained for individual consideration, contingent reward, and management by exception-passive. Overall, levels of transactional leadership were low. Meeting frequency was significantly related to the quality of the supervisory relationship; supervisees with infrequent supervisory meeting had lower Short Supervisory Relationship Questionnaire total, safe base, and reflective education scores. Daily meetings were associated with increased reflective education. For supervisor position, only leadership or entry-level were significant predictors of Multifactor Leadership Questionnaire styles, but only for transactional and passive-avoidant. The foundational knowledge provided by this study may be useful when designing development programs for supervisors that are meant to promote productive, mutually beneficial supervisory relationships.

DEDICATION

This is dedicated to my parents, who took a chance coming to a foreign land and raising children where God was first. My father, the late Sunny Varghese, was my spiritual, academic, and emotional pillar, who taught me the value of education. He never stopped learning, and I do not ever want to stop learning either. I love you, miss you, and cannot wait to see you again. My mother, Saramma Varghese, who also values education, is one of the strongest people I have ever met. After a hard life in India, she came to America by herself with only $10 in her pocket. She lived in an apartment with no furniture, with only a rice cooker and enough money for a jar of jalapeños. You are the embodiment of the American Indian dream! Thank you for giving me everything I needed, even if it was not always all that I wanted. You pushed me to trust God and to be better and do better. Your stubborn love, unwavering support, and faith in me—and most importantly in God—have made me who I am today. I love you.

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I would be remiss in not acknowledging the person who first introduced me to the idea of obtaining a doctorate, Dr. Craig Rotter, one of my first supervisors here at Texas A&M. You have taught me about leadership and that students are not an interruption to the work we do, but the purpose of it. You were one of the catalysts who convinced me to start this PhD program. Your random texts and calls about my progress always shook me out of my potholes. I appreciate you.

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NOMENCLATURE

ACPA	American College Personnel Association
CFA	confirmatory factor analysis
CR	contingent reward
FRLM	Full Range of Leadership Model
IA	idealized attributes
IB	idealized behaviors
IC	individual consideration
IM	inspirational motivation
IS	intellectual stimulation
LF	laissez-faire
LMX	leader-member exchange
MBE	management by exception
MBEA	management by exception–active
MBEP	management by exception–passive
MLQ	Multifactor Leadership Questionnaire
MLR	multiple linear regression
NASPA	National Association of Student Personnel Administrators
S-SRQ	Short Supervisory Relationship Questionnaire
SD	standard deviation
SET	social exchange theory
SRQ	Supervisory Relationship Questionnaire

SSS	Synergistic Supervision Scale
SWACUHO	Southwest Association of College & University Housing Officers
VIF	variable inflation factor

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CHAPTER I

INTRODUCTION

Supervision is a crucial element of the organizational structure in institutions of higher education; however, a lack of research exists on this topic due to an emphasis on organizational events and programs rather than the development of skills necessary to manage and staff such activities (Janosik et al., 2003). Manne (2008) believed it is essential for supervisors to learn and establish good staffing practices to not only develop the skills of professionals under their supervision, but also to sustain new professionals in the field of higher education. While only a few individuals may enter higher education with the goal of progressing to mid- or senior-level leadership positions, many more will find themselves progressing through the ranks (Dalton, 2003).

Along with the progression from entry-level to mid-level and, subsequently, to senior-level positions come new responsibilities and challenges. Among these challenges is human resource management. Dalton (2003) wrote that to be effective as a leader in the student affairs profession, one must understand the environment of the student affairs organization at one's university or college, as well as how to successfully supervise the staff and manage the resources provided. According to Janosik et al. (2003), student affairs supervision is not a topic that is described or explored with any great frequency in the student affairs literature. One reason for this gap in the literature is that many entry- to mid-level student affairs professionals do not stay in their position or in the field long enough to adequately measure supervision.

Student affairs professionals search for a new job or vacate the field of student affairs every year for various reasons. One common cause of departure is job dissatisfaction (Tull, 2004). Job dissatisfaction can result from several reasons, from the quality of the supervisory relationship to ambiguity or conflict within the role to a lack of orientation or engagement in the role. Each of these issues can lead to job burnout, work overload, and perceived lack of opportunity for goal attainment, professional development, and career advancement (Berwick, 1992; Conley, 2001). Role ambiguity can also cause, amplify, or make more apparent perceived supervisor and supervisee similarities and differences, which can consequently contribute to the approach some supervisors take in leading their staff and affect the outcomes of this supervisory relationship.

An important delineation that needs to be shared is the difference between management and leadership. Nayar (2013) wrote that management involves controlling a group or set of individuals to achieve a goal, while leadership refers to an individual's capability to influence, inspire, and empower others to participate toward organizational success. It is influence and motivation that divide leaders from managers, not power or control. Manne (2008) believed there to be several approaches for supervisors to take in leading their teams: the business approach, the counseling approach, and the student affairs approach.

According to Koren (1996), the business approach states that supervisors select, train, measure, rate people, correct, eliminate, commend, reward, harmonize, respect, plan, and organize. Koren (1996) also highlighted the supervisor's ability to encourage

productivity as significant, combined with delegation, public relations, getting beneficial ideas from supervisees, collaboration, and giving explicit directives. In the business approach, substantial weight is given to organizational support, independent motivation from the supervisee, and colleague support among both mid-management supervisors and first-line supervisors (Op de Beeck et al., 2018). When supervisors utilize the business approach with their supervisees, Wayne et al. (1997) determined that empathetic treatment by supervisors is positively correlated with supervisee commitment, the outlook of their job, and performance at the organization.

The counseling approach is described as "an intervention provided by a more senior member of a profession to a lower-level team member or members of that same profession" (Bernard & Goodyear, 1998, p. 4). The counseling approach does not emphasize hierarchy as it is not as crucial because the supervisor-supervisee relationship works best in a horizontal structure (Milliren et al., 2006). This flat structure of the supervisor-supervisee relationship was reported by Johnston's and Gysbers's (1966) survey of practicum supervisors. The results of the study indicated an inclination for democratic relationships with shared responsibility for planning between the supervisor and supervisee.

Other counseling supervision strategies, as made famous by psychologist Alfred Adler, include recognizing a supervisee's inner dialogue and stretching the supervisee's perceptions of their surroundings and misconceptions (Bernard & Goodyear, 1998). The supervisor also needs to consider the supervisee holistically and try to help the supervisee in maintaining awareness of personal goals, beliefs, or misguided attitudes

that might interfere with or be encouraging of effective intervention with clients (Milliren et al., 2006). Therefore, when both supervisors and supervisees have established transparency about the way they work, clarified their respective roles and responsibilities, and made clear which abilities are needed to perform their job duties, the supervisee has the best opportunity to become a valuable member of the organization. This should also create a situation where the supervisor and supervisee will have the expertise needed to form a positive relationship and the capability to solve problems that the organizational culture could create.

Another approach for staff management specifically within student affairs is synonymous with the practice of synergistic supervision. Winston and Creamer (1997) described synergistic supervision as a management function intended to endorse the accomplishments of organizational objectives and to improve the individual and professional competencies and performance of staff through synergy. Synergistic supervision is focused on a holistic approach to supervising staff that includes intentional discussions with supervisees regarding striving for exemplary personal attitudes and work performance, achieving long-term career goals, and integrating ongoing feedback into the supervisee's job performance (Winston & Creamer, 1997). Synergistic supervision has been considered the main type of supervision synonymous with student affairs supervisors (Shupp & Arminio, 2012). This student affairs supervision strategy requires active participation from both the supervisee and the supervisor. Also, supervisors who practice synergistic supervision must balance the

organizational requirements to attain the goals of the organization along with the developmental desires of the supervisee (Janosik et al., 2003).

McGraw (2011) also reported that supervisees require support that matches the specific level of training that is required to do their job. This requires the supervisor to become familiar, and to familiarize the supervisee, with the relevant codes of professional conduct, to provide direction on cultivating work relationships, and to share strategies for managing any political hazards that may relate to one's position at the institution. This unique type of support from supervisors in student affairs helps new professionals navigate not only their job duties, but also the varying levels of politics and bureaucratic structures within higher-education institutions. All supervisors in student affairs should work with their supervisees to help them recognize and achieve their professional objectives by offering opportunities to support them.

Statement of the Problem

It is important to understand the effect of leadership styles in student affairs organizations on the dyadic supervisory relationship, but little research currently exists on this topic. Thus far, questions researched regarding supervisory relationships and leadership styles have focused more on how to lead new student affairs professionals to develop leadership styles and competencies of student leaders. Few studies have focused on the factors of the supervisory relationship, leadership style, and the perceptions of both parties in these arenas as they relate to student affairs. According to McGraw (2011), the most common type of supervisory relationship in student affairs is characterized by shared teamwork and problem solving and transparent dialogue. In

student affairs, supervision as mentoring provides relationships that reach a depth of professional and personal development rarely attained by other methods (Clifford, 2009). This type of approach allows for mentoring and empowerment.

As diversity continues to grow in all types of workplaces, including in the field of student affairs administration, professionals at all organizational levels will find themselves being supervised by individuals different from them (Tull, 2006). Yet, research is scant on the supervisory relationships in student affairs and what influences the relationship between the supervisee and supervisor. This is just another of the many reasons that more research is needed on the supervisory relationship in student affairs. Although supervision is an important role, many student affairs professionals are ill prepared for how to build a supervisory relationship (Shupp & Arminio, 2012). Supervision in student affairs has received little consideration in the literature, yet practitioners devote significant amounts of time to supervising.

Purpose and Objectives

The purpose of this study were to examine the supervisory relationship between student affairs supervisors and supervisees as perceived by the supervisee and to determine whether the supervisory relationship is influenced by the supervisee's perception of their supervisor's leadership style. In addition, I explored if the demographics of the supervisor and supervisee impact the supervisory relationship or the leadership style of supervisors as perceived by supervisees. The foundational information provided by this study may be useful for student affairs supervisors in

understanding the potential impact of these variables on the supervisory relationship. The six specific objectives of this study were:

1. To report the demographic characteristics of supervisors and supervisees as perceived by the supervisee.
2. To describe the supervisor-supervisee relationship as perceived by the supervisee.
3. To describe supervisors' leadership style as perceived by the supervisee.
4. To explore the influence of supervisor demographic variables on the supervisory relationship.
5. To explore the influence of supervisor demographic variables on the supervisor leadership style.
6. To explore the influence of leadership style on the supervisory relationship.

Significance of the Study

This research focused on the specific and important issue of how student affairs supervisees perceive their relationships with their supervisors and the impact of supervisees' perceptions of their supervisor's leadership style on the supervisor-supervisee relationship. The outcomes of this study will add to current literature concerning supervisory relationships and leadership styles within student affairs and should be instructive for those explicitly working with staff affiliated with on-campus housing. Kuk and Banning (2016) opined that, due to organizational challenges, leadership in student affairs is often multidimensional, intricate, and transactional. Elrod et al. (2019) reported that college student affairs professionals believe there to be no

cookie-cutter approach to supervision, as participants in their study noted using a variety of supervision and communication methods. Elrod et al. (2019) further suggested that more studies on supervision and leadership style in student affairs could lead to practical training for supervisors. While supervisory relationships and leadership style can be an integral function of managing student affairs personnel, literature is absent on this issue. Studies in student affairs have not targeted supervisory relationships and their connections to leadership styles in student affairs. The data from this study may offer valuable information for supervisors in student affairs and offer insight regarding factors associated with the supervisory relationship and leadership style.

Basic Assumptions

The research design and findings of this study are based on the following assumptions:

- College and university student affairs supervisees and supervisors participate in supervisory and leadership practices and behaviors, and the practices and actions of the supervisor can be assessed and analyzed from the supervisee perspective through the completion of the MLQ (Bass & Avolio, 2004) and the S-SRQ (Palomo et al., 2010).
- The participants were not unduly biased by the statements on the MLQ or S-SRQ, and supervisees rated their direct supervisor honestly.
- The MLQ rater form and the S-SRQ provide valid measures of observable leadership and supervisory behaviors and practices by which student affairs supervisees can assess their supervisors.

- Those responding to the combined survey instrument were representative of the population. The accessible population was registered members of the Southwest Association of College & University Housing Officers (SWACUHO), a group representative of the universe of student affairs housing officials in U.S. colleges and universities.

Limitations of the Study

According to Brutus et al. (2013), in recent years, there has been more focus on the standards related to high-quality research, with more researchers considering the importance of discussing potential threats to internal, external, and construct validity and their implications. This study includes the following known limitations:

- All data collected for this study was self-reported. Therefore, all observations, including supervisor demographics, are based on the perceptions of the supervisees.
- Some study participants may have been reporting on the same supervisor as other participants; therefore, some data may not be completely independent.
- This research is bound by its setting at member institutions within SWACUHO, a regional on-campus housing professional network that holds a specific position under the general term student affairs. The results from this study may not be generalizable beyond this group of student affairs professionals or to other groups of leaders of student affairs in institutions of higher education. However, there may be some degree of transferability

contingent on the likeness of supervisory and leadership practices and behaviors outside of this particular student affairs organization.

- Respondents were asked for their perceptions about their supervisor and the supervisory relationship, which may differ from others' perceptions. This is especially important to consider given the possibility that some participants may have been reporting on the same supervisor and some data may not have been completely independent.
- Another possible limitation is related to the truthfulness of the data from participants based on the following criteria: those who are disenchanted with either their own student affairs position, institution, colleagues, and the field of student affairs or with their supervisor. Such cynicism, if present, could have affected participants' general attitudes and therefore diminished the accuracy of the self-reported data (Riessman, 1994).

Definition of Terms

American College Personnel Association / National Association of Student Personnel Administrators (ACPA/NASPA) student affairs competencies: A standard set of professional competency areas for student affairs educators. The professional competencies areas lay out essential knowledge, skills, and temperaments expected of all student affairs educators, regardless of the functional area of specialization within the field (ACPA/NASPA, 2015).

Associate staff: The associate staff is often referred to as office administrators, managers, and associates who handle the day-to-day work in the various area offices

across the department working with student workers and, essentially, front-line personnel. These staff members also play different support roles for the mid-managers and leadership teams.

Contingent reward: A leadership behavior, part of the transactional leadership style, that provides others with assistance in exchange for their efforts. This is discussed in specific terms regarding who is responsible for achieving performance targets. Leaders make clear to followers what one can expect to receive when performance goals are achieved. Leaders express satisfaction when others meet expectations.

Entry staff: The entry staff includes housing professionals within student affairs who live on or off campus. They are often referred to as hall directors or program coordinators. For most entry staff, student supervision or advising is in their position description. Also, some of these entry staff members may have graduate staff under their supervision. These staff members are required to work 40 hours per week in their positions.

Follower: An individual who takes direction well from leaders, gets in line behind a program, is part of a team, and delivers on what is expected from the leader.

Full Range of Leadership Model (FRLM): A leadership model concentrating on the actions of leaders in different work situations. The FRLM connects transactional and transformational leadership styles with a laissez-faire leadership style.

Graduate staff: The graduate staff contains a range of staff from professionals to recent undergraduates further advancing their educations to the master's, doctoral, or vocational level. Graduate staff have various roles ranging from administrative support

for leadership, program coordinators of department initiatives, supervisors of residence halls/apartment complexes with students, and student staff. The hours of work allotted to the graduate staff is a maximum of 20 hours per week. The graduate staff members may live on or off campus.

Grounded theory: Grounded theory is the detection of developing patterns in data (Walsh et al., 2015) and was used to create the S-SRQ instrument used in this study.

Heteroscedasticity: The circumstance in which the unpredictability of a variable is unequal across the range of values of a second variable that predicts the first variable.

Homoscedasticity: A situation in which the error term (the random disturbance in the relationship between the independent variables and the dependent variable) is the same across all values of independent variable.

Housing: On-campus residences for actively enrolled students (e.g., dormitories, apartments, or houses).

Housing Administration Staff: Members of a staff who work for a department or office within a university for the purpose of managing housing for actively enrolled students who reside in housing on the university campus.

Idealized attributes: An attribute of transformational leadership that instills pride in others for their association with the leader beyond self-interest for the good of the group. Behavior associated with this attribute builds others' respect for the leader and reflects a sense of power and confidence.

Idealized behaviors: Transformational leadership style behavior that instills leaders to talk about the followers' most important values and beliefs. It specifies the

importance of having a strong sense of purpose. It considers the moral and ethical consequences of decisions. It emphasizes the importance of having a collective sense of mission.

Inspirational motivation: Transformational leadership style behavior where leaders talk optimistically about the future with the follower and enthusiastically about what needs to be accomplished. It articulates a compelling vision of the future. It expresses confidence that goals will be achieved.

Intellectual stimulation: Transformational leadership style behavior where the leader re-examines critical assumptions to questions asked by followers whether they are appropriate. This behavior seeks differing perspectives when solving problems. The leader gets others to look at problems from many different angles. The leader makes suggestions to the followers for new ways of looking at how to complete assignments.

Laissez-faire: Leadership behavior, part of the passive-avoidant leadership style, where the leader avoids getting involved when important issues arise, is absent when needed, avoids making decisions, and delays responding to urgent questions.

Leadership: ". . . a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2019, p. 8).

Leadership staff: The leadership staff includes professionals within the department with titles of Associate Director and above. The professionals may live either on or off-campus and work 40 hours per week. The staff members at this level are typically in charge of the strategic vision of the department while handling issues or

concerns brought up within their areas. The leadership staff is instrumental in shaping the organization with their thoughts, decisions, and opinions.

Leadership style: The behavior pattern of an individual who attempts to influence others (Northouse, 2019).

Management by exception-active: Part of the transactional leadership style. Leadership behavior that focuses attention on irregularities, mistakes, exceptions, and deviations from standards. Keeps track of all followers' mistakes. Leaders direct their attention toward failures to meet standards.

Management by exception-passive: Part of the passive-avoidant leadership style. Leadership behavior that fails to interfere until problems become serious and waits for things to go wrong before acting. Leaders demonstrate that problems must become chronic before acting.

Mid-manager: Mid-managers are professionals who live primarily off-campus. Their staff positions may include managers, area coordinators, and assistant directors of housing or program coordinators. Many of the staff members at this level have various roles ranging from technical to strategic and are required to work 40 hours per week. Most staff members at this level supervise staff members from the associate, graduate, and entry levels. The mid-manager's primary duties may include being a conduit for leadership staff and implementing tasks, ideas, and strategies for the area supervised within the department. At the mid-manager level, staff members may chair committees within the department, as well as sit on divisional/university committees or task forces.

Multicollinearity: A situation in which more than two explanatory variables in a multiple regression model are highly linearly related.

Multifactor Leadership Questionnaire (MLQ): An instrument that measures distinct characteristics and attributes of transformational leaders, transactional leaders and passive avoidant leaders.

Passive-avoidant leadership: Leadership style as characterized by evasive supervising behaviors and a lack of leadership. Elements of the style include purposely avoiding decision making and little to no participation in critical organizational problems or concerns (Bass & Riggio, 2006).

Person/people of color: Anyone who is not White or of European ancestry (Jackson, 2006).

Short Supervisory Relationship Questionnaire (S-SRQ): An instrument used to collect data related to the quality of the supervisory relationship between a supervisor and supervisee as perceived by the supervisee.

Social exchange theory (SET): The voluntary actions of individuals who are motivated by the returns they are expected to bring and typically do bring from others (Blau, 2017). SET is based on a central premise: that the exchange of social and material resources is a fundamental form of human interaction.

Southwest Association of College & University Housing Officers (SWACUHO): A nonprofit on-campus housing student affairs professional networking organization consisting of members from Texas, Arkansas, and Oklahoma.

Supervisee: An individual who is directed to do tasks/assignments and works under and with a supervisor.

Supervision: The act of observing an individual(s) or activity(s) and assuring that everything is being done correctly, safely, etc. by the supervisee(s).

Supervisor: An individual who manages and or directs tasks/assignments done by or with a supervisee.

Supervisory relationship: An affiliation allowing two professionals to share their professional and personal knowledge and skills while encouraging, teaching, and managing the inward abilities, strengths, and weaknesses for the mental, professional, and social well-being of the supervisee.

Synergistic supervision: A holistic approach to supervising that includes intentional discussions with supervisees regarding striving for exemplary performance, achieving long-term career goals, and providing ongoing feedback related to job performance and personal attitudes at work (Winston & Creamer, 1997).

Transactional leadership: An approach that includes an exchange process to encourage follower passivity with leader needs and organizational procedures (Yukl, 1999).

Transformational leadership: An approach whereby a person participates with others and creates an interpersonal relationship that increases the level of motivation and standards in both the leaders and the followers (Northouse, 2019).

Chapter Summary

This chapter outlined the research study reported in this dissertation. The purpose of the study was to understand the supervisory relationship between a supervisor and supervisee and leadership style as perceived by the supervisee. Both the approaches to developing and/or maintaining a supervisory relationship and the leadership style of a supervisor can influence supervisees' abilities to be productive, as well as staff retention for the institution. Increasing the understanding of factors related to the leadership style of supervisors and the supervisory relationship as perceived by supervisees may provide insight that can be used to support a stronger working alliance in student affairs environments.

CHAPTER II

REVIEW OF LITERATURE

The volume of literature on leadership and supervision in student affairs is scant, and some of what is relevant is derived from research in other fields, mainly business (Schneider, 1998; Schuh & Carlisle, 1991). There appear to be both behavioral and attitudinal components related to supervisees' commitment to an organization, based on desire, needs, and obligations (Meyer & Allen, 1991). Within an organization, supervisors have considerable power to influence employees' behaviors and attitudes; therefore, supervisors may be able to increase a supervisee's potential by assisting them in developing their knowledge and abilities (van Vianen et al., 2011).

Huang et al. (2011) wrote that leadership plays a vital role in the achievement or failure of an organization. Leadership includes learning to see the bigger picture and having the knowledge to attain a goal (Northouse, 2019). Leadership style can be operationally defined as the method and approach of giving direction, executing strategies, and encouraging people (Newstrom & Davis, 1993). Newstrom and Davis (1993) reported that the leadership style of a supervisor can be seen by employees because it contains the overall pattern of clear and unspoken actions completed by the leader. When a supervisor understands how to implement their leadership style, it helps not only the supervisee, but also the department and, subsequently, the institution.

Leadership style makes a meaningful impression on employees' attitudes, work motivation, knowledge, skills, and behaviors (de Vries et al., 2010). When employees

perceive a supportive climate within their supervisory relationship, their work performance is enhanced, and a key benefit is that they are more likely to work collaboratively in assisting supervisors in meeting business goals (Dysvik & Kuvaas, 2012; Shanock & Eisenberger, 2006).

Researchers in other fields have studied various aspects of supervisor-supervisee relationships, including trust, communication, satisfaction, support, and span of control of the supervisor. These aspects studied by researchers in other fields are important to student affairs supervisors because they can provide the basis for staff competence and development (Tull et al., 2015). In addition, student affairs supervisors can find strategies for fulfillment of organizational goals and providing quality student (customer) service. Staff members who do not obtain meaningful supervision may sense underappreciation, isolationism, or disconnectedness from the institution (Tull et al., 2015). Additionally, Lamb et al. (2018) reported that deprived supervision results in the attrition of new staff and an undermining of the investment of time and resources in recruitment, selection, and orientation.

Trust in Supervisors

Trust in leaders is grounded in employees' observations of facets of the leader's personality, such as capability, honesty, and care and concern (compassion) for others overseen by the leader (Dirks & Ferrin, 2002). According to McCune (1998), distrustful supervisees are less committed and effective than those who trust their supervisors. Supervisors and supervisees alike can dedicate their efforts to creating work products that prove their vitality to the organization for self-preservation purposes instead of

focusing solely on organizational values and the clients they serve. Before being able to work as a team, employees should develop a sense of trust and support that will create an environment that allows the supervisor and supervisee to communicate openly about all job-related issues, including those that might be difficult or in contrast to the perception of the organization or individual supervisor (Payne, 2014). Dirks and Ferrin (2002) concluded that employees' trust in supervisors has a more authentic association with performance and social responsibility behaviors than confidence in the organization or organizational leadership.

Willemyns et al. (2003) performed a thematic content analysis examining the supervisor-supervisee relationship from an in-group/out-group perspective. In-group/out-group was first described in the 1970s as the leader-member exchange (LMX) theory by researchers Dansereau, Graen, Haga, and Cashman (Northouse, 2019). The foundations of LMX have been described as the means by which followers become part of the in-group or the out-group inside of an organizational unit based on how well they collaborate with the leader and how well the leader works with the followers. The LMX theory emphasizes that leaders can create a quality working environment and organization by being courteous, thereby creating trusting relationships with all of their followers (Northouse, 2019). When a leader operates from the acknowledgement that each follower is different and longs to relate with leadership in a distinct way, an opportunity is created for the follower to meaningfully connect with not only the supervisor but also the organization itself.

Morand (1996) found that the more an employee perceives a supervisor to be a member of their in-group, the more that supervisor is trusted. Similarly, a thematic content analysis was conducted by Willemyns et al. (2003) consisting of participants who had been working full time for at least 6 months or part time for at least 12 months as followers/supervisees at their respective organizations. Their professions and places of work covered an extensive range of occupations, including the service sector (e.g., retail outlets, restaurants), education (e.g., teachers), and the health sector (e.g., nurses, health practitioners, assistants). Data collected from the study showed common trust issues between supervisors and supervisees, ranging from managing interpersonal topics to conflict management within the workplace. In addition, there were relational communication characteristics of supervisors mainly described in the in-group.

Other researchers have supported the notion that there is a clear relationship between leadership style and trust in leaders. Copeland (2013) wrote that supervisors and supervisees must have a capable level of expertise to manage effectively the work assigned to them and the ability to understand the complexities of organizational dynamics that would affect the supervisor-supervisee relationship. Robbins (2003) suggested that when followers trust their leader, they are self-assured that their rights and securities in their position and within the organization will not be misused.

Agote et al. (2016) concluded that authentic leadership has a direct, positive impact on followers' trust in a leader. Authentic leaders have a sense of purpose, knowing what their values and beliefs are and where they want to lead (Northouse,

2019). Bedi et al. (2016) found ethical leadership to be significantly related to the level of an employee's trust in a leader, positively influencing both cognitive and affective trust in the leader. Phong et al. (2018) highlighted the vital role of having a supervisor demonstrate transformational leadership with their supervisees because those who demonstrate transformational leadership treat their supervisees as a treasured organizational resource and accentuate the critical role of being empathetic and morally and ethically sound. Tan and Tan (2000) also discovered meaningful relationships between the factors of supervisor trust, supervisee job satisfaction, and the inventive behaviors of supervisees. When employees have high levels of confidence in their supervisor, they are more likely to speak openly, grow better interpersonal relationships with their supervisors, improve and explore new ideas, and trust supervisors for leadership and encouragement. The literature suggests that trust plays a vital part in increasing a positive relational environment with supervisors, which may aid open and honest disagreement for the betterment of organizations or supervisors (Payne, 2014).

Having transparent expectations from a supervisor is the initial step in producing an environment of trust, innovation, and resourcefulness. Ramsey (2006) wrote that the innovative spirit of an organization rarely occurs from the bottom of the organization to the top; rather, it is signaled, requested, and reinforced from the supervisors down. According to Bhanthumnavin (2003), supervisors may not only encourage their supervisees, but also govern the resources available to encourage their supervisees and, hence, grow their work performance.

Supervisor Trust Within Student Affairs and Housing

Trust is an essential factor in any supervisory relationship and residence directors must have confidence in their supervisor's intention to treat them with care and to provide opportunities for success in the workplace, even in aspects that are not necessarily tangible, such as maintaining an environment that fosters open channels of communication (Thomas, 2018). Although previous studies have provided additional knowledge regarding supervisor and supervisee trust within organizations, the research is scarce on the specific factors related to student affairs supervisors' ability to create a basis of trust among stakeholders within the organization (Ruthkosky, 2013). Previous studies on university presidents (Birnbaum, 1992) and academic deans (Gmelch et al., 2011) have presented evidence to validate that these university administrators come across unique challenges and expectations as they advance through different phases of their relationships with supervisees and colleagues within the university. These challenges and expectations can affect the organization through these administrators.

In student affairs, there are successful and effective administrators that fail to meet the needs of those they supervise (Coleman & Johnson, 1990). For the supervisory relationship to thrive, whether in student affairs or other workplace environments, clarifying proper relationships between all levels of supervisees should be paramount to create an engaging atmosphere among employees. Saunders et al. (2000) found that intentional encouragement of professional growth and renewal is crucial to realizing positive outcomes from the supervisory relationship. Schuh and Carlisle (1991) wrote

that effective supervision hinges upon the supervisor understanding the needs of each individual staff member and responding directly to those needs.

Most peer-reviewed studies on trust regarding student affairs supervision have been conducted primarily through the lens of developing the supervisory skills of new student affairs professionals and, in passing, addressing the perceptions of trust as one component of supervision. Within the workplace for university housing, trust in the supervisory relationship is essential. Supervisees appreciate supervisors who value their time and knowledge, and who are self-reflective and truthful about the supervisee's strengths and weaknesses in the performance of their job because the trust that is generated from this dynamic leads to greater confidence on the part of the supervisee in their respective role (Thomas, 2018). Despite these findings, research regarding supervisor trust within student affairs and housing professionals is scant and has received insufficient consideration.

Supervisor and Supervisee Communication

Communication practices can have a significant impact on the quality of relationships developed within the workplace, specifically between supervisors and supervisees. Willemyns et al. (2003) found a pattern of communication behaviors of supervisors described as negative, out-group, and untrustworthy. This analysis of supervisee perceptions of supervisor communication style related to trust and power can be interpreted as significant to the perceived relationship and behavior of a supervisor from a supervisee.

Much research has also found that up-down and down-up communications within an organization are significantly misleading or suppressed as a function of supervisor-supervisee group identity, power dynamics, and level of trust with or suspicion toward each other (Morand, 1996). Getting out of the attitude of supervisor vs. supervisee is more than just supervisor training on new communication strategies; rather, it is considering the difficulty of the institution's organizational structure and any history of perceived blame and retaliation, as well as accentuating opportunities for collaboration among supervisees, fellow employees, and supervisors (Boje & Rosile, 2001).

Newnam and Goode (2019) believed that communication practices between supervisors and their employees can be largely dependent on the workplace environment. There are unique challenges in enacting particular communication practices in the workplace. The first challenge relates to the workplace structure. A distinctive characteristic of many organizations is in its workplace structure, in particular the level of visibility between supervisors and their supervisees (Newnam & Goode, 2019). The level of visibility indicates the extent to which the workplace environment allows a supervisor to observe supervisee performance openly. In some workplaces, it is challenging for supervisors to objectively communicate information on a supervisee's performance because of the nature of the position that the supervisor or supervisee is in. Thus, communication is more likely to focus on task-related performance, given that it is measured against tangible indicators such as completion rate of tasks or assignments (Newnam & Goode, 2019).

The second challenge to communication in a supervisory relationship is conflicting priorities that a supervisor or supervisee may encounter. Disagreements among priorities are an intrinsic portion of organizations and that integrating opposing priorities has been recognized as a core function of communication (Barnard, 1968). Direct supervisors are the closest organizational link to the employee, and they can communicate the organization's intentions directly to their supervisees (Levinson, 1965). Erera (1992) outlined that a supervisor serves as a two-way channel, conveying information from the upper administrative staff to supervisees and to administrative staff from supervisees. Given this model, supervisees report directly to their supervisors, who are at the top of the organization. Because supervisors and supervisees are both considered employees within the organization, most supervisors are placed between the supervisees and the upper administrative staff, a situation that gives rise to role conflict. This role conflict influences the relationship between supervisee and supervisor (Itzhaky, 1987).

Leadership Styles and Communication

As supervisors adopt leadership styles when working with their supervisees, researchers have shared that there are significant and positive effects on supervisee performance (Drzewiecka & Roczniewska, 2018; Sylvester, 2016). As such, Bel et al. (2018) and Yu and Ko (2017) stated that interpersonal communication also has a positive effect on employee performance. Interpersonal and regular communication can maintain motivation by giving supervisees a reason for what needs to be accomplished (Suhaimi et al., 2014), as well as information on how well they do it and what areas of

their performance can be improved. Areas in which to improve on performance are not conceivable if there is no active communication within the organization by the supervisor. Results from the research of Tampubolon and Harati (2019) pointed to communication and leadership style having a significant effect on job satisfaction. An organization thrives when the supervisor is not just focused on the task at hand. When a supervisor chooses a leadership style that relies on not just communication, but interpersonal communication, the staff shows an increase in performance and job satisfaction (Putri, 2018).

Communication Within Student Affairs

Herdlein (2004) suggested that graduates of student affairs preparation programs may be poorly equipped for entry-level work within student affairs because preparation programs do not concentrate on the skills and competencies vital to the development of student affairs professionals. One basic competency that many student affairs professionals are expected to learn is communication (written and oral) skills in their graduate preparation programs. Tillotson (1995) presented that student affairs staff should acquire communication skills because they are essential for moving up in their careers as supervisors/advisors of student and professional staff members. A study by Hyman (1985) also stressed communication as an important skill in a survey of directors of on-campus housing programs, student affairs faculty, and senior student affairs officers. Waple (2006) further confirmed in a survey of entry-level student affairs professionals that written and oral communication skills score highest in achievement and usage.

Perceived Supervisor Support

Perceived supervisor support is defined as the degree to which employees form impressions that their supervisors care about their well-being, value their contributions, and are generally supportive (Eisenberger et al., 2002). Supervisor support helps employees to cultivate positive attitudes toward their organization because supervisors act as agents of the organization (Levinson, 1965). Studies have signified the positive impact of supervisory support on organizational commitment and job satisfaction, with results indicating that supervisory support helps reduce employee tendency to leave the organization (Muhammad & Hamdy, 2005). Cheng et al. (2013) observed that when supervisees perceive high supervisor support, the high-quality relationship influences their levels of engagement. Although researchers have determined that leader behaviors like encouraging information sharing, participative decision making, and coaching help employees feel empowered and enhance the role-related feeling of contribution, control, competence, connectedness, and meaningfulness, the research linking empowering leadership and empowerment is relatively scarce in the literature (Albrecht & Andreetta, 2011). Jose and Mampilly (2015) proposed that perceived supervisor support enhances the psychological empowerment of employees in their tasks, assignments, and projects.

Demographics and Supervisory Relationships

The literature regarding demographics and supervisory relationships has presented that having a stronger relationship because of similar demographic characteristics can affect and alter stereotypes held by supervisors or supervisees about each other. Byrne et al. (1986) shared that positive supervisor and supervisee perceptions

of each other can strengthen the quality of the dyadic relationship by having consistent personal interactions and taking time to understand the beliefs, values, and experiences of the other person. Each individual has a collection of social identities, including but not limited to race/ethnicity, age, and gender, and these identities affect and are affected by the individual's perception and experience (Campione, 2014).

Organizational demographers have acknowledged that individual employee traits and demographic characteristics of a work group affect the actions and feelings of its members (Reskin et al., 1999). These differences in traits and demographic characteristics can affect employee assessment items such as job satisfaction. Additionally, an increased amount of self-awareness and warmer interpersonal relations among supervisors and supervisees can inspire and allow reflection that reduces stereotyping, potential disagreements, and confusion within groups at work (Mayer et al., 1995; Somech, 2003).

Regarding racial identity within supervisory relationships, it is in the work environment where interracial group interaction is likely to be at its peak (Brown et al., 2003). In racially diverse settings, people from both marginalized and mainstream groups often feel forms of identity threat that contextually trigger worries about being uncomfortably stereotyped because of their identity (Steele et al., 2002). This, in turn, could undermine relationships.

Hamrick and Carlisle (1990) reported that both supervisor and supervisee gender can affect the chances given to complete complex and significant tasks or assignments. Supervisors tend to display a partiality to delegating jobs needing decisive action and

critical thinking to supervisees of the same gender (Mai-Dalton & Sullivan, 1981). In addition, there are few differences between males and females in terms of field studies on leadership characteristics compared to those in laboratory settings, where males have been seen as more effective supervisors (Dobbins & Platz, 1986). Researchers have also uncovered different principles in the assessment of gender differences such that women must achieve more to be recognized as equally capable (Biernat & Kobrynowicz, 1997). Additionally, Carli (1999) reported that men consider themselves more effective as a manager than a woman manager. Further confirmation of this perception has been reported that men perceive themselves more likely to have potential leadership and management skills as compared to a woman Heilman, (2001); Schein, (2001).

Parallel patterns on supervisor perceptions of LMX quality for ethnicity and gender similarity have also been found regarding ethnicity and gender between supervisors and supervisees (Bakar & McCann, 2014). Ethnicity and gender similarity in supervisor-supervisee relationships is positively related to job satisfaction, commitment to work group, and in-role performance. Another factor to consider is age dissimilarity in the supervisory relationship, as it has frequently been studied within job performance and performance evaluation processes with mixed results. Gordon and Arvey's (2004) meta-analytic examination of age at both field and laboratory levels found that a supervisor's age affects supervisory ratings by supervisees. Age difference occurs when a supervisee must answer to a young(er) supervisor and feels lesser. In addition, older supervisees may have views that oppose those of their supervisor (or others) based on

issues such as an unjustified promotion or a lack of trust in the young(er) supervisor (Perry et al., 1999; Tausig & Fenwick, 2001).

Competencies Regarding Supervisors

Professional organizations such as the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) provide standards for excellence for student affairs professionals at higher-education institutions, regardless of their role or entry point in the field (Munsch & Cortez, 2014). Professional competencies serve as a guide to expert knowledge, expected skillsets, and areas of growth for student affairs professionals in the United States (ACPA/NASPA, 2015). In 2010, a joint task force defined the necessary skills, professional knowledge, and attitudes that practitioners must develop and maintain in the expansive field of student affairs. The task for presented 10 professional competencies of the critical knowledge, skills, and characteristics expected of all student affairs professionals, irrespective of the functional area or concentration within the field:

- Personal and ethical foundations
- Values, philosophy, and history
- Assessment, evaluation, and research
- Law, policy, and governance
- Organizational and human resources
- Leadership
- Social justice and inclusion
- Student learning and development

- Technology
- Advising and supporting

Extending from each competency are outcomes that practitioners are encouraged to incorporate in their practice. Of these professional competencies, two areas aligned with the current study are leadership and advising and supporting. The leadership competency speaks to the knowledge, skills, and characteristics required of a leader, with or without positional authority. Leadership includes both the individual role of a leader and the leadership progression of individuals working collaboratively to imagine, strategize, and create change in organizations and to answer to broad-based constituents and their topics. This can involve cooperating with students, student affairs colleagues, faculty, and community members. Student affairs practitioners play an acute role in promoting the wellness of themselves, their students, and their colleagues by using both self-awareness and taking into consideration the needs of others. For example, supervisors who increase their competencies associated with advising and supporting supervisees will be able to deliver more effective advice and support to individuals and groups through focused, constructive criticism, analysis, recommendations, and leadership.

Both the leadership competency and the advising and supporting competency for student affairs professionals play an important role for housing administrators, as many immediately start work with professional and student staff. University housing officers typically work in diverse workplaces and often use a variety of skills such as problem solving, prioritization, and cultural competencies when working with students, faculty,

and staff. University housing officers are required to facilitate the integration of their staff and students into a work culture, to handle conflict, and to relate well with others who are different from them. In addition, university housing officers help students succeed academically and in their post-college career. These two competencies play a pivotal role in supervision.

Synergistic Supervision in Student Affairs

Supervision is an essential purpose of managing student affairs personnel, yet there is a shortage of research on this issue (Elrod et al., 2019). Winston and Creamer (1997) noted that the roles of supervision are to back the mission of the institution and encourage staff in terms of their personal and professional goals. Similarly, Arminio and Creamer (2001) asserted that synergistic supervision is the most useful supervision style for student affairs professionals. Winston and Creamer (1997) described synergistic supervision as a holistic method to supervision, where the supervisor emphasizes both the goals of the organization and the personal and professional goals of the employee. The synergistic model allows supervisors to clarify expectations through conversation of performance and informal assessments.

The synergistic supervision approach enhances the personal and professional development of new professionals; it involves creating open lines of communication, building trusting relationships, supplying supervisory feedback and evaluation, identifying career ambitions of staff, and understanding the knowledge and skills essential for advancement (Winston & Creamer, 1998). These features of the synergistic

approach to supervision are appropriate to meet the necessities of new student affairs professionals in the beginning stages of their career.

Shupp and Arminio (2012) conducted a study to examine which supervision styles are most beneficial to entry-level student affairs professionals. They concluded that synergistic supervision is a crucial component in supervising effectively and holding on to new student affairs professionals. Synergy is described as the interaction or cooperation of two or more organizations or other agents to produce a combined outcome more significant than the entirety of their single effect (Lexico, n.d.). Using the Synergistic Supervision Scale, Tull (2006) found a strong positive correlation between perceived synergistic supervision and job satisfaction. Saunders et al. (2000) developed the SSS to measure the perception by staff of a supervisor's ability to meet the goals defined in synergistic supervision. The results of their study supplemented those of Winston and Creamer (1997), which established synergistic supervision as a practical approach to supervision within student affairs.

Leadership Styles in Student Affairs

The literature focusing on leadership styles in student affairs and in housing administrators is limited. Research has focused primarily on learning styles of students and supervisory styles of professional staff. However, some leadership styles have been suggested for use in certain situations student affairs professionals deal within their jobs. In a study on what makes a quality supervisor, Arminio and Creamer (2001) found behaviors that embody leadership styles to be akin to transformational leadership, servant leadership, or synergistic supervision. These behaviors include meeting regularly

with individual staff members and with groups (transformational leadership), introducing challenges incrementally, and including staff in organizational planning (synergistic supervision). In addition, Arminio and Creamer (2001) found quality supervision demonstrates a twofold emphasis—the desires of the organization and the needs of the staff member before self (servant leadership). Kortegast and Hamrick (2009) also found constant dialogue between supervisor and staff to lead to fewer surprises and a smoother transition if, and when, a staff member decides to leave.

Research on the supervisory styles of student affairs professionals at community colleges is varied. While there are several perceptions and scientific explanations of supervision style, the operational definition is as follows: how a supervisor considers leading others, including how they communicate, inspire, direct, and manage employees (Levinson, 2018). In their study of 19 participants who volunteered to participate in individual interviews, Elrod et al. (2019) found that five reported utilizing some form of adaptive or situational style in supervising where the manner, scope, and frequency of supervision was dependent upon the individual being managed. Other leadership styles were authoritative (autocratic), democratic (participative), laissez-faire (passive-avoidant), servant, transformational, and transactional.

Authoritative (Autocratic) Leadership Style

The authoritative leadership style, also known as autocratic leadership, was described by Radu-Ioan (2010) as choices made and enforced by the leader/supervisor, decreasing the supervisee's involvement in the decision-making process. In their investigation of the authoritative leadership style practiced by supervisors on employees,

Judge et al. (2006) noted there were numerous organizational circumstances in which employees favor such a style, particularly in urgent situations when there is a necessity for swift adaptation, management, and guidance. In another study by Lord et al. (1986), emphasized that the repeated use of such a style establishes high levels of employee stress and job resignation. Thus, employees are extremely opposed to such a leadership style. Radu-Ioan (2010) also stated that in organizations where there is a problem of low motivation and nurturing of professional interactions with employees, feelings of fear and insecurity stemming from use of the autocratic leadership style only generate more difficulties.

Democratic (Participative) Leadership Style

The democratic (participative) leadership style is when the leader prefers to engage others in the decision-making process by listening to their views and offering solutions to problems (Caillier, 2020). Bhatti et al. (2012) stated although a democratic leader will get the final decision, they encourage additional members of the team to participate in deciding the outcome of the issue or task at hand. This collaborative effort not only improves job approval by involving personnel or colleagues in what is going on, but also aids in expanding the supervisees' skills. Supervisees and team members feel in command of their own future. This feeling allows supervisees to visualize the promotion they deserve within the organization and to be inspired to work vigorously by more than just a monetary incentive. Because involvement takes time from supervisees, this style can lead to matters occurring more gradually, but regularly the result is better (Bhatti et al., 2012). The approach can be most appropriate wherever collaboration is

necessary, and quality is more crucial than swiftness to decision making. More people favor a democratic leader to handle public predicaments rather than an autocratic leader (De Cremer & Van Vugt, 1999).

Laissez-Faire (Passive-Avoidant) Leadership Style

Laissez-faire (passive-avoidant) is a style of leadership that places elevated influence on subordinates. This style relies on the ability of team members to establish their own direction and to work out their conflicts productively. Sischka et al. (2020) described the laissez-faire style as characterized by evasive supervising behaviors and a lack of leadership. Elements of the style include purposely avoiding decision making, postponing actions, blatantly disregarding leader obligations, not responding to employee problems, lack of supervising subordinates, nonexistent leader when presence is needed, and little to no participation in critical organizational problems or concerns (Bass & Riggio, 2006). In some cases, laissez-faire leadership choices can be placed in the transformational leadership category when the leader purposely aims to let followers learn from mistakes (Horwitz et al., 2008). Laissez-faire leadership, also called passive-avoidant leadership by Bass and Avolio (2004), is characterized by qualities of no leadership. Laissez-faire leaders refrain from getting involved when important issues arise. The supervisor is considered absent when needed, avoids making decisions, and postpones answering urgent questions.

Servant Leadership Style

Servant leadership was first ascribed by Greenleaf (1977) in the 1970s to describe organizational leaders who lead by serving their followers. Serving followers is

characterized by prioritizing followers' needs and well-being while developing them to attain their optimal potential and achieve the highest possible outcome. Expanding upon Greenleaf's (1977) work, Eva et al. (2019) described servant leadership as an employee-oriented approach displayed through one-on-one prioritization of followers' individual interests and turning the leader's needs in the direction of concern for others inside the organization. In this regard, servant leadership is advantageous to followers' physical and emotional well-being. Once the servant leader has fulfilled the needs of the followers, the results are enhanced and increased productivity. Dedication to employees and an organization, and dedication to job satisfaction are also related to increased leadership effectiveness (Busari, 2011).

Transformational Leadership Style

The emergence of transformational leadership style as an essential approach to leadership began with research done by political sociologist James MacGregor Burns and published in his book titled *Leadership*. Burns (1978) attempted to link the roles of leadership and followership and wrote of leaders as people who tap into the motivations of followers in order to attain the goals of leaders and followers simultaneously. Thus, transformational leadership is defined as the practice whereby a person participates with others and creates an interpersonal relationship that increases the level of motivation and standards in both leaders and followers (Northouse, 2019). This leadership style inspires individual and team spirit. Specifically, leaders who inspire motivation (a) talk optimistically about the future, (b) talk passionately about what needs to be accomplished, (c) communicate a captivating image of the future, and (d) articulate

confidence that goals will be accomplished. Leaders who inspire motivation encourage followers to envision attractive future states that they ultimately attain for themselves (Bass & Avolio, 2004).

Transformational leaders are employee-centered; they focus on employees' needs and motivations and support followers in attaining their maximum potential (Bowers & Seashore, 1966) and a transformational style of leadership can be utilized by supervisors at all levels in an organization to positively affect an organization's performance (Bass & Avolio, 2004). Transformational leadership can be used by supervisors to improve team development, create decision-making groups, and generate quality initiatives for employees (Bass & Avolio, 1994). In addition, it can be utilized for recruitment, selection, and promotion of staff. There is a relationship between transformational leadership and innovative work behavior in educational institution staff and five elements of transformational leadership: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration (Abbas et al., 2012). These connect well with components of innovative work behavior: idea promotion, idea generation, work commitment, and idea implementation. Transformational leadership has an influence on mediating conflicts and instigating change commitment to the organization between employees and their supervisor and can generate creativeness and employee job satisfaction (Yang, 2014).

From a student affairs leadership perspective, Herbst and Conradie (2011) conducted a quantitative study on the perceptions of transformational leadership behaviors of supervisors in a South African university. They concluded that colleges and

universities have a need for more transformational leaders in senior administrative roles and that institutions should try to develop leadership development programs to support leaders' growth and development. Further supporting transformational leadership in student affairs are the studies of Astin and Astin (2000) and Robinson (2017), who recommended that colleges and universities employ supervisors who practice transformational leadership only in times of change within higher-education organizations.

Transactional Leadership Style

Burns (1978) found another type of leadership style that is considered the opposite of transformational leadership—transactional leadership. Yukl (1999) operationally defined transactional leadership as an approach that includes an exchange process to encourage follower passivity with leader needs and organizational procedures. Transactional leadership refers to the more significant part of leadership models focusing on the work product exchanges that occur among leaders and their followers. The exchange aspect of transactional leadership is pervasive and can be witnessed at many levels throughout all types of organizations. While interactions between leaders and team members are a natural component of employment contracts, Notgrass (2014) noted that employees do not necessarily recognize transactional leaders as those most skillful at producing trusting, mutually favorable leader-member relationships.

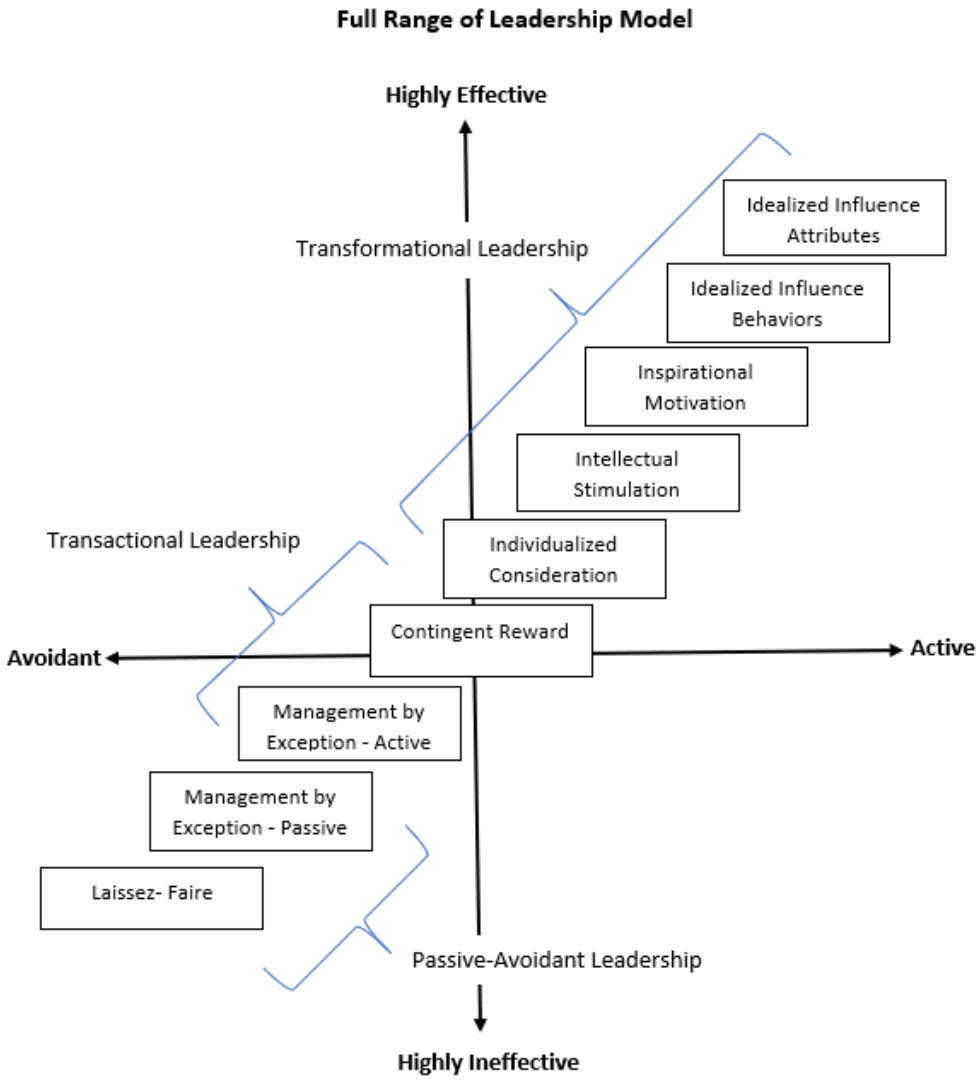
Full Range of Leadership Model

Employees desire managers to demonstrate transformational leadership behaviors such as creating an environment for creativity, spotting accomplishments, building trust,

and inspiring a shared vision (Notgrass, 2014). In the 1980s, Bass (1985) provided an extended version of transformational leadership that was on par with, but not completely related to, the 1978 work of Burns. Bass (1985) concentrated on more consideration given to the needs of followers rather than those of leaders. He suggested that transformational leadership could apply to circumstances with adverse outcomes and described transactional and transformational leadership as a single scale or continuum, creating the Full Range of Leadership Model (FRLM) (Avolio, 1999; Bass, 1985; Bass & Avolio, 1994) (see Figure 1).

Figure 1 Full Range of Leadership Model

Full Range of Leadership Model



Note. Adapted from *Improving Organizational Effectiveness Through Transformational Leadership* (p. 5), by B. M. Bass and B. J. Avolio, 1994, Sage. Copyright 1994 by Sage. Reprinted with permission.

The FRLM is visually represented on a continuum, with the transformational leadership approach on one end and the passive-avoidant leadership approach on the opposite end. Toward the middle of this continuum is the transactional leadership approach (Northouse, 2019). Each of these approaches has factors/behaviors that make these leadership styles unique. Transformational leadership is divided into four leadership factors on the FRLM continuum: idealized attributes and behaviors, inspirational motivation, intellectual stimulation, and individualized consideration.

Antonakis (2012) described idealized attributes and behaviors as the emotional factors of leadership taken on by leaders that make them appear as strong role models for followers. These idealized factors can be summed up in the word charisma. Followers connect with these leaders and want to mimic their leadership actions. These leaders give followers a sense of purpose and usually have exceedingly high standards of moral and ethical conduct. Followers feel that these leaders can be depended on to do what is right. This moral compass is genuinely revered by followers. Northouse (2019) shared that the idealized attributes refer to the followers' perceptions of their leaders and that the idealized behavioral factors refer to the followers' examination of leader behavior.

Inspirational motivation, or having inspiration, is a descriptive factor of transformational leadership that illustrates the leader as someone who is a good communicator and instills high expectations in followers. A leader who exhibits the inspirational motivation factor emphasizes the importance of becoming dedicated to and a part of the collective vision of the organization. Northouse (2019) noted that leaders

utilizing this factor apply passionate pleas to concentrate group members' energies to accomplish more than they would from their own self-interest.

Intellectual stimulation is another factor that encourages followers to be inventive and to question principles and ideals of their own, of the leader, and of the organization. This kind of leadership endorses followers to try new methods and create new ways of tackling issues within the organization (Northouse, 2019). The leader emphasizes followers to think critcially on their own to resolve issues faced by the organization.

The individualized consideration factor describes leaders who deliver a reassuring environment in which they pay close attention to the individual needs of followers (Northouse, 2019). Leaders act as trainers and mentors while attempting to develop followers to perform at their highest potential. Leaders practicing this factor utilize delegation to assist followers in maturing beyond their own personal limits.

The transactional approach differs from the transformational approach on the continuum by not being concerned with the follower or prioritizing their personal development. Transactional leaders focus on the exchange of things that advance the leader and the follower agenda (Northouse, 2019). In the FRLM, the transactional leadership approach consists of two factors: contingent reward and management by exception-active.

The contingent reward factor is the factor that focuses on the exchange of processes between leaders and followers in which the leader presses the followers to fulfill responsibilities and requests for successful accomplishment of assignments, as

well as gives tangible or psychological incentives for the success of contractual commitments (Bass, 1990). The leader tries to obtain agreement from followers on what must be done and what the payoff will be for doing it.

Management by exception is categorized by two behaviors, active and passive. The management by exception-active factor is the second factor associated with transactional leadership. It is leadership that includes corrective critiquing, negative opinions, and reprimanding follower attempts at the task or assignment given by the leader. Management by exception-active is when a leader scrutinizes followers closely for errors or rule violations and then takes corrective action (Northouse, 2019).

The passive-avoidant style includes the management by exception-passive and laissez-faire factors. Management by exception-passive is when a leader intrudes only after criteria have not been met or difficulties have surfaced with follower ability to complete the task or assignment given by the leader (Bass, 1990). Management by exception-passive can be misleading to followers because it can be perceived as management by exception-active, stepping in to assist the follower when there is an issue. However, the leader observes for a while and will typically spring into action, offering up a swift reprimand when follower shortcomings are noticed.

The laissez-faire leadership factor falls at one end of the leadership continuum categorized under the passive-avoidant leadership approach. The French phrase implies that the laissez-faire leadership factor takes a “hands-off” approach, relinquishing decision making, postponing determinations, providing no constructive criticism, and

making little effort to assist followers in meeting their needs. There is no discussion with followers or effort given to help followers grow (Bass, 1990).

The y-axis of the FRLM ranges from effective to ineffective leadership, while the x-axis ranges from passive to active leadership. The effective-to-ineffective axis shows the leader as more effective with followers when using transformational leadership. The model also shows a more active leader to be aligned with utilizing transformational leadership. When practicing transactional leadership, the x- and y-axes move toward being a passive and ineffective leader. In other words, transformational leadership augments transactional leadership to be more effective.

Theoretical and Conceptual Framework

The theoretical framework for this study is rooted in transformational and transactional leadership, as conceptualized by Bass and Avolio (2004) in the FRLM, and a hybrid model of social exchange theory (SET) (Blau, 2017) and LMX (Bauer & Green, 1996). Transformational leadership includes four factors: idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leadership factors include contingent reward and management by exception-active. Passive-avoidant leadership factors include management by exception-passive and laissez-faire leadership. Both factors encapsulate the absence of leadership by leaders. These leadership styles (transformational, transactional, and passive-avoidant) provide the basis for the MLQ rater form, which categorizes and measures key leadership and effectiveness behaviors shown in the

FLRM and is strongly connected with both individual and organizational success (Bass & Avolio, 2004).

To develop an understanding of the supervisory relationship and to develop a questionnaire to measure it, Beinart (2004) questioned trainees and newly qualified practitioners about the qualities of the supervisory relationship that they perceived to have contributed most and least to their clinical effectiveness. Using grounded theory, Beinart (2004) generated nine themes from the data to describe the conditions of effective supervisory relationships facilitated by the supervisor but evaluated by the supervisee: (a) setting boundaries, (b) being supportive, (c) being respectful, (d) maintaining an open relationship, (e) being committed, (f) being sensitive to needs, (g) being collaborative, (h) being educative, and (i) being evaluative. These themes were combined into a model for aiding beneficial change where certain relationship factors such as boundaries and trust need to be established for the educational, collaborative, and evaluative processes of supervision to become successful (Palomo et al., 2010). The themes compiled by Beinart (2004) were not based on a theoretical model. However, these themes lend themselves to being interrelated to SET and LMX.

Chernyak-Hai and Rabenu (2018) claimed the SET to be a key model in examining workplace relations among supervisors and supervisees. The SET's basic premise is that human relations are shaped based on individual cost-benefit analysis, such that people tend to repeat actions that were incentivized in the past. The more often a particular behavior has been recognized positively, the more likely it is to be repeated (Homans, 1958). The voluntary actions of individuals motivated by the returns expected

of others is based on a central premise: that the exchange of social and material resources is a fundamental form of human interaction (Blau, 2017). This type of human interaction is similar to Beinart's (2004) supervisory relationship themes that focus on being supportive, respectful, educative, and evaluative.

LMX defines the quality of relationships among leaders and group members. High-quality LMX includes high levels of information exchange, interaction, trust, respect, support, mutual influence, and rewards (Bauer & Green, 1996). It also affects employee motivation in different parts of an organization like increasing or decreasing opportunities at work, sense of empowerment, emotional support, and cooperative interactions, and loyalty, respect, and obligation to the supervisor and organization. LMX connects with Beinart's (2004) themes of having boundaries, maintaining an open relationship, being committed, and being sensitive to needs of employees.

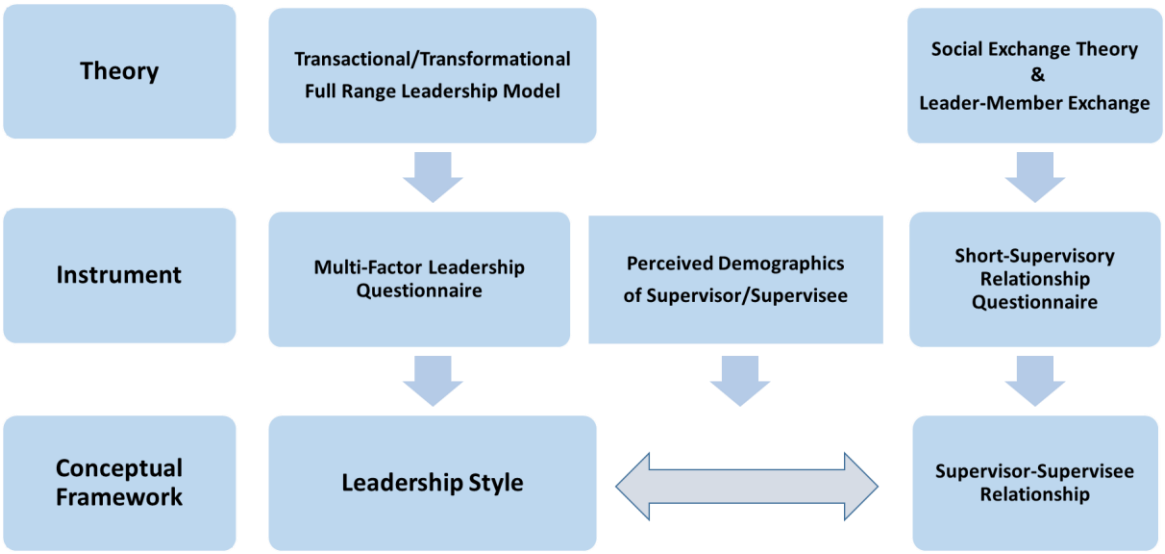
Another important component of the conceptual framework affecting the leadership style of supervisors and the supervisory relationship, as perceived by the supervisee, is the demographics of supervisors and supervisees. Carter et al. (2014) shared that demographic similarities and dissimilarities between supervisors and supervisees can affect leadership style and the supervisory relationship. Similarly, Bakar and McCann (2014) revealed that of the five relational demographic variables they examined (ethnicity, religion, age, gender, tenure at the organization), the strongest and most consistent demographic variables were ethnic and gender similarities.

The theoretical framework for this study was based on the transformational/ transactional leadership theory and the FRLM from the MLQ which assesses supervisor

leadership style from the supervisee's perspective. The S-SRQ, which measures the quality of the supervisory relationship, relies on constructs from the SET/LMX such as the leader/follower exchange within a working environment. This was the conceptual framework used to assess the supervisor-supervisee (i.e., working) relationship in terms of supervisee and supervisor demographic variables. For example, the demographic factors of age, gender, ethnicity/race, current staff position of supervisor and supervisee, length of time for supervisee at institution, and the number of years worked together with their supervisor were examined for their potential influence on the leadership style and supervisory relationship as perceived by the supervisee (see Figure 2).

Figure 2 Theoretical/Conceptual Framework: Leadership & Supervisory Relationships

Theoretical/Conceptual Framework: Leadership & Supervisory Relationships



Chapter Summary

This chapter served as a review of the literature pertaining to the factors related to the development of a strong supervisor-supervisee relationship. The chapter also provided an overview of the FRLM and the factors that make up the leadership style continuum. Several studies have examined student affairs and housing administrations at the levels of student staff and entering professionals; however, few studies have attempted to understand the influence of leadership style on the supervisory relationship as perceived by supervisees.

Trust in leaders is based on employee observations of a leader's capability to manage a team, including operating with honesty and empathy for those who are led. It is important to note that trust plays a dynamic part in growing a positive working environment with supervisors and supervisees. Most peer-reviewed studies on trust in student affairs supervision have been about increasing supervisory skills of new student affairs professionals; studies have vaguely spoken to the perceptions of trust between student affairs supervisors and supervisees in graduate preparatory programs. Communication practices have an important impact on the quality of relationships developed within the workplace, specifically between supervisors and supervisees. The workplace environment places significance on communication practices between supervisors and supervisees. This study proposed that when a supervisor considers that the choice of leadership style should include its effect on interpersonal communication and the supervisory relationship, then it is expected that staff performance and job satisfaction will increase. Researchers have suggested that student affairs preparation

programs do not prepare graduate students for entry-level work within student affairs because there is not a concentration on the communication skills and competencies vital to the development of student affairs professionals. Many institutions expect entry-level staff members to have a postgraduate level of education and to have obtained written and oral communication skills in their graduate preparation programs.

The supervisory relationship can be affected by many components, from supervisor and supervisee demographics to supervisor leadership style. This is further compounded in the student affairs and housing profession, as the review of literature for this study reveals that the national governing bodies of student affairs professionals have created specific competencies that should be possessed by supervisors. In general, research has demonstrated that transformational and transactional leadership styles increase the psychological safety of supervisees and allow them to form an environment for creativity, problem solving, spotting accomplishments, building trust, and inspiring a shared vision (Carmeli et al., 2013; Notgrass 2014). Although much research is present on student affairs professionals, housing administrators in student affairs, leadership styles, and supervisory relationships, this review identified a gap in the literature. Much is still unknown about the influence of demographics on leadership styles of supervisors and the supervisory relationships of student affairs professionals and housing administrators as perceived by supervisees.

CHAPTER III

METHODS

This chapter provides an overview of the methods for this study, and includes details related to the purpose of the study, research design and instrumentation, population, sample, sampling procedure, process of data collection and analysis.

Purpose and Objectives

In this study, I examined the perceptions of SWAUCHO-member supervisees on the quality of their supervisory relationships and determined whether those perceptions were influenced by the supervisee's perspectives on their supervisors' leadership style. In addition, I explored if the supervisors' demographics impacted the supervisory relationship and/or the leadership style of supervisors as perceived by supervisees. With this foundational information, student affairs practitioners involved in housing can be more intentional and purposeful in the formation of staff development programs and the type of supervision that those supervisors provide to their supervisees. In addition, this study can provide a method for supervisors to learn more about their supervisees' needs. This study had six research objectives:

1. To report the demographic characteristics of supervisors and supervisees as perceived by the supervisee.
2. To describe the supervisor-supervisee relationship as perceived by the supervisee.
3. To describe supervisors' leadership style as perceived by the supervisee.
4. To explore the influence of supervisor demographic variables on the

supervisory relationship.

5. To explore the influence of supervisor demographic variables on the supervisor leadership style.
6. To explore the influence of leadership style on the supervisory relationship.

Research Design

This quantitative study used a descriptive correlational research design. Descriptive research was used to describe the sample population for the variables under study, with the aim of providing a comprehensive understanding of the supervisor-supervisee relationship and the leadership style of the supervisor from the supervisee perspective. I carefully chose a set of variables that I believed would be related (e.g., demographics and scores from the MLQ rater form and S-SRQ). There was no specific hypothesis for the descriptive statistics, but the demographic characteristics of the sample were reported to help elucidate the nature of the relationships as demonstrated in research objectives one to three. An instrument designed by the researcher was used to collect data for objective one. Data collection for objectives two and three were based on the S-SRQ and MLQ, respectively. Descriptive statistics were used to report summaries of all data from the sample for all objectives.

A correlational research design was used for research objectives four to six. This allowed me to examine the supervisee-supervisor relationships and to determine the association between the sample demographics, the quality of the relationship (as measured by the S-SRQ), and the leadership style of the supervisor (as measured by the

MLQ rater form). For research objectives four to six, Pearson's correlation and multiple linear regression (MLR) were used. According to Salkind (2010), MLR is a flexible approach for data analysis for the relationship between a single dependent variable and two or more independent variables because it can (a) test hypotheses regarding the extent to which a particular set of independent variables explains variation in the dependent variable and (b) be used to test the relationship between both categorical and continuous independent variables and numeric dependent variables.

IBM SPSS Statistics software, version 27, was used to conduct MLR using the stepwise method to exclude variables that were not deemed to be significant contributors to the model (Lewis, 2007). These statistical tests were used to determine the strength of the relationships, if any, between the predictor variables (e.g., demographics and leadership style) and the outcome variables (quality of the supervisory relationship and on the leadership style). These tests allowed me to test the strength of the relationships and to observe any existing patterns within the relationships, such as an association between the predictors and the outcome variable. This type of research did not allow me to prove causation between the variables.

MLR depends on the use of continuous or categorical independent variables and continuous dependent variables (Laerd Statistics, 2018a). MLR also allows a researcher to evaluate the accuracy of a prediction based on a set of independent variables and to test how well a regression model fits a specific set of data (Laerd Statistics, 2018a). For research objective four, MLR was conducted using supervisor demographic variables to assess outcomes of the S-SRQ scales. For research objective five, MLR was conducted

using supervisor demographic variables to assess outcomes of the MLQ scales. For research objective six, MLR was used to assess the S-SRQ scales as outcome variables in relation to the MLQ scales as predictors.

Instrumentation

For all research objectives that utilized demographic variables (e.g., one, four, and five), data was collected from each participant related to themselves and to their direct supervisor using a researcher-designed demographic instrument. For all research objectives that utilized variables based on the quality of the supervisory relationship as perceived by the supervisee (e.g., two, four, and six), I used data from the S-SRQ. This instrument was the appropriate measure for this study because it focused directly on the quality of the supervisory relationship, as opposed to other instruments, such as the Synergistic Supervision Scale (Tull, 2006), which is designed to measure perceptions about supervisors' attention to the advancement of professional or personal goals of an institution or individuals within an organization. For the research objectives based on leadership style (e.g., three, five, and six), I used data collected through the MLQ rater form. This instrument allowed me to gain a comprehensive look at specific aspects of transformational, transactional, and passive-avoidant leadership. These instruments are discussed in detail in the following sections.

Researcher-Developed Instrument

I developed a 10-item questionnaire to collect data on the demographic variables of age, gender, ethnicity/race, current staff position of supervisor and supervisee, length of time for supervisee at institution, and the number of years worked together with their

supervisor. The format of questionnaire items on ethnicity and race were based on similar items on the 2020 Census Questionnaire (U.S. Census Bureau, 2020). Participants were also asked to estimate these same demographic variables for their supervisor and to report the frequency of meetings with their supervisor, the length of time they had spent working with their supervisor, and the estimated length of time that their supervisor had been working for the institution.

Short Supervisory Relationship Questionnaire

The S-SRQ was used in this study to collect data related to the quality of the supervisory relationship as perceived by the supervisee. This instrument was based on Beinart's (2004) original Supervisory Relationship Questionnaire (SRQ) and was shortened by Palomo et al. (2010) using best-practices recommendations for scale reduction (Stanton et al., 2002). It consisted of 18 Likert-scale questions separated into three subscales: safe base, reflective education, and structure. For items on each scale, participants indicated their level of agreement to statements such as the approachability of the supervisor, how collaborative the supervisor is, and how much attention the supervisor pays to the supervisee's unspoken feelings and anxieties.

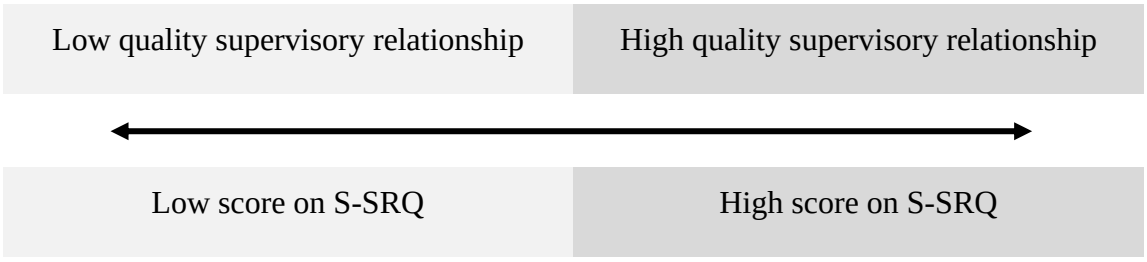
To obtain scores for each of these three subscales, the level of agreement for each item was summed. Responses were scored on a scale where the high end (*strongly agree or agree*) indicated a stronger, higher quality relationship and responses on the lower end (*strongly disagree or disagree*) indicated a lower quality relationship. The overall quality of participants' supervisory relationships was assessed by the total S-SRQ score, which the average of the three subscale scores.

Overall, the S-SRQ is a reliable, valid, and widely acceptable supervisee-completed measure of the quality of the supervisory relationship, with a measure of internal consistency of alpha = 0.96 (Cliffe et al., 2016). Alpha values greater than 0.70 indicate acceptable levels of reliability (Nunnally, 1967). Each subscale has demonstrated high internal consistency, and the overall measure has adequate test-retest reliability (Cliffe et al., 2016).

For the portion of the online survey that utilized the S-SRQ, item 12 was modified to provide clarity for the participants of the study that the items were specifically related to SWACUHO member institutions. The item was edited from "*My supervisor drew flexibly from a number of theoretical models"* to "*My supervisor draws flexibly from a number of theoretical models (i.e., theories like Chickering and Reisser's Seven Vectors of Identity Development or Astin's Theory of Student Involvement)*." This additional wording was used to provide examples of the kinds of theoretical models envisioned in the original S-SRQ statement.

Figure 3 S-SRQ Continuum

S-SRQ Continuum



Multifactor Leadership Questionnaire

The MLQ established by Bass and Avolio (1995) was based on a six-factor model: charisma/inspirational, intellectual stimulation, individualized consideration, contingent reward, management by exception-active, and management by exception-passive. Since that time, the FRLM has undergone numerous modifications. According to the MLQ manual (Bass & Avolio, 2004), there is strong evidence for various types of validity, and its construct validity has specifically been thoroughly explored through factor analyses. For example, research by Antonakis et al. (2003) supported the proposal by Avolio and Bass (1991) that a nine-factor model was stable in standardized situations. These nine factors are: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception-active, management by exception-passive, and laissez-faire. This updated version of the MLQ has come to be considered a well-established and extensively researched instrument that is both valid and reliable (Bass & Avolio, 2004). Muenjohn and Armstrong (2008) tested both the validity and the reliability of the MLQ self-form and rater form by confirmatory factor analysis (CFA). They reinforced earlier findings regarding the structural validity of the MLQ based on the nine-factor solution and its ability to capture the FRLM (i.e., the continuum of transformational, transactional, and passive-avoidant leadership) using data obtained from 138 pairs of leaders and direct-report subordinates.

The MLQ rater form (Bass & Avolio, 2004) was a 45-item questionnaire (5-point response scale to each of the 45 statements) that identifies key aspects of leadership

behavior, namely transactional, transformational, and laissez-faire leadership style as well as leader effectiveness. The first 36 items measured the three leadership styles, and the last nine items measured leader effectiveness. Questions about the three leadership styles are interspersed within the 36 items. Data related to the MLQ scales for leadership outcomes were not utilized because, as stated in the manual, the characteristics related to outcomes of leadership (e.g., extra effort, effectiveness, and satisfaction) are not based on leadership styles and were not relevant to the objectives of the current study which focused on the supervisory relationship.

Interpretation of the MLQ scale scores vary. For example, low scores on some MLQ scales (e.g., individualized consideration and contingent reward) indicate of a lack of recognition of individual differences in supervisees in terms of their specific needs and desires. This contrasts with high scores on other scales (e.g., inspirational motivation and intellectual stimulation), which signify that followers are developed to successively higher levels of potential, while new learning opportunities are created along with a supportive climate in which to grow (Bass & Avolio, 2004). To assess reliability, Muenjohn & Armstrong (2008) conducted a review of the English version of the MLQ. Reliability scores for the MLQ subscales range from moderate to good. The MLQ measures five distinct characteristics of transformational leaders (idealized influence attributes, idealized influence attributes behaviors, inspirational motivation, intellectual stimulation, and individualized consideration), two factors of transactional leaders (contingent reward and management by exception-active), and two passive-avoidant leadership style factors (management by exception-passive and laissez-faire). As stated

earlier, alpha values greater than 0.70 indicate acceptable levels of reliability (Nunnally, 1967), and the Cronbach alpha produced for the original MLQ rater form was alpha = 0.86, which indicates a high degree of reliability (Muenjohn & Armstrong, 2008).

The transformational leadership subscales of idealized attributes (IA) and idealized behaviors (IB) refer to leadership qualities related to being admired, respected, and trusted. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values. When high scores are obtained on these subscales, it indicates that followers are likely to identify with and want to emulate their leaders.

The transformational leadership subscale of inspirational motivation (IM) refers to leadership qualities related to behavior that motivates those around them whereby leaders provide meaning and challenge to their followers. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves.

The transformational leadership subscale of intellectual stimulation (IS) refers to leadership qualities related to the stimulation of followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

The transformational leadership subscale of individual consideration (IC) refers to leadership qualities related to paying attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

The transactional leadership style is when leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception. Contingent reward (CR) explains expectations and offers recognition when goals are achieved. Management by exception-active (MBEA) The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

The passive-avoidant leadership is comprised of two factors, management by exception-passive (MBEP) and laissez-faire (LF). Management by exception-passive does not answer situations and problems systematically. Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. Laissez-faire leadership has a negative effect on desired outcomes and is akin to no leadership. Both types of behavior have negative impacts on followers and associates. As is explained in the MLQ manual (Bass & Avolio, 2004), individual

questionnaire items are rated as frequencies, and lower scores for each subscale indicate less of each particular leadership style. Table 1 shows abbreviations used in the tables of this dissertation to reference the MLQ subscales.

Table 1 MLQ Subscale Abbreviations

MLQ Subscale Abbreviations

MLQ transformational scales	Abbreviation
Idealized attributes	IA
Idealized behaviors	IB
Inspirational motivation	IM
Intellectual stimulation	IS
Individual consideration	IC
MLQ transactional scales	**Abbreviation**
Contingent reward	CR
Management by exception-active	MBEA
MLQ passive-avoidant scales	**Abbreviation**
Management by exception-passive	MBEP
Laissez-faire	LF

Institutional Approval

I submitted a proposal for approval of this study to the Institutional Review Board at the Texas A&M University Office of Research Compliance, Human Subjects' Protection Program prior to the data collection process. All data collection methods, instruments, procedures, and proposed participant correspondence to were reviewed by the Institutional Review Board (IRB2019-1237D).

Population and Sample

The target population for this study was student affairs professionals involved in housing employed at institutions of higher education. The accessible population were those professionals in institutions affiliated with SWACUHO member institutions. These professionals are responsible for student housing administration and perform a wide variety of daily tasks that involve working with students, staff, and faculty such as leading and advising groups, coordinating events, and overseeing budgets. Most often, these professionals hold a minimum education level of master's degree, typically in student affairs or a related field, as preferred by SWACUHO member institutions for all entry-level staff (McClellan, 2010). SWACUHO membership includes institutions from Texas, Oklahoma, and Arkansas. I obtained a list containing the email addresses of 447 SWACUHO members from the SWACUHO executive team; that list served as the sample frame for this study. An email with a link inviting participants to the study was distributed through the Qualtrics distribution function to all of the 447 email addresses that were obtained for the SWACUHO members. Of these, a report was generated from Qualtrics indicating that five emails bounced back and there were two duplicate emails.

Data Collection

I collected data for this study. I compiled each of the instruments into a single, web-based survey utilizing the Qualtrics online platform. I based the data collection protocol for this study on guidelines proposed by Dillman et al. (2014). Electronic invitations with a direct link to complete the survey on the Qualtrics platform were sent to the list of student affairs professionals obtained from SWACUHO. Included with the

invitation was an electronic cover letter assuring confidentiality and instructions for completing the survey. In total, I executed five points of contact to maximize the number of respondents. This included the original email and four personalized email invitation reminders that were sent in 3-day intervals. To minimize nonresponse bias, I carefully designed the survey to ensure that the respondents would be aware that all data collected, including any personal information, would be kept completely confidential. This was important because of the sensitive nature of some of the questions, which could have been perceived as personally identifying. In addition, I offered an incentive in the form of $50.00 Amazon gift cards for two respondents whom I randomly selected in exchange for their participation in this research.

Data Analysis

Descriptive statistics (e.g., means, standard deviations [SDs], and frequencies) and inferential statistics (MLRs) were used to accomplish the research objectives. Data were collected for descriptive statistics of the sample as reported by supervisees for the following variables for both the supervisors and supervisees: age, gender, ethnicity/race, position, meeting frequency and years in current staff position, years at the institution, and number of years worked together. Additional data were collected for inferential statistics using the MLQ rater form and S-SRQ. Pearson's correlation and MLR were conducted in SPSS Statistics software. For all categorical variables included in the MLR with more than two levels, dummy variables were created.

The stepwise procedure for MLR was utilized, an alternative that determines which predictors among a set produces a model that explains the maximum amount of

variability in the dependent variable using the least number of predictors (Lewis, 2007). Stepwise regression is a semi-automated procedure that builds a regression model by successively adding or removing variables by evaluating the *t*-statistics of each estimated coefficient (Nau, n.d.). It is used in research to select a useful subset of variables that takes into account the impact of each variable based on their order of importance in predicting the variability in the dependent variable (Thompson, 1995). When used properly, stepwise regression provides a researcher with more power than conventional multiple regression and "is especially useful for sifting through large numbers of potential independent variables and/or fine-tuning a model" (Nau, n.d., para. 1).

For this study, I used the default settings for the stepwise option in SPSS Statistics software to enter all hypothesized variables in the MLR models and allowed the program to remove one variable at a time by computing each *t*-statistic for the estimated coefficients and then squaring them and calculating a final *F*-statistic (Nau, n.d.). No specific choice was made for either a forward or backward method, and no specific value was entered in terms of a threshold value for the *F*-statistic. Changes in the adjusted *R*-squared value were observed for the different models based on variables entered or removed to determine which model was best (Nau, n.d.).

Pearson's correlation was used to verify if two numeric variables had a statistically significant linear relationship, as well as the strength and direction of the significant relationships. MLR was conducted to obtain an estimate of the parameters of the linear equations to predict the unknown values of the dependent variables based on models that are composed of a set of independent variables (McDonald, 2014). MLR

analysis was chosen for this study because in addition to describing the strength and direction of relationships, if any, between variables, it also provided insight into how much the values of a dependent (outcome) variable varied as values of the independent (predictor) variables varied.

For example, MLR was used in this study to determine how much the scores on the MLQ or S-SRQ scales would be expected to increase (or decrease) for each one-point increase (or decrease) in the independent variables (Statistics Solutions, 2020). MLR is a more powerful option than Pearson's correlation because its results can be used to predicts trends, future values, or point estimates (Statistics Solutions, 2020); this provides the rationale for using MLR in this study. The stepwise method for MLR was chosen in SPSS Statistics software because it helps a researcher select the best-fitting model. This is an important consideration because the addition of independent variables to an MLR model always increases R^2 (i.e., the amount of variance in the dependent variable that the model can explain), and when too many independent variables are included in a regression model "without any theoretical justification," the result may be a model that is overfitted (Statistics Solutions, 2020).

An essential component of all statistical analyses is including an examination of whether the data obtained fit the proposed research design. In other words, before the primary data analysis, a preliminary assessment of the data should be conducted against the relevant set of assumptions. Tests of assumptions are an essential step in data analysis because they ensure that it is appropriate to conduct the proposed type of

analysis on the data obtained and to ensure validity of the results (Laerd Statistics, 2018a). For this study, the following eight assumptions related to MLR were considered:

1. The analysis should include at least two independent variables that are continuous or categorical (Laerd Statistics, 2018a).
2. There should be a single numeric dependent variable (Laerd Statistics, 2018a).
3. There should be an independence of observations of the residuals. For this study, the Durbin-Watson statistic was generated in SPSS during the MLR analysis to test for any serial correlation between errors. (i.e., if adjacent observations were related). This statistic typically varies from 0 to 4, with values close to two indicating that the residuals are uncorrelated. In general, values between 1.5 to 2.5 are deemed acceptable (Field, 2018). Values greater than two indicate that adjacent residuals are negatively correlated, while those less than two indicate positive correlation.
4. There should be a linear relationship between each of the independent variables and the dependent variable, which can be tested through zero-order correlation matrices for the variables (Laerd Statistics, 2018a).
5. The data should demonstrate homoscedasticity, a condition where the variances across the line of best fit are consistent (Laerd Statistics, 2018a).
6. The data should show a lack of multicollinearity, a condition where there is a high correlation between at least two of the independent variables that can cause difficulty interpreting how each is contributing to the total amount of

variance being explained by the model (Laerd Statistics, 2018a). Variable inflation factor (VIF) statistics, computed in SPSS Statistics software, indicate no correlation when the values are between 1 and 5 (Glen, 2020).

7. The data should also be tested for significant outliers, also known as high leverage points or highly influential points, because they can have a strong effect on a regression equation, diminish accuracy in predicting the dependent variable, and diminish statistical power or the ability to find statistical significance (Laerd Statistics, 2018a). Casewise diagnostics can be generated in SPSS Statistics software to test the data for this assumption.
8. Finally, the residuals (i.e., error terms) should be approximately normally distributed, which can be assessed through visual inspection of histograms of the residuals with normal curves superimposed on top. The initial stage of data analysis for this study includes a discussion of how the data obtained meet each of these assumptions (Laerd Statistics, 2018a).

Chapter Summary

This chapter included a description of the methods used to conduct this study, which involved a description of demographic factors from the perspective of SWACHUO supervisees and their perceptions of their supervisors' leadership styles and the quality of their supervisory relationships. There were several objectives, including to provide details of the demographics of this population, to determine the relationship between these demographics and leadership style, and to evaluate if the quality of the supervisory relationship for these participants is influenced by either the demographic

variables or by the leadership style of the supervisor. This chapter provided details of each procedure for this study, including recruitment of the study population, instrumentation used for data collection, and steps taken for data analysis. Pearson's correlation and MLR were the inferential statistics chosen for this study because they allowed me to both describe the strength and direction of any existing relationships between variables and to provide information about the values of the dependent (outcome) variables based on values of the independent (predictor) variables.

CHAPTER IV

FINDINGS

This chapter provides an overview of the findings for this study, and includes details related to the data analysis and how it was used to address each of the research objectives.

Introduction

The purpose of this study was to report and analyze the demographic data of supervisees and supervisors at SWACUHO member institutions and to examine the relationship between leadership style and the supervisory relationship from the perspective of SWACUHO-affiliated supervisees. Demographic variables were ethnicity/race, age, gender, staff position, meeting frequency, length of time working with the supervisor, and the estimated length of time that the supervisor had been working at the institution. The quality of the supervisor-supervisee relationship and leadership style were determined by supervisees' responses to items on two questionnaires, the S-SRQ and the MLQ (rater form), respectively. All the data were obtained from supervisees and therefore reflect their perception of their supervisor-supervisee relationship, and the supervisor leadership style.

There were six research objectives for this work:

1. To report the demographic characteristics of supervisors and supervisees as perceived by the supervisee.
2. To describe the supervisor-supervisee relationship as perceived by the supervisee.

3. To describe supervisors' leadership style as perceived by the supervisee.
4. To explore the influence of supervisor demographic variables on the supervisory relationship.
5. To explore the influence of supervisor demographic variables on the supervisor leadership style.
6. To explore the influence of leadership style on the supervisory relationship.

The data were obtained through on online survey hosted on Qualtrics and available to potential respondents from February 20 to March 13, 2020. Of the 447 emails sent to SWACUHO members, 167 members opened the survey, a response rate of 37.4%. This represents a higher-than-average response rate for emailed surveys which, according to research on the average response rates for surveys as of August 2019, was only 30% (Lindemann, 2019). It is important to consider response rates of online surveys, which have become an increasingly popular methodology for educational research because high response rates are related to reliable results (Saleh & Bista, 2017).

Response rates are affected by factors such as participants' interests, the structure of the survey, the recruiting methods used, and how well the researcher can provide assurances of privacy and confidentiality (Saleh & Bista, 2017) and for emailed surveys in particular are often decreased due to spam filters (Lindemann, 2019). For this study, the online survey was developed with a straightforward response pattern, while the subject matter was depicted as beneficial for the target population and confidential. Of the 167 members who opened the survey, five respondents did not consent to the study

and 38 did not complete the survey in its entirety. Thirty-three participants started the survey but did not reach the MLQ or S-SRQ sections of the survey. Four respondents finished the MLQ section but did not complete the S-SRQ section. The number of valid cases for the demographic variables ranged from 122 to 128 (see Table 2).

Table 2 Sample Sizes for Demographic Variables

Sample Sizes for Demographic Variables

Demographic variable	Valid cases	Missing cases
Supervisor ethnicity/race	124	4
Supervisor position	128	0
Supervisor age group	126	2
Supervisor gender	127	1
Meeting frequency	128	0
Length at institution	124	4
Length of years working together	124	4
Supervisee ethnicity/race	122	6
Supervisee position	124	4
Supervisee age	124	4
Supervisee age group	124	4
Supervisee gender	124	4

Results for the demographic characteristics were tabulated in SPSS (presented in the following tables). Because the frequencies for age ranged from 22 to 71, the data are presented as categories in tabular form (i.e., collapsed into equal age categories). SPSS was also used to conduct Pearson product moment correlations and a series of MLRs, which provided an in-depth exploration of the influence of the predictors on the dependent variables of S-SRQ scores and MLQ scores. For this study, the stepwise procedure was selected in SPSS for each MLR analysis. This type of MLR method was

chosen because, for research objectives four to six, it was assumed that each set of predictors and outcome variables would have a complex relationship and that the variance in each of the dependent variables would rely upon more than a single factor (Aljandali, 2017). The stepwise procedure produced a best-fitting model for each hypothesis that serves as a descriptive tool of the relationship between the variables, as well as an inferential tool such that significant relationships found between the variables within the sample may be applied to a population (Aljandali, 2017). The results from this study are presented in this chapter. Also included is a discussion of how well the data from the sample met, or failed to meet, each of the eight key assumptions of MLR, the statistical test that was identified in the data analysis section of the methods. Evaluating assumptions for any inferential statistical is a critical part of an analysis and can help validate the appropriateness of the chosen statistic (Laerd Statistics, 2018a).

Research Objective One

The first research objective was to describe the demographic characteristics of supervisors and supervisees as reported by supervisees. Again, all data reported in this study reflect the supervisees' perspective. The average age of supervisees (M = 35.73 years old) was younger than supervisors (M = 43.75 years old). To further compare the two groups, the responses for age were collapsed into equal age categories (see Table 3).

Table 3 *Overview of Supervisor and Supervisee Age*

Overview of Supervisor and Supervisee Age

	Valid *n*	Mean	Median	SD	Min	Max
Supervisors' age	126	43.75	44.00	11.14	26	71
Supervisees' age	124	35.73	31.50	11.66	22	70

The highest frequency for age of supervisors was 40 to 49 years old (*n* = 34, 26.56%). This was followed closely by a tie for those aged 30 to 39 or 50 to 59 (*n* = 33, 25.78% each). In contrast, most supervisees were younger, in the range of 20 to 29 years old *(n* = 51, 39.84%) (see Table 4).

Table 4 Age Ranges of Supervisors and Supervisees

Age Ranges of Supervisors and Supervisees

Age	*n*	%
Supervisors		
20–29	14	10.94
30–39	33	25.78
40–49	34	26.56
50–59	33	25.78
60–69	11	8.59
70+	1	0.78
Total	126	100.00
Supervisees		
20–29	51	39.84
30–39	34	26.56
40–49	18	14.06
50–59	16	12.50
60–69	4	3.13
70+	1	0.78
Total	124	100.00

A review of gender for both supervisors and supervisees is presented in Table 5. The percentage of male supervisors was 48%, (*n* = 62) as compared to 51% female supervisors (*n* = 65) and 1% other (*n* = 1). For supervisees, there were slightly fewer male supervisees (*n* = 56, 45%) than female supervisees (*n* = 67, 54%). For the variable of gender, both supervisor and supervisee categories had someone who chose not to identify as either male or female.

Table 5 Gender of the Sample as Reported by Supervisees

Gender of the Sample as Reported by Supervisees

Gender	*n*	Valid %
Supervisors		
Male	62	48.44
Female	65	50.78
Other	1	0.78
	128	100.00
Supervisees		
Male	56	45.16
Female	67	54.03
Other	1	0.81
Total	124	100.00

Most supervisors (*n* = 97, 75.80%) and supervisees (*n* = 85, 66.40%) were White. The second highest ethnicity/race for both supervisors (*n* = 16, 12.80%) and supervisees (*n* = 21, 17.07%) was Black or African American. Further breakdown of the ethnicity/race of the sample is shown in Table 6.ple as

Table 6 Ethnicity/Race of the Sample as Reported by Supervisees

Ethnicity/Race of the Sample as Reported by Supervisees

Ethnicity/race	*n*	Valid %
Supervisors		
White / American Indian or Alaska native	1	0.80
Black or African American	16	12.80
Hispanic/Latino / Spanish origin	9	7.20
White	97	77.60
Asian	1	0.80
Other race/ethnicity / mixed	1	0.80
Total	125	100.00
Supervisees		
White / American Indian or Alaska native	1	0.81
Black or African American	21	17.07
Hispanic/Latino / Spanish origin	12	9.76
White	85	69.11
Asian	3	2.44
Other race/ethnicity / mixed	1	0.81
Total	123	100.00

Participants were also asked to report their current position and the position of their supervisor (see Table 7). The highest frequency for supervisor position was leadership (*n* = 74, 57.80%), and the second highest supervisor position was mid-management (*n* = 33, 25.80%). The highest frequency of supervisee position was also leadership (*n* = 47, 37.90%); however, the second most frequent position reported was entry staff (*n* = 35, 28.23%), followed closely by mid-management (*n* = 32, 25.81%).

Table 7 Staff Positions of the Sample as Reported by Supervisees

Staff Positions of the Sample as Reported by Supervisees

Staff position	*n*	Valid %
Supervisors		
Associate	6	4.70
Graduate	0	0.00
Entry	15	11.70
Mid-management	33	25.80
Leadership	74	57.80
Total	128	100.00
Supervisees		
Associate	2	1.61
Graduate	8	6.45
Entry	35	28.23
Mid-management	32	25.81
Leadership	47	37.90
Total	124	100.00

Supervisees were also asked to estimate the number of years they had worked with their supervisor from a drop-down item within the online questionnaire, with options from 1 to 100 (see Table 8). Eighty-one participants answered this question, and the values ranged from 2 years to 30 years, with an average of 5.98 years. Forty-seven participants (36.72%) did not answer this question. \

Table 8 Years Worked Together Between Supervisors and Supervisees

Years Worked Together Between Supervisors and Supervisees

Years worked together	*n*	Valid %
1	3	2.42
2	28	22.58
3	15	12.10
4	14	11.29
5	11	8.87
6	7	5.65
7	4	3.23
8	2	1.61
9	5	4.03
10	3	2.42
11	3	2.42
12	1	0.81
13	1	0.81
14	2	1.61
15	4	3.23
16	8	6.45
17	1	0.81
18	1	0.81
19	2	1.61
20	1	0.81
21	1	0.81
22	2	1.61
23	1	0.81
24	1	0.81
25	1	0.81
26	1	0.81
27	1	0.81
Total	124	100.00

Supervisees were asked to estimate the length of time that their supervisor had been working for the institution. The average was 7.52 years (see Table 9).

Table 9 Length of Time at Institution for Supervisor

Length of Time at Institution for Supervisor

Length of time at institution	*n*	Valid %
1	3	2.42
2	28	22.58
3	15	12.10
4	14	11.29
5	11	8.87
6	7	5.65
7	4	3.23
8	2	1.61
9	5	4.03
10	3	2.42
11	3	2.42
2212	1	0.81
13	1	0.81
14	2	1.61
15	4	3.23
16	8	6.45
17	1	0.81
18	1	0.81
19	2	1.61
23	1	0.81
26	1	0.81
30	2	1.61
32	1	0.81
33	1	0.81
35	1	0.81
36	1	0.81
39	1	0.81
Total	124	100.00

Supervisees were also asked to estimate the average number of times they meet with their supervisors based on the categories of daily, weekly, biweekly, monthly, or infrequently. Meeting infrequently was defined as less than once per month. Fifty-four supervisees (42.19%) reported weekly supervisor meetings, while only seven (5.47%) reported monthly meetings, and this was the lowest frequency (see Table 10).

Table 10 Meeting Frequency Between Supervisors and Supervisees

Meeting Frequency Between Supervisors and Supervisees

Meeting frequency	*n*	Valid %
Daily	23	17.97
Weekly	54	42.19
Biweekly	34	26.56
Monthly	7	5.47
Infrequently	10	7.81
Total	128	100.00

Research Objective Two

Research objective two was to describe the supervisor-supervisee relationship as perceived by the supervisee through data collected from the S-SRQ, including scores for total S-SRQ and for each of the three S-SRQ subscales of safe base, reflective education, and structure. The safe base subscale measured attributes such as a supervisee's openness to sharing opinions and beliefs with their supervisor. The reflective education subscale was based on a theoretical model that focuses on the process of supervision, while the structure subscale concentrated on a supervisor's organization and

accountability to the supervisee (Palomo et al., 2010). A sum of all three subscales provided the total S-SRQ score. For each questionnaire item on the S-SRQ, the response set is based on values ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). High scores on most items indicated a high level of agreement with relationship attributes and suggest a higher-quality relationship (Palomo et al., 2010). One item from the structure subscale, *my supervision sessions (i.e., meetings) are disorganized,* was reverse-coded. Means for total S-SRQ and each subscale are presented in Table 11. For this sample, the mean for total S-SRQ was 4.96 (*SD* = 4.96). The highest score obtained of any subscale was for safe base (*M* = 5.41, *SD* = 1.53) and the lowest was structure (*M* = 4.47, *SD* = 1.62).

Table 11 *Descriptive Statistics of Total S-SRQ and Subscales*

Descriptive Statistics of Total S-SRQ and Subscales

	Mean	Median	SD	Min	Max
Total S-SRQ	4.96	5.28	1.40	1.28	7
Safe base	5.41	6.00	1.53	1.00	7
Reflective education	4.56	4.60	1.54	1.00	7
Structure	4.47	5.00	1.62	1.00	7

Note. $n = 124$.

Research Objective Three

The third research objective was to describe supervisor leadership style based on supervisees' responses to the MLQ rater form, a questionnaire that provides scores related to leadership style based on items specific to the leader's behavior. There are three leadership styles (transformational, transactional, and passive-avoidant), and each has a set of factors (subscales) based on types of attributes or behaviors. All MLQ items included a response scale ranging from 0 (*not at all*) to 4 (*frequently, if not always*). An established scoring procedure was used to address research objective three. Scoring for each MLQ subscale required partitioning the results into three equal parts, where ratings between 0 to 1.33 indicate low levels of the indicated style of leadership. Moderate levels are based on ratings of 1.34 to 2.66, and high levels include scores of 2.67 to 4.00 (Chamberlain, 2003; Fox, 2007; Norshidah, 2013). This scoring procedure was used to analyze the data and to provide a theoretical foundation for a discussion of the relative levels of leadership style as indicated by the MLQ data. For a list of MLQ scores, including acronyms for each MLQ subscale, see Table 12.

Table 12 Summary Statistics for MLQ Subscales

Summary Statistics for MLQ Subscales

Scale	Acronym	Mean	SD	Min	Max
MLQ transformational					
Idealized attributes	IA	2.46	1.03	0	4
Idealized behaviors	IB	2.39	0.99	0	4
Inspirational motivation	IM	2.55	1.01	0	4
Intellectual stimulation	IS	2.30	0.95	0	4
Individualized consideration	IC	2.36	0.99	0	4
MLQ transactional					
Contingent reward	CR	2.32	0.99	0	4
Management by exception-active	MBEA	1.55	0.81	0	4
MLQ passive-avoidant					
Management by exception-passive	MBEP	1.25	0.90	0	4
Laissez-faire	LF	0.95	0.91	0	4

Note. $n = 128$.

For this study, the highest mean score obtained among the five subscales measuring transformational leadership (and the highest score for all subscales) was inspirational motivation ($M = 2.55$, SD = 1.62), which measures leadership behavior in terms of how a leader motivates followers by providing meaning and challenge to their work. The result of high inspirational motivation scores for this sample of supervisees indicates that their leaders inspire individual and team spirit and display enthusiasm and optimism. These leaders also encourage followers to envision attractive future states, which they can ultimately envision for themselves (Bass & Avolio, 2004).

The lowest mean score obtained from the MLQ transformational scale was individualized consideration ($M = 2.36$, SD = 0.99), which indicates that leaders from this sample are less likely to act as a coach or mentor by paying attention to the

individual need for achievement. Low scores on this measure are an indication of a lack of recognition of individual differences in supervisees in terms of their specific needs and desires. This contrasts with high scores on this measure, which signify that followers are developed to successively higher levels of potential, while new learning opportunities are created, along with a supportive climate in which to grow (Bass & Avolio, 2004).

Statements related to the subscales for transactional leadership style, such as contingent reward (M = 2.32, SD = 0.99) and management by exception-active (M = 1.55, SD = 0.81) also resulted in low scores from supervisees of this study. Leaders who practice transactional contingent reward behavior clarify expectations and offer recognition to followers when goals are achieved. The clarification of goals and objectives and the providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass & Avolio, 2004). Low scores on the management by exception-active subscale indicate that the supervisees from this study generally perceive their supervisors as failing to stipulate requirements for compliance or to indicate when there has been ineffective performance, while reprimanding followers for being out of accordance with the criteria set by the leader (Bass & Avolio, 2004).

Scores for the MLQ passive-avoidant scales were also low, with mean scores for management by exception-passive (M = 1.25, SD = 0.90) and laissez-faire (M = 0.95, SD = 0.91) the lowest of all MLQ scales. High scores on the passive-avoidant scale indicate that the leadership style being practiced is reactive to situations and problems instead of

systematic. Passive leaders do not specify agreements, clarify expectations, or provide goals and standards that can be achieved by followers. This style has a negative effect on desired outcomes, which is opposite to what is intended by the leader. In this regard, it is like a laissez-faire style or no leadership. Either way, high scores on this subscale are an indication that this leadership style is likely to have a negative impact on followers. Accordingly, both styles can be grouped together as passive-avoidant leadership (Bass & Avolio, 2004).

Assumptions for Multiple Linear Regression

The data obtained from this study were assessed in terms of supervisor demographics only. Following is a discussion of how well the data from this study met each of the eight key assumptions for MLR analysis using SPSS (Laerd Statistics, 2018a):

1. If there were at least two independent variables, either numeric or categorical.
2. If there was a single dependent, numeric variable.
3. If there was an independence of observations as evidenced by an evaluation of the residuals using the Durbin-Watson statistic. For this statistic, the acceptable range of values is from 1.5 to 2.5, which signifies that the data do not contain first-order autocorrelation, a condition where errors for adjacent observations are correlated or dependent.
4. If there was a linear relationship between each independent and dependent variable, as evidenced by a zero-order correlation matrix for each regression analysis.

5. If there was homoscedasticity of the residuals, meaning that the error is equal for all values of the dependent variable, such that all along the line of best fit the error remains similar, as determined through a visual inspection of a plot of the studentized residuals against the unstandardized predicted values.
6. If there was multicollinearity, a condition that obfuscates the determination of the amount of variance that can be explained in the dependent variable due to a high degree of correlation between the independent variables.
7. If there were outliers (i.e., leverage and influential data points) that applied undue influence on the regression equation and potentially reduced the accuracy of the results.
8. If the residuals (i.e., prediction errors) were normally distributed, as assessed by histograms and P-P plots of the studentized residuals.

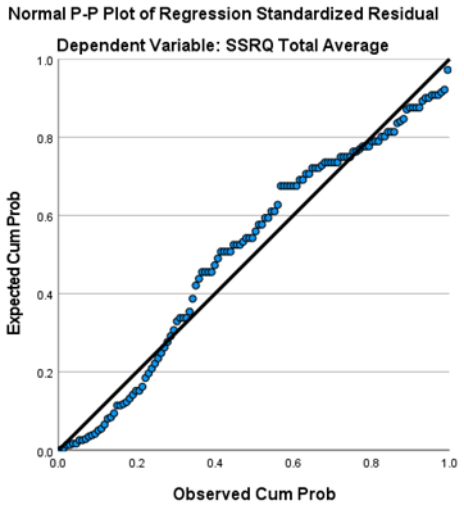
For this study, assumption one was met. Some independent variables were numeric variables (e.g., supervisor age and length at institution), and those that were categorical (e.g., supervisor ethnicity/race, gender, staff position, and meeting frequency) were transformed into dummy variables using the automated procedure in SPSS version 27. When conducting regression analysis with categorical predictors, it is necessary to use dummy variables because it allows for a simple means of comparing the data that have been collected from a sample that is partitioned into groups, such as gender or ethnicity/race. For this study, transforming each level of the categorical independent variables into a dummy variable provided coding that allowed for a straightforward comparison of the groups (i.e., different levels of each variable) (Canela

et al., 2019). Assumption two was met because each MLR was based on a single dependent, numeric variable.

For assumption three, all Durbin-Watson statistics were within the acceptable range of 1.5 to 2.5, and therefore, it was determined that the observations were not related and there was no cause for concern regarding autocorrelation (Field, 2009). For assumption four, not all variables had a linear relationship with the dependent variables, but this was consistent with the variables that were excluded from the best-fit models generated by the stepwise regressions. For assumption four, correlation matrices were created to demonstrate the relationships between each of the variables (shown in later tables). For assumption five, plots of the residuals were used to demonstrate homoscedasticity and how the variances across the line of best fit were consistent. For the S-SRQ total, the assumption was passed (see Figure 4).

Figure 4 Residuals Plot: S-SRQ Total

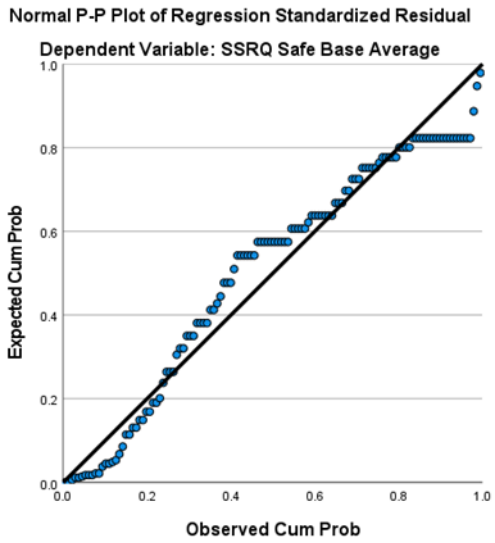
Residuals Plot: S-SRQ Total



For the S-SRQ safe base subscale, there was some evidence of heteroscedasticity as evidenced by the slight increase along the axis of studentized residuals; however, the pattern was evenly spread, did differ in height, and did not appear as a funnel or fan shape, indicating no significant violation for the assumption of homogeneity of variance (see Figure 5).

Figure 5 Residuals Plot: S-SRQ Safe Base

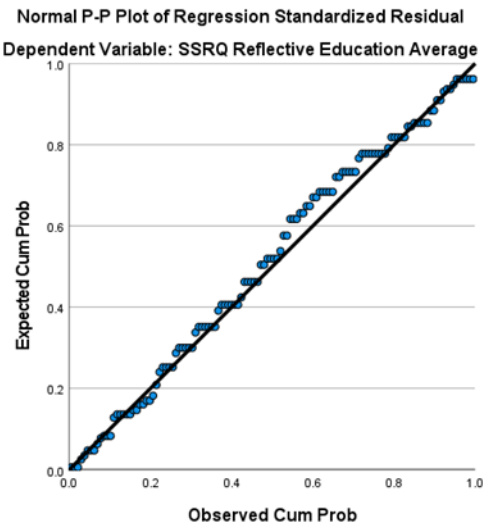
Residuals Plot: S-SRQ Safe Base



For the S-SRQ reflective education subscale, the scatterplot of the studentized residuals demonstrated sufficient homoscedasticity, as assessed by a visual inspection of the plot of studentized, and the assumption was passed (see Figure 6).

Figure 6 Residuals Plot: S-SRQ Reflective Education

Residuals Plot: S-SRQ Reflective Education



For assumption six, VIF statistics between 1 and 5 revealed a general lack of multicollinearity (Glen, 2020), and the assumption for no multicollinearity was passed. For assumption seven, there is always a concern for possible significant outliers when conducting MLR, and for this study the data were examined to ensure that no highly influential points were negatively affecting the regression equations (Laerd Statistics, 2018a). Outliers were assessed using SPSS to generate casewise diagnostics, and the assumption passed for all but one model.

Finally, for assumption eight, the results indicated that the residuals (i.e., error terms) were approximately normally distributed as determined by a visual inspection of histograms of the residuals with normal curves superimposed on top. All appeared to meet the standard of normality. For the S-SRQ total, homoscedasticity was assessed by

examining a plot of the studentized residuals against the unstandardized predicted values, and the assumption was passed.

Research Objective Four

Research objective four was to explore the influence of the demographic characteristics of the supervisor on the supervisory relationship. Pearson's correlations and MLRs were conducted using these factors and the stepwise method in SPSS for the outcome variables of S-SRQ total and the three S-SRQ subscales: safe base, reflective education, and structure.

Short Supervisory Relationship Questionnaire-Total

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and S-SRQ total. Statistically significant relationships were found between SSRQ total and the demographic variables of supervisor meeting frequency, infrequent ($p < .01$) and between S-SRQ total and supervisor meeting frequency, daily and supervisor position, mid-management ($p < .05$). The correlation matrix for the supervisor demographic variables and S-SRQ total indicates which variables were significantly correlated with each other (see Table 13).

Table 13 Correlation Matrix for Supervisor Variables and S-SRQ Total

Correlation Matrix for Supervisor Variables and S-SRQ Total

	SSRQ total	White/ other	Age	Male/ female	Years worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
SSRQ total	1.00													
White/other	–0.06	1.00												
Age	0.06	–0.09	1.00											
Male/female	0.16	–0.11	0.14	1.00										
Years worked	0.06	–0.15	*0.24	–0.03	1.00									
Mtg daily	*0.24	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.11	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.03	**0.22	–0.11	0.04	–0.05	**–0.30	*–0.47	1.00						
Mtg monthly	–0.01	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**–0.47	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.00	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.08	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	*–0.21	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	**0.26	–0.08	–0.09	1.00	
Pos leader	0.15	–0.03	**0.44	–0.07	** 0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.29	**–0.36	**–0.81	1.00
Length years	0.02	0.04	**0.41	–0.01	** 0.70	0.07	*–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) were entered into SPSS using the stepwise method for MLR. The results yielded a model that significantly predicted S-SRQ total average; however, the only variable included in the best-fitting model was meeting infrequently, $F(1, 73) = 21.16$, $p < .001$, $R^2 = .21$. It is expected that S-SRQ total scores will decrease by 2.08 for meeting infrequently as compared to all other meeting frequencies. All other variables were excluded because they were not statistically significant and therefore did not contribute to the model, $p > .05$ (see Table 14). Despite the result of only one significant predictor, this model accounts for approximately 21% of the overall variance in S-SRQ total scores.

Table 14 Regression Coefficients of Supervisor Variables on S-SRQ Total

Regression Coefficients of Supervisor Variables on S-SRQ Total

	Model 1		
Variable	*B*	*β*	*SE*
Constant	5.20		.16
Meeting infrequently [a]	**–2.08	–.47	.45
R^2	.21		

Note. $n = 74$. I examined the impact of supervisor variables (e.g., ethnicity/race, position, age, meeting frequency, and gender) on S-SRQ total scores.

[a] meeting infrequently, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

Short Supervisory Relationship Questionnaire-Safe Base Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and S-SRQ safe base. Statistically significant relationships were found between S-SRQ safe base and the demographic variables of supervisor meeting frequency, infrequent ($p < .01$) and between S-SRQ safe base and supervisor meeting frequency, daily and supervisor position, leader, and mid-management ($p < .05$). The correlation matrix for the supervisor demographic variables and S-SRQ safe base indicates which variables were significantly correlated with each other (see Table 15).

Table 15 Correlation Matrix for Supervisor Variables and S-SRQ Safe Base

Correlation Matrix for Supervisor Variables and S-SRQ Safe Base

	SSRQ safe base	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
SSRQ safe base	1.00													
Race	–0.10	1.00												
Age	0.10	–0.09	1.00											
Gender	0.16	–0.11	0.14	1.00										
Yrs worked	0.10	–0.15	*0.24	–0.03	1.00									
Mtg daily	*0.24	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.11	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.04	*0.21	–0.11	0.04	–0.05	**–0.30	**–0.47	1.00						
Mtg monthly	0.02	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**–0.52	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	–0.05	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.04	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	*–0.23	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	*0.20	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	0.02	0.04	**0.41	–0.01	**0.70	0.07	*–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) were entered into SPSS using the stepwise method for MLR. Regression analysis using these variables also yielded a model that significantly predicted the S-SRQ safe base subscale, but again the only variable included in the best model was meeting infrequently $F(1, 74) = 26.84$, $p < .01$, $R^2 = .27$. It is expected that S-SRQ safe base scores will decrease by 2.50 for meeting infrequently as compared to all other meeting frequencies. No other demographic variables significantly contributed ($p < .05$) to the model and therefore were excluded (see Table 16). Again, despite the result of only one significant predictor, this model accounts for approximately 27% of the overall variance in S-SRQ safe base scores.

Table 16 Regression Coefficients of Supervisor Variables on S-SRQ Safe Base

Regression Coefficients of Supervisor Variables on S-SRQ Safe Base

	Model 1		
Variable	*B*	*β*	*SE*
Constant	5.74		.17
Meeting infrequently [a]	**–2.50	–.52	.48
R^2	.27		

Note. $n = 74$. I examined the impact of supervisor variables (e.g., race/ethnicity, position, age, meeting frequency, and gender) on S-SRQ safe base scores.

[a] meeting infrequently, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

Short Supervisory Relationship Questionnaire-Reflective Education Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and S-SRQ reflective education. Statistically significant relationships were found between SSRQ reflective education and the demographic variables of supervisor meeting frequency, infrequent and daily ($p < .01$). The correlation matrix for the supervisor demographic variables and S-SRQ reflective education indicates which variables were significantly correlated with each other (see Table 17).

Table 17 Correlation Matrix for Supervisor Variables and S-SRQ Reflective Education

Correlation Matrix for Supervisor Variables and S-SRQ Reflective Education

	SSRQ reflected	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
SSRQ reflected	1.00													
Race	0.00	1.00												
Age	0.07	–0.09	1.00											
Gender	0.14	–0.11	0.14	1.00										
Yrs worked	–0.03	–0.15	*0.24	–0.03	1.00									
Mtg daily	**0.32	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.08	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.00	*0.22	–0.11	0.04	–0.05	**–0.30	**–0.47	1.00						
Mtg monthly	–0.04	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**–0.46	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.07	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.08	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	–0.16	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	0.08	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	–0.05	0.04	**0.41	–0.01	**0.70	0.07	*–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) were entered into SPSS using the stepwise method for MLR. Regression analysis using these variables yielded a model that significantly predicted the S-SRQ reflective education subscale. For this subscale, meeting infrequently again was a significant predictor, but meeting daily was also included, $F(2, 74) = 13.48$, $p < .01$, $R^2 = .27$. It is expected that S-SRQ reflective education scores will decrease by 2.07 for meeting infrequently as compared to all other meeting frequencies. For meeting frequency "daily", it is expected that supervisees who report meeting daily with their supervisors would have an SSRQ safe base score that increases by 1.05. No other variables significantly contributed ($p < .05$) to the model and were therefore excluded (see Table 18). The model based on meeting infrequently or daily accounted for approximately 27% of the variance in scores for the reflective education subscale.

Table 18 Regression Coefficients of Supervisor Variables on S-SRQ Reflective

Regression Coefficients of Supervisor Variables on S-SRQ Reflective Education

	Model 1			Model 2		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	4.74		.18	4.53		.19
Meeting infrequently [a]	**–2.27	–.46	.51	–2.07	–.42	.50
Meeting daily [b]				**1.05	.25	.43
R^2	.21			.27		
ΔR^2				.06		

Note. $n = 76$. I examined the impact of supervisor variables (e.g., ethnicity/race, position, age, meeting frequency, and gender) on S-SRQ reflective education scores. [a] meeting infrequently, 0 = no, 1 = yes. [b] meeting daily, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

Short Supervisory Relationship Questionnaire-Structure Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and S-SRQ structure. No statistically significant relationships were found (see Table 19).

Table 19 Correlation Matrix for Supervisor Variables and S-SRQ Structure

Correlation Matrix for Supervisor Variables and S-SRQ Structure

	SSRQ structure	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
SSRQ structure	1.00													
Race	–0.01	1.00												
Age	–0.06	–0.09	1.00											
Gender	0.10	–0.11	0.14	1.00										
Yrs worked	0.05	–0.15	*0.24	–0.03	1.00									
Mtg daily	0.04	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.08	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.03	*0.22	–0.11	0.04	–0.05	**–0.31	**–0.47	1.00						
Mtg monthly	–0.03	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	–0.19	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.02	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.12	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	–0.15	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	0.07	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	0.13	0.04	**0.41	–0.01	**0.70	0.07	–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) were analyzed in SPSS using the stepwise method for MLR. Regression analysis using these variables did not yield any model that significantly predicted the S-SRQ structure subscale. None of the supervisor variables entered significantly contributed ($p > .05$) to a model.

Research Objective Five

Research objective five was to explore the influence of supervisor demographic variables on supervisor leadership style at SWACUHO member institutions as perceived by supervisees. Variables were computed in SPSS for averages of each MLQ construct scale, and MLRs were conducted for each construct in SPSS using the stepwise method. The outcome variables for the fifth objective were scores for each MLQ subscale: transformational leadership, transactional leadership, and passive-avoidant leadership.

Multifactor Leadership Questionnaire: Transformational Leadership

A Pearson product-moment correlation was conducted in SPSS to assess the relationships between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and MLQ transformational leadership. Statistically significant relationships were found between MLQ transformational leadership and the variables of supervisor meeting frequency, infrequent ($p < .01$) and for meeting frequency, daily and supervisor position, mid-management ($p < .05$). The correlation matrix for the supervisor demographic variables and MLQ transformational leadership indicates which variables were significantly correlated with each other (see Table 20).

Table 20 Correlation Matrix for Supervisor Variables and MLQ Transformational

Correlation Matrix for Supervisor Variables and MLQ Transformational

	MLQ transform	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
MLQ transform	1.00													
Race	–0.03	1.00												
Age	0.06	–0.09	1.00											
Gender	0.16	–0.11	0.14	1.00										
Yrs worked	–0.02	–0.15	*0.24	–0.03	1.00									
Mtg daily	*0.25	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.04	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.08	*0.22	–0.11	0.04	–0.05	**–0.30	**–0.47	1.00						
Mtg monthly	0.02	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**–0.48	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.01	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.14	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	*–0.20	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	0.11	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	–0.03	0.04	**0.41	–0.01	**0.70	0.07	*–0.20	0.09	0.06	0.04	–0.08	–0.18	**–0.30	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Regression analysis using the supervisor demographic variables yielded a model that significantly predicted average MLQ transformational leadership, and the best-fitting model excluded all demographic variables except for meeting infrequently, $F(1, 73) = 21.91$, $p < .01$, $R^2 = .23$. This indicates that it is expected that supervisees who meet infrequently with their supervisors will respond on the MLQ rater form such that the score for transformational leadership style of their supervisor will decrease by 1.35. Each of the other variables was excluded from the analysis because they did not significantly contribute ($p > .05$) to the model (see Table 21). This one predictor explains approximately 23% of the variance in the overall MLQ transformational leadership scores.

Table 21 Regression Coefficients for MLQ Transformational

Regression Coefficients for MLQ Transformational

	Model 1		
Variable	*B*	*β*	*SE*
Constant	2.49		.10
Meeting infrequently [a]	**–1.35	–.48	.29
R^2	.23		

Note. $n = 74$. I examined the impact of supervisor variables (e.g., ethnicity/race, position, age, meeting frequency, and gender) on MLQ transformational scores.
[a] meeting infrequently, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

The coefficient for infrequent meetings with the supervisor was -1.35. This indicates that for supervisees who reported meeting only infrequently with their supervisors, we would expect the transformational leadership style to decrease by -1.35. High scores on the MLQ transformational leadership scale are an indication of highly

effective leadership. This result implies that supervisors who meet infrequently with their supervisee are associated with lower scores for transformational style of leadership.

Multifactor Leadership Questionnaire: Transactional Leadership

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and MLQ transactional leadership. Statistically significant relationships were found between MLQ transactional leadership and the demographic variables of supervisor meeting frequency, infrequent and supervisor position, entry ($p < .01$). MLQ transactional leadership was also significantly correlated with supervisor position, mid-management ($p < .05$). The correlation matrix for the supervisor demographic variables and MLQ transactional leadership indicates which variables were significantly correlated with each other (see Table 22).

Table 22 Correlation Matrix for Supervisor Variables and MLQ Transactional

Correlation Matrix for Supervisor Variables and MLQ Transactional

	MLQ transaction	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
MLQ transaction	1.00													
Race	–0.08	1.00												
Age	–0.02	–0.09	1.00											
Gender	0.14	–0.11	0.14	1.00										
Yrs worked	0.08	–0.15	*0.24	–0.03	1.00									
Mtg daily	0.12	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	0.13	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	0.12	*0.22	–0.11	0.04	–0.05	**–0.31	**–0.47	1.00						
Mtg monthly	–0.09	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**–0.42	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.15	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	**0.28	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	**–0.20	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	–0.01	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	0.03	0.04	**0.41	–0.01	**0.70	0.07	*–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

$n = 75$
*$p < .05$
**$p < .01$

Regression analysis using the supervisor demographic variables yielded a model that significantly predicted MLQ transactional leadership. The best model predicting transactional leadership excluded all demographic variables except for meeting infrequently or entry-level supervisor position, $F(2, 72) = 11.56$, $p < .001$, $R^2 = .24$. It is expected that MLQ transactional leadership style will decrease by 0.72 for meeting infrequently as compared to all other meeting frequencies. It is also expected that supervisees with a supervisor in an entry position will have a supervisor with an MLQ transactional leadership style score that increases by 0.75. All of the other demographic variables were excluded from the analysis because they did not significantly contribute ($p > .05$) to the model (see Table 23). The model based on meeting infrequently and supervisor at entry level explained approximately 24% of the variance in transactional leadership scores.

Table 23 *Regression Coefficients for MLQ Transactional*

Regression Coefficients for MLQ Transactional

	Model 1			Model 2		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	1.99		.07	1.96		.07
Meeting infrequently [a]	**–.76	–.42	.19	–.72	–.40	.18
Supervisor position [b]				**.75	.25	.31
R^2	.18			.24		
ΔR^2				.06		

Note. $n = 76$. I examined the impact of supervisor variables (e.g., ethnicity/race, position, age, meeting frequency, and gender) on MLQ transactional scores.
[a] meeting infrequently, 0 = no, 1 = yes. [b] supervisor position entry level, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

Multifactor Leadership Questionnaire: Passive-Avoidant Leadership

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between seven supervisor variables (ethnicity/race, age, gender, years worked together, meeting frequency, staff position, and length at institution) and MLQ passive-avoidant leadership. Statistically significant relationships were found between MLQ passive-avoidant leadership and the demographic variables of supervisor meeting frequency, infrequent and for supervisor position, leader ($p < .01$). The correlation matrix for the supervisor demographic variables and MLQ passive-avoidant leadership indicates which variables were significantly correlated with each other (see Table 24).

Table 24 Correlation Matrix for Supervisor Variables and MLQ Passive-Avoidant

Correlation Matrix for Supervisor Variables and MLQ Passive-Avoidant

	MLQ pass-av	Race	Age	Gender	Yrs worked	Mtg daily	Mtg weekly	Mtg biweekly	Mtg monthly	Mtg infrequent	Pos assoc	Pos entry	Pos mid-mgt	Pos leader
MLQ pass-av	1.00													
Race	–0.03	1.00												
Age	–0.11	–0.09	1.00											
Gender	–0.04	–0.11	0.14	1.00										
Yrs worked	–0.02	–0.15	*0.24	–0.03	1.00									
Mtg daily	–0.07	*0.21	0.03	–0.17	0.13	1.00								
Mtg weekly	–0.08	**–0.29	0.00	0.09	–0.04	**–0.32	1.00							
Mtg biweekly	–0.14	*0.21	–0.11	0.04	–0.05	**–0.31	**–0.47	1.00						
Mtg monthly	–0.09	–0.11	*0.20	0.06	–0.07	–0.12	–0.19	–0.18	1.00					
Mtg infrequent	**0.47	–0.04	–0.03	–0.04	0.01	–0.17	*–0.26	*–0.25	–0.10	1.00				
Pos assoc	0.05	–0.07	–0.19	0.00	–0.04	–0.08	*0.23	–0.11	–0.04	–0.06	1.00			
Pos entry	0.12	0.11	–0.19	*0.21	–0.13	0.09	–0.14	0.16	–0.05	–0.08	–0.03	1.00		
Pos mid-mgt	*0.24	0.01	**–0.32	–0.03	*–0.23	*–0.21	–0.02	0.00	0.02	*0.27	–0.08	–0.09	1.00	
Pos leader	**–0.29	–0.03	**0.44	–0.07	**0.27	0.17	0.00	–0.03	0.03	–0.18	**–0.30	**–0.36	**–0.82	1.00
Length years	–0.10	0.04	**0.41	–0.01	**0.70	0.07	*–0.21	0.09	0.06	0.04	–0.08	–0.18	**–0.31	**0.38

n= 124
*$p < .05$
**$p < .01$

Regression analysis using supervisor demographic variables yielded a model that significantly predicted MLQ passive-avoidant leadership where the best model excluded all demographic variables except for meeting infrequently and the supervisor position of leadership, $F(2, 72) = 12.77$, $p < .001$, $R^2 = .26$. It is expected that supervisees who meet infrequently with their supervisors will respond on the MLQ rater form such that the score for the passive-avoidant leadership style of their supervisor will increase by 1.03. It is also expected that for supervisee who reported their supervisor as holding the staff position of "leadership," the score for the transformational leadership style of the supervisor will decrease by 0.38 as compared to other supervisor staff positions. All other demographic variables were excluded from the analysis because they did not statistically significantly contribute ($p > .05$) to the model (see Table 25). The model based on meeting infrequently and supervisor in a leadership position explained approximately 26% of the variance in the passive-avoidant leadership subscale.

Table 25 Regression Coefficients for MLQ Passive-Avoidant

Regression Coefficients for MLQ Passive-Avoidant

	Model 1			Model 2		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	1.02		.09	1.32		.17
Meeting infrequently [a]	**1.12	.47	.25	1.03	.43	.25
Supervisor position [b]				**–.38	–.21	.19
R^2	.22			.26		
ΔR^2				.04		

Note. $n = 76$. I examined the impact of supervisor variables (e.g., ethnicity/race, position, age, meeting frequency, and gender) on MLQ passive-avoidant scores. [a] meeting infrequently, 0 = no, 1 = yes. [b] supervisor position leadership level, 0 = no, 1 = yes. *$p < .05$. **$p < .01$.

Research Objective Six

Research objective six was to explore the influence between supervisor leadership style and behavior, as measured by the MLQ rater form, and the supervisor-supervisee relationship, as measured by the S-SRQ. Pearson's product-moment correlation and MLRs were conducted using the MLQ subscales as predictors for S-SRQ total and for each of the three S-SRQ subscales. A key assumption of Pearson's product-moment correlation is that the independent and dependent variables are continuous, numeric scale of measurement, such as interval or ratio (Laerd Statistics, 2018b). For this study, scales for both the MLQ and S-SRQ were continuous and numeric and, therefore, were appropriate for analysis using the Pearson's *r* statistic and MLR.

Short Supervisory Relationship Questionnaire-Total Average

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between each of the MLQ subscales and S-SRQ total. Statistically significant relationships were found between S-SRQ total and the MLQ subscales of idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), individualized consideration (IC), contingent reward (CR), management by exception - passive (MBEP), and laissez-faire (LF) ($p < .01$). The correlation matrix for S-SRQ total and the MLQ subscales indicate which variables were significantly correlated with each other (see Table 26).

Table 26 Correlation Matrix for MLQ Subscales and S-SRQ Total

Correlation Matrix for MLQ Subscales and S-SRQ Total

	SSRQ total	MLQ IA	MLQ IB	MLQ IM	MLQ IS	MLQ IC	MLQ CR	MLQ MBEA	MLQ MBEP
SSRQ total	1.00								
MLQ IA	**0.87	1.00							
MLQ IB	**0.71	**0.74	1.00						
MLQ IM	**0.81	**0.82	**0.75	1.00					
MLQ IS	**0.78	**0.80	**0.72	**0.73	1.00				
MLQ IC	**0.83	**0.82	**0.69	**0.77	**0.79	1.00			
MLQ CR	**0.84	**0.82	**0.71	**0.85	**0.79	**0.84	1.00		
MLQ MBEA	0.03	0.06	0.15	–0.04	0.11	0.00	0.04	1.00	
MLQ MBEP	**–0.51	**–0.48	**–0.37	**–0.44	**–0.42	**–0.39	**–0.44	**0.24	1.00
MLQ LF	**–0.65	**–0.67	**–0.55	**–0.64	**–0.55	**–0.51	**–0.58	0.08	**0.65

$n = 124$
*$p < .05$ **$p < .01$

The MLQ subscales of IA, IB, IM, IS, IC, CR, MBEA, MBEP, and LF were entered in SPSS using the stepwise method. Regression analysis using these subscales yielded a model that significantly predicted S-SRQ total average that included IA, CR, IC, and MBEP, $F(4, 119) = 138.74$, $p < .001$, $R^2 = .82$. It is expected that S-SRQ total scores will increase by 0.59 for every one-unit increase in IA. For every one-unit increase in CR, S-SRQ total scores are expected to increase by 0.35. For every one-unit increase in IC, S-SRQ total scores are expected to increase by 0.32. However, a decrease by .17 is expected in S-SRQ total for every one-unit increase in MBEP. All other subscales were excluded because they were not statistically significant and therefore did not contribute to the model, $p > .05$ (see Table 27). This model explained approximately 82% of the variance in S-SRQ total average.

Table 27 Regression Coefficients of MLQ Subscales on S-SRQ Total

Regression Coefficients of MLQ Subscales on S-SRQ Total

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	2.02		.16	1.86		.15	1.79		.15	2.19		.22
IA	**1.19	.87	.06	.77	.56	.10	.65	.47	.10	.59	.43	.11
CR				**.53	.38	.10	.38	.27	.11	.35	.25	.11
IC							**.31	.21	.11	.32	.23	.11
MBEP										** –.17	–.11	.07
R^2	.76				.80			.81			.82	
ΔR^2					.04			.05			.06	

Note. $n = 76$. I examined the impact of MLQ subscales as variables to predict S-SRQ total scores.
*$p < .05$. **$p < .01$.

Short Supervisory Relationship Questionnaire-Safe Base Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between the MLQ subscales and S-SRQ safe base. Statistically significant relationships were found between S-SRQ safe base and the MLQ subscales of IA, IB, IM, IS, IC, CR, and LF ($p < .01$). The correlation matrix for S-SRQ safe base and the MLQ subscales indicate which variables were significantly correlated with each other (see Table 28).

Table 28 Correlation Matrix for MLQ Subscales and S-SRQ Safe Base Subscale

Correlation Matrix for MLQ Subscales and S-SRQ Safe Base Subscale

	SSRQ safe base	MLQ IA	MLQ IB	MLQ IM	MLQ IS	MLQ IC	MLQ CR	MLQ MBEA	MLQ MBEP
SSRQ safe base	1.00								
MLQ IA	**0.84	1.00							
MLQ IB	**0.65	**0.74	1.00						
MLQ IM	**0.79	**0.82	**0.75	1.00					
MLQ IS	**0.73	**0.80	**0.72	**0.73	1.00				
MLQ IC	**0.79	**0.82	**0.69	**0.77	**0.80	1.00			
MLQ CR	**0.80	**0.82	**0.71	**0.85	**0.79	**0.84	1.00		
MLQ MBEA	–0.03	0.06	0.15	–0.04	0.11	0.00	0.04	1.00	
MLQ MBEP	**–0.52	**–0.48	**–0.37	**–0.45	**–0.42	**–0.39	**–0.44	**0.24	1.00
MLQ LF	**–0.63	**–0.67	**–0.55	**–0.64	**–0.55	**–0.51	**–0.58	0.08	**0.65

$n = 124$
*$p < .05$
**$p < .01$

The MLQ subscales of IA, IB, IM, IS, IC, CR, MBEA, MBEP, and LF were entered in SPSS using the stepwise method. Regression analysis using the MLQ subscales yielded a model that significantly predicted S-SRQ safe base; however, the only four subscales included in the best model were IA, CR, IC, and MBEP, $F(4, 119) = 99.8$, $p < .001$, $R^2 = .77$. It is expected that S-SRQ safe base scores will increase by 0.65 for every one-unit increase in IA. For every one-unit increase in CR, S-SRQ safe base scores are expected to increase by 0.33. For every one-unit increase in IC, S-SRQ safe base scores are expected to decrease by 0.23. And an increase by .32 is expected in S-SRQ safe base for every one-unit increase in MBEP. All other subscales were excluded from the resulting model except the four referenced above because they were not statistically significant and therefore did not contribute to the model, $p > .05$ (see Table 29).

Table 29 Regression Coefficients of MLQ Subscales on S-SRQ Safe Base

Regression Coefficients of MLQ Subscales on S-SRQ Safe Base

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	2.33		.19	2.14		.19	2.65		.27	2.61		.27
IA	**1.26	.84	.07	.86	.57	.12	.78	.52	.12	.65	.43	.13
CR				**.51	.34	.12	.49	.32	.12	.33	.21	.14
MBEP							**–.22	–.13	.09	–.23	–.13	.09
IC										**.32	.21	.14
R^2	.71				.75			.76			.77	
ΔR^2					.04			.01			.01	

Note. $n = 76$. I examined the impact of MLQ subscales as variables to predict S-SRQ safe base scores.
*$p < .05$.
**$p < .01$.

Short Supervisory Relationship Questionnaire-Reflective Education Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between the MLQ subscales and S-SRQ reflective education. Statistically significant relationships were found between S-SRQ reflective education and the MLQ subscales of IA, IB, IM, IS, IC, CR, MBEP, and LF ($p < .01$). The correlation matrix for S-SRQ reflective education and the MLQ subscales indicates which variables were significantly correlated with each other (see Table 30).

Table 30 *Correlation Matrix for MLQ Subscales and S-SRQ Reflective Education*

Correlation Matrix for MLQ Subscales and S-SRQ Reflective Education

	SSRQ RE	MLQ IA	MLQ IB	MLQ IM	MLQ IS	MLQ IC	MLQ CR	MLQ MBEA	MLQ MBEP
SSRQ ref ed	1.00								
MLQ IA	**0.83	1.00							
MLQ IB	**0.76	**0.74	1.00						
MLQ IM	**0.80	**0.82	**0.75	1.00					
MLQ IS	**0.77	**0.80	**0.72	**0.74	1.00				
MLQ IC	**0.82	**0.82	**0.69	**0.77	**0.79	1.00			
MLQ CR	**0.82	**0.82	**0.71	**0.85	**0.79	**0.84	1.00		
MLQ MBEA	0.04	0.06	0.15	–0.04	0.11	0.00	0.04	1.00	
MLQ MBEP	**–0.47	**–0.48	**–0.37	**–0.45	**–0.42	**–0.39	**–0.44	**0.24	1.00
MLQ LF	**–0.61	**–0.67	**–0.55	**–0.64	**–0.55	**–0.51	**–0.58	0.08	**0.65

$n = 124$
*$p < .05$
**$p < .01$

The MLQ subscales of IA, IB, IM, IS, IC, CR, MBEA, MBEP, and LF were entered in SPSS using the stepwise method. Regression analysis using the MLQ

subscales yielded a model that significantly predicted S-SRQ reflective education; however, the only four subscales included in the best model were IA, CR, IC, and IB, $F(4, 119) = 113.37$, $p < .001$, $R^2 = .79$. It is expected that S-SRQ reflective education scores will increase by 0.42 for every one-unit increase in IA. For every one-unit increase in CR, S-SRQ reflective education scores are expected to increase by 0.36. For every one-unit increase in IC, S-SRQ reflective education scores are expected to increase by 0.39. And an increase by .34 is expected in S-SRQ reflective education for every one-unit increase in IB. All other subscales were excluded from the resulting model except the four referenced above because they were not statistically significant and therefore did not contribute to the model, $p > .05$ (see Table 31).

Table 31 Regression Coefficients of MLQ Subscales on S-SRQ Reflective Education

Regression Coefficients of MLQ Subscales on S-SRQ Reflective Education

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*	*B*	*β*	*SE*
Constant	1.49		.20	1.26		.19	1.08		.18	1.00		.18
IA	**1.26	.83	.08	.73	.49	.12	.56	.37	.12	.42	.28	.13
CR				**.67	.43	.12	.54	.35	.12	.36	.23	.13
IB							**.37	.24	.10	.34	.22	.10
IC										**.39	.25	.13
R^2	.69				.75			.77			.79	
ΔR^2					.06			.08			.10	

Note. $n = 76$. I examined the impact of MLQ subscales as variables to predict S-SRQ reflective education scores.
*$p < .05$ **$p < .01$

Short Supervisory Relationship Questionnaire-Structure Subscale

A Pearson product-moment correlation was conducted in SPSS to test if there was a relationship between the MLQ subscales and S-SRQ structure. Statistically significant relationships were found between S-SRQ structure and the MLQ subscales of IA, IB, IM, IS, IC, and CR ($p < .01$). The correlation matrix for S-SRQ structure and the MLQ subscales that indicates which variables were significantly correlated with each other (see Table 32).x for MLQ Subscales and S-SRQ Structure

Table 32 Correlation Matrix for MLQ Subscales and S-SRQ Structure

Correlation Matrix for MLQ Subscales and S-SRQ Structure

	SSRQ structure	MLQ IA	MLQ IB	MLQ IM	MLQ IS	MLQ IC	MLQ CR	MLQ MBEA	MLQ MBEP
SSRQ structure	1.00								
MLQ IA	**0.61	1.00							
MLQ IB	**0.46	**0.74	1.00						
MLQ IM	**0.54	**0.82	**0.75	1.00					
MLQ IS	**0.57	**0.80	**0.72	**0.73	1.00				
MLQ IC	**0.56	**0.82	**0.69	**0.77	** 0.79	1.00			
MLQ CR	**0.58	**0.82	**0.71	**0.85	**0.79	**0.84	1.00		
MLQ MBEA	0.12	0.06	0.15	–0.04	0.11	0.00	0.04	1.00	
MLQ MBEP	**–0.35	**–0.48	**–0.37	**–0.45	**–0.41	**–0.39	**–0.44	** 0.24	1.00
MLQ LF	**–0.47	**–0.67	**–0.55	**–0.64	**–0.55	**–0.51	**–0.58	0.08	**0.645

$n = 124$
*$p < .05$
**$p < .01$

The MLQ subscales (IA, IB, IM, IS, IC, CR, MBEA, MBEP, and LF) were entered in SPSS using the stepwise method. Regression analysis using the MLQ subscales yielded a model that significantly predicted S-SRQ structure; however, the only two subscales included in the best model were IA and IS, $F(2, 121) = 38.48$, $p < .001$, $R^2 = .39$. It is expected that S-SRQ structure scores will increase by 0.42 for every one-unit increase in IA. And an increase by .24 is expected in S-SRQ structure for every one-unit increase in IS. All other subscales were excluded from the resulting model except the two referenced above because they were not statistically significant and therefore did not contribute to the model, p > .05 (see Table 33). **of MLQ Subscales on S-SRQ Structure**

Table 33 Regression Coefficients of MLQ Subscales on S-SRQ Structure

Regression Coefficients of MLQ Subscales on S-SRQ Structure

Variable	Model 1			Model 2		
	B	*β*	*SE*	*B*	*β*	*SE*
Constant	2.13		.30	1.93		.31
MLQ IA	**.96	.61	.11	.67	.42	.19
MLQ IS				** .41	.24	.20
R^2	.37				.39	
ΔR^2					*.02	

Note. $N = 76$. I examined the impact of MLQ subscales as variables to predict S-SRQ structure scores.
*$p < .05$ **$p < .01$

Chapter Summary

All participants for this study were SWACUHO-member supervisees and all data was self-reported by supervisees. Supervisees were on average approximately 8 years younger than supervisors. Most supervisors were in the age range of 20 to 29 years old, while most supervisors were aged 40 to 49. As reported in the results, slightly more than half of the sample reported being female and having a female supervisor More than three-fourths of supervisors and approximately two-thirds of supervisees were White, with the next highest frequency of ethnicity/race being Black for both groups. Surprisingly, most supervisors and supervisees alike were in a position of leadership; however, the next most frequent category for supervisors was mid-management as compared to supervisees who were entry-level. The average length of time spent working together was estimated at 5.98 years. Most supervisees reported weekly supervisor meetings, while the lowest frequency was monthly meetings.

Research objective two was to describe the supervisory relationship as perceived by the supervisee through data collected from the S-SRQ, and scores calculated for the total S-SRQ and for each of the three S-SRQ subscales (e.g., safe base, reflective education, and structure). The response set was based on values ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). High scores on the S-SRQ subscales indicate a high level of agreement with relationship attributes and suggest a higher-quality relationship (Palomo et al., 2010). For this sample, the highest score obtained of any subscale was for safe base (M = 5.41, SD = 1.53) and the lowest was structure (M = 4.47, SD = 1.62).

Research objective three was to describe supervisor leadership style based on supervisees' responses to the MLQ rater form, a questionnaire that provides scores related to leadership style based on items specific to a leader's behavior. The MLQ includes three leadership styles (e.g., transformational, transactional, and passive-avoidant), and each has a set of factors (subscales) based on types of attributes or behaviors. All MLQ items include a response scale ranging from 0 (*not at all*) to 4 (*frequently, if not always*). Interpreting for each MLQ subscale requires partitioning the results into three equal parts, where ratings between 0 to 1.33 indicate low levels of the indicated style of leadership. Moderate levels are based on ratings of 1.34 to 2.66, and high levels include scores of 2.67 to 4.00 (Chamberlain, 2003; Fox, 2007; Norshidah, 2013).

The highest mean obtained among the five subscales measuring transformational leadership (and the highest score for all subscales) was for inspirational motivation, which means that supervisors used this transformational leadership factor between *sometimes* to *fairly often*. The result of high inspirational motivation scores for this sample of supervisees indicates that their leaders inspire individual and team spirit and display enthusiasm and optimism. While the lowest mean score obtained for the MLQ transformational scale was individualized consideration, supervisors were similarly reported to be using this transformational leadership factor between *sometimes* and *fairly often*. Utilizing the individualized consideration leadership factor within the transformational leadership style would indicate that leaders act as a coach or mentor by paying attention to the individual need for achievement. Low scores on this measure are an indication of a lack of recognition of individual differences in supervisees in terms of their

specific needs and desires.

Lower average scores on the leadership subscales within the transformational leadership style were obtained on the subscales related to transactional leadership style (contingent reward and management by exception-active). Low scores on these measures indicate that supervisees from this study generally perceive their supervisors as sometimes to once in a while failing to stipulate requirements for compliance or to indicate when there has been ineffective performance, while reprimanding followers for being out of accordance with the criteria set by the leader (Bass & Avolio, 2004). Scores for the MLQ passive-avoidant scales were also low for management by exception-passive and laissez faire which were the lowest subscales scores of the three leadership scales (transformational, transactional, and passive-avoidant) with the supervisees of this study sharing that supervisors are between *not at all* and *once in a while* practicing this leadership style. High scores on the passive-avoidant scale are an indication that a leader's behavior is reactive to situations and problems instead of systematic, and this leadership style is likely to have a negative impact on followers.

For research objectives four and five, MLR analysis was used to assess the relationship between the demographic variables and either the S-SRQ scales or MLQ scales. For research objective six, MLR analysis was used to assess the relationship between the MLQ and S-SRQ. For these objectives, which focused on both the quality of the supervisory relationship and leadership style/behavior, the results were mixed. Meeting infrequently was the most frequent significant predictor of both the S-SRQ and MLQ scales (whether total or subscales). For example, the category of meeting infrequently

predicted S-SRQ total and safe base. In fact, for both scales, this was the only variable included in the best-fitting models. For reflective education, a significant predictor was meeting daily. No significant predictors were found for the structure subscale. Similarly, meeting infrequency was a significant predictor of both transformational and transactional leadership on the MLQ, with the difference being that for transactional leadership, entry-level supervisor position was also included.

For passive-avoidant leadership, again, meeting infrequently was significant, but this time it was associated with the supervisor position of leadership. For the final objective, which assessed the relationship between the MLQ and S-SRQ scales, the results were mixed, but with some overlap. For example, total S-SRQ and safe base were both predicted by a model based on idealized attributes, contingent reward, individual consideration, and management by exception-passive. On the other hand, reflective education was related to idealized attributes, contingent reward, individual consideration, and idealized behaviors. For this objective, a key difference was the finding of a significant model to predict the S-SRQ structure scale, based on idealized attributes and intellectual stimulation. For each regression model in this study with the stepwise procedure in SPSS, more than one model may have been significant; however, the model reported for each regression analysis was the best-fitting model as determined by the highest R^2. Models with the highest R^2 are those that best explain the dependent variable (Field, 2018).

CHAPTER V

DISCUSSION AND CONCLUSION

This study included six research objectives:

1. To report the demographic characteristics of supervisors and supervisees as perceived by the supervisee.
2. To describe the supervisor-supervisee relationship as perceived by the supervisee.
3. To describe supervisors' leadership style as perceived by the supervisee.
4. To explore the influence of supervisor demographic variables on the supervisory relationship.
5. To explore the influence of supervisor demographic variables on the supervisor leadership style.
6. To explore the influence of leadership style on the supervisory relationship.

Introduction

All results from this study are based on data as reported by supervisees and therefore reflect the supervisees' perspective. Data from this study were imported into SPSS for analysis, and descriptive and inferential statistics were generated. Research objective one was addressed by presenting descriptive statistics of the sample for each of the supervisor and supervisee variables, such as demographic characteristics, and for the length of time working together and meeting frequency. Research objective two was addressed by presenting the results of the S-SRQ, while research objective three was addressed by presenting the results of the MLQ. The S-SRQ is designed to measure the

quality of the supervisory relationship as perceived by the supervisee so that it can be discussed with supervisors. The MLQ measures transformational leadership, transactional leadership, passive-avoidant behaviors, and outcomes of leadership and is designed to assess how a leader's superiors, peers, subordinates, or others perceive the leader's leadership behaviors. Objectives four through six were to investigate the relationship between supervisor demographics and supervisee perception of the supervisory relationship as measured by the relationship, if any, between the S-SRQ and MLQ.

Research objectives two through six were evaluated utilizing either the S-SRQ or the MLQ, or both. The S-SRQ includes three. The first subscale is safe base, which is a measure of openness to sharing opinions and beliefs with the supervisor. The second subscale is reflective education, which denotes how well the supervisor pays attention to the process of supervision in terms of encouraging and promoting the development of the supervisee. The third subscale is structure, the supervisor's organization, and accountability to the supervisee. The MLQ rater form provides a score for three distinct types of leadership styles based on supervisory behavior. These styles are transformational, transactional, and passive-avoidant. Each style includes a variety of subscales.

For research objective one, the results were that the average age of supervisees was 35.73 years old, which was younger than supervisors, with an average of 43.75 years old. Most supervisors were 40 to 49 years old, while most supervisees were aged 20 to 29 years old. There were 62 male supervisors and 65 female supervisors. There were 56 male supervisees and 67 female supervisees. Over three quarters supervisors and supervisees in this study were White. Most supervisors were in a position of leadership, followed by mid-

management. Interestingly, most supervisees were also in a leadership position, although the next most frequent categories were entry staff and mid-management. The number of years supervisees had worked with their supervisor ranged from 2 to 30 years, with an average of approximately 6 years. Most supervisees reported meeting weekly with their supervisor. Very few participants reported meeting monthly.

For the participants in this study, the highest average was the S-SRQ total and the highest S-SRQ subscale was safe base. The lowest subscale reported from participants of this study was structure (see Table 11). This indicates that, for this sample, supervisees believe that their supervisors provide a safe base to share their opinions and beliefs. At the same time, they may not always feel as though their supervisor is organized, and there is a lack of accountability in the working relationship.

For the MLQ, scores were obtained for each of the three leadership styles. For transformational, the highest average subscale was inspirational motivation, and the lowest was individual consideration (see Table 12). Low scores on the MLQ for transactional leadership based on the responses of supervisees in this study were contingent reward, management by exception-active, and management by exception-passive. This indicates that, according to a representative sample, supervisees at SWACUHO member institutions have the perception of lower transactional leadership than transformational leadership styles being practiced among their supervisors. When considering the assessment of leadership styles, it is important to consider that no single classification is obtained from the MLQ and participants were not grouped into one style or another. Rather, all

participants are assessed for the degree to which their behaviors are associated with the three distinct styles of leadership.

For research objectives four through six, MLRs were conducted in SPSS using the stepwise method, and the only significant predictors were meeting frequency and supervisor position. The results of this study indicate that the supervisory relationship is related to meeting frequency, where it is expected that supervisees who meet only infrequently will have lower S-SRQ total, safe base, and reflective education scores, while those who meet daily will have higher scores for reflective education. For supervisor position, only leadership or entry-level were significant predictors, and this was only true for the MLQ styles of transactional and passive-avoidant. Supervisor position was not a significant predictor of MLQ transformational leadership.

One way that practitioners within the field of student affairs may be able to use this foundational knowledge would be to consider these results when designing development programs for supervisors so that they can be informed about the significance of meeting frequency when it comes to implementing best practices for promoting productive, mutually beneficial relationships. I will provide a discussion of the findings of the six specific objectives of this study, implications of those findings, and recommendations for practice and future research.

Discussion

Research Objective One

For the first objective, participants (supervisees) were asked to report on both their and their supervisor's age, gender, ethnicity/race, and staff position. They also reported on the number of years they have worked with their supervisor, the frequency of their supervisory meetings, and the estimated number of years the supervisor had worked at the institution. There were more female supervisors and female supervisees than males. Both supervisor and supervisee categories had someone who chose not to identify as either male or female. A review of gender for both the supervisors and supervisees is presented in Table 5.

There did not appear to be a large gender gap with respect to either supervisors or supervisees.. There were more female supervisors (50.78%) and supervisees (54.03%) than males. This is encouraging for the field of student affairs. These findings are consistent with previous research by Pritchard and McChesney (2018), who reported that 56% of senior-level student affairs officers (directors to vice presidents) are women, which serves as documentation that there has been career advancement for females as supervisors. Given the steady increase in women rising to positions of leadership in colleges and universities (Ross & Green, 2000), gender brings on an increased importance in conversations involving leadership and supervisory relationships within student affairs.

Previous studies have demonstrated that the number of women in administrative positions within the field of student affairs has been increasing. Pritchard and McChesney (2018) reported that women now account for 71% of student affairs professionals in

administrative positions in higher education. Shipp and Kim (2014) shared that gender affects the culture of student affairs organizations, as male- or female-controlled value systems can hinder advancement for one gender or another because societal norms and interpretations of gender can affect how it is determined who is capable for different kinds of employment. Stereotypes can also come from other factors such as experience, mass media, and even socioeconomic status (Carpenter, 2012; Krieglmeyer & Sherman, 2012). When stereotypes are utilized to ascertain the accomplishments or failures of a person's (e.g., male or female) supervisory relationship, varying viewpoints from the opposite gender may be neglected and improvements to the organization may never happen (Kim & Shipp, 2014). As researchers have reported, the number of women in leadership positions, at least at the supervisory and middle-management level, have been increasing over the past half century (Duehr & Bono, 2006; Eagly & Karau, 2002). A cultural shift like this may act as a catalyst to change the stereotype assigned to a certain group (Koenig et al., 2011).

There was an age gap between supervisors and supervisees. The average age of supervisors, based on the estimate of supervisees, was 43.75 years old. Supervisors were, on average, approximately 8 years older than their supervisees (see Tables 3 and 4). The age group of supervisors with the highest frequency was 40 to 49 years old, while more than half of the supervisees were younger, in the range of 20 to 29 years old. This finding indicates that the age range of supervisees at SWACUHO member institutions is lower than the age range for supervisors. As Shultz and Adams (2007) have reported, older employees may possess experience and proven qualities that are crucial to an organization,

and this may provide a rationale for the greater average age of supervisors in this study. Research on the relationship between age and leadership style has demonstrated that younger and older supervisors have different leadership style profiles and that older supervisors approve of more discussion and have more involvement in organizational activities in comparison to younger supervisors (Campione, 2014). Younger workers may be seen as unproven, inexperienced, and lacking in history of the organization (Briscoe & Hall, 2006). Because there was a difference in the reported age of supervisors and supervisees, it should be considered that differences in age could result in differences in working style, and this could be another factor that would impact the supervisory relationship.. Some studies have shown that younger supervisees are seen as productive, risk-taking innovators who will break with the past (Sullivan, 1999) and that younger employees work to develop and promote themselves while older employees work to develop and promote others (Kabacoff & Stoffey 2001). Mitchell (2000) also reported that younger workers feel more comfortable exhibiting individualistic behaviors.

For the demographic variable of ethnicity/race, most supervisees (n = 85, 66.40%) and supervisors (n = 97, 75.80%) were White. Within the 2019 SWACUHO handbook there is a clear commitment to diversity stating that "The goal is for SWACUHO to remain strongly committed to the importance of creating an environment within our region that is positive, equitable, respectful, educational, concerned, and supportive of people regardless of their national origin, race, color, gender, age, ethnicity, physical ability, sexual orientation, or socioeconomic background" (SWACUHO, 2019, p. 58).

This is consistent with the findings in the review of literature. Pritchard and

McChesney (2018) noted a general lack in the field of student affairs based on an evaluation of the distribution of ethnic minorities in United States colleges. While there was a fairly equal proportion of White male employees (20%) and White male students (24%) in their study, the number of Black students was disproportionately low (5%) compared to Black employees (8%). Pritchard and McChesney (2018) also reported in their study that the student body comprises 17% Hispanic students, but just 8% of student affairs administrators. While 6% of students were Asian, just 3% of student affairs professionals were part of that demographic. Pritchard and McChesney (2018) also noted these disparities as poised to expand, with 15% and 7% increases in the Hispanic- and Black-student populations, respectively, projected from 2016 to 2026.

Previous research discussing ethnicity/race and the findings in this study in relation to ethnicity/race of student affairs professionals in SWACUHO member institutions highlight important considerations for college and university leaders who expect student affairs professionals to address the challenges of an increasingly diverse student body. McEwen et al. (1990) confirmed this interpretation, stating that attracting men of color into the student affairs profession is particularly important to provide diverse role models for undergraduate students. The evidence obtained from this study cannot confirm if this ideal has been obtained, but a majority of individuals who self-selected to participate in this research were White.

Supervisees were also asked to estimate the number of years they had worked with their supervisor. Eighty-one participants answered this question, with responses ranging from 2 years to 30 years, with an average of 5.98 years. Given that supervisees had

estimated that the average length of the supervisory relationship was nearly 6 years, these supervisors likely have had ample opportunity to mentor their supervisees in terms of factors such as navigating department/university politics. There was a strong, positive relationship ($r = .979$, $p < .001$) between length of supervisory relationship (in number of years worked together) and length of time at institution (i.e., years of experience of the supervisor as perceived by the supervisee). It may be logical to assume that the more experience a supervisor has (both as an academic and supervisor), the more likely it is for that experience to translate into a better work environment for the supervisee because experienced supervisors will be more familiar with the system (Becker, 2004). Further, it is likely that highly experienced supervisors will be in a better position to support their supervisees because an established supervisor can assist with networking and, perhaps, with fostering supervisee growth and career development (Becker, 2004).

This is not the only implication from a history of working together. When supervisors and supervisees have had a substantial amount of time to develop a relationship, this creates an opportunity to cultivate mutual respect. As research in this area has confirmed, people pay attention to the interpersonal treatment they receive from organizational authorities. Fair and respectful treatment conveys to employees that they are respected and valued (Lind & Tyler, 1988; Tyler, 1999; Tyler & Lind, 1992) by their supervisor and that their position in the organization is secure (Van den Bos et al., 2001).

It is possible that working together in the field of student affairs and knowing one's supervisor for an extended period of time may allow for a supervisee to receive objective professional advice and wisdom from someone who has already climbed the same career

ladder and who possesses knowledge about working in student affairs. For this study, the online survey provided a drop-down menu for participants to select the years that they had spent working with their supervisors given a range of one to 100; however, given that selecting 0 to 1 year was not an option, this may help explain why 47 participants (36.72%) did not answer this question, especially if they had worked with their supervisor for less than 1 year. This is noted as a limitation of this study, which should be addressed in future research on this topic so that accurate data can be obtained on the length of time each supervisee has been working with their specific supervisor. Questionnaire items for this study about supervisor demographic were written such that it should have been clear to participants that data was being collected about their current supervisor. However, I was not able to make any inference about the specific meaning of the lack of response to this item and whether or not it was intentional. Also, student affairs, as a profession, has a large cohort of new professionals entering its ranks each year. This has been confirmed by previous studies reporting that at many institutions, nearly half of a student affairs divisions' staff will be relatively new to the field (less than 5 years of experience) (Carpenter, 1991). Therefore, it would have been expected that a substantial percentage of participants would have been new to their position, and the limitation imposed by the survey may help explain why so many supervisees appear to have skipped this question.

Another demographic factor important to discuss is how often supervisees reported meeting with their supervisors (i.e., daily, weekly, biweekly, monthly, or infrequently) (see Table 10). The number of years worked together ranged from one to 27, with the most frequent response being 2 years. Less than half of supervisees (42.2%) reported that they

meet weekly with their supervisors. Weekly meetings with supervisors provide a high frequency of opportunities for supervisees to check in with their supervisors, and some supervisors may see this as an opportunity to keep employees motivated. It is well established that a transformational style of leadership is associated with strong supervisor-subordinate relationships due to a pattern of clear communication and an understanding of what best motivates the individual in skill development (Avolio, Walumbwa, & Weber, 2009; Atito, 2017; Dumdum, Lowe, & Avolio, 2002; Lowe, Kroeck, & Sivasubramaniam, 1996). This type of supervisor will likely view frequent meetings as a chance to learn more about their supervisees' goals and ambitions. It may also be likely that more frequent interaction with employees serves as a motivator.

Participants also identified both their current staff position and the current position of their supervisor based on the titles of associate, graduate, entry, mid-management, or leadership. The highest frequency reported for supervisor position was leadership staff (57.80%), followed by mid-management (25.80%) (see Table 7). The highest frequency of supervisee position reported by supervisees was leadership staff at 37.90%. The second highest position self-reported by supervisees was entry staff at 28.23%, followed closely by mid-Management at 25.81%. Because of the supervisor being classified as associate, graduate, entry, mid-management, and leadership within student affairs, it is natural to see promoting from within in student affairs, and it is to be expected that supervisors would be older than supervisees, thus supporting the findings in this study.

One of the objectives of this study was to present detailed demographics of the participants but there was an added benefit gained by including demographic data as a

specific objective of this research. Despite a thorough search within the literature and in online databases, little demographic data was readily available on for SWACUHO member institutions, and what is available is almost entirely based on students not employees. Therefore, I was not able to compare the findings of this study to the general population at SWACUHO member institutions. However, I can contribute demographic data on this population and increase the current body of knowledge.

Research Objective Two

For the second objective, participants rated the quality of their supervisory relationships based on the following attributes from the S-SRQ: safe base (openness to sharing opinions and beliefs with the supervisor), reflective education (the supervisor uses theoretical models in supervising supervisees and pays attention to the process of supervision), and structure (the supervisor's organization and accountability to the supervisee). Again, the interpretation of results from the S-SRQ is based on the guideline that responses on the higher end (*strongly agree or agree*) indicate a higher quality relationship and responses on the lower end (*strongly disagree or disagree*) indicate a lower quality relationship.

The safe base subscale is an indication of how secure and/or comfortable a supervisee feels during interactions with their supervisor. Higher scores on the safe base subscale are associated with a supervisee receiving nonjudgmental, constructive feedback about a supervisor's expectations. Also, previous research has confirmed that an appropriate interpretation of a high safe base subscale score is that it indicates that when supervisors provide a psychologically safe work environment, then organizational

members are free to exchange ideas (Edmondson, 1999; Walumbwa & Schaubroeck, 2009). Therefore, one possible interpretation of the high safe base scale average in this study is that supervisees at SWACUHO member institutions tend to feel safe within the context of their supervisory relationships and that their responses are an expression of their belief that their supervisors take a cautious approach regarding conversations and interactions to ensure that they are being personable and not blurring professional lines. Based on this result, SWACUHO member institutions should consider the value of promoting comfortable experimentation within the workplace by allowing an open flow of ideas.

The scores with respect to the structure and reflective education subscales were both relatively high. This should be interpreted as reassuring for SWACUHO member institutions and for the field of student affairs in general, as SWACUHO members who participated in this study reported that supervisors pay attention to the unspoken feelings of supervisees. This finding of a high average for the safe base subscale, in conjunction with similarity in the scores for structure and reflective education, may provide information that supervisors can use to intentionally develop supervisory relationships by being attentive to both the verbal and nonverbal cues given by supervisees regarding their feelings about the working relationship.

During meetings, a supervisor may consider the power of asking what types of projects and interactions could be assigned to help supervisees can gain skills that are unique to the office and institution and that serve to broaden their experiences to better align with the supervisees' ultimate career goals (Pelfrey, 2020). In general, it is likely true

that most supervisees will want to maintain a strong supervisory relationship, in part by working effectively, innovatively, and passionately alongside a supportive and trusting supervisor. This interpretation has been confirmed by recent research demonstrating that in order to have productive professional and personal relationships between supervisors and supervisees, both must be committed to cultivating each other's pursuits professionally and personally (Ahmed, 2020).

The total S-SRQ score is an indicator of the quality of the supervisory relationship as a whole and represents an average of the three S-SRQ subscales. High scores represent a high-quality relationship based on the combination of factors included in each subscale such as supervisor approachability, openness in discussions, focus and structure in meetings, and attentiveness to unspoken feelings and anxieties. Low S-SRQ scores (closer to one) are associated with a lack of positive factors (described above), which can negatively influence productivity and effectiveness in the workplace (Ahmed, 2020). For this study, the average score obtained for S-SRQ total (M = 4.96) was comparable to the average scores for the safe base (M = 5.41), reflective education (M = 4.56), and structure subscales (M = 4.56). This indicates that, overall, the supervisory relationships are fairly strong and that there is no relative strength or weakness for any one dimension of the supervisory relationships for this group of SWACHUO-member supervisees. The S-SRQ is typically used for populations in clinical settings to facilitate supervisee learning and development and assist client outcome (Beinart & Cooper, 2010). No current data exists that would serve as a comparison for its usage in student housing professionals.

Research Objective Three

The third objective was to describe the leadership style of one's supervisor, as perceived by the supervisee. The MLQ is one of the most widely used research instruments for measuring leadership style and is based on the constructs of leadership as being transformational, transactional, or laissez-faire; each of these primary constructs is further broken down into a series of subscales that can be individually scored (see Table 12) (Bass & Avolio, 2004; Gillespie & Mann, 2004).

Scoring for the MLQ includes a calculation of the average scores related to each set of subscales (factors) based on the three leadership styles (transformational, transactional, and passive-avoidant). This instrument measures the distinct characteristics of transformational leaders (e.g., idealized attributes and behaviors, inspirational motivation, intellectual stimulation, and individualized consideration), factors of transactional leaders (contingent reward and management by exception-active), and passive-avoidant leadership style factors (management by exception-passive and laissez-faire).

The idealized influence factors of attributes and behaviors is summarized as the desire of followers to connect with charismatic leaders and the yearning for simulation based on their leader's actions. These leaders provide followers with a sense of purpose and usually have high standards of moral and ethical conduct. Inspirational motivation is a descriptive factor for transformational leadership and illustrates the leader as someone who is an effective communicator with the ability to instill high expectations in their followers. A leader who exhibits inspirational motivation emphasizes the importance of dedication to a team member who share a collective vision of the organization. Intellectual stimulation,

another transformational leadership factor, is related to the encouragement given to followers to be inventive and to question their own principles and ideals, as well as those of the leader and organization. These leaders promote critical thinking skills so that followers can resolve issues faced by the organization. The individualized consideration factor describes leaders who are reassuring and pay close attention to the individual needs of followers (Northouse, 2019). These leaders utilize delegation to assist followers in maturing beyond their own personal limits and act as trainers and mentors to work toward developing the highest potential of their followers.

The transactional aspect of leadership style includes two factors: contingent reward and management by exception-active. Contingent reward focuses on the exchange of processes between leaders and followers where the leader encourages followers to fulfill responsibilities and requests for the successful accomplishment of assignments; tangible or psychological incentives are given to help ensure the success of contractual commitments (Bass, 1990).

Management by exception-active includes leadership behaviors that are corrective such as critiquing or reprimanding followers' attempts at a task or assignment given by the leader. The passive-avoidant style includes the management by both exception-passive and laissez-faire. The management by exception-passive factor refers to a leader who intrudes only after criteria have not been met or when difficulties have surfaced a follower's ability to complete a task or assignment given by the leader (Bass, 1990). The leader observes first, then acts by offering a reprimand when follower shortcomings are noticed. The laissez-faire factor within passive-avoidant leadership style borrows from the French

phrase and implies that the leader takes a hands-off approach, relinquishing decision making or control. There is no discussion with followers or effort given to help followers develop (Bass, 1990).

Transformational Leadership Style of Participants' Supervisors

The results of the data analysis for this study related to transformational leadership is presented in the following section. To provide context for these results, it is useful to consider the findings of a meta-analytic review by Lowe et al. (1996) of 39 studies with sample sizes ranging from n = 6,232 to n = 7,163. The mean scale scores for the subscales related to transformational leadership were as follows: IA/IB (2.52), IC (2.50), and IS (2.48) were found to be higher than the means of the transactional scales of CR (1.83) and MBEA/P (2.32) indicating that transformational behaviors were more frequently observed than transactional behaviors across all studies (Lowe & Sivasubramaniam, 1996, p. 16).

Most of the participants in this study perceived the behavior of their supervisors as between *sometimes* and *fairly often* supervising with a transformational leadership style as opposed to behaviors that would be categorized as transactional or passive-avoidant. It is encouraging that these supervisors are performing as transformational leaders because it may indicate that supervisees will benefit from the effects of this leadership style. Transformational leaders inspire others to work toward their self-pursuits, making them more cognizant of organizational goals and values (Gillespie, 2004). This gives them the power to positively affect change through their actions, which can benefit both them and their followers by eventually imparting an engrained moral value that enhances human behavior and ethical ambitions (Burns, 1978).

In terms of the subscales that are associated with the MLQ transformational leadership style, the highest mean was obtained for inspirational motivation (M = 2.55), and based on interpretations of MLQ scores, would be considered average to moderately high on a scale of zero to four. The average score can also be translated from the MLQ score as the supervisor utilizing inspirational motivation between *sometimes* and *fairly often*. According to the literature, high inspirational motivation scores are an indication that this group of supervisors inspires motivation and behaves in ways that provide meaning and challenge to the work of followers (Bass & Avolio, 2004). This finding also concurs with a study by Jones (2009), which concluded that within universities, supervisors should play the role of change-agents, who develop, foster, trust, and empower others to act. Considering the demands placed upon higher education at present, the necessity for successful leaders is more critical than ever (Taylor, 2001), and supervisors who practice inspirational motivation can effectively lead others into the future with a strong and concise vision (Jones, 2009).

The second highest score for any subscale for the MLQ, and a close second for the transformational leadership subscales was idealized attributes. Statements on idealized attributes assess supervisees' perceptions of the degree to which their leader is admired, respected, and trusted (Bass & Avolio, 2004). Given the similarity in scores for inspirational motivation (M = 2.55) and idealized attributes (M = 2.46), there is little to no practical significance between these subscales as both scores according to the MLQ say that supervisors are utilizing these transformational leadership factors between *sometimes*

and *fairly often*. This suggests that, within the SWACHUO organization, supervisors are expressing both behaviors of transformational leadership.

When lower scores are obtained on the idealized attributes subscale (with a majority of respondents from this study choosing *once in a while* to *not at all*), it is an indication that the supervisor does not necessarily present sufficient clarity, guidance, or reassurance. This has the potential to decrease the amount of trust that a supervisee is willing to give their supervisor and may thereby have detrimental effects on the supervisory relationship. This is an important consideration for supervisors within student affairs because supervisees may be reluctant to follow a leader who fails to project traits associated with idealized attributes and behaviors, such as professional confidence.

Bass and Avolio (2004) reported that followers appreciate leadership behavior that aligns with idealized influence attributes and behaviors as that they will likely want to identify with and emulate their leadership behaviors. When supervisees replicate the behavior of leaders they admire, respect, and trust, this is considered the actualization of idealized attributes within the workplace. This leadership style can also promote collaboration with the leader and assist in the formation of a positive mentoring supervisory relationship. Long (2018) confirmed this idea of integrating mentorship into the supervisory relationship because a mentor could be the first person of perceived power to demonstrate interest and confidence in the capabilities of a promising student affairs professional. Supervisors who practice idealized attributes convey to their subordinates that they hold value, sometimes long before they know how to believe in themselves, which further promotes the development of professional confidence and resilience.

Transactional Leadership Style of Participants' Supervisors

There is an important, positive association of extrinsic motivation for supervisees and the constructs of transactional leadership (and its components, CR and MBEA) and MBEP. According to Bass and Avolio (2004), transactional leadership is associated with workplace behavior focused on getting a job done. Supervisors who engage in a transactional leadership style also operate from the belief that rewards and punishments motivate people. For this study, the mean obtained for the subscale of contingent reward fell into the category of *sometimes* and *fairly often.* This suggests that supervisors within SWACUHO member institutions somewhat provide supervisees with incentives or consequences in exchange for their efforts and only sometimes discuss in specific terms who is responsible for achieving performance targets or expressing satisfaction when supervisees meet expectations. Afshari and Gibson (2016) supported this assertion, as their findings revealed that transactional leadership behaviors have a positive influence on the development of organizational commitment among employees. This has relevance for student affairs professionals because engaging in transactional leadership factors like contingent reward can create commitment to an organization and discussing a supervisee's role within the organization in specific terms can help an individual achieve performance targets.

For this study, all supervisees only assessed their supervisor, which provided the definition of the dyadic relationship. The results of this study further indicate that supervisors within SWACHUO organizations engage in a low level of management by exception-active. This could mean that supervisees believe that their supervisors are not

effective at keeping track of mistakes, dealing with complaints and failures, or providing attention to supervisees who fail to meet standards.. Previous studies (Antonakis et al., 2003; DeChruch et al., 2011; Griffin & Talati, 2011; Rodriguez & Griffin, 2009) have found that when management by exception-active behaviors are utilized by leaders in the context of a crisis, they are more effective because responsiveness can translate into directive supervision. Thus, crisis situations or conditions may activate a prevention focus and, in conjunction, sway leaders' and/or followers' implicit expectations and lead to a stronger positive relationship with job performance. However, because the management by exception-active factor entails closely monitoring for errors and faults of followers, an alternate interpretation of this result could be that supervisees can thrive in environments where they are not being micromanaged and where they are allowed to make mistakes without their supervisor keeping score.

Passive-Avoidant Leadership Style of Participants' Supervisors

For this study, the lowest MLQ scale score obtained was for the passive-avoidant leadership style, which indicates low levels of passive-avoidant leadership exhibited by participants' supervisors. Supervisees perceived their supervisors as engaging in laissez-faire leadership behaviors (with results between *not at all* to *once in a while*) and management by exception-passive behaviors (with results between *once in a while* to *sometimes*) less often. The mean for the management by exception-passive scale was higher (M = 1.25) than the international norm (M = 1.02) (Bass & Avolio, 2004). This difference in means could have practical significance, in terms of indicating that

supervisees perceive their supervisors as engaging in leadership behaviors that result in a greater number of negative outcomes than the norm.

Leaders who display behaviors associated with laissez-faire and management by exception-passive styles fail to respond to situations methodically, avoid stipulating agreements, and do not relate expectations or clarify goals and achievement standards to followers. Essentially, these two passive-avoidant leadership factors are related in that they both have the potential to negatively affect followers within an organization. For this study, most participants responded to the laissez-faire scale as *not at all* to *once in a while.* Again, the average was higher (M = 0.95) than the international norm (M = 0.66) (Bass & Avolio, 2004). This indicates that the supervisor's perceived leadership style has a greater negative effect on leadership outcomes than the national norms. Bass and Avolio (2004) defined this category of leadership as passive-avoidant leadership. It is an indication that the leader takes a passive or reactive approach to leadership. It can be concluded from the results of this study that passive-avoidant leadership factors are not commonly used within SWACUHO member institutions. Howell and Avolio (1993) wrote that management by exception - passive is negatively related to a business unit's performance and laissez-faire leadership is commonly described to be the least effective leadership style (Bass & Avolio, 1994).

Research Objective Four

The fourth objective of this study was to explore the influence of demographic variables on the relationship between the supervisor and supervisee, as perceived by the supervisee. For this objective, the relationship between the supervisor and supervisee was

quantified by the scores obtained on the S-SRQ total and its three subscales (i.e.., safe base, reflective education, and structure. After creating dummy variables and conducting an MLR analysis using the demographic variables of the supervisor as predictors (i.e., ethnicity/race, age, gender, meeting frequency with supervisee, supervisor position, years worked together and years at institution) it was discovered that only one of the specified variables, meeting infrequently, significantly predicted S-SRQ scores (total and subscale). In fact, it was observed that meeting infrequently was associated with lower values of S-SRQ total such that for infrequent supervisor meetings, it is expected that S-SRQ total scores would decrease by 2.08 as compared to all other meeting frequencies (e.g., daily, weekly, biweekly, monthly, or infrequently).

This confirms previous research demonstrating that the relationship between supervisors and supervisees is affected by supervisor level of visibility and the degree to which they are able to communicate with their supervisees (Newnam & Goode, 2019). Arguably, meeting infrequently impacts the amount of time available for supervisees to interact with supervisors, which potentially has negative consequences for the overall quality of the supervisory relationship. It should be noted that some workplace environments may have obstacles that reduce the opportunity for meetings, such as organizational politics or reporting structure, and this can also reduce levels of psychological empowerment of employees in their tasks, assignments, and or projects (Jose & Mampilly, 2015). However, supervisors who place importance on the strength of their relationship with their supervisees should consider the potentially negative impact of low meeting frequency.

A similar result was obtained for the safe base subscale, which confirms the potentially negative effects of infrequent meetings on the supervisory relationship. The safe base subscale is an assessment of a supervisee's perception of their supervisor as respectful and whether the supervisee is allowed to securely offer views or ideas in the context of collaborative supervision. Supervisors in student affairs may want to note the consistency of the finding that infrequent meetings negatively impact not only the quality of the supervisory relationship as a whole (as measured by the S-SRQ total score), but also in terms of how secure supervisees feel in sharing their thoughts or contributing their ideas. This can also be interpreted by the understanding that supervisors meeting daily with their supervisees can expect to create an environment that is perceived as safer for their supervisees, or at least they do not risk decreasing the perception through infrequent meetings.

This recommendation aligns with previous studies (Shupp & Arminio, 2012; Winston & Creamer, 1998) that indicate that the more frequently supervisors meet with their supervisees, the safer the supervisee feels with the supervisor. Meeting frequently open lines of communication and builds trusting relationships. Furthermore, this finding should serve as an additional motivation for supervisors to meet more frequently with their supervisees to promote an environment that empowers them and promotes emotional support and cooperative interactions, as well as loyalty, respect, and an obligation to the supervisor and/or organization (Bauer & Green, 1996).

For the S-SRQ subscale of reflective education, two levels of meeting frequency were included in the best regression model: *infrequently* and *daily*. Once again, a negative

coefficient was obtained for the category of meeting *infrequently*, but in this case there was the addition of a significant predictor in terms of a positive influence on the reflective education scores for *daily* meetings. The reflective education subscale focuses on a supervisor's ability to be attentive to a supervisee's unspoken feelings and anxieties. It is based on several student development models that recommend that the supervisory relationship can be strengthened when supervisors are able to identify their own learning/training needs and can discuss them during the supervision/advising of supervisees in student affairs.

Of the demographic variables that significantly predicted reflective education, the finding that meeting frequency (in this case negatively for infrequently and positively for daily) reveals just how time spent together fosters a strong supervisory relationship, and this factor should not be ignored. In fact, higher reflective education scores may be yet another indicator that infrequent meetings do not allow for adequate reflection of the supervisor's role in a manner that the resulting knowledge from the reflective education can be used to ask questions or raise concerns that may be important to the supervisee. In other words, supervisees who meet daily with their supervisors may feel as though their supervisor is making them a priority.

No significant predictors were found among any of the supervisor variables for the S-SRQ structure subscale. This scale includes statements that assess if the supervisor is focused in meetings, if the supervisor is organized or disorganized, and if there is structure in the working relationship. This has been conceptualized as an "encapsulated" safe base for the supervisee (Palomo et al., 2010). The finding from this study that this aspect of the

supervisory relationship is not related to any supervisor demographics deviates from prior research indicating that boundaries and structure around supervision are viewed as essential for developing and/or maintaining an effective supervisory relationship (Barnett et al., 2007). In summary, the amount of variance that could be explained by the significant demographic variables for the S-SRQ scales was as follows. For S-SRQ total, approximately 21% of the variance was explained by meeting infrequently. There was an equal amount of variance explained, 27%, for both safe base and reflective education, although the only significant predictor for safe base was meeting infrequently, while both meeting infrequently and meeting daily were significant predictors for reflective education. No significant predictors were found for the structure subscale.

Research Objective Five

The fifth objective was to explore the influence of demographic variables on the leadership style of student affairs supervisors, as perceived by their supervisees and as measured by the MLQ. After creating dummy variables for each of the demographic factors for supervisors and supervisees (e.g., ethnicity/race, staff position, gender, and meeting frequency), an MLR was conducted using these variables and the numeric, continuous factors of age, years worked together, and length at institution to predict the MLQ subscales of transformational, transactional, and passive-avoidant leadership.

The results for the transformational subscale demonstrate that for this group of supervisees, once again, the only significant predictor was *meeting infrequently*—and, again, it is a negative factor. This substantiates the importance of taking into consideration the potentially negative effects of infrequent supervisor meetings due to its consistent

influence on the study variables. A key difference in the analysis used to accomplish this objective was the finding that in addition to meeting frequency, staff position of the supervisor was also a significant predictor for the transactional and passive-avoidant subscales. Specifically, *meeting infrequently* reduced transactional scores, while the position of a supervisor in leadership increased transactional scores. A similar result was found for passive-avoidant, where *meeting infrequently* again reduced these scores; however, a supervisor in an entry position was associated with an increase in passive-avoidant leadership.

Supervisees who meet infrequently with their supervisors are more likely to assess their supervisors as engaging in few behaviors related to transformational leadership, which could result in less effectiveness with their supervisees. This interpretation has been confirmed by previous research indicating that leaders who operate with a transformational style are more likely to engage in regular meetings with individual staff members, are more employee-centered, focus more on supervisees' needs and motivations, and promote the achievement of their maximum potential (Arminio & Creamer, 2001; Bowers & Seashore, 1966). The passive-avoidant leadership style has been defined as a reactive approach to leadership as opposed to a leader who is proactive. These leaders may also avoid stipulating to agreements or be clear to supervisees about their expectations and standards. (Bass & Avolio, 2004).

Interestingly, both the transactional and passive-avoidant scores were predicted by the factor of *supervisor position*. However, key differences were found based on position.

For example, for participants with supervisors at a leaderships level, it is expected that passive-avoidant leadership scores will decrease. The passive avoidant leader shirks their responsibility and is indifferent toward their subordinates, this leadership style is in stark contrast to servant leadership, which we discuss next (Bass & Bass, 2008).

For participants with entry level supervisors, it is expected that transactional leadership scores are higher as compared to those with supervisors with other staff positions. According to literature on this topic, the transactional leadership style is associated with a preference for a clear organizational hierarchy where the leader focuses on aspects of the relationship like power, position, and politics (Bass & Avolio, 2004). These leaders believe in the motivating power of rewards and punishments and expect supervisees to adhere to whatever direction they provide. This likely helps to explain the finding from this study that supervisor position influences the subscale that measures the degree of transactional leadership. As Bass and Avolio (2004) explained, this style of leadership results in a prioritization of simply getting the job done, and it may be that entry-level supervisors demonstrate this type of focus to a greater extent than supervisors with higher ranks. Furthermore, transactional leaders less often get involved with the development of their followers and utilize a philosophy of management by exception with predetermined rewards and consequences for meeting organizational objective and goals (Bass, 1985, 1990; Howell & Avolio, 1993). On the other hand, a new generation of senior student affairs officers led by Generation X could be more transactional (Astin & Astin, 2000; Herbst & Conradie, 2011).

In summary, the amount of variance that could be explained by the significant demographic variables for the MLQ scales was as follows. For transformational leadership, the predictor of meeting infrequently explained approximately 23% of the variance. For transactional leadership, both meeting infrequently and supervisor position of entry level were significant and explained approximately 24% of the variance. For passive-avoidant leadership the amount of variance explained was 26% by meeting infrequently and supervisor position of leadership. These results can be interpreted as further indication that supervisor meeting frequency and position have a significant impact on the supervisory relationship due to its association with leadership style.

Research Objective Six

The sixth objective was to explore the influence of the supervisor's leadership style, as assessed by the MLQ, on the supervisory relationship, based on scores from the S-SRQ. Both measures resulted in numeric, continuous scores and were appropriate for an MLR analysis; it was discovered that S-SRQ scores are related to MLQ scores. Both S-SRQ total average and safe base were predicted by the MLQ transformational subscales of idealized attributes (IA) and individual consideration (IC) and the MLQ transactional subscale of contingent reward (CR), and management by exception-passive (MBEP) from the MLQ passive-avoidant subscale.

Each of the coefficients for these predictors was positive except for management by exception-passive MBEP. Therefore, it is expected that S-SRQ total and safe base scores would increase for each of the significant predictors but would decrease for management by exception-passive MBEP. This indicates that supervisees who assessed their supervisors

as high in the leadership factors of idealized attributes, contingent reward, and individual consideration have stronger supervisory relationships because higher scores on these subscales were associated not only with higher S-SRQ scores but also with safe base scores. This reiterates earlier findings from this study pointing to the consequences of supervisory behavior in terms of creating an environment that allows supervisees to share their opinions and beliefs. The opposite was found to be true for management by exception-passive. High scores on this scale were related to lower S-SRQ and safe base scores. This supports the findings above because this scale is a measure of how the likely a supervisor is to chronically fail to intervene before problems become serious and may be past amelioration (Bass & Avolio, 2004). At the same time, this finding may be considered unique as contingent reward leadership behavior, as reported in the review of literature by Notgrass (2014), who found that employees do not necessarily recognize transactional leaders as those most skillful at producing trusting, mutually favorable leader-member relationships. The premise of the Full Range Leadership Model is that transformational leadership augments the benefits of transactional.

A similar result was obtained regarding the association between the MLQ subscales and the S-SRQ scale for reflective education, where idealized attributes, contingent reward, and individual consideration are related to increases in these scores. However, in this case, there was the addition of a fourth significant predictor for idealized behaviors. Idealized behaviors is a measure of the leader's sense of purpose and consideration of moral and ethical issues (Bass & Avolio, 2004). Overall, scores on the reflective education scale signify the degree to which a supervisor pays attention to the process of supervision

(Palomo et al., 2010). This notion was confirmed by Zdaniuk and Bobocel (2015), who found that leaders who display idealized behaviors indeed heighten the accessibility of follower collective identity. The reflective education subscale is a cornerstone for supervision within student affairs. This interpretation has been confirmed by Winston and Creamer (1997; 1998) and Ahmed (2020); followers are developed to successively higher levels of potential, and new learning opportunities are created, along with a supportive climate in which to grow, by supervisors who practice these transformational leadership behaviors.

Unlike the S-SRQ total and safe base subscales, there were no negative predictors for the S-SRQ reflective education or structure subscales. Again, the idealized attributes significantly predicted scores on the S-SRQ structure subscale, which assesses the supervisor's organization and accountability to the supervisee, but in this instance the subscale for intellectual stimulation was also significant. This is important because supervisors who score high in the S-SRQ reflective education subscale focus on facilitating discussions on beliefs, specify the importance of having a strong sense of purpose, and consider the moral and ethical consequences of decisions. This interpretation was confirmed by Bass and Avolio (2004); a leader resolves to earn credit with followers by considering the followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values. As prior research has demonstrated, supervisees value structure within the supervisory relationship (Bass & Avolio, 2004). These supervisors do not ridicule or give public criticism of individual members' mistakes (Bass & Avolio, 2004). In summary, the amount

of variance that could be explained by the MLQ scales for the S-SRQ scales was as follows.

For S-SRQ total, approximately 82% of the variance was explained. When a regression model explains a large amount of the variance in a dependent measure, such as the finding here of 82% MLQ scales as predictors of S-SRQ total, collinearity statistics should be observed to determine if there is an issue of multicollinearity. In this instance, it is would not be correct to assume that the MLQ subscales are measuring the same construct as the S-SRQ given that the VIF statistics ranged from 1.32 to 4.09, well below the acceptable limit of 10. Furthermore, each of the tolerance statistics were above .2, ranging from .25 to .76. For S-SRQ safe base, the amount of variance explained was 77%. Again, the VIF statistics were within acceptable limits, ranging from 1.32 to 4.09 and each of the tolerance statistics were above .2, ranging from .25 to .76. For reflective education, the amount of variance explained was 79%. Finally, for SSRQ structure, the amount of variance explained was 39%. For the only two significant predictors, IA and IS, the VIF was 2.72 and the tolerance level was .37, again within acceptable limits and evidence that there should be no concern for multicollinearity for any of the multiple linear regressions conducted using MLQ subscales as predictors of any S-SRQ.

Additional Findings

This section includes a discussion of significant correlations between variables in this study that were observed but were not the focus of the research objectives. Many of these findings were not necessarily unexpected, especially as related to relationships between dummy variables that were created for the purposes of the multiple regression

analysis, such as for the varying levels of supervisor gender, race, staff position, and meeting frequency. For example, there was a statistically significant correlation ($p < .05$) between supervisor age and position, where older supervisors were more likely to hold higher-level staff positions (e.g., mid-management or leader) than younger supervisors, and older supervisors were also more likely to have a longer length of time working for the institution.

Other findings were unexpected, such as the correlations between supervisor demographics, S-SRQ and MLQ (see Tables 12, 15, 17, 19, 20, 22, 24, 26, 28, 30, and 32). For example, there were consistent statistically significant results ($p < .05$) of a correlation between supervisor race and meeting time, where supervisees with White supervisors reported more frequent meetings Another finding was that younger supervisors appear to meet on a weekly basis more frequently with their supervisees as compared to older supervisors, and older supervisors were more likely to hold monthly meetings. Supervisors at the entry or associate level were more likely to hold weekly meetings than those in other staff positions. Also, slightly more females were entry-level than males than would have been expected if there were no relationship between the variables of supervisor position and gender. When analyzing the association between all levels of these categorical variables at once, statistically significant relationships were not found. However, a discussion of all findings for relationships in this study between the variables should be noted for their potential as the focus of future studies on supervisory relationships within SWACHUO member institutions.

Recommendations for Practice

Quality supervision not only has been identified as a need by new professionals, but also has been shown to reduce employee attrition, decrease job dissatisfaction, and reduce burnout (Shupp & Arminio, 2012; Tull, 2006). For this reason, administrators of student affairs organizations will benefit from an understanding of supervisees' views of the supervisory relationship. This understanding may help them retain their professional staff and maintain a more productive workplace. This is the type of information that can also be useful for the ongoing process of supervisory training and development because it may help equip supervisors with the knowledge and skills necessary to develop strong relationships with their supervisees. Roper (2011) contended that it is the supervisor's responsibility to acquire such skills. Also, organizational productivity and effectiveness are affected by poor supervision (Winston & Creamer, 1997).

The findings from this study indicate how knowledge regarding a few key leadership behaviors are likely to make a significant difference in the quality of the supervisory relationship once they are established as practice. As meeting frequency was a consistent predictor of various aspects related to the quality of the supervisory relationship, a recommendation for practice is that supervisors should consider the power of regularly scheduled meetings with direct reports.

Many supervisees have interaction with their supervisors throughout the course of a day, week, or month, but this does not necessarily take the place of a scheduled meeting where supervisees can discuss current and future tasks, ask questions, or present possible solutions for problems they are experiencing. Meetings also provide an opportunity for the

supervisor to give direction or to address problems. This study demonstrates that supervisors who meet infrequently with their supervisees risk negative consequences on the supervisory relationship, which could translate to a less productive or less inviting workplace. In other words, it is recommended that rather than having improvised conversations with staff members, supervisors should take advantage of the benefits that appear to be associated with regularly scheduled meetings.

Student affairs organizations have a legitimate stake in staff development, and an appropriate starting point may be to focus on attributes and/or behaviors that this study demonstrates can lead to better supervisory relationships. This has the potential to shift how supervisors are evaluated by focusing more attention on their ability to create an inclusive and supportive environment in addition to developing administrative strengths. To foster stronger supervisory relationships, focus should also be placed on promoting behaviors related to a transformational leadership style, such as idealized attributes, idealized behaviors, individual consideration, and intellectual stimulation. Also, worth consideration is the potentially positive impact of promoting contingent reward, an attribute of transactional leadership, as this was another consistent predictor of higher S-SRQ scores.

The final recommendation from this study is for student affairs organizations to consider including an assessment of leadership style for all supervisors. Upon review of the inventory results, appropriate modifications could be made to ensure that various leadership styles are utilized as needed. Another suggestion is for professional development programs for student affairs organization to incorporate such assessments

into programs designed to increase supervisory competencies because this may also assist in the development of strong supervisory relationships with supervisees.

Future Research

This study has the potential to inform future studies related to the development of supervisory skills and competencies among professionals in student affairs, as well as how to utilize the different leadership styles within the FRLM. Further investigation should continue to focus on the experience of supervision from the supervisee perspective, and the supervisor perspective could be added. It would be interesting to compare results of supervisors completing MLQ and supervisees completing MLQ-rater form. How consistent would be the results? This research could be conducted in terms of one-on-one supervisory relationships or with groups. Important information can be gleaned from this study and can be utilized for developing strong supervision within student affairs organizations. It could also be approached through a narrative methodology because eliciting the narratives of supervisors and supervisees could help us better understand the actual practice and complexity of supervision.

Supervisor age, gender and race/ethnicity were not significantly associated with any S-SRQ or MLQ scale. Despite this finding, research exploring diversity and multiculturalism within supervisory relationships at student affairs organizations should still be pursued as it is likely to enhance our understanding of the impact of variance in supervisor traits in addition to factors such as meeting frequency or leadership style. More data is needed, in addition to this study, on the demographic variables of both students and employees at SWACUHO member institutions. This would allow for more robust research

on the effect of demographic variables. It is critical to recognize that various types of differences in supervisors and their behaviors can influence the strategies that they employ to effectively navigate supervisory relationships. An exploration of the relationship between supervisor variables at SWACHUO member institutions, such as gender, race, staff position, meeting frequency, and length of years at institution, should be addressed in future studies.

For research objectives four and five, the focus was the effect of the supervisor demographics on either the supervisory relationship or the supervisory leadership style. To investigate these relationships, the most important aspect of the dyadic relationship was the quality of the supervisory relationship and therefore this is how I conceptualized the dyads. Further, for a series of practical concerns, all data was obtained directly from participants who were instructed to provide data on demographic factors such as age and ethnicity as they perceived them to apply to their direct supervisor. However, these perceptions do not necessarily reflect the truth of the supervisors' demographics. For this reason alone, no direct comparisons were feasible for any dyadic relationship based on demographic factors.

In addition, as described in the methods section of this study, a rationale for collecting data only from supervisees was greater ease in data collection without requiring matching of dyads and the stronger assurance that could be made to potential participants regarding confidentiality since the participants did not have to be identified directly. Although stronger assurances of confidentiality can help increase response rate, future research could replicate this study with data gathered from both sides of the supervisee-supervisor dyad so that an analysis of the dyadic relationships based on demographic

variables would be viable. For this type of study, it is recommended that demographic data be gathered from both the supervisor and supervisee. This would allow for an examination of differences in age as a predictor of supervisory relationship.

In student affairs, supervising staff is often one of many competing job responsibilities, yet the strength of our profession demands quality supervision be taken seriously and that we understand how certain leadership traits and/or styles can affect work relationships. The practice of supervision has rarely been studied from the supervisee perspective, and this study demonstrates that there is much to be learned about factors that influence the supervisory relationship in student affairs. This is noteworthy because quality supervision may help student affairs organizations decrease job dissatisfaction, reduce turnover, and promote career advancement, goal attainment, and quality service delivery (Shupp & Arminio, 2012; Tull, 2006). Finally, it could be useful to replicate this study, but from the perspective of the supervisors.

Conclusion

One specific finding from this study is that a consistent predictor of both MLQ and S-SRQ scores was meeting infrequently. This was one of the only significant predictors of all supervisor variables used in the MLR analyses. To a lesser extent, daily meetings and supervisor position (entry-level or leadership) were also significant. Overall, these findings suggest that meeting infrequently with supervisees can negatively impact the supervisory relationship, while daily meetings can have the opposite effect.

For participants in this study, the highest and most consistent predictor of the S-SRQ and each of its subscales was idealized attributes. It has been confirmed that

supervisors who practice behaviors characterized as idealized attributes provide a clear vision and a sense of belonging, which encourages individuals to invest in the long-term objectives of an organization and drive them to achieve their own goals. These leaders serve as powerful role models, and their followers copy or imitate them based on the example they set. For the attribute of intellectual stimulation, the only scale that it significantly predicted was the S-SRQ structure. This is relevant because high scores on the structure subscale are an indication of a leader who excites their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Interestingly, reflective education was the only S-SRQ subscale that was significantly predicted by the MLQ idealized behaviors subscale. The highest scores for reflective education were obtained for participants who reported meeting daily with supervisors, while the lowest scores were obtained for participants who reported meeting infrequently. Based on these findings, it is also expected that participants who have supervisors at the entry level would have higher transactional leadership scores as compared to other positions and participants who have supervisors at the leadership level would have higher passive-avoidant scores. Management by exception-passive is an indicator of a lower-quality supervisory relationship, which is important because it is defined as a leader’s lack of taking proactive, corrective action before problems escalate.

This study also demonstrates that for the S-SRQ reflective education subscale, the transformational leadership style plays a stronger role in the supervisors engaging in behaviors associated with idealized attributes, individual consideration, and idealized

behaviors by promoting achievement and growth as a coach or mentor. Previous studies have demonstrated that trust is essential for maintaining effective supervisory relationships for housing professionals because supervisees will perceive better opportunities for success in the workplace if they believe that their supervisor has an intention to treat them respectfully in an environment that fosters open channels of communication (Thomas, 2018). This study is concurrent with these findings. The data provides additional evidence of how tools such as assessments for leadership style and the quality of the supervisory relationship ban be used for improving development programs for student affairs housing professionals. Such programs may benefit from incorporating an understanding of the effects of demographic variables, such as meeting frequency, and assessments like the MLQ and S-SRQ so that supervisory competencies may be increased and lead to more effective coaching and mentorship of supervisees.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

APPROVAL OF RESEARCH

Using Expedited Procedures

(Common Rule – Effective January 2018)

January 13, 2020

Type of Review:	**Initial Review Submission Form**
Title:	**Supervisory Relationships and Leadership Behaviors within Student Affairs; Perceptions of the Supervisee**
Investigator:	**Lori Moore**
IRB ID:	**IRB2019-1237D**
Reference Number:	**102730**
Funding:	
Documents Approved: ***copies of stamped approved documents are downloadable from iRIS**	**IRB Application (Human Research) - (Version 1.0)** **Qualtrics Survey Supervisor-Supervisee Relationship - (Version 1.0 Approved on 01/13/2020)**
Special Determinations:	**Written consent in accordance with 45 CFR 46.117/21 CFR 50.27**
Risk Level of Study:	**Not Greater than Minimal Risk under 45 CFR 46 / 21 CFR 56**
Review Category:	**Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies**

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http://rcb.tamu.edu

Dear Lori Moore:

The IRB approved this research on 01/13/2020.

Before 12/12/2020, you are to submit an Administrative Check-In Form to the HRPP/IRB. If the HRPP/IRB does not receive the form, there will be no approval of new research after 01/12/2021.

In conducting this research, you are reminded of the following requirements:

- You must follow the approved protocol;
- Any changes to the research must be submitted to the IRB for review and approval prior to implementation;
- Unanticipated problems or other reportable events (including protocol deviations) as described in "HRP-029 Reportable New Information" must be reported to the IRB within 5 working days of learning of the incident;
- You must notify the IRB of study completion.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration

750 Agronomy Road, Suite 2701
1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176
http://rcb.tamu.edu

APPENDIX B

RECRUITING MATERIALS

Howdy Justin,
A common cause student affairs professionals depart the field of student affairs or search for a new job is job dissatisfaction. Job dissatisfaction can be caused by several reasons but little research has explored this phenomenon in the university housing profession.
I am writing to ask for your assistance with this SWACUHO supported research I am conducting as part of my doctoral studies at Texas A&M University. Its purpose is to assess the perceived supervisor and supervisee similarities and differences that can affect the outcomes of this dyadic relationship.
As a listserv member of the Southwest Association of College & University Housing Officers (SWACUHO), you can provide information needed to examine your perception of your supervisor's support and leadership style as well as determine whether this dyadic relationship style is effected by the demographics that are shared or distinct between you and your supervisor.

Therefore, **your response is critical in helping us better understand these supervisor/supervisee relationships.** This survey is confidential; your name will not be linked with your office or department in any reports of the information. It will take approximately 15–20 minutes. There is no compensation for participating; however, you will have the opportunity to be entered into a drawing for one of two, $50 Amazon gift cards at the end of the survey.

To begin the survey, visit this link:

Your participation is voluntary and you may leave the survey at any time. If you have questions, please contact Justin Varghese at 469.363.4130 or jvarghese@tamu.edu.

Thank you in advance for your time and consideration to participate in this study.

Sincerely,

Justin Varghese

Doctoral Student

TAMU IRB#IRB2019-1237D Approved: 01/13/2020

Howdy Justin,

Last week you were sent an email inviting you to participate in a SWACUHO supported survey regarding job satisfaction and its relationship to your perception of your supervisor's support and leadership style.

Your response is important and respected as a [state] member of SWACUHO. We believe you have valuable experiences between your supervisor and or supervisees. To complete the survey, simply visit the link below:

Take the Survey

The survey should take about 15–20 minutes. As a reminder, you will have the opportunity to be entered into a drawing for one of two $50 Amazon gift cards at the end of the survey. Your participation is voluntary and you may leave the survey at any time. If you have questions, please contact Justin Varghese at 469.363.4130 or jvarghese@tamu.edu.

Thank you in advance for your time and consideration to participate in this study.

Sincerely,

Justin Varghese
Doctoral Candidate
Texas A&M University

TAMU IRB#IRB2019-1237D Approved: 01/13/2020

Howdy Justin,

Earlier this week you were sent an email inviting you to participate in this SWACUHO supported survey regarding job satisfaction and its relationship to your perception of your supervisor's support and leadership style.

If you have not yet completed the survey, I encourage you to do so. It will take about 15–20 minutes to complete and provide valuable insight into the [state] members of SWACUHO. To complete the survey, simply visit the link below:

Take the Survey

The survey should take about 15–20 minutes. As a reminder, you will have the opportunity to be entered into a drawing for one of two $50 Amazon gift cards at the end of the survey. Your participation is voluntary and you may leave the survey at any time. If you have questions, please contact Justin Varghese at 469.363.4130 or jvarghese@tamu.edu.

Thank you in advance for your time and consideration to participate in this study.

Sincerely,

Justin Varghese
Doctoral Candidate
Texas A&M University

TAMU IRB#IRB2019-1237D Approved: 01/13/2020

Howdy Justin,

Last week you were sent an email inviting you to participate in this SWACUHO supported survey regarding job satisfaction and its relationship to your perception of your supervisor's support and leadership style. **I am reaching out to you, and other housing professionals in [state], to ensure I receive input from a variety of members within SWACUHO.**

To complete the survey, simply visit the link below:

Take the Survey

Your participation is voluntary and you may leave the survey at any time. If you have questions, please contact Justin Varghese at 469.363.4130 or jvarghese@tamu.edu. As a reminder, you also have the chance to win one of two $50 Amazon gift cards at the end of the survey.

Thank you for taking the time to participate during a busy semester.

Sincerely,

Justin Varghese
Doctoral Candidate
Texas A&M University

TAMU IRB#IRB2019-1237D Approved: 01/13/2020

Howdy Justin,

I am writing to follow up on the SWACUHO supported survey I sent recently regarding job satisfaction and its relationship to your perception of your supervisor's support and leadership style. **The survey period is drawing to a close and this is the last email reminder I will send about the study as the survey will close on March 13th, 2020 at 5:00 PM Central.**
To complete the survey, please visit the link below:

Take the Survey

By participating, you also have the chance to win one of two $50 Amazon gift cards. Your participation is voluntary, and you may leave the survey at any time. If you have questions, please contact Justin Varghese at 469.363.4130 or jvarghese@tamu.edu.
Thank you for your time and consideration, and I hope the remainder of the semester goes well for you.
Sincerely,

Justin Varghese
Doctoral Candidate
Texas A&M University

TAMU IRB#IRB2019-1237D Approved: 01/13/2020

APPENDIX C

PERMISSION TO USE MLQ

www.mindgarden.com

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below.
Sample Items:

As a leader ….

I talk optimistically about the future.
I spend time teaching and coaching.
I avoid making decisions.

The person I am rating….

Talks optimistically about the future.
Spends time teaching and coaching.
Avoids making decisions

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

APPENDIX D

PERMISSION TO USE S-SRQ

RE: Permission to Reprint & Use S-SRQ

Tom Cliffe <T.D.Cliffe@leeds.ac.uk>

Mon 1/20/2020 8:36 AM

To: Varghese, Justin S <Justin_Varghese@reslife.tamu.edu>;

Cc:'myra.cooper@hmc.ox.ac.uk' <myra.cooper@hmc.ox.ac.uk>; 'helen.beinart@hmc.ox.ac.uk' <helen.beinart@hmc.ox.ac.uk>;

Dear Justin,

Thank you for contacting us regarding the use of the S-SRQ in your study.

We would be happy for you to use the measure.

All the very best

Tom

Dr Tom Cliffe
Lecturer in Clinical Psychology / Academic Tutor
Clinical Psychology Training Programme | Leeds Institute of Health Sciences
University of Leeds | Worsley Building – Level 10 | Clarendon Way | Leeds LS2 9NL
Tel +44 (0)113 343 3407 | T.D.Cliffe@leeds.ac.uk

Please note that I typically work on Mondays, Thursdays and Fridays

---

From: Myra Cooper <myra.cooper@hmc.ox.ac.uk>
Sent: 19 January 2020 09:50
To: Tom Cliffe <T.D.Cliffe@leeds.ac.uk>
Subject: FW: Permission to Reprint & Use S-SRQ

Thanks Tom

Myra Cooper, DPhil.
Isis Education Centre
University of Oxford
Warneford Hospital, Oxford, OX3 7JX

From: Varghese, Justin S <Justin_Varghese@reslife.tamu.edu>
Sent: 18 January 2020 20:43
To: Myra Cooper <myra.cooper@hmc.ox.ac.uk>
Subject: Permission to Reprint & Use S-SRQ

Hello Dr. Cooper,

My name is Justin Varghese, and I am currently a Ph.D. student at Texas A&M University doing a study on supervisory relationships and leadership behaviors within student affairs: perceptions of the supervisee.

I would like to please ask permission to reprint and use the Short Version of the Supervisory Relationship Questionnaire for my Ph.D. Dissertation.

Please let me know if this is okay to do.

Thank you so much for your time and for reading this email.

Respectfully,

Justin Varghese

Justin Varghese | Coordinator
Conference & Guest Services | Residence Life | Division of Student Affairs
1253 TAMU | College Station, TX 77843-1253
ph: 979.845.9381 or 979.845.1279 | Justin_Varghese@reslife.tamu.edu | https://reslife.tamu.edu/guests/
Pronouns: he, him, his

- -

TEXAS A&M UNIVERSITY | FEARLESS on Every Front

APPENDIX D

DEMOGRAPHIC QUESTIONNAIRE

10 Survey Questions of Supervisor and Supervisee Demographics

Start of Block: Demographics of Supervisor

SupE/R To the best of your knowledge, which racial or ethnic category best describes your supervisor? Select all that apply.

☐ **White** - For example, German, Irish, English, Italian, Polish, French, etc.

☐ **Hispanic, Latino, or Spanish origin** - For example, Mexican, or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.

☐ **Black or African Am.** - For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.

☐ **Asian** - For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.

☐ **American Indian or Alaska Native** - For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow, Inupiat Traditional Government, Nome Eskimo Community, etc.

☐ **Middle Eastern or North African** - For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.

☐ **Native Hawaiian or Other Pacific Islander** - For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.

☐ **Some other race, ethnicity, or origin** (8)

SupPos to the best of your knowledge, which of the following best describes your supervisor's position within your organization?

○ **Associate Staff** – The Associate Staff are often referred to as office administrators, managers, and associates that handle the day-to-day work in the various area offices across the department working with student workers, and essentially front-line personnel. These staff members also play various support roles for the Mid and Leadership professional levels. The associate staff is paid hourly and works 40 hours a week.

○ **Graduate Staff** – The Graduate (Grad) Staff contains a combination of professional staff members to recent undergraduates further advancing their educations to either masters, Ph.D. or in professional school. The graduate student has various roles ranging from admin support for Leadership, program coordinators of department initiatives, supervisors of residence halls/apartment complexes with students and student staff. The hours of work allotted to the Grad staff is a maximum of 20 hours a week. The graduate staff members may live on campus or live off.

○ **Entry Staff** – The Entry Staff include a mixture of live on and off-campus professionals. They are often referred to as Hall Directors, Program Coordinators. For the majority of Entry staff, student supervision and or advising is in their position description. Also, some of these entry staff members may have Grad staff under their supervision. These staff members are required to work 40 hours a week in their positions.

○ **Mid-Management Staff** – The Mid-Management (Mid) Staff is majority off-campus professionals whose educational background may be referred to as managers, area coordinators and assistant directors of residence life or program coordinators. Many of the staff at this level have various roles ranging from technical to strategic and are required to work 40 hours a week. The majority of this staff level supervises staff members from the associate, grad, and entry-level. The Mid staff level's primary duties may include being a conduit for leadership staff tasks, ideas, strategies for the area supervised within the department. At the Mid staff level, these staff members may chair committees within the department as well as sit on divisional/university committees and or task forces.

○ **Leadership Staff** – The Leadership Staff is categorized by titles of professionals within the department with associate director titles and above. The professionals may be live off and work 40 hours a week. The staff at this level may typically be in charge of the strategic vision of the department while handling issues and or concerns that are brought up within their areas. The leadership staff is instrumental in shaping the organization with their thoughts, decisions, and opinions.

SupAge To the best of your knowledge, what is the age of your supervisor? Please round to the nearest year.

▼ 1 (1) ... 100 (100)

SupId To the best of your knowledge, what is the gender identity of your supervisor?

- ○ Male
- ○ Female
- ○ Other
- ○ Do not wish to disclose

SupYrs How long (in years) have you worked with your current supervisor? Please round to the nearest year.

▼ 1 (1) ... 100 (100)

SupMtg On average how often do you meet with your supervisor individually?

- ○ Daily
- ○ Weekly
- ○ Bi-Weekly
- ○ Monthly
- ○ Infrequently

End of Block: Demographics of Supervisor

Start of Block: Demographics of Supervisee

InstLength How long have you worked at your current institution? Please round to the nearest year.

▼ 0 (201) ... 100 (301)

SubE/R To the best of your knowledge, which racial and or ethnic category best describes you? Select all that apply.

☐ **White** - For example, German, Irish, English, Italian, Polish, French, etc.

☐ **Hispanic, Latino, or Spanish origin** - For example, Mexican, or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.

☐ **Black or African Am.** - For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.

☐ **Asian** - For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.

☐ **American Indian or Alaska Native** - For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow, Inupiat Traditional Government, Nome Eskimo Community, etc.

☐ **Middle Eastern or North African** - For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.

☐ **Native Hawaiian or Other Pacific Islander** - For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.

☐ **Some other race, ethnicity, or origin**

SubPos To the best of your knowledge, which of the following best describes your position within your organization?

○ **Associate Staff** – The Associate Staff are often referred to as office administrators, managers, and associates that handle the day-to-day work in the various area offices across the department working with student workers, and essentially front-line personnel. These staff members also play various support roles for the Mid and Leadership professional levels. The associate staff is paid hourly and works 40 hours a week.

○ **Graduate Staff** – The Graduate (Grad) Staff contains a combination of professional staff members to recent undergraduates further advancing their educations to either masters, Ph.D. or in professional school. The graduate student has various roles ranging from admin support for Leadership, program coordinators of department initiatives, supervisors of residence halls/apartment complexes with students and student staff. The hours of work allotted to the Grad staff is a maximum of 20 hours a week. The graduate staff members may live on campus or live off.

○ **Entry Staff** – The Entry Staff include a mixture of live on and off-campus professionals. They are often referred to as Hall Directors, Program Coordinators. For the majority of Entry staff, student supervision and or advising is in their position description. Also, some of these entry staff members may have Grad staff under their supervision. These staff members are required to work 40 hours a week in their positions.

○ **Mid-Management Staff** – The Mid-Management (Mid) Staff is majority off-campus professionals whose educational background may be referred to as managers, area coordinators and assistant directors of residence life or program coordinators. Many of the staff at this level have various roles ranging from technical to strategic and are required to work 40 hours a week. The majority of this staff level supervises staff members from the associate, grad, and entry-level. The Mid staff level's primary duties may include being a conduit for leadership staff tasks, ideas, strategies for the area supervised within the department. At the Mid staff level, these staff members may chair committees within the department as well as sit on divisional/university committees and or task forces.

○ **Leadership Staff** – The Leadership Staff is categorized by titles of professionals within the department with associate director titles and above. The professionals may be live off and work 40 hours a week. The staff at this level may typically be in charge of the strategic vision of the department while handling issues and or concerns that are brought up within their areas. The leadership staff is instrumental in shaping the organization with their thoughts, decisions, and opinions.

SubAge What is your age?

▼ 1 (1) ... 100 (100)

SubId What is your gender identity?

- ○ Male
- ○ Female
- ○ Other
- ○ Do not wish to disclose.

APPENDIX E

S-SRQ QUESTIONNAIRE

THE SHORT SUPERVISORY RELATIONSHIP QUESTIONNAIRE (S-SRQ)

©Cliffe, Beinart & Cooper (2013)

The following statements describe some of the ways a person may feel about his/her supervisor. **To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.**	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
SAFE BASE SUBSCALE							
1. My supervisor was approachable							
2. My supervisor was respectful of my views and ideas							
3. My supervisor gave me feedback in a way that felt safe							
4. My supervisor was enthusiastic about supervising me							
5. I felt able to openly discuss my concerns with my supervisor							
6. My supervisor was non-judgemental in supervision							
7. My supervisor was open-minded in supervision							
8. My supervisor gave me positive feedback on my performance							
9. My supervisor had a collaborative approach in supervision							
REFLECTIVE EDUCATION SUBSCALE							
10. My supervisor encouraged me to reflect on my practice							
11. My supervisor paid attention to my unspoken feelings and anxieties							
12. My supervisor drew flexibly from a number of theoretical models							
13. My supervisor paid close attention to the process of supervision							
14. My supervisor helped me identify my own learning/training needs							
STRUCTURE SUBSCALE							
15. Supervision sessions were focused							
16. Supervision sessions were structured							
17. My supervision sessions were disorganised							
18. My supervisor made sure that our supervision sessions were kept free from interruptions							

Scoring Key: Items 1-16 and Item 18 scored 1 (Strongly Disagree) to 7 (Strongly Agree); Item 17 scored 7 (Strongly Disagree) to 1 (Strongly Agree)

APPENDIX F

PERMISSION TO USE THE FULL RANGE OF LEADERSHIP MODEL

From: Bruce Avolio
To: Varghese, Justin S
Subject: Re: Permission to Reprint Full Range of Leadership Model Continuum
Date: Friday, November 8, 2019 7:20:04 PM

Justin

Also long as you cite the source and also that you received permission from me. Yes.

bruce

Bruce J. Avolio, Ph.D.
Executive Director, CLST
Cell: 402-212-0033
bavolio@uw.edu

"Great minds discuss ideas; average minds discuss events; small minds discuss people." Eleanor Roosevelt

From: "Varghese, Justin S" <Justin_Varghese@reslife.tamu.edu>

Date: Friday, November 8, 2019 at 10:47 AM
To: Bruce Avolio <bavolio@uw.edu>
Subject: Permission to Reprint Full Range of Leadership Model Continuum

Hello Dr Avolio,

My name is Justin Varghese and I am currently a Ph.D student at Texas A&M University doing a study on supervisory relationships and leadership behaviors within student affairs: perceptions of the supervisee.

I am going through Mindgarden to purchase the Multifactor Leadership Questionnaire Rater Form as this one of the instruments for my study.

However, to give readers of my dissertation more context, I would like to please ask permission to reprint the Full Range of Leadership Model Continuum for my Ph.D. Dissertation.

Please let me know if this is okay to do.

Thank you so much for your time and reading this email.

Respectfully,

Justin Varghese