



Vaasan yliopisto  
UNIVERSITY OF VAASA

Anne Tuorila

**Elevating Supervisor-Subordinate Relationships in a  
Blue-Collar Manufacturing Environment - A Study of  
Factors Influencing Organizational Commitment and  
Psychological Safety**

School of Management  
Master's Thesis in Human Resource  
Management

Vaasa 2024

---

**UNIVERSITY OF VAASA****School of Management**

<b>Author:</b>	Anne Tuorila		
<b>Title of the thesis:</b>	Elevating Supervisor-Subordinate Relationships in a Blue-Collar Manufacturing Environment - A Study of Factors Influencing Organizational Commitment and Psychological Safety		
<b>Degree:</b>	Master of Science in Economics and Business Administration		
<b>Discipline:</b>	Human Resource Management		
<b>Supervisor:</b>	Maria Järnlström		
<b>Year:</b>	2024	<b>Pages:</b>	76

---

**ABSTRACT:**

The need for understanding relationships between supervisors and subordinates in organizations has always existed and is just further growing due to changing organizational structures. Due to the evolving of leadership and working values, research must be done on whether these working relationships really affect the perceived psychological safety and organizational commitment of employees. This thesis study focuses on exactly these factors in a blue-collar manufacturing setting. The study identifies the outcomes using three main theories: Leader-member Exchange (LMX), the Psychological Safety Model and the Three-Component Model of Commitment. These theories build a concrete theoretical foundation for understanding what organizations need to do to keep employees committed, able to take intelligent risks, and make mistakes without fear of judgement. In addition, it helps understanding what factors help create a nurturing environment for high quality supervisor-subordinate relationships.

A general framework for this thesis was developed by studying prior research on these topics. By using this collected information a study was conducted for Prohoc Productions to explore how supervisor-subordinate relationships affect their employees. Methodologies included quantitative data analysis, which showed that the positive relationship between high-quality relationships and employees perceived psychological safety and organizational commitment exists. These findings can help the organization understand how to adapt leadership to boost psychological safety and organizational commitment.

The insights from this thesis study can guide Prohoc Production to adapt leadership to boost psychological safety and organizational commitment in the blue-collar setting. Additionally, the study's practical implications also show that fostering high-quality LMX can bring improved employee satisfaction and well-being. However, the study is limited by its focus on a single organization and its employees, suggesting the future research could study more diverse data to properly generalize the research findings.

---

**KEYWORDS:** LMX, Psychological safety, organizational commitment

---

**ABSTRAKTI:**

Tarve ymmärtää esimiesten ja alaisten välisiä suhteita organisaatioissa on aina ollut olemassa ja kasvaa edelleen muuttuvien organisaatorakenteiden vuoksi. Johtajuuden ja työskentelyarvojen kehittyessä on tarve tutkia sitä, vaikuttavatko nämä työsuhteet todella työntekijöiden koettuun psykologiseen turvallisuuteen ja organisaatiositoutumiseen. Tämä Pro gradu -tutkimus keskittyy juuri näihin tekijöihin teollisuuden työntekijöiden sektorilla. Tutkimus esittelee tulokset hyödyntämällä kolmea pääteoriaa: Johtajan ja johdettavan välisen vaihtosuhteen teoriaa (Leader-Member Exchange, LMX), psykologisen turvallisuuden mallia (Psychological Safety Model) sekä kolmen komponentin sitoutumismallia (Three-Component Model of Commitment). Nämä teoriat luovat konkreettisen teoreettisen perustan, jotta voidaan ymmärtää, mitä organisaatioiden on tehtävä pitääkseen työntekijät sitoutuneina, kykenevinä ottamaan älykkäitä riskejä ja tekemään virheitä ilman tuomitsemisen pelkoa. Lisäksi ne auttavat ymmärtämään, mitkä tekijät auttavat luomaan vastaanottavan ympäristön korkealaatuisille esimies-alaisuhteille.

Yleinen viitekehys tälle Pro gradu -tutkimukselle kehitettiin perehtymällä aiempiin tutkimuksiin näistä aiheista ja kerätyn tiedon avulla suoritettiin tutkimus Prohoc Productionsille selvittääkseen, miten esimies-alaisuhteet vaikuttavat heidän työntekijöidensä koettuun psykologiseen turvallisuuteen ja organisaatiositoutumiseen. Tutkimusmenetelmiin kuuluu kvantitatiivinen analyysi, joka osoittaa, että korkealaatuisten esimies-alaisuhteiden ja työntekijöiden koetun psykologisen turvallisuuden ja organisaatiositoutumisen välillä on selkeä positiivinen yhteys. Nämä havainnot voivat lisäksi auttaa organisaatiota ymmärtämään, kuinka soveltaa erilaista johtamista näiden muuttujien lisäämiseksi.

Tämän Pro gradu -tutkielman havainnot voivat ohjata Prohoc Productions:ia hyödyntämään johtamista psykologisen turvallisuuden ja organisaatiositoutumisen lisäämiseksi tehdasympäristössä. Lisäksi tutkimuksen käytännön vaikutukset osoittavat, että korkealaatuisen LMX:n edistäminen voi parantaa työntekijöiden tyytyväisyyttä ja hyvinvointia. Tutkimus on kuitenkin rajattu ainoastaan yhteen organisaatioon ja sen työntekijöihin. Mahdollisissa tulevaisuuden tutkimuksissa voisi tutkia monipuolisempaa dataa tulosten yleistämiseksi.

---

## Table of Contents

1	Introduction	7
1.1	Research Objectives and Research Questions	9
1.2	Motivation for this study	9
1.3	Research structure	10
2	Literature Review	12
2.1	Theoretical Framework	12
2.2	High-quality supervisor-subordinate relationships	13
2.2.1	Leader-Membership Exchange Theory (LMX)	14
2.2.2	Challenges in maintaining high quality supervisor-subordinate relationships	15
2.2.3	Outcomes of high-quality supervisor-subordinate relationships	16
2.2.4	Social Exchange Theory	18
2.3	Organizational Commitment	19
2.3.1	Building blocks and advantages of Organizational Commitment	20
2.3.2	Three-Component Framework	21
2.4	Psychological Safety	24
2.4.1	Supportive practices in organizations	25
2.4.2	The potential disadvantages of Psychological Safety	27
3	Methods	29
3.1	Prohoc Productions	29
3.2	Quantitative research	29
3.3	Research data collection	30
3.4	Measures	30
3.4.1	LMX7	31
3.4.2	Psychological safety scale	32
3.4.3	Organizational commitment scale	32
3.5	Reliability and validity	32
3.5.1	Factor analysis	33
3.5.2	Reliability analysis using Cronbach's alphas	36

3.5.3	Mean Sum Variables per Supervisor	37
3.6	Research data analysis	38
4	Empirical Results	40
4.1	Presenting the research material	40
4.2	The effects of supervisor-subordinate relationships on the sum variables	50
4.2.1	Results of the correlation analysis	50
4.2.2	Results of the regression analysis	53
4.2.3	Open survey questions	55
4.3	Summary of results	56
5	Discussion	58
5.1	Limitations of this study	60
5.2	Suggestions for future research	60
	References	62
	Appendices	69
	Appendix 1. Survey questionnaire for Prohoc Productions employees	69

## Figures

Figure 1. The thesis structure	11
Figure 2. Theoretical Framework of this thesis	13
Figure 3. Outcomes of supervisor-subordinate relationships, adapted from Eby and Allen (2012)	17
Figure 4. Three Component Framework based on Meyer and Allen (1991).	23
Figure 5. Psychological safety and Performance (Edmondson, 2019)	27
Figure 6. Answerers' supervisors with percentage division	41
Figure 7. Mode, median and mean of supervisor-subordinate related survey questions	43
Figure 8. Mode, median and mean of psychological safety related survey questions	45
Figure 9. Mode, median and mean of organizational commitment related survey questions	47
Figure 10. Mean of different sum variables divided by supervisor	49
Figure 11. Summary of regression analysis	54

## Tables

Table 1. Factor analysis of supervisor-subordinate relationships	34
Table 2. Factor analysis of psychological safety	35
Table 3. Factor analysis of organizational commitment	35
Table 4. KMO test and Bartlett's significance results.	36
Table 5. The Cronbach's alphas, means and standard deviations of the data	37
Table 6. Significance values	39
Table 7. Supervisor-subordinate relationships as an explanation of psychological safety and organizational commitment	51
Table 8. Pearson's correlation of supervisor-subordinate variables	52
Table 9. Supervisor-subordinate relationships as explanation to psychological safety	53
Table 10. Supervisor-subordinate relationships as explanation to organizational commitment	54
Table 11. Hypotheses and results	57

## 1 Introduction

Faced with rapid global changes in age distribution and working values, the need to understand different factors, such as psychological safety and commitment in subordinates, has also grown. This is due to the changes in working life, as people navigated hybrid working and the importance of work wellbeing and its mediators became increasingly important (Sjöblom et al., 2021). There are not many studies focusing on the psychological safety and organizational commitment of blue-collar workers in Finland and therefore, this research can bring some light on the employees working in this sector to better understand the actions needed from supervisors to create better work well-being. This research can also bring additional value to the organization from which the data has been collected to better understand what measures need to be taken to ensure that their employees feel safe and committed.

The relationship between supervisor and subordinate, in addition to leadership style, has influenced how workers are motivated and committed to staying in organizations. The need for effective leader-membership exchange, LMX, has also become more important especially in growing organizations as it greatly affects employee experience (Wang et al., 2024). Supervisor-subordinate relationships are also integral to working lives of most people regardless of sector or industry. This research focuses on what constitutes these high-quality relationships. High-quality relationships are when supervisors and subordinates have a relationship based on trust and support; additionally, many studies on this topic also focus on conflicts and turnover due to low-quality relationships (Ismail et al., 2012). Supervisor-subordinate relationships can be studied using different theories, such as the Leader-Member exchange theory, LMX, which is also one of the central frames in this research. This theory focuses on understanding the relationship that forms between leader and member; more specifically what happens when the relationship is based on exchange (Kang & Stewart, 2007; Erdogan & Bauer, 2015, p. 9). Understanding what types of exchanges, such as support, mentoring, or information flow, create a positive relationship between supervisor and subordinate benefits organizations' understanding of collective and individual performance.

Organizational commitment, a concept that has been researched since around the 1960s, is a theory that tries to explain the theory behind loyalty and commitment of an employee. The

focus on organizational commitment is to understand what factors keep employees committed to an organization and what the relationships between employee and organization are (Swales, 2002). It has been proposed that organizational commitment stems from three types of commitment: affective, normative and continuance commitment (Meyer & Allen, 1991). These three different types of commitment depend on what the reasons are for an employee's commitment: is it e.g., obligation, or emotional or financial reasons. All types of commitment keep the employee loyal to a certain extent, but not all commitment guarantee factors such as job satisfaction or a high-quality work ethic. Organizational commitment is built by proper communication, good relationships and proper strategies and human resource practices (Alserhan & Al Shbail, 2020; Chandrahaas & Narasimhan, 2022).

Psychological safety, defined as the ability for an employee to take risks without fear of punishment or repercussions (Edmondson, 1999), is seen as one of the most important parts of leadership and organizational strategy nowadays, as it has been proven that psychologically safe workplaces and workplace relationships boost employee morale, innovation capabilities and overall work wellbeing (Kang & Stewart, 2007). However, psychological safety can also be seen as a negative factor in organizations as there are some occupations where risk-taking and mistakes are not allowed (Eldor et al., 2023). In these cases, understanding psychological safety from an interpersonal risk point of view can be dangerous and even in worst cases even lethal. On the negative side, excessive amounts psychological safety with the wrong attitude can cause employees to become distracted from routine tasks or even turn to unethical methods when fear of punishment is not an issue (Henriksen & Dayton, 2006; Eldor et al., 2023).

An organization lacking in commitment and psychological safety creates a workspace with high rates of employee turnover and dissatisfaction, which in turn can become very costly within time. These factors play a major part in understanding what keeps employees motivated to stay in an organization and what keeps them feeling safe to be themselves and want to contribute to the organization willingly (Edmondson, 1999). This is the reason psychological safety and organizational commitment have also been factors that have been widely measured in both organizational and scholarly standpoints and are the focal points of this thesis research.

## **1.1 Research Objectives and Research Questions**

This research aims to study the factors that affect the perceived psychological safety and organizational commitment of blue-collar workers and how their relationship with their supervisors can affect them. Supervisor-subordinate relationships, organizational commitment and psychological safety are measured using scales created by other scholars.

The research questions of this thesis are the following:

- 1. Do positive supervisor-subordinate relationships positively impact blue collar workers' psychological safety?**
- 2. Do positive supervisor-subordinate relationships positively impact blue collar workers' organizational commitment?**
- 3. Do supervisors differ from each other, and can these differences be identified in their results concerning high-quality supervisor-subordinate relationships, psychological safety, and organizational commitment?**

The research subject pool was 149 blue-collar employees working at a global organization in Vaasa and Turku, Finland. The answering pool was 97 employees, making the answering percent around 65%, which can be seen as a reliable and valid number of answers for this thesis research.

## **1.2 Motivation for this study**

This thesis was written as commission study for the case organization Prohoc Productions. The motivation was to research if supervisor-subordinate relationships play a part in the psychological safety and organizational commitment of blue-collar employees working in the manufacturing industry and how the results vary between supervisors and teams. This study's

focus was to provide added value and information on what the current perceived psychological safety and organization commitment is and whether some factors need to be adjusted for better outcomes.

### **1.3 Research structure**

This study consists of five main chapters. The first chapter is the introduction to the whole thesis study; where the research questions and objectives are discussed including previous literature on the research topics and theories presented in this paper. This chapter leads the reader towards the main topics of the study and additionally describes the structure in which the study will be presented.

The second chapter, the literature review, consists of multiple subchapters. The purpose of these chapters is to explain and broaden the theory behind the study by using prior research and academic literature based on these topics. Chapter 2.1 focuses on positive or high-quality supervisor-subordinate relationships using different theoretical studies on the topic. Chapter 2.2 discusses organizational commitment using the Three Component Model, to distinguish types of commitment and broaden the subject for the reader. Chapter 2.3 focuses on defining psychological safety and its positive and negative outcomes. This chapter utilizes the Psychological Safety model to understand the outcomes of psychological safety in manufacturing teams.

The empirical study consists of chapters three and four. Chapter three presents the research methods, reliability analyses, research data and background. Chapter four focuses on the empirical analysis of this thesis research by utilizing regression and correlation analyses to prove the research hypotheses. Finally, this thesis concludes in chapter five with the final discussion, limitations, and suggestions for further research. After the concluding chapter, the reader can find the list of references and appendixes, which include the survey used in the data collection process.

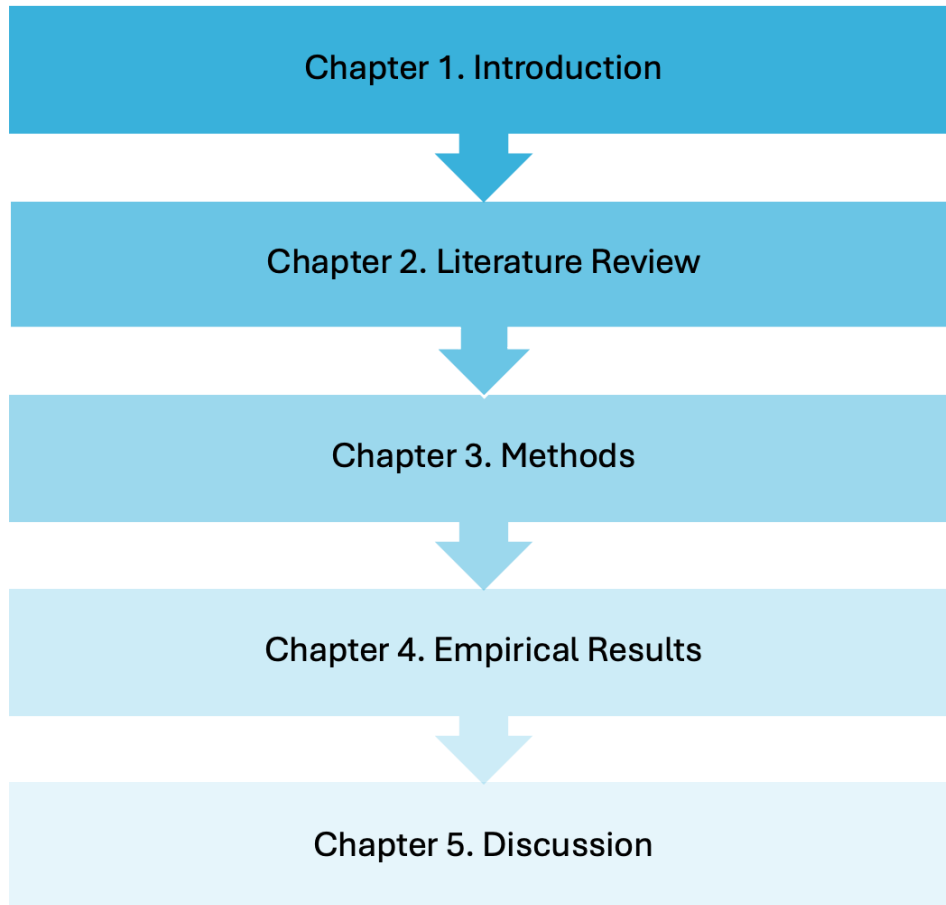


Figure 1. The thesis structure

## 2 Literature Review

The second part of this thesis presents the literature on which the study is based on. The existing literature on the research subjects serves as the concrete foundation which this thesis can be built on. Through examining existing research papers on supervisor-subordinate relationships, psychological safety and organizational commitment, this study aims to identify the gaps in prior research papers and establish the need for this thesis research. Therefore, this chapter provides a summary of the literature that has been done on the subjects priorly.

### 2.1 Theoretical Framework

This study has three main hypotheses which are used for the research data collected from survey participants. Hypotheses are used to guide the study and to figure out the correct analysis types for what wants to be researched. Simultaneously tests are used to either support or invalidate the hypotheses. In this research the hypotheses are:

- **Hypothesis 1:** Supervisor-subordinate relationship quality will positively predict organizational commitment
- **Hypothesis 2:** Supervisor-subordinate relationship quality will positively predict psychological safety
- **Hypothesis 3:** The means of all three variables will reveal variations between different supervisors, indicating that there are differences in the quality of supervisor-subordinate relationships

These presented hypotheses will guide the study and shape the methods used and data collected, in addition to the scales and theories researched in the literature review. Through the empirical analysis this thesis aims to contribute to the theoretical understanding of the effects on supervisor-subordinate relationships, more specifically LMX, on the perceived psychological safety and organizational commitment of blue-collar employees. Additionally, the hypotheses also aim to focus on whether the differences and variations of different supervisors also create differences in the quality of LMX.

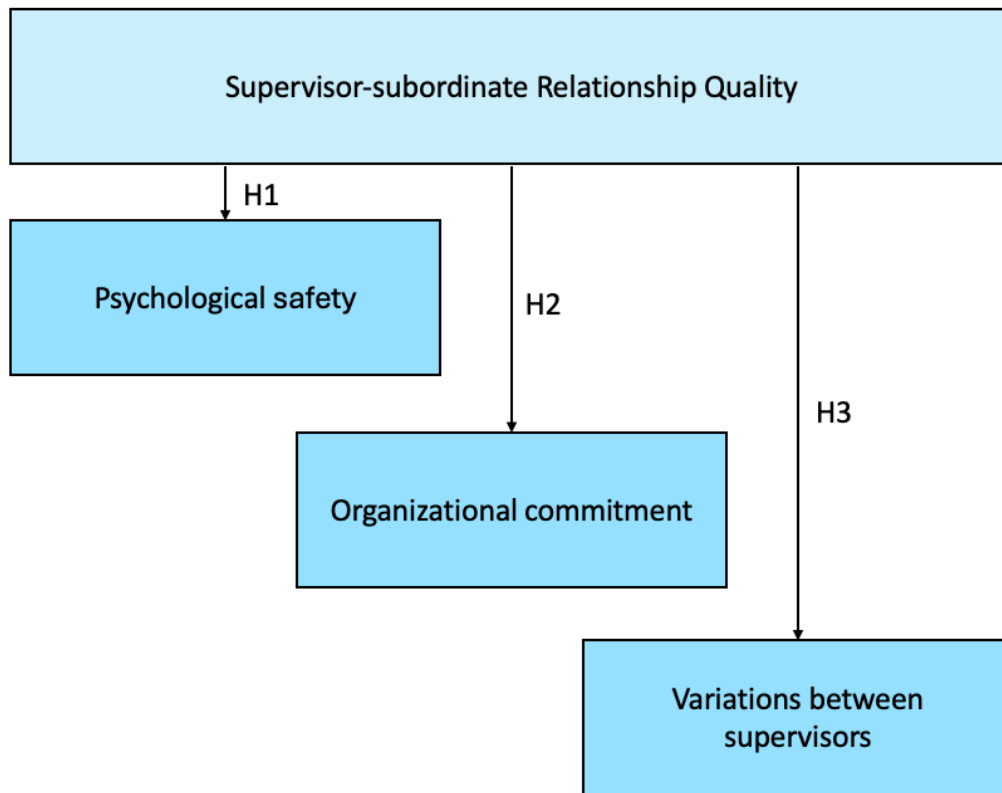


Figure 2. Theoretical Framework of this thesis

## 2.2 High-quality supervisor-subordinate relationships

Understanding the relationships within organizations and especially between supervisor and subordinate has always been essential. Therefore, studying factors like trust and support between supervisors and subordinates has been a focal point in literature, but mostly just to study the negative effects such as conflicts and their outcomes, for instance resignation (Ismail et al., 2012). In a study of drug error rates in hospitals Edmondson (1996) noticed that to create properly working hospital units and teams, these teams need support, resources and coaching from the organization and their supervisors to further create proper team composition and stability. This in turn became high-quality relationships, avoidance of errors, and higher performance. This same idea can be adapted to a normal workplace setting also to find guidelines to what factors are needed for high-quality relationships.

### **2.2.1 Leader-Membership Exchange Theory (LMX)**

One of the main theories while discussing relationships between leaders and followers or supervisors and subordinates is the Leader-Member Exchange Theory, or LMX. The Leader-Member Exchange Theory has evolved from the need to understand the relationship between a leader and their subordinate with the idea being that good leadership quality stems from the exchange relationship that develops between leaders and their followers (Kang & Stewart, 2007; Erdogan & Bauer, 2015, p. 9). In this theory the focus is set upon the leader-follower relationship instead of leader and/or follower traits or behaviours, which used to be the most common research topic (Graen & Uhl-Bien, 1995). As LMX examines the quality of the relationships between supervisor and subordinate, it is important to understand that it is characterized as a process approach theory (van Breukelen et al., 2006) as the focus is shifted to the quality of relationships and the consequences that follow from these relationships to the attitudes of subordinates.

LMX is defined as the exchange of knowledge and favours between supervisor and subordinate and how the nature of this relationship can influence positive aspects such as employee well-being and effectiveness (Kang and Stewart, 2007). Using LMX as a leadership theory can help organizations understand performances of both individual workers' and collective organizational development. As LMX focuses on the exchange between leader and follower, one of the core ideas is that high-quality relationships are built by exchanging valuable resources such as support or mentoring (Erdogan & Bauer, 2015, p. 179). This in turn creates an emotional need in the other half of the relationship to reciprocate by offering loyalty through obligation and commitment.

From the point of view of subordinates, the higher the LMX relationship perception is, the more positive the emotional outcome of a subordinate is (Wang et al, 2024). High-quality LMX also promotes positive employee behaviours, which in turn increases employee performance (Latifoglu et al., 2023). When employees are given support and resources, they tend to have a positive attitude towards work and want to perform better than expected. This means that subordinates with better LMX tend to see the positive outcome of happenings around them while subordinates with lower LMX tend to turn to self-blame and other negative feelings.

These types of subordinates also tend to have a more negative input and think of workplace circumstances in a negative light, which in turn affects their psychological safety and wellbeing negatively. LMX is also linked to performance and self-determination (Martin et al., 2016) but requires a lot of trust between supervisors and subordinates to work properly. The problem in leaderships and high-quality LMX is not actually about if leaders can offer quality leadership, it is more about quantity - how many team members they can provide it to (Ma & Qu, 2010). Members of the group that receive higher quality LMX tend to have better performance and feel more satisfied with their work, whereas those who receive the “rest” of the remaining effort, meaning overall lower quality LMX, do not tend to experience elevated levels of commitment. It is also noted that performance reviews of those with better relationships with their supervisors might also falsely receive better scores, which makes evaluating unfair and biased.

### **2.2.2 Challenges in maintaining high quality supervisor-subordinate relationships**

Leadership and supervisory work bring a fair number of challenges. Supervisors play a big role in how employees perceive the workplace and therefore it is not insignificant whether leaders know how to lead in a fair way and treat employees well. One of the main challenges in leading others is to not lead in a destructive manner. This is classified as *“a process in which over a longer period of time the activities, experiences and/or relationships of an individual or the members of a group are repeatedly influenced by their supervisor in a way that is perceived as hostile and/or obstructive”* (Schyns & Schilling, 2013, p. 141). This type of leadership happens when supervisors either knowingly or unknowingly affect their employees’ work wellbeing in a negative manner using e.g., petty tyranny, abusive supervision, strategic bullying and so on (Krasikova et al., 2013). These methods of destructive leadership work against promoting a psychologically safe workplace where employees are committed to staying in the organization as destructive leaders often abuse their power and create an unsafe workplace for their employees.

There are many studies that compare LMX from both a team perspective and from an individualistic perspective, especially the differences that arise from the diverse types of relationships leaders have with team members (Kauppila, 2015). The results vary, but most of the

studies do agree that LMX should try to be as fair as possible to all (Martin et al., 2010), as teams with members receiving different kind of treatment and, therefore different types of LMX, do not usually thrive due to considerable amounts of conflict. If leaders favour some team members over others, these favourites tend to learn more and have better opportunities than those who do not have the same relationships (Erdogan & Bauer, 2010). This in turn can damage the power scale in a team and give unnecessary more power a certain few people in a team.

### **2.2.3 Outcomes of high-quality supervisor-subordinate relationships**

The positive outcomes of workplace relationships are another popular research topic in literature of management. Positive relationships have a great benefit in creating flourishing employees (Colbert et al., 2016). This means that the effect is not only traditionally good for career advancement or performing at work, but also for meaningful relationships, emotional support and fostering positive emotions at the workplace. Additionally, positive outcomes of high-quality supervisor-subordinate relationships also include factors such as loyalty and higher voluntary behaviours (Erdogan & Bauer, 2015, p. 35). This stems from quality of the exchange happening between leader and member - supervisor and subordinate. In addition, high quality LMX helps subordinates feel psychologically safe in their workplaces, have better mental wellbeing and self-confidence, and participate more (Wang et al., 2024).

By encouraging high quality relationships between supervisors and subordinates four main outcomes are created: shared goals, trust and psychological safety, mutual caring and concern and mutual growth and learning (Eby & Allen, 2012, p. 49). These relationships can help workers further evolve into having both better psychological and better physical wellbeing which then contributes to factors such as identity, meaning and confidence. The outcomes of high-quality workplace relationships also play a significant role in facilitating psychological safety and therefore also creating employees that can learn from mistakes and become even more effective in their positions (Carmeli & Gittel, 2009; Hu et al., 2018). Understanding the theory behind high-quality relationships is particularly important from both supervisor and subordinate standpoints. Subordinates can manage these relationships by focusing on performance and being more extroverted, while supervisors need to focus on being trusting and

cooperative (Nahrgang et al., 2009). Managing these relationships plays a key role in important organizational factors, such as stress reduction, minimized turnover and socialization. So, even though these relationships are often studied from an employee point of view, it is important to remember that these relationships are a two-way road and can affect supervisors just as much as they do subordinates.

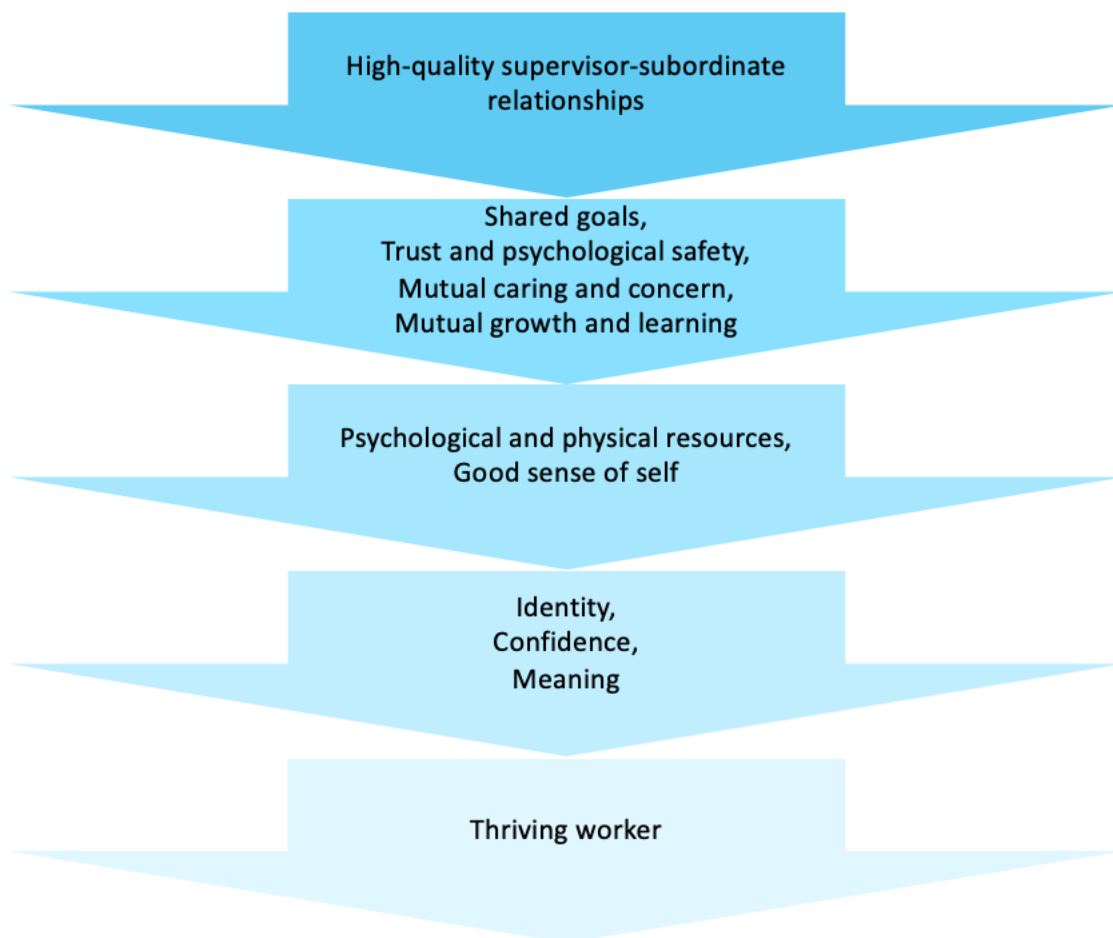


Figure 3. Outcomes of supervisor-subordinate relationships, adapted from Eby and Allen (2012)

#### 2.2.4 Social Exchange Theory

The social exchange theory is one main theory of organizational commitment with roots dating back to the 1920s in cultural anthropology, economics, behavioural sciences (Allen & Henderson, 2016, p. 198). The social exchange theory bases interactions as something done between two people acting for their own self-interest to accomplish goals that they cannot alone (Lawler & Thye, 1999). Therefore, the need for exchange becomes imminent as both have something that the other needs, whether it be information, help or something else. While forming these relationships the participants decide whether the goal is worth the cost of acquiring information from one another. All human relationships can and should be understood from a cost-benefit point of view (Allen & Henderson, 2016, p. 199) at least according to the standpoint of the social exchange theory. This theory can be applied to all aspects of life, whether it be personal relationships or at work and it is useful to understand why and how these relationships are formed. Another main idea of the social exchange theory is that, in a best-case scenario, relationships will over time turn into “trusting, loyal and mutual commitments” (Cropanzano & Mitchell, 2005).

Allen and Henderson (2016, p. 199) and Wylezalek (2021) examine social exchange theory as originally proposed by Blau (1964, 1965). The original research papers by Blau cannot be found in digital form, so this research uses the adapted version by Allen; Henderson and Wylezalek. Blau’s social exchange theory states that social life is based on distinct types of exchange which create processes and social relations such as integration, differentiation, organisation, power, and opposition which depend on the type of relationship and exchange (Wylezalek, 2021). Blau built his idea of social exchange theory on an economic-utilitarian framework (Allen & Henderson, 2016, p. 199) in which he instead focused on sociological factors stated above. The definition of power in a social exchange context is the capability of one person with power to carry out their own agenda with the help of others, meaning that socialization changes into a bargaining ground where favours are exchanged using social interaction. This means that said social interactions are all transactions, and the participants must calculate the cost of this interaction and whether it is worth the result.

## 2.3 Organizational Commitment

Organizational commitment has mainly been defined as a term that describes the relationships between employee and organization (Swales, 2002). Changing attitudes towards employees' working lives and careers, driven by factors such as globalization, technology, and evolving perspectives towards working life, the need to understand what keeps employees motivated and committed to organizations has grown significantly during past years. Liou (2008, p. 120) defines organizational commitment as follows: *"Organizational commitment is an attitude, bound by time and space and sustained through interactive processes, that arises from the individual's acceptance of the organization's affairs, and strong desire to maintain a good relationship with the organization."* This is why organizational commitment has been an ever-important research topic during the years and different styles of leadership.

Finnish employees have been researched to be very committed employees and usually answer more positively on topics of organizational commitment than other Europeans, even in unfavourable economic times when attitudes might lean towards more negative thinking (Jokivuori, 2004). Nowadays it has been researched that employees require more attention in environment and working atmosphere in addition to changes in work-life balance and freedom (Gao et al., 2022). The changes in working values have led to changes in loyalty and responsibility towards workplaces and with lower commitment towards organizations workers tend to perform less and change employers easier than before. The study on organizational commitment tries to find the answer on how organizations keep employees committed to their work and what the long-term effects are if organizations have employees who are not committed.

Employees who do not experience commitment towards their work or organization show more health complaints and experience more problems with wellbeing and job satisfaction (Meyer et al., 2012). It is also, however, important to emphasize that commitment is a constantly changing process which can be affected but factors such as time, behaviors, and attitudes (Beck & Wilson, 2001). One of the most important things in trying to understand and grasp the theory behind organizational commitment is that it changes but we should focus more on studying why it changes and what factors make it change. Employees that have a

sense and feeling of commitment towards the whole organization, not only their nearest team, also experience more job satisfaction and least intention to leave the company (Meyer & Allen, 2013, p. 18). There is also a positive correlation between psychological climate and safety and organizational commitment (De clercq, 2007). Employees that find working in an organization a positive and meaningful experience will have more motivation to investing in their relationships with their employer.

### **2.3.1 Building blocks and advantages of Organizational Commitment**

As organizational commitment can be seen as something that organizations should strive for as it creates better performance, we must consecutively focus on how to build organizational commitment. For instance, the role of psychological climate is quite prominent (Change et al., 2023) as creating a psychologically safe environment where trust and communication is present does affect organizational commitment positively. This idea has also been seconded by Chandrahaas & Narasimhan (2022) who, in their research, found that leadership and workplace psychological safety did affect organizational commitment and validate their hypothesis. Fostering a good relationship between leaders and subordinates built on cooperation, teamwork and support also play a key role in successful commitment building (Alserhan & Al Shbail, 2020) as they strengthen employee experience and motivation.

Another common issue when thinking about organizational commitment from the organization standpoint is focusing on shallow commitment, meaning that employee retention is done by satisfying quick needs instead of higher needs (Cohen, 2007). Organizations cannot help employees develop a proper emotional attachment or relationship if they offer "easy" solutions, as this will create a situation where the employee will not want to stay for the right reasons or even stay in general. Organizations must therefore focus on proper strategies to build commitment and a better workforce. Caldwell et al. (1990) place emphasis on strong recruitment processes and socialization practices, which are in line with the vision of the organization. When an organization has a clear bottom line which is well-defined it helps recruiters choose the best type of fit when looking for new employees. Overall, the study shows that creating a good employee experience can also save an employee that is not fully committed into one that is, as the same experiences can also turn a committed employee into

one that is not. Additionally human resource practices including proper strategy implementation and understanding company policies and processes play a significant role in creating commitment within organizations (Alserhan & Al Shbail, 2020). Creating a compatible model between human resource practices (in this case meaning an employee's full career cycle) that is understood and managed by supervisors' help keep employees on the right track, motivated and committed to their work.

Finally, we must study the advantages that organizational commitment can bring to organizations. An employee that has elevated levels of organizational commitment will not want to cause harm to their employing organization by indirect or direct sabotage, in addition, milder yet still important advantages are the decrease of absenteeism and employee turnover rates (Cullinan et al., 2008; Mercurio, 2015). Organizational commitment has also been linked to employee retention, high attendance, and willingness to give one's full input to the organization and its success (Meyer & Allen, 2013, p. 24) in addition to positive relationships between supervisor and subordinate, job satisfaction and better work performance (Golden & Veiga, 2008). This means that high-quality relationships between supervisor and subordinate can create better organizational commitment, but it is not a main reason to why employees are committed to organizations. Employees that have elevated levels of commitment contribute directly to competitive advantage between organizations (Alserhan & Al Shbail, 2020); this needs a lot of collaboration between leaders, in addition to good cooperation and teamwork.

### **2.3.2 Three-Component Framework**

One of the main theories associated with organizational commitment is the Three-Component Framework of Meyer and Allen (1991). The authors of this theory have contributed majorly to the studying of organizational commitment and their research are also used as theory for this thesis research. In their research, commitment is connected to feelings and beliefs concerning an employee's relationship with their organization. This framework explains that commitment is perceived as a psychological state that affect employee-organization relationships and one's future or continuation within the organization. It also states that the three different types of commitment all affect overall employee commitment in diverse ways, even

though they all correlate negatively with intentions to leave the organization. The framework's theory also revolves around three main dimensions of commitment which are as follows:

- affective commitment
- continuance commitment
- normative commitment

Affective commitment is linked to personal characteristics, organizational structure, and work experiences (Meyer & Allen, 1991; Allen & Meyer, 1996). The first factor explains why an employee is emotionally attached to an organization and why they identify themselves as part of the organization. In summary affective commitment asks what the reasons are why an employee wants to willingly stay committed to where they work. Additionally, it must be highlighted that an employee with an intense sense of affective commitment will most likely not be absent from work and want to perform as well as possible in their role (Meyer & Allen, 2013, p. 24).

Meyer and Allen (1991, 1996) continue that an employee who shows continuance commitment asks what the implications of commitment (or lack thereof) are, such as awareness of costs or fear of loss, that create the need to stay in an organization. Employees with a strong sense of continuance commitment do not feel committed due to emotional attachment or feelings of want, they are committed because the cost of leaving is too high (Meyer & Allen, 2013, p. 24). This is the most dangerous type of commitment for an organization, as job performance and staying intentions are not based on wanting to work in the organization, but other factors, such as finances or recognition. Therefore, employees with high amounts of continuance commitment might become resentful or even start performing negatively at work, since they might even feel trapped in their roles.

Finally, the main idea behind normative commitment is what makes the employee feel obligated to remain in an organization even though they might not even necessarily want to (Meyer & Allen, 1991). This type of commitment creates employees that generally want the organization to succeed and work towards a common goal but are not emotionally attached.

Additionally, normative commitment affects job performance and attendance positively (Meyer & Allen, 2013, p. 25). However, feeling obligated to work in an organization also creates issues in how work is carried out. For example, there can be issues with the tone in which work is done, as it most likely is not very enthusiastic. Employees with high normative commitment might also experience feelings of resentment due to their blind obligation to the organization, which can then further affect attitudes and overall feelings towards their workplace. All the three types of commitment are connected to each other, which can be seen in the figure below, and having only one type of commitment does not necessarily equal a satisfied employee, even though they are loyal to the organization.

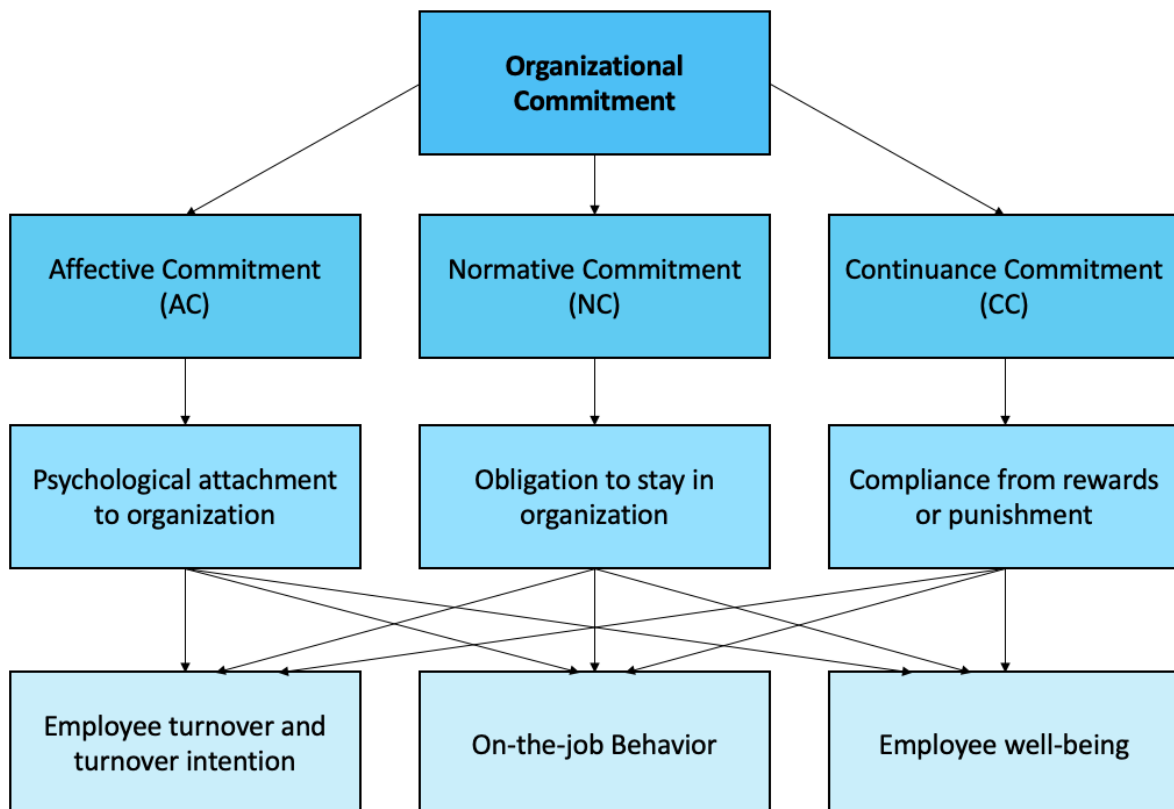


Figure 4. Three Component Framework based on Meyer and Allen (1991).

## 2.4 Psychological Safety

Psychological safety is a term, which has become increasingly popular in modern organizations. It is nowadays quite often defined in current literature using the definition by Harvard Business School professor Amy Edmondson (1999, p. 354), which states that psychological safety is *“a shared belief that the team is safe for interpersonal risk-taking”*. This means, that a psychologically safe workplace gives employees the opportunity to take advised risks without fear and create a possibility for continuous learning. This also means, that a person does not have to worry about others in the team rejecting them or having negative intentions towards one another. In addition, psychological safety often creates a space for learning behaviour as intelligent risk-taking, admitting mistakes and mutual respect can create a safe environment where speaking up is encouraged (Edmondson, 1999; Edmondson & Lei, 2014). This is because everyone acknowledges that it helps the team evolve and create critical changes. In a study by Newman et al. (2017) the scholars studied the various levels in which psychological safety affect. They synthesized that psychological safety can be divided into three different levels: organizational level, team level and dyadic level. Organizational level psychological safety stems from organizational practises and outcomes include factors such as performance and learning. In team level psychological safety, the starting point is leadership, characteristics, and networks; the outcomes are performance, learning etcetera. The final level, dyadic psychological safety starts from relationships and individual differences with the outcomes being work behaviour and attitude.

Psychological safety is needed in all workplaces, but especially in high-risk and high-pressure industries such as the healthcare, first-response, or manufacturing industries (Eldor et al., 2023; Henriksen & Dayton, 2001). Bienefelt and Grote (2014) study the importance of speaking up in multiteam systems with examples from major disasters in the aviation industry due to lack of communication which was because of shortage in psychological safety. The study shows that lack of psychological safety is not only dangerous for employee mental wellbeing, but it can sometimes also be proven fatal if employees cannot speak up about safety risks or wrongful actions. Bad psychological safety climate is also one of the main reasons employees do not report minor accidents that happen in workplaces due to lack of open communication between supervisor and subordinates (Probst & Estrada, 2010). There is also an active fear of

being questioned afterwards or breaking the company's record for being accident-free and being judged by other peers for that. The difficulty of speaking up is because people have a habit of being able to express responsibility and mistakes when they have been made as a collective, not an individual (O'Neill, 2009). This can and does affect speaking out negatively or create otherwise demanding situations. On the other hand, there is a negative side to this also, as O'Neill's (2009) study also noticed that individuals with high psychological safety that have made bad decisions might make worse decisions due to believing that they can be excused if they show remorse. This is, once again, not the fundamental idea of psychological safety.

Psychological safety is a rather new factor in both studies and in workplaces. Leadership before was often based on a fear of something, such as fear of failure or fear of one's supervisor (Edmondson, 2019, p. 14). Nowadays the narrative has been turned around, as the advantages of a psychologically safe workplace have become more prominent, in addition to the disadvantages of a workplace that is not deemed psychologically safe. If organizations lack psychological safety, it has been researched that employees might start showing reckless or selfish behaviours that benefit their supervisors (Loi et al., 2011) rather than increasing performance or positive behaviours for the organization. This is because when one's psychological safety is threatened, the first logical action is to act favourably towards supervisors or leaders at any cost just to preserve peace. It has also been proven that a psychologically safe organization produced employees that are committed and show high job performance, which is a major advantage (Chughtai, 2022). Psychological safety does not, however, mean that supervisors or subordinates must be overly agreeable and nice about everything (Edmondson, 2019, p. 15) and it is also not about trust or lowering the organization's standards.

#### **2.4.1 Supportive practices in organizations**

It has been studied that certain practices in organizations can help boost psychological safety. In a study by Wang et al. (2024) the importance of supervisor emotions and good leadership and leader-member exchange was highlighted. When high LMX was present employees felt more at ease and understanding towards experiences and circumstances happening in the

workplace, even though they might have been negative experiences. With proper LMX subordinates felt that their supervisors' emotions were not reflections of their actions, but rather of outside factors that had nothing to do with them. It can therefore be safely said that high LMX boosts and moderates psychological safety in the workplace. Another study showed that high quality relationships, which include factors such as idea sharing, and mutual respect play a significant role in creating a psychologically safe environment for employees (Carmeli & Git-tell, 2009). This is why supervisors play a large part in creating grounds for psychological safety; by being a positive example they create the expectations of organizational culture for all. When supervisors and leaders show mutual respect and reliability it shows the entire organization system that this behaviour is valued, and it hopefully becomes the new norm in organizational culture. In addition, coaching and other performance tracking standards can be seen as an asset in indirectly creating psychological safety. Leaders that actively include employees whose voices might otherwise be lost help facilitate a psychologically safe environment by inviting and appreciating all their team members (Nembhard & Edmondson, 2006). Another factor to consider is the importance of leader and leadership style: Frazier et al. (2016) have found that positive leadership created a solid base for employee psychological safety. In addition, also work characteristics and supportive work context are mentioned as main points.

When implemented properly psychological safety benefits organizations by raising performance. As it is based on trust and respect it can create new opportunities for people and organizations to learn and thrive (Edmondson, 2019, p. 18). As seen in figure 5 below when psychological safety and standards are high the organization enters a learning and high-performance zone, which is the ideal setting. When psychological safety is low, but standards remain high it creates an anxiety zone; when psychological safety remains low, but standards are also decreased it creates an apathy zone. It goes without saying that these are zones where organizations do not want their employees to be in.

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning and High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone

Figure 5. Psychological safety and Performance (Edmondson, 2019)

#### 2.4.2 The potential disadvantages of Psychological Safety

Scholars Pierce and Aguinis (2013, p. 315) have studied a theory referred as the too-much-of-a-good-thing effect. According to their research this effect occurs *“when ordinarily beneficial antecedents reach inflection points after which their relations with desired outcomes cease to be linear and positive”*. In this chapter the research focuses on whether organizations can suffer from the TMGT-effect and present too much psychological safety, and whether this can affect organizations negatively. Additionally, Pearsall and Ellis (2011) have studied the negative effects of high team psychological safety. Their study showed signs that when teams had high psychological safety, they were also more likely to act unethically, meaning that decisions were often made with employees’ own benefits in mind; this hypothesis on self-serving bias is also supported by Henriksen & Dayton (2006). Due to high psychological safety within the teams, others were very ready to support these unethical ideas and, in addition, safeguard each other.

In a study by Eldor et al. (2023) the researchers study the limits of psychological safety. The results of the study are an important turning point, as psychological safety is only a good factor in organizations to a certain extent, after this point it can potentially harm performance. The study did not reduce the significance of psychological safety in the workplace, but rather showed the other side of it. Too much psychological safety can cause distractions from routine tasks as it increases the motivation to take risks and experiment negatively. In some

fields this can be seen as an advantage as experimenting can sometimes lead to better and more effective ways of working. In other industries, such as manufacturing or healthcare, standard protocols have been implemented because of safety and collective decision-making. Breaking these protocols can lead to dangerous outcomes, such as malpractice. Eldor et al. (2023) continue in their study that especially people working in assembly can be easily distracted from performance outcomes and expectations if they are given the chance to openly experiment in their work due to high psychological performance where it is acceptable to take risks without repercussion.

Edmondson (2019, p. 196), however, explains that there is no such thing as too much psychological safety, instead it is a matter of discipline and understanding interpersonal fear. The idea of psychological safety is not that employees can feel free to say what they want, such as negative comments or profanities, and mask it as humour or just "being themselves". Edmondson (2019, p. 197) continues that the idea of psychological safety is also not that your supervisor should be their employees' close friend or always be kind and submissive towards their team. The main point is to understand that psychological safety is about mitigating interpersonal fear, meaning the fear of one's supervisor or asking the wrong questions or being embarrassed. This means that supervisors need to create a space where it is acceptable to be vulnerable when faced with dilemmas. It is not about mitigating the consequences to bad behaviour or inappropriateness, which is what people usually misinterpret.

### **3 Methods**

In this chapter we will move on to the empiric study of this thesis. The first chapters will briefly present the organization for which this thesis study has been commissioned, research methods, materials, and measures. The final chapters will present the reader with the numerical analysis, reliability and validity and sum variables of the study.

#### **3.1 Prohoc Productions**

The organization for which this thesis study is conducted is Prohoc Productions. It is classified as a small and medium enterprise, SME. The case organization is an employer of both blue- and white-collar employees and the current amount of workforce in the whole organization is around 200 people. The main branch of business of the case organization is to provide flexible workforce services to other organization, mostly in the marine manufacturing industry. The company is a subsidiary of a larger parent company, Prohoc Oy, which has workforce all around the globe and around 400 employees.

#### **3.2 Quantitative research**

This study was conducted using quantitative measures. Quantitative research is defined as numerical analysis, in which one looks for answers to how much or how often something happens, in addition to why they happen (Vilkka, 2021) It has been used widely in research, as it helps analyse even vast amounts of data with ease. In quantitative research the goal is to gain numerical data that is precise, and which cannot be collected using even the most specific qualitative methods. Quantitative research is considered valuable because it creates data that is generalizable for a larger number of results (Creswell, 2023, p. 215). Using quantitative methods gives researchers the opportunity to draw conclusions that extend further than the data sample that has been collected for the current research, if the study has been conducted and documented properly.

### **3.3 Research data collection**

This study is used to measure how supervisor-subordinate relationships can affect commitment and feelings of psychological safety in blue-collar subordinates. The data collected for this study was collected from blue-collar subordinates at the case organization. The study was conducted as a quantitative study; in this case meaning that data was collected using a survey blanket on Webropol during February of 2024. Using web-based surveys helps gain quick access to many responders at once, is accessible, does not have interviewer effects and increases respondents' willingness to answer openly and truthfully on even sensitive subjects (Williams et. Al, 2022, ch. 6). The data collection started with creating and piloting the Webropol-based survey to a group of people in blue-collar teams (not in from the commissioning organization) of all ages; both Finnish and Swedish speaking, to study whether there were any mistakes or difficulties in understanding survey questions. The piloting raised a few questions on clarity, and these were addressed. Additionally, the need to alter the outlook, such as font and background colour became clear, as the colours made the original survey hard to read.

The survey was marketed within company as fully voluntary without disclosing the subject to avoid discussion within the work community, and therefore minimise biased answers. Data was collected using three computers in a quiet conference room, as answering during work-days in a factory setting is difficult in the actual work environment and this type of data collection was seen as the best and most effective way to collect answers without disrupting working. Employees could choose whether they wanted to participate and when they want to participate. Upon arrival to the conference room, participants were informed what the survey's purpose is and assured of total confidentiality in the collection and handling of their data. In addition, it was also stated that their names would not be reported in collected data at all, only supervisors. It was also stated that this survey cannot be used in official company reporting.

### **3.4 Measures**

The survey has been divided into four sections: the first section simply asks the supervisor of the employee, second section about perceived supervisor-subordinate relationships, third section about perceived psychological safety; the fourth and concluding section presented

two open questions, which were optional to answer. Previous surveys were used, although they were modified to fit the context of a factory environment and some questions were re-phrased for clarification. The survey adaptively used the following questionnaires, or parts of them for this study: LMX7, the psychological safety scale and the organizational commitment scale.

All the previously mentioned measures and original surveys were originally developed in English, but later translated to Finnish and Swedish and applied to proper context. All items were scored on a 5-point Likert-scale with 1 being the most negative outcome and 5 being the best outcome. In addition, some of the survey questions were reverse coded to make analysing them in IBM SPSS easier.

#### **3.4.1 LMX7**

The quality of LMX can be measured using a seven-point questionnaire by Graen & Scandura (1984), later adapted by Graen and Uhl-Bien (1995) which is still widely used to this day, and which is also adapted in this study to measure supervisor-subordinate relationships. The original study by Graen and Scandura (1984) in which the questionnaire has been developed has later evolved into a whole other subcategory of LMX called LMX7. LMX7 was created due to a need to further understand the positive and negative outcomes of relationship qualities between leader and follower. The questions used in this study have been adapted from LMX7 are as follows: (1) 'Do you know where you stand with your leader, and do you usually know how satisfied your leader is with what you do', (2) 'How well does your leader understand your job problems and needs', (3) 'How well does your leader recognize your potential', (4) 'Regardless of how much formal authority your leader has built into their position, what are the chances that your leader would use their power to help you solve problems in your work', (5) 'Again, regardless of the amount of formal authority your leader has, what are the chances that they would "bail you out" at their expense', (6) 'I have enough confidence in my leader that I would defend and justify their decision if they were not present to do so' and (7) 'How would you characterize you relationships with your leader'.

### **3.4.2 Psychological safety scale**

This thesis used Amy Edmondson's (1999) Psychological safety scale to research psychological safety. The survey that was adapted from Edmondson's original scale to include the following questions: (1) 'I am able to bring up concerns or difficult issues', (2) 'I am not afraid to make mistakes', (3) 'If I do make a mistake it is not held against me' (4) 'It is easy for me to ask for help from other members of this team', (5) 'No one on this team would deliberately act in a way that undermines my efforts' and (7) 'No one on this team would abandon me for being different (if I was different)'.

### **3.4.3 Organizational commitment scale**

Meyer and Allen's (1991) Organizational Commitment Scale to research organizational commitment. This survey was created to understand which factors contribute to the commitment that employees feel towards their employing organizations. This thesis adaptively used the following questions: (1) 'I would like to spend the rest of my career with this organization', (2) 'I feel that this organization's problems are my own', (3) 'I feel like "part of the family" at this organization', (4) 'I have invested significant time and effort for my place in this organization', (5) 'One of the main reasons why I work in this organization is that I feel a sense of moral obligation to stay', (6) 'I believe that a person must be loyal to the organization they work for' and (7) 'If I got another offer for a better job, it would not feel right to leave this organization'.

## **3.5 Reliability and validity**

Reliability and validity are two of the most important terms when handling research data and authoring considerable research papers. Therefore, it is important to test the reliability of collected data, certain tests can be performed using the SPSS-software to try to minimize the risk of incomplete reliability. With relatively lesser amounts of data some parametric analysis cannot be performed, but in data samples over 100 most methods can be used quite freely (Karjaluo, 2007, page 10). Since the data sample in this research is N=97, it is close enough to 100 and we will continue with analysing the reliability and validity of this data using factor analysis and reliability analysis.

### 3.5.1 Factor analysis

The main idea in conducting a factor analysis is to create factors that explain comparable topics out of the variable data (Karjaluo, 2007, p. 40). A factor analysis is an effective way to find sum variables and pre-analyse survey data. These factors are created from variables that have strong correlation which explain certain phenomena. The factor loading determines how much can the factor explain these phenomena with the value being between -1 and 1 (Karjaluo, 2007, p.41). The closer the factor loading of the value 1, the stronger the explanation is. The communalities and eigenvalues of the variables in this factor analysis reflect how effective the analysis is (Heikkilä, 2014, p. 232). If the communality value is smaller than 0.3 researchers should reflect on whether the variable should be removed completely from the analysis (Karjaluo, 2007, p. 42). Similarly, the smaller the eigenvalue, the less it contributes to explaining variable dispersion – and vice versa.

Therefore, the first part is to further test reliability of collected data using exploratory factor analysis. It starts with dividing the survey questions into three parts: supervisor-subordinate relationships, psychological safety, and organizational commitment, just as the survey is divided into different smaller surveys adapted by other scholars. When inputting different variables into the SPSS factor analysis the communalities, especially the extraction-value, of each variable seem to be valid upon observation as they all present values over .3 which means that they are fit for factor analysis. To better interpret the results, the Varimax-rotation was used to minimize loaded factors (Karjaluo, 2007, p. 46).

The factor analysis results for supervisor-subordinate relationships are presented in table 1 below. The variables for this factor were questions based on LMX7 (Graen & Uhl-Bien, 1995; Graen & Scandura, 1984). As can be seen, the communalities of the variables were not particularly high, so there is some question to whether they fully explain the variations of the variable factories. Finally, after rotation no loaded factors were present. This means that all the variables could be placed under one factor, which was named supervisor-subordinate relationships.

**Table 1. Factor analysis of supervisor-subordinate relationships**

<b>Factor Analysis: Supervisor-subordinate relationships</b>	<b>Factor Loading</b>	<b>Communality</b>
<b>Eigenvalue 4,31</b>		
<b>Variance explained 61,52%</b>		
1. Do you know where you stand with your leader, and do you usually know how satisfied your leader is with what you do?	.832	.624
2. How well does your leader understand your job problems and needs?	.826	.556
3. How well does your leader recognize your potential	.790	.603
4. Regardless of how much formal authority your leader has built into their position, what are the chances that your leader would use their power to help you solve problems in your work?	.777	.583
5. Again, regardless of the amount of formal authority your leader has, what are the chances that they would "bail you out" at their expense?	.764	.566
6. I have enough confidence in my leader that I would defend and justify their decision if they were not present to do so.	.752	.683
7. How would you characterize your relationship with your leader?	.745	.692

Moving on to the next factory analysis for psychological safety and the variables based on questions from Edmondson's (1999) survey. This analysis produced two factors, and one variable was cross loaded with values over 0.5. Therefore, the value 'I would not be rejected by others on this team for being different' was removed from this analysis. The remaining variables were then put into SPSS again using the factor analysis and this time the factor analysis created only one factor. However, the extraction value of one variable, 'I am not afraid to make mistakes', was still exceptionally low with a value of .224. The factor loading value was still .473, so it was decided that the variable will still be included in the factor. In the end, we will continue with one factor, psychological safety. The communality values of this factor analysis were rather like those of the factor on supervisor-subordinate relationships.

**Table 2. Factor analysis of psychological safety**

<b>Factor Analysis: Psychological safety</b>	<b>Factor Loading</b>	<b>Communality</b>
<b>Eigenvalue 3,22</b>		
<b>Variance explained 53,58%</b>		
1. I am able to bring up concerns or difficult issues.	.725	.526
2. I am not afraid to make mistakes.	.473	.224
3. If I do make a mistake, it is not held against me.	.651	.424
4. It is easy for me to ask for help from other members of this team.	.817	.667
5. No one on this team would deliberately act in a way that undermines my efforts.	.805	.649
6. Working with this team, my unique skills and talents are valued and utilized	.852	.725

Finally, the factor analysis on organizational commitment, seen below in table 3, did not present cross-loaded factors worth mentioning after rotation. The variables used in this analysis were of those from the organizational commitment survey by Meyer and Allen (1995). This analysis produced the lowest communalities, which must also be considered reliability-wise, as the results might not be the strongest possible.

**Table 3. Factor analysis of organizational commitment**

<b>Factor Analysis: Organizational commitment</b>	<b>Factor Loading</b>	<b>Communality</b>
<b>Eigenvalue 3,92</b>		
<b>Variance explained 56,02%</b>		
1. I would like to spend the rest of my career with this organization	.823	.491
2. I feel that this organization's problems are my own	.794	.485
3. I feel like "part of the family" at this organization	.791	.630
4. I have invested significant time and effort for my place in this organization	.732	.477
5. One of the main reasons why I work in this organization is that I feel a sense of moral obligation to stay	.701	.536
6. I believe that a person must be loyal to the organization they work for	.696	.626
7. If I got another offer for a better job, it would not feel right to leave this organization	.691	.678

Next, the factor analysis continues with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, KMO. The given variables have been rotated using Varimax, which is a right-angled rotation that prevents strong charges between single factors in variables (Karjaluoto, 2007, p. 46). In the KMO test **supervisor-subordinate** variables presented a value of .884 and the Bartlett's Test of Sphericity shows that the significance of these variables  $<.001$ . The variables on **psychological safety** presented a value of .848 in the KMO test and a significance of  $<.001$  in the Bartlett's test. The variables of **organizational commitment** present a value of .896 in the KMO test and, once again, a significance of  $<.001$  in the Bartlett's test.

The values of a KMO-test are analysed as follows:  $>.90$  = excellent,  $>.80$  = good,  $>.70$  = average and  $>.60$  = weak and should not be pursued (Karjaluoto, 2007, p. 44). When analysing result values of the Bartlett's test the significant value must be under  $<.01$ , meaning that the zero hypothesis can be rejected as there is enough correlation between variables. Overall, it can be stated that all three presented variables are valid and reliable and can be used to further study using other tests.

**Table 4. KMO test and Bartlett's significance results.**

<b>Variable</b>	<b>Kaiser-Mayer-Olkin Test (KMO)</b>	<b>Bartlett's significance</b>
Supervisor-Subordinate Relationships	.884	$<.001$
Psychological Safety	.833	$<.001$
Organizational commitment	.896	$<.001$

### **3.5.2 Reliability analysis using Cronbach's alphas**

The first part of this empirical study was a reliability analysis to measure the Cronbach's alpha value and to find out whether any of the variables needed to be deleted from the sum variables, each measuring a single construct (Heikkilä, 2014, p. 178). Cronbach's alphas are used to study how high reliability is, but the value should surpass at least 0.7 to be considered

reliable. In this study's case the sum variables are once again: supervisor-subordinate relationships, psychological safety, and organizational commitment. The Cronbach's alpha of supervisor-subordinate sum variables is .892 and none of the values under *Cronbach's Alpha If Item Deleted* were under the *Cronbach's alpha* value, so it can be stated that all the survey questions can be used, as none of them affect the overall reliability poorly. Additionally, the Cronbach's alphas of psychological safety and organizational commitment were also strong, both values were over .80, as seen below in addition to the means and standard deviations of each variable.

**Table 5. The Cronbach's alphas, means and standard deviations of the data**

<b>Variable</b>	<b>Cronbach's alpha</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Supervisor-Subordinate Relationships	.892	97	.3808	.61377
Psychological Safety	.800	97	.4106	.64129
Organizational Commitment	.868	97	.3286	.80549

### **3.5.3 Mean sum variables per supervisor**

Sum variables are considered as variables that consist of two or more variables that measure the same subjects (Karjaluoto, 2007, page 8). Sum variables can be transformed into mean sum variables, which first determine the mean value of each individual survey question and then calculate the average value of these averages (Heikkilä, 2014, p. 198). This is to keep the data as accurate as possible, without having to calculate all questions and answers separately. It is also more useful in this case, as the numbers should represent those on the survey scale (1-5). Calculating the mean by dividing all sums with the number of answerers instead of variables gives the most accurate value.

In this thesis study the mean sum variables are first created using data from the whole research group pool and creating four sum variables, one from questions on supervisor-subordinate relationships, two from psychological safety (due to different factor loadings in the factor analysis) and lastly, one from organizational commitment. Later these sum variables are additionally divided by each supervisor's teams' answers per variable, meaning that the final product will also give the reader information on the sum variables per supervisor. This is because this study focuses on giving results on the effects in the whole organization, but still even more importantly narrowed down to a supervisor level, to bring added value and information for the case organization to work with, if needed.

### **3.6 Research data analysis**

The analysis of research data was done using the IBM SPSS Statistics-software. SPSS was used to analyse data using the following tests: reliability analysis, and factor analyses. In addition, mean sum variables were created for each supervisor and for each variable for further studying in the analysis-chapter.

The variables were analysed using different testing methods on IBM SPSS. The first part of the empirical study was to research the validity and reliability of the collected data using reliability and factor analyses; after the study also created sum values composed of the different variables. These sum variables are supervisor-subordinate relationships, psychological safety, and organizational commitment. The variables were then used to complete correlation and regression analyses. A regression analysis is used when one wants to explain one dependent with one or more independents (Karjaluoto, 2007, p. 51). In a regression analysis R squared explains how well the analysis explains the relationships between variances, adjusted R squared explains model fit, SEE explains the standard error of estimate (dispersion around the regression), F explains the overall significance, significance explains the statistical significance (p-value), VIF shows multicollinearity and beta values are used to compare variables between each other. Essentially, for a regression analysis to work the variables must be normally dispersed and measured on an ordinal scale (Heikkilä, 2014, p. 222). The correlation analysis was done to find Pearson's correlation of each sum variable. Pearson's correlation can have values ranging from -1 to 1 (Heikkilä, 2014, p. 91). The closer the resulting value is

to 1 the larger the correlation is between analysed values. Both tests were performed to find the connection or effect of supervisor-subordinate relationships on psychological safety and organizational commitment.

This chapter also presents the significance levels used in this thesis study. According to Heikkilä (2014, p. 184) statistical significance is what scholars use to evaluate whether a given result is random or if it can be statistically proven. The smaller the significance the smaller the room for error is in the research or test. Therefore, it can be stated that the significance number determines whether the given values or analyses can be called reliable. The most common significance levels are  $p \leq .001$ ,  $p \leq .01$  and  $p \leq .05$  ranging from most significant to almost significant. SPSS marks the significance value as *Sig.* and results are usually just documented as statistically significant or statistically non-significant (Heikkilä, 2014, p. 185).

**Table 6. Significance values**

<b>Significance</b>	<b>Specification</b>
$p > 0,05$	Not significant value
$p \leq 0,05$	Significant
$p \leq 0,01$	Very significant
$p \leq 0,001$	Highly significant

## 4 Empirical Results

The first chapter focuses on variables and background variables, which in this case is only supervisor, as age and other personal information was not considered relevant to this study. In the next chapter the study focuses on analysing the outcome and correlation between variables and how they connect to the answers on how perceived supervisor-subordinate relationships, psychological safety, and organizational commitment. Finally, this chapter also focuses on the main research questions.

### 4.1 Presenting the research material

The following chapter presents the only background variable collected in this study, which is the answerer's supervisor. Due to anonymity reasons the supervisors' names have been changed into "Supervisor 1-7". In the original survey they are divided by name and working team, for clarity. In addition, this chapter presents the different sum variables of each supervisor and their frequency analysis.

As we can see from the pie chart, the division of supervisors is even, but there is one supervisor who has a larger team than others, with 27% of the whole answering pool. This supervisor has also been temporarily set to lead another team due to sudden changes, but this has been recorded as a different supervisor. This is to make the data easier to understand and report, due to the teams being situated in a completely different cities in Finland and being separate from each other. Therefore, it must be stated here that "Supervisor 3" and "Supervisor 4" are data collected from the same supervisor.

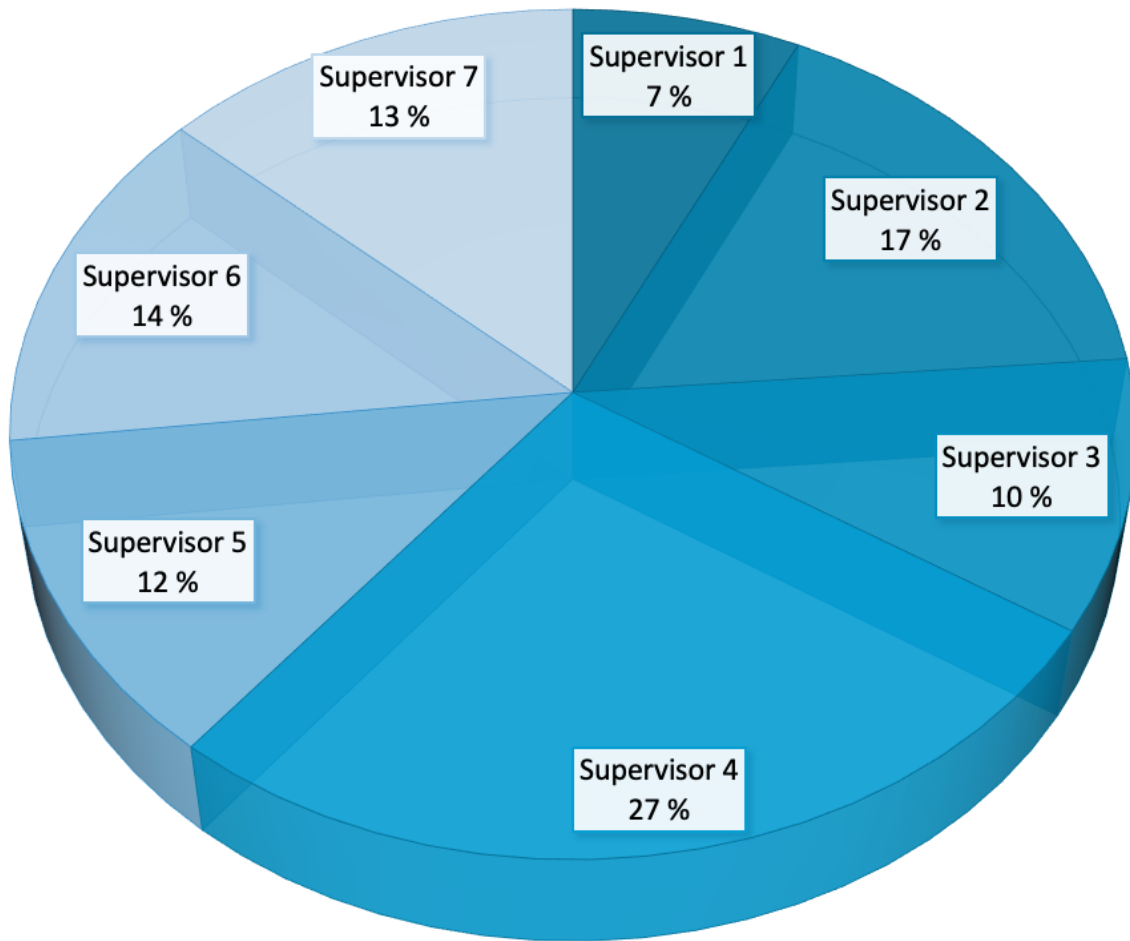


Figure 6. Answerers' supervisors with percentage division

Next this study will move on to the mean, median and mode values of all the survey answers of the whole data pool. After, the mean values will follow from divided into supervisor groups using the three created sum variables. The following tables present the frequency charts of the questions on supervisor-subordinate relationships, psychological safety, and organizational commitment.

### **Variable 1: Supervisor-subordinate relationships**

The first variable is supervisor-subordinate relationships. This is the "main compound" of the study, as the hypothesis is that this variable affects the other two in some way. The following table shows the results of the survey questions. The means of the answers range from 3,216 to 4,137. The mean of the sum variable of supervisor-subordinate relationships is 3,808. As

the value three can be seen as neutral, this mean still leans close to the positive side, which can be seen as a positive aspect for the organization. The survey questions receiving the highest score had to do with characterizing the employees' work relationship with their supervisor, while the lowest score was in the question on where the employees thought that their supervisor would "bail them out" from trouble at their own personal expense. Overall, this variable received rather positive scores in the survey, with the mean and median both being 4, meaning that the most common answer of employees was "relatively high/well", "somewhat agree" or similar. The somewhat high score of this variable can be seen as a tell-tale sign for suggesting that employees are, in general, rather satisfied in their work relationship with their supervisors.

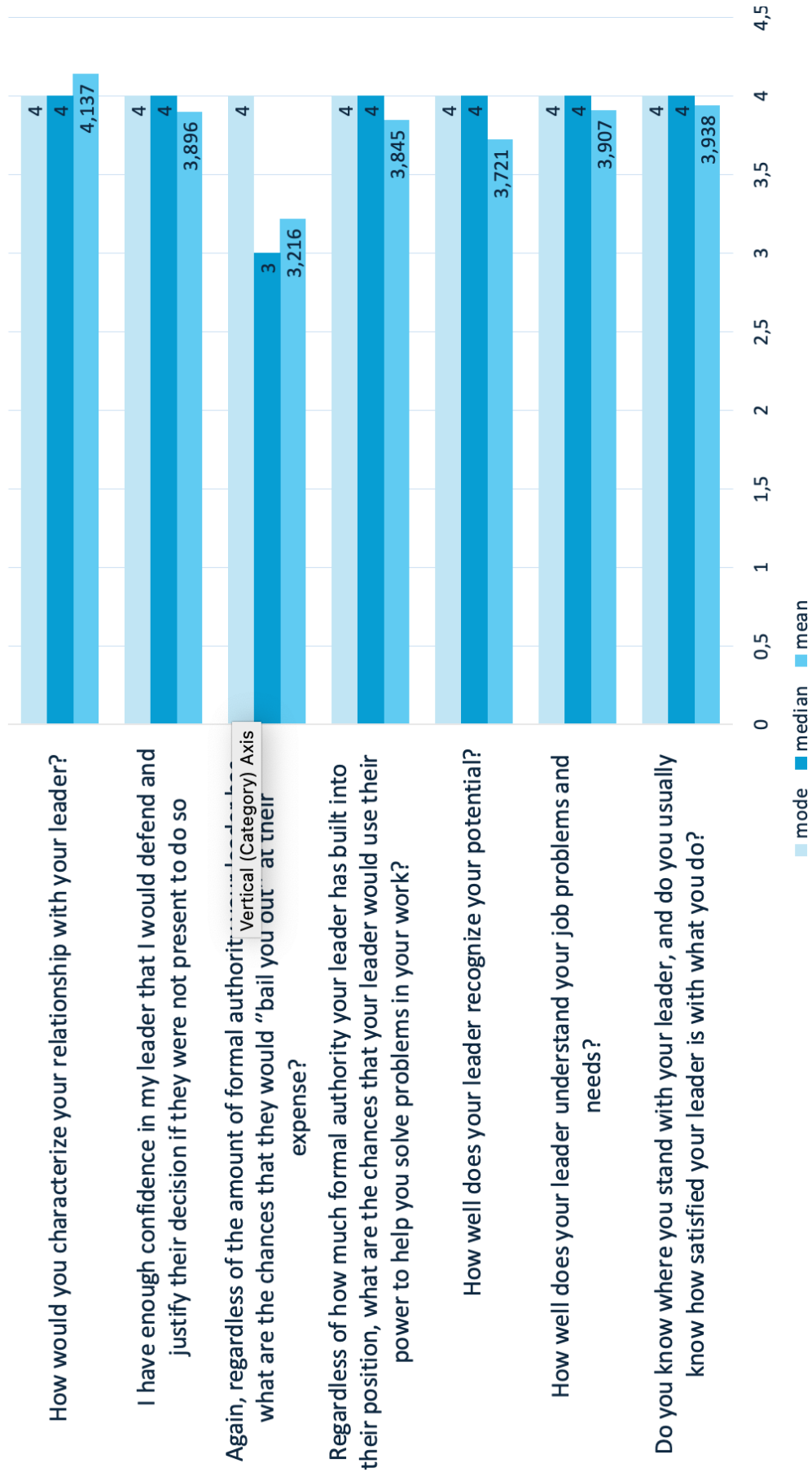


Figure 7. Mode, median and mean of supervisor-subordinate related survey questions

**Variable 2: Psychological safety**

The following variable measured in the survey was psychological safety, which received the highest answers out of all variables. The following chart documents the whole answer pool of psychological safety. As we can see in the table below, the survey answers for psychological safety are also rather evenly balanced. The mean of this variable is 4,113 and the means of the answers ranged from 3,753 to 4,557, making it the highest scoring sum variable. The answers of this variable leaned clearly towards the positive side and the question with the highest score was "It is easy for me to ask for help from other members of this team". It can be stated, that with the mean and median both being 4 that the most common answers were, once again, "relatively high/well", "somewhat agree" or similar. Therefore, employees have seen that their workplace and supervisors promote psychological safety most of the time.

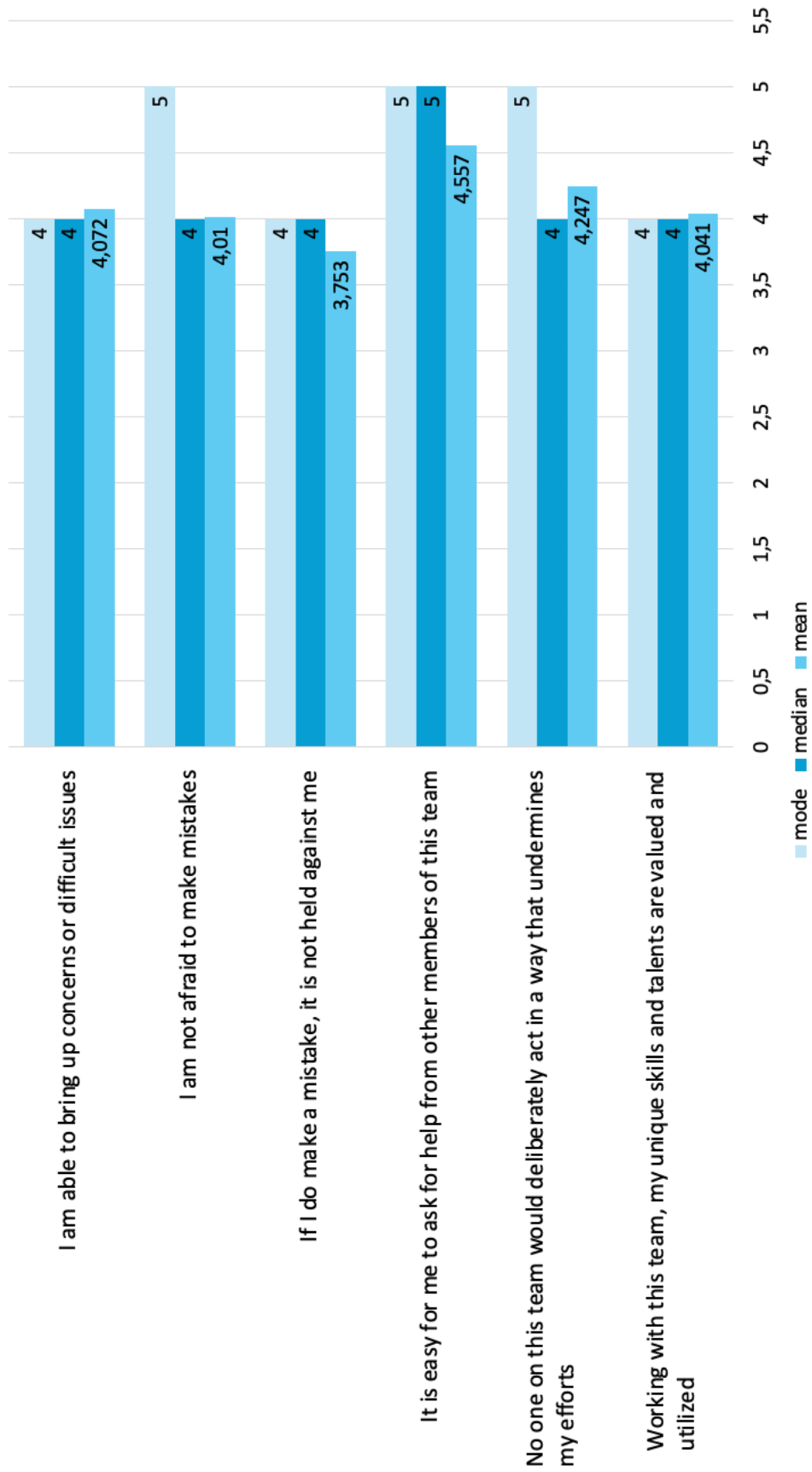


Figure 8. Mode, median and mean of psychological safety related survey questions

**Variable 3: Organizational commitment**

The final variable measured in the survey was organizational commitment. As seen from the table below, the results for organizational commitment are the most diverse and dispersed. The mean of this sum variable is 3,286 and the mode and median are both 3. The lowest scoring question is "If I got another offer for a better job, it would not feel right to leave this organization" and the highest scoring question is "I believe that a person must be loyal to the organization they work for". In general, this answer received more one and two -values than other questions, which means that answers leaned more to neutral or negative sides. This might suggest that the correlation between this variable and the others is not that strong and needs to be considered when analysing the research results.

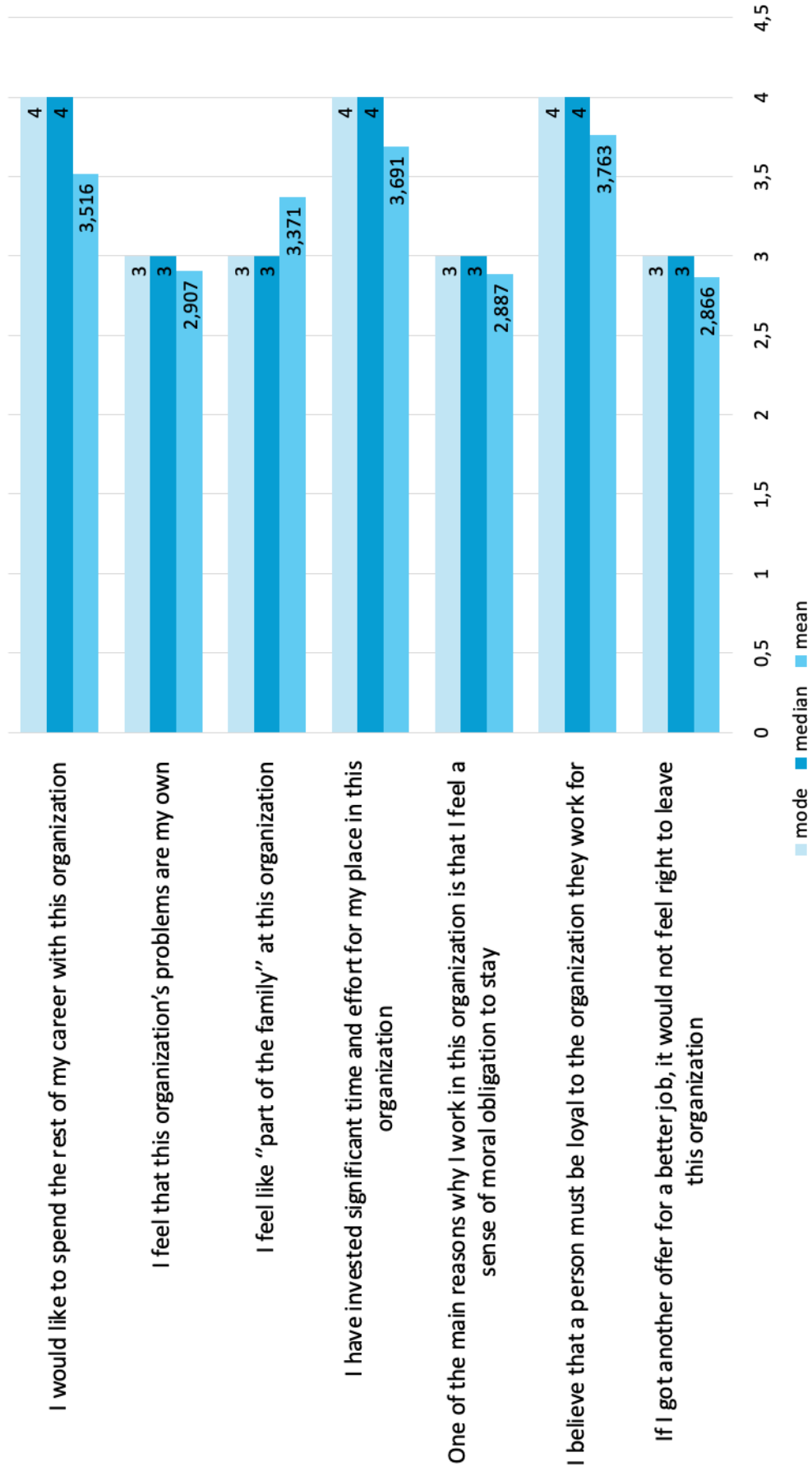


Figure 9. Mode, median and mean of organizational commitment related survey questions

Now that the general picture of the employees of all the supervisors has been presented, this study can move on to discussing the means of specific teams. Figure 10 below presents the means of all three sum variables divided into supervisor teams and, as the table shows, the answers are relatively similar between supervisors with quite minimal dispersion between supervisors. The smallest values are in those answers of organizational commitment and the highest values are in those answers of psychological safety, as was stated in the general analysis already done above.

In addition, Figure 10 shows that the highest score in supervisor-subordinate relationships is Supervisor 6 and the lowest is Supervisor 1. The highest score psychological safety goes to Supervisor 2 and lowest score goes to Supervisor 1. Finally, the highest score in organizational commitment goes to Supervisor 2 and lowest to Supervisor 5. This data can give the case organization some idea on which leader has the most effective type of leadership style when it comes to fostering relationships, psychological safety, and organizational commitment in these blue-collar employees.

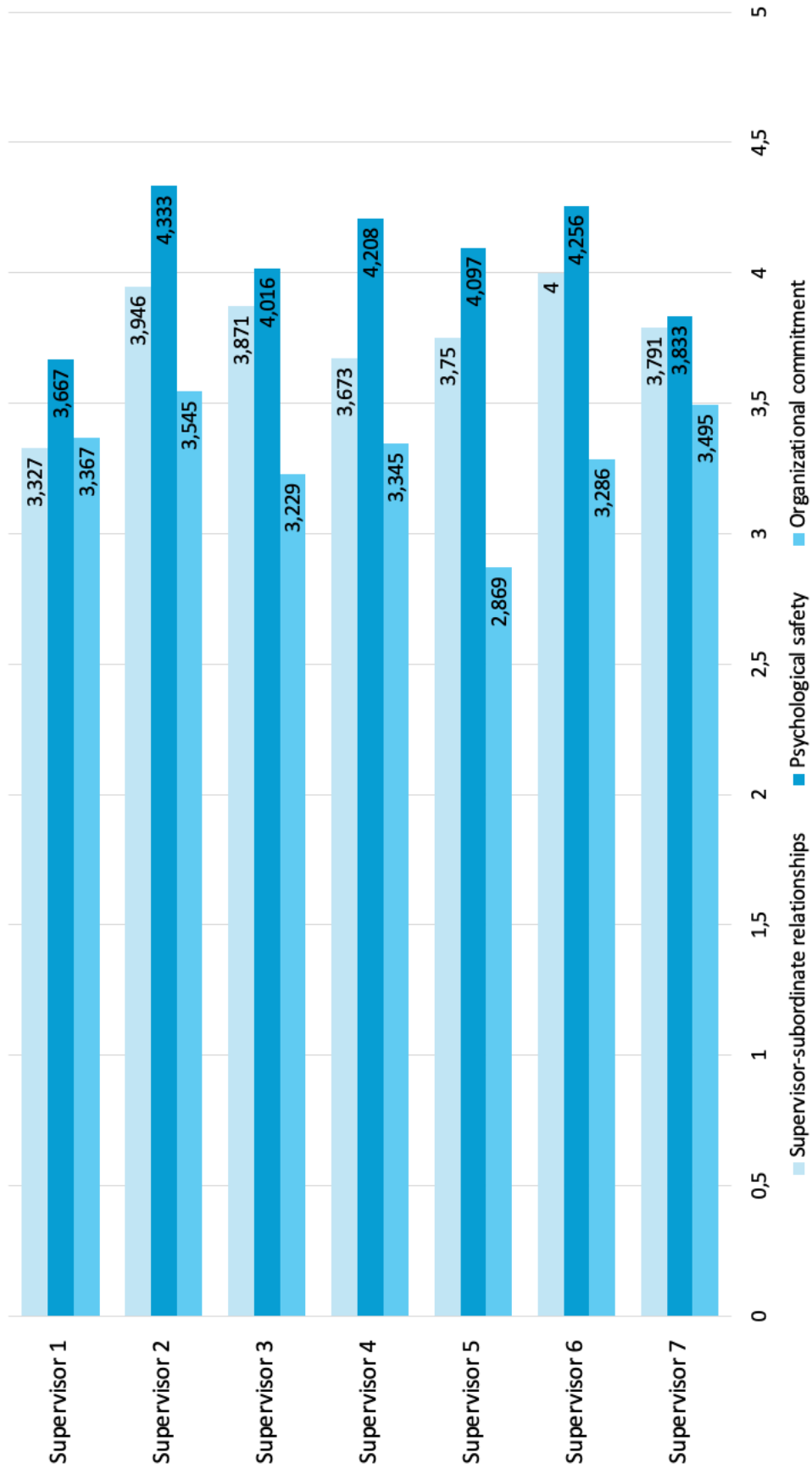


Figure 10. Mean of different sum variables divided by supervisor

## **4.2 The effects of supervisor-subordinate relationships on the sum variables**

The final analysis chapter utilizes correlation analysis, more specifically Pearson's correlation, and regression analysis to finally tie the research data together. Originally, the correlation analysis was to be used to study the correlation between supervisor-subordinate relationships and the other three sum variables, but unfortunately due to the small sample sizes the results became too insignificant for reporting. Therefore, correlation was analyzed using the sample size of the whole answering group (N=97).

All questions on supervisor-subordinate and their correlation to the sum variables were studied more precisely using Pearson's correlation. The other analysis, regression analysis, was also conducted using the whole groups answers (N=97) because of the small sample sizes and the main values are reported and analyzed.

### **4.2.1 Results of the correlation analysis**

The correlation between supervisor-subordinate relationships and the other two variables: psychological safety and organizational commitment were first analysed using the values from Pearson's correlation.

The results of the correlation analysis between supervisor-subordinate and psychological safety are seen in table 7. This table proves that supervisor-subordinate relationships correlate positively with perceived psychological safety. The correlation analysis presents a significance value of  $<.001$ , meaning that the analysis result is very significant and supports the hypothesis that there is a connection between these variables.

The same can be said for the correlation analysis between supervisor-subordinate relationships and organizational commitment which can also be seen from table 7. that supervisor-subordinate relationships also correlate positively with organizational commitment, as the significance value is  $<.001$ , which is very significant.

	<b>Supervisor-subordinate relationships</b>		
<b>Psychological safety</b>	<b>r</b>	<b>p</b>	<b>N</b>
	.427**	<.001	97
<b>Organizational commitment</b>	<b>r</b>	<b>p</b>	<b>N</b>
	.339**	<.001	97

**Table 7. Supervisor-subordinate relationships as an explanation of psychological safety and organizational commitment**

These values give a promising idea of what the correlation is between sum variables. However, to study the effects of all supervisor-subordinate values more closely Pearson's correlation was done for all variables separately. In table 8 seen below it can be seen that most of the variables of supervisor-subordinate relationships have a highly or very significant correlation to the other sum variables. The only exception in this was the first variable 'Do you know where you stand with your leader, and do you usually know how satisfied you leader is with what you do?' This variable received a significance value of .12, which is not significant, when comparing to psychological safety. Therefore, the hypotheses cannot be rejected when it comes to correlating this variable with psychological safety. Another high value was in the variable 'How would you characterize your relationship with your leader?' In this variable when correlating to organizational commitment the p-value was 0.48, which is only significant.

The highest correlations with psychological safety that can be seen from this analysis were in the variables 'How well does your leader recognize your potential', 'Again, regardless of the amount of formal authority your leader has, what are the chances that they would "bail you out" at their own expense?' and 'How would you characterize your relationship with your leader?' All three variables had p-values of <.001. Additionally, the variable 'Regardless of how much formal authority your leader has built into their position, what are the chances that your leader would use their power to help you solve problems in you work?' had a significant correlation with both psychological safety and organizational commitment with a value of <.001.

Table 8. Pearson's correlation of supervisor-subordinate variables

	Pearson's correlation: Supervisor-subordinate relationships			Psychological safety			Organizational commitment		
	r	p	N	r	p	N	r	p	N
1. Do you know where you stand with your leader, and do you usually know how satisfied your leader is with what you do?	.253	.12	97	.222	.029	97	.253	.12	97
2. How well does your leader understand your job problems and needs?	.312	.002	97	.266	.008	97	.312	.002	97
3. How well does your leader recognize your potential	.394	<.001	97	.249	.014	97	.394	<.001	97
4. Regardless of how much formal authority your leader has built into their position, what are the chances that your leader would use their power to help you solve problems in your work?	.319	.001	97	.207	.042	97	.319	.001	97
5. Again, regardless of the amount of formal authority your leader has, what are the chances that they would "bail you out" at their expense?	.355	<.001	97	.384	<.001	97	.355	<.001	97
6. I have enough confidence in my leader that I would defend and justify their decision if they were not present to do so.	.345	<.001	97	.300	.003	97	.345	<.001	97
7. How would you characterize your relationship with your leader?	.352	<.001	97	.201	.048	97	.352	<.001	97

#### 4.2.2 Results of the regression analysis

The final analysis of this study was concluded as a regression analysis. The following data is presented in the tables seen below: coefficient of determination (R squared), adjusted coefficient of determination (R squared adjusted), standard error of estimate, significance, variance inflation factors and beta values. The following analyses did not present any outliers or multicollinearity, which are signs of deviations or strong correlation between variables (Karjaluoto, 2007, p. 52).

As seen in table 9 the first regression analysis is about comparing the variables supervisor-subordinate and psychological safety. The explained variance in this regression analysis is .182, which means that it is statistically significant. The adjusted R<sup>2</sup> shows that 17,4% of psychological safety variables can be explained with supervisor-subordinate relationships. The VIF has the value 1, which proves that multicollinearity is not a problem, and the beta value is .427. The analysis also is statistically highly significant with a value of <.001. Other values related to this analysis can be seen from the table below. Overall, it can be stated that supervisor-subordinate relationships positively affect psychological safety, but it does not fully explain it, which could be expected.

**Table 9. Supervisor-subordinate relationships as explanation to psychological safety**

Regression analysis results							
Explaining variable	Explaining variable						
	R <sup>2</sup>	Adj.R <sup>2</sup>	SEE	F	Sig.	VIF	beta
<b>Supervisor-subordinate relationships</b>	.182	.17,4	.55794	21,175	<.001***	1	.427
*** highly significant <.001							
** very significant <.01							
* significant <.05							

The second regression analysis is about comparing the variables supervisor-subordinate and organizational commitment. The explained variance of this regression analysis, shown in table

10. is lower with a value of .115. The adjusted  $R^2$  shows that 10,5% of organizational commitment variables can be explained with supervisor-subordinate relationships, which is also higher than in the analysis before this. The VIF has, once again, the value 1, which proves that multicollinearity is not present, and the beta value is .339. The analysis is statistically speaking highly significant with a value of  $<.001$ . This shows that supervisor-subordinate relationships affect organizational commitment positively but, obviously, does not explain it fully.

**Table 10. Supervisor-subordinate relationships as explanation to organizational commitment**

Regression analysis results							
Explaining variable	Explaining variable						
	Organizational commitment						
	R <sup>2</sup>	Adj.R <sup>2</sup>	SEE	F	Sig.	VIF	beta
<b>Supervisor-subordinate relationships</b>	.115	.105	.59050	12,322	$<.001^{***}$	1	.339
*** highly significant $<.001$							
** very significant $<.01$							
* significant $<.05$							

To summarize this analysis, it can be stated, that supervisor-subordinate variables have a positive connection to psychological safety and organizational commitment. This result can be seen in figure 11, which presents the simplified results of the regression analysis in this study. As the figure shows, the connection between LMX (which studies supervisor-subordinate relationships) is a bit higher with psychological safety than with organizational commitment.

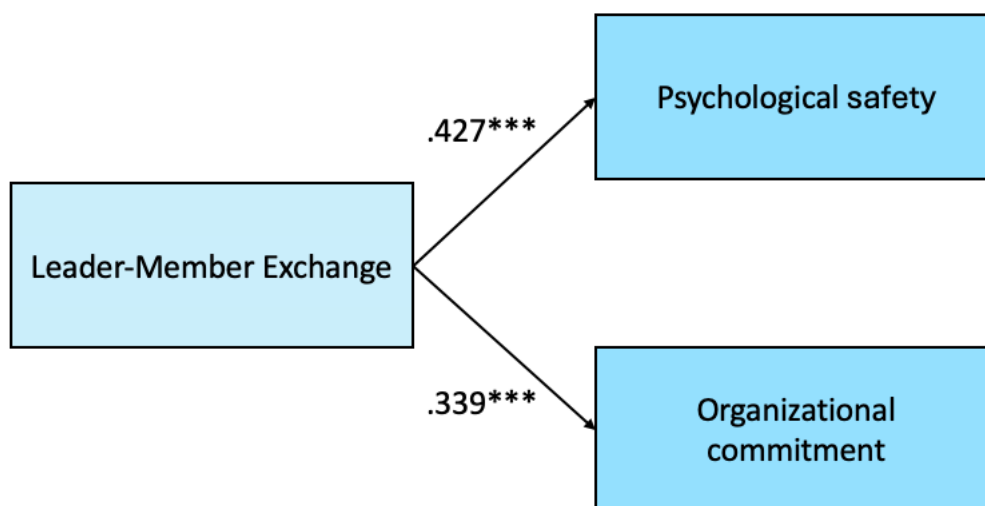


Figure 11. Summary of regression analysis

### 4.2.3 Open survey questions

In the survey that the employees filled out, there was also an optional choice to answer two open questions in the end. These open questions were ‘What actions could your supervisor take to boost your psychological safety and commitment to this organization?’ and ‘Can you provide examples of positive experiences where your supervisor has improved your psychological safety and commitment?’ Many employees did not give feedback on their supervisors or their perceived psychological safety and organizational commitment. However, those who did had mostly similar feedback and themes.

These open questions were to find if there were any specific notions that supervisors did to enhance perceived organizational commitment or psychological safety in their employees. They were also put in place to give new perspectives on accumulated data by giving employees the chance to explain their answers or give more targeted feedback in addition to their answers to the closed survey questions. This was particularly important for the case organization, as it also gave concrete examples of where they were succeeding and what needed some more work.

The key themes and answers to the first open question *“What actions could your supervisor take to boost your psychological safety and commitment to this organization?”*:

- *“More face-to-face conversations and development discussions”*
- *“Listen and ask, get to know us better”*
- *“Have better knowledge in company matters”*
- *“Be present and care”*
- *“Give more positive feedback and acknowledgement”*
- *“Keep promises”*
- *“Treat everyone equally”*

Secondly, the key themes and answers to the second open question *‘Can you provide examples of positive experiences where your supervisor has improved your psychological safety and commitment?’*:

- *“Giving clarity to work-related issues”*
- *“Trusting me to do my job”*
- *“Truly caring about us and asking how we are doing”*
- *“Does what they promise”*
- *“Gives credit where it is due”*
- *“Helps me when needed, but gives me space to learn”*
- *“Does not micromanage”*

Overall, these answers supported the research by giving concrete examples of what employees are satisfied with and what needs more improvement.

### **4.3 Summary of results**

To provide a summary of this thesis study conclusions, table 11 reminds of the research questions, hypotheses, and results of this study. As can be seen all hypotheses are supported and therefore this study can conclude that there are positive correlations between supervisor-subordinate relationship quality, psychological safety and organizational commitment. It can also be stated that different relationship types play a large role in perceived psychological safety and organizational commitment of blue-collar employees.

Table 11. Hypotheses and results

Hypotheses/Research questions	Results
<p><b>Hypothesis 1:</b> Supervisor-subordinate relationship quality will positively predict organizational commitment</p>	<p>Hypothesis 1 is supported</p>
<p><b>Hypothesis 2:</b> Supervisor-subordinate relationship quality will positively predict psychological safety</p>	<p>Hypothesis 2 is supported</p>
<p><b>Hypothesis 3:</b> The means of all three variables will reveal variations between different supervisors, indicating that there are differences in the quality of supervisor-subordinate relationships</p>	<p>Hypothesis 3 is supported</p>

## 5 Discussion

The purpose of this study was to examine if supervisor-subordinate relationships affect psychological safety and/or organizational commitment. The research questions were whether supervisor-subordinate relationships affect psychological safety and organizational commitment, and which supervisors demonstrated the best results when it comes to high-quality supervisor-subordinate relationships, psychological safety, and organizational commitment. The study presents novelty value in the specific data for Prohoc Productions and the research of especially psychological safety in a blue-collar manufacturing setting.

According to the outcome of the study there is a positive correlation between supervisor-subordinate relationships, psychological safety, and organizational commitment. Additionally, it was proven that all supervisor-subordinate variables had a positive correlation separately with the psychological safety and organizational commitment sum variables. The correlation between both supervisor-subordinate relationships and psychological safety, and supervisor-subordinate relationships and organizational commitment were highly significant,  $<.001$ . The open questions presented both improvements and positive experiences. Employees suggested more face-to-face communication and presence and positive experiences included trust, feedback, and support.

The positive connection between variables supports the theoretical framework of the literature review. In the theoretical chapters previous studies have found the connection between high-quality relationships and various other factors, including psychological safety and organizational commitment. The high-quality relationships between supervisor and subordinate create a psychologically safe workplace and therefore also better organizational commitment (De clerq & Rius, 2007). Therefore, all variables are in some way connected to each other. Maintaining high-quality supervisor-subordinate relationships helps create motivated employees with excellent work ethics and willingness to go beyond what is expected for the organization (Meyer & Allen, 1991) and create employees who feel safe to do their own jobs properly and with confidence (Edmondson, 1999).

Most respondents answered on the positive side (over 3). Finns have been known to give mostly positive survey answers on the most difficult subjects (Jokivuori, 2004), so therefore it should be considered that even a neutral answer, such as three, could mean there are some hidden negative feelings. However, based on the findings and means of each supervisor the situation of perceived supervisor-subordinate relationships, psychological safety and organizational commitment is particularly good in the case organization. The variable on organizational commitment was slightly lower but this lower variable can be examined through understanding the Three-Component Model of Commitment (Meyer & Allen, 1997) which presents commitment as composing of affective, continuance and normative commitment. These types of commitment cannot directly be influenced by one's supervisor or their actions and therefore LMX cannot explain commitment directly.

The importance of all three researched variables was seen in the survey answers given by Prohoc Production's blue-collar employees. The importance of support, listening, helping, and understanding was seen in the open questions' answers and the theoretical framework when asked how supervisors have helped employees' psychological safety. The highest correlation between supervisor-subordinate relationships and psychological safety seen in the regression analysis were on variables regarding employee potential, relationship with supervisor and trust. This is perfectly logical, as these are major factors when discussing the psychological safety between supervisor and subordinate. Edmondson's (1999) theory on psychological safety explains that a supportive environment is crucial for high-quality supervisor-subordinate relationships. The highest correlation between supervisor-subordinate relationships and organizational commitment were on variables based on helping each other and understanding employee needs. The correlation between these two main variables was not a strong, but these results show that extending a helping hand to each other can strengthen the feeling of commitment for a team and organization. This shows the case organization that these relationships need to be nurtured to keep satisfied and efficient employees and the best way to do that is by building mutual trust and overall high-quality relationships in working teams. This supports the Social Exchange theory of Blau (1964, 1965) where mutual support enforces organizational culture and commitment. Additionally helping one another and fostering a proactive and helpful environment can create better commitment in teams.

The lowest correlation with the variables of supervisor-subordinate relationships were from variables on the current standpoint with one's supervisor. This variable was not perceived as important, although it was statistically significant, to either psychological safety or organizational commitment. In addition, variables on whether an employee's supervisor would help them solve problems using authority and the character of the employee's relationship with their supervisor were also not perceived particularly important in terms of organizational commitment.

### **5.1 Limitations of this study**

As all research go, this study also has limitations that need to be considered. The limitations explain whether there might be some factors that can hinder the validity and reliability of the study.

Firstly, the survey did not collect other background variables other than supervisor. This limits the ability to assess whether, for example, age, sex, or other background information could affect psychological safety or organizational commitment. It has been researched before that at least different generational cohorts do affect the perceived sense of commitment that employees can have (Singh & Gupta, 2014). Therefore, adding these background variables can help understand which outside factors contribute to these feelings that employees have. In addition, this thesis was conducted as a case study it only researched the answers of only one organization and its employees. This mean that the study cannot be generalized as it was only conducted in Finland and teams in two cities and therefore, it does not provide an accurate description of all blue-collar employees, but only those of this organization. This study has also not been verified or peer-reviewed, so its reliability has limits. These limits can however be explained by the fact that due to this study being a master's thesis, there were limits with factors such as lack of funding and minimal time.

### **5.2 Suggestions for future research**

During this study, some possible future research suggestions presented themselves to further understand the connection between supervisor-subordinate relationships, psychological safety, and organizational commitment. Even though all variables have been widely studied

before, organizations and employees work lives are constantly changing, and the importance of terms such as psychological safety are becoming more prominent in research papers.

The study showed that during the past years, organizational commitment and the quality and importance of supervisor-subordinate relationships and organizational commitment have changed drastically. Especially the ways employees perceive their relationships with their supervisors has changed due to the difference of leadership and the values of modern working life. Organizational commitment has created multiple dimensions since it became a factor in the 1960s and it has become noticed that organizational commitment is built up of so many different components. Therefore, this study poses a suggestion to study how to keep up with the constantly changing attitudes of workers, especially blue-collar employees and how these relationships should evolve to better enable high-quality relationships and commitment in the future. This can also be studied in psychological safety, even though it is a more recent term than the other two.

In addition, when considering potential future research, it would be a good idea to study blue-collar employees of multiple organizations for a more general idea of answers within the manufacturing industry. In addition, it would be an innovative idea to gather more background information to see how these factors could affect the results in some way; they do. Finally, to create a multi-dimension research it might be good to interview supervisors on their leadership style to see how this affects the perceived supervisor-subordinate relationships and see their perspective on the difficulties and possibilities to also support supervisors in their work.

## References

- Allen, K. R., & Henderson, A. C. (2016). *Social Exchange Theory*.
- Allen, N. J., & Meyer, J. P. (1996). Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity. *Journal of vocational behavior, 49*(3), 252-276. <https://doi.org/10.1006/jvbe.1996.0043>
- Alserhan, H. F., & Al Shbail, M. O. (2020). The role of organizational commitment in the relationship between human resource management practices and competitive advantage in Jordanian private universities. *Management science letters, 10*(16), 3757-3766. <https://doi.org/10.5267/j.msl.2020.7.036>
- Beck, K., & Wilson, C. (2001). Have we studied, should we study, and can we study the development of commitment? Methodological issues and the developmental study of work-related commitment. *Human resource management review, 11*(3), 257-278. [https://doi.org/10.1016/S1053-4822\(00\)00051-6](https://doi.org/10.1016/S1053-4822(00)00051-6)
- Berrin, E., & Bauer (2015). Leader-Member Exchange Theory. *International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 13*, 641-647. <https://doi.org/10.1016/B978-0-08-097086-8.22010-2>
- Bienefeld, N., & Grote, G. (2014). Speaking up in ad hoc multiteam systems: Individual-level effects of psychological safety, status, and leadership within and across teams. *European journal of work and organizational psychology, 23*(6), 930-945. <https://doi.org/10.1080/1359432X.2013.808398>
- Caldwell, D. F., Chatman, J. A., & O'Reilly, C. A. (1990). Building organizational commitment: A multifirm study. *Journal of Occupational Psychology, 63*(3), 245-261. <https://doi.org/10.1111/j.2044-8325.1990.tb00525.x>
- Carmeli, A., & Gittell, J. H. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of organizational behavior, 30*(6), 709-729. <https://doi.org/10.1002/job.565>
- Chandrahaas, C. S., & Narasimhan, N. (2022). Authentic Leadership and Affective Organizational Commitment: The Mediating Role of Workplace Psychological Safety. *International management review, 18*(1), 12-103
- Chang, M. Y., Fu, C. K., Huang, C. F., & Chen, H. S. (2023). The Moderating Role of Psychological Safety in the Relationship between Job Embeddedness, Organizational Commitment,

- and Retention Intention among Home Care Attendants in Taiwan. *Healthcare (Basel)*, 11(18), 2567. <https://doi.org/10.3390/healthcare11182567>
- Chughtai, A. A. (2022). Trust propensity and job performance: The mediating role of psychological safety and affective commitment. *Current psychology (New Brunswick, N.J.)*, 41(10), 6934-6944. <https://doi.org/10.1007/s12144-020-01157-6>
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human resource management review*, 17(3), 336-354. <https://doi.org/10.1016/j.hrmr.2007.05.001>
- Colbert, A. E., Bono, J. E., & Purvanova, R. K. (2016). Flourishing Via Workplace Relationships: Moving Beyond Instrumental Support. *Academy of Management journal*, 59(4), 1199-1223. <https://doi.org/10.5465/amj.2014.0506>
- Creswell. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of management*, 31(6), 874-900. <https://doi.org/10.1177/0149206305279602>
- Cullinan, C., Bline, D., Farrar, R., & Lowe, D. (2008). Organization-Harm vs. Organization-Gain Ethical Issues: An Exploratory Examination of the Effects of Organizational Commitment. *Journal of business ethics*, 80(2), 225-235. <https://doi.org/10.1007/s10551-007-9414-4>
- De clercq, D., & Rius, I. B. (2007). Organizational Commitment in Mexican Small and Medium-Sized Firms: The Role of Work Status, Organizational Climate, and Entrepreneurial Orientation. *Journal of small business management*, 45(4), 467-490. <https://doi.org/10.1111/j.1540-627X.2007.00223.x>
- Eby, Lillian Turner De Tormes, ja Tammy D. Allen. *Personal Relationships: The Effect on Employee Attitudes, Behavior, and Well-being*. 2012. Routledge Taylor & Francis Group <https://doi.org/10.4324/9780203123034>.
- Edmondson, A. C. (1996). Learning from Mistakes is Easier Said Than Done: Group and Organizational Influences on the Detection and Correction of Human Error. *The Journal of applied behavioral science*, 32(1), 5-28. <https://doi.org/10.1177/0021886396321001>

- Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative science quarterly*, 44(2), 350-383. <https://doi.org/10.2307/2666999>
- Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. John Wiley & Sons, Inc.
- Edmondson, A. C., & Lei, Z. (2014). Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct. *Annual review of organizational psychology and organizational behavior*, 1, 23-43. <https://doi.org/10.1146/annurev-orgpsych-031413-091305>
- Eldor, L., Hodor, M., & Cappelli, P. (2023). The limits of psychological safety: Nonlinear relationships with performance. *Organizational behavior and human decision processes*, 177, 104255. <https://doi.org/10.1016/j.obhdp.2023.104255>
- Erdogan, B., & Bauer, T. N. (2010). Differentiated Leader-Member Exchanges: The Buffering Role of Justice Climate. *Journal of applied psychology*, 95(6), 1104-1120. <https://doi.org/10.1037/a0020578>
- Bauer, T. N., & Erdogan, B. (2015). *The Oxford Handbook of Leader-Member Exchange*. <https://doi.org/10.1093/oxfordhb/9780199326174.001.0001>
- Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological Safety: A Meta-Analytic Review and Extension. *Personnel psychology*, 70(1), 113-165. <https://doi.org/10.1111/peps.12183>
- Gao, Y., Liu, H., & Sun, Y. (2022). Understanding the Link Between Work-Related and Non-Work-Related Supervisor–Subordinate Relationships and Affective Commitment: The Mediating and Moderating Roles of Psychological Safety. *Psychology research and behavior management*, 15, 1649-1663. <https://doi.org/10.2147/PRBM.S367282>
- Golden, T. D., & Veiga, J. F. (2008). The impact of superior–subordinate relationships on the commitment, job satisfaction, and performance of virtual workers. *The Leadership quarterly*, 19(1), 77-88. <https://doi.org/10.1016/j.leaqua.2007.12.009>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership quarterly*, 6(2), 219-247. [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)
- Heikkilä, T. (2014). *Tilastollinen tutkimus* ([9. uudistettu painos]). Edita.

- Henriksen, K., & Dayton, E. (2006). Organizational Silence and Hidden Threats to Patient Safety. *Health services research, 41*(4p2), 1539-1554. <https://doi.org/10.1111/j.1475-6773.2006.00564.x>
- Hu, Y., Zhu, L., Zhou, M., Li, J., Maguire, P., Sun, H., & Wang, D. (2018). Exploring the Influence of Ethical Leadership on Voice Behavior: How Leader-Member Exchange, Psychological Safety and Psychological Empowerment Influence Employees' Willingness to Speak Out. *Frontiers in psychology, 9*, 1718. <https://doi.org/10.3389/fpsyg.2018.01718>
- Ismail, K. M., Richard, O. C., & Taylor, E. C. (2012). Relationship conflict in supervisor-subordinate dyads: A subordinate perspective. *The International journal of conflict management, 23*(2), 192-218. <https://doi.org/10.1108/1044406121121830>
- Jokivuori, P. (2004). Sitoutuminen työorganisaatioon ja luottamus. *Aikuiskasvatus, 24*(4), 284-294. <https://doi.org/10.33336/aik.93582>
- Kang, D., & Stewart, J. (2007). Leader-member exchange (LMX) theory of leadership and HRD: Development of units of theory and laws of interaction. *Leadership & organization development journal, 28*(6), 531-551. <https://doi.org/10.1108/01437730710780976>
- Karjaluoto, H. (2007). *SPSS opas markkinatutkijoille*. Jyväskylä: Jyväskylän yliopiston kauppakorkeakoulu. Working papers 344:2007. <http://urn.fi/URN:ISBN:978-951-39-2992-3>
- Kauppila, O. (2016). When and How Does LMX Differentiation Influence Followers' Work Outcomes? The Interactive Roles of One's own LMX Status and Organizational Context. *Personnel psychology, 69*(2), 357-393. <https://doi.org/10.1111/peps.12110>
- Krasikova, D. V., Green, S. G., & LeBreton, J. M. (2013). Destructive Leadership: A Theoretical Review, Integration, and Future Research Agenda. *Journal of management, 39*(5), 1308-1338. <https://doi.org/10.1177/0149206312471388>
- Latifoglu, N., Imamoglu, S. Z., Ince, H., & Altindag, E. (2023). Effect of Leader–Member Exchange on Proactive Employee Behavior and Employee Performance: The Moderating Role of Innovative Climate. *Sustainability, 15*(20), 14670. <https://doi.org/10.3390/su152014670>
- Lawler, E. J., & Thye, S. R. (1999). Bringing Emotions into Social Exchange Theory. *Annual review of sociology, 25*(1), 217-244. <https://doi.org/10.1146/annurev.soc.25.1.217>
- Liou, S. (2008). An Analysis of the Concept of Organizational Commitment. *Nursing forum (Hillsdale), 43*(3), 116-125. <https://doi.org/10.1111/j.1744-6198.2008.00103.x>

- Loi, R., Ngo, H., Zhang, L., & Lau, V. P. (2011). The interaction between leader-member exchange and perceived job security in predicting employee altruism and work performance. *Journal of occupational and organizational psychology*, *84*(4), 669-685. <https://doi.org/10.1348/096317910X510468>
- Ma, L., & Qu, Q. (2010). Differentiation in leader-member exchange: A hierarchical linear modeling approach. *The Leadership quarterly*, *21*(5), 733-744. <https://doi.org/10.1016/j.leaqua.2010.07.004>
- Martin, R., Thomas, G., Legood, A., & Dello Russo, S. (2018). Leader-member exchange (LMX) differentiation and work outcomes: Conceptual clarification and critical review. *Journal of organizational behavior*, *39*(2), 151-168. <https://doi.org/10.1002/job.2202>
- Martin, R., Guillaume, Y., Thomas, G., Lee, A., & Epitropaki, O. (2016). Leader-Member Exchange (LMX) and Performance: A Meta-Analytic Review. *Personnel psychology*, *69*(1), 67-121. <https://doi.org/10.1111/peps.12100>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, *1*(1), 61-89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Meyer, J. P., & Allen, N. J. (2013). *Commitment in the workplace: Theory, research, and application*.
- Meyer, J. P., Stanley, L. J., & Parfyonova, N. M. (2012). Employee commitment in context: The nature and implication of commitment profiles. *Journal of vocational behavior*, *80*(1), 1-16. <https://doi.org/10.1016/j.jvb.2011.07.002>
- Mercurio, Z. A. (2015). Affective Commitment as a Core Essence of Organizational Commitment: An Integrative Literature Review. *Human resource development review*, *14*(4), 389-414. <https://doi.org/10.1177/1534484315603612>
- Nahrgang, J. D., Morgeson, F. P., & Ilies, R. (2009). The development of leader-member exchanges: Exploring how personality and performance influence leader and member relationships over time. *Organizational behavior and human decision processes*, *108*(2), 256-266. <https://doi.org/10.1016/j.obhdp.2008.09.002>
- Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts

- in health care teams. *Journal of organizational behavior*, 27(7), 941-966.  
<https://doi.org/10.1002/job.413>
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human resource management review*, 27(3), 521-535.  
<https://doi.org/10.1016/j.hrmr.2017.01.001>
- O'Neill, O. A. (2009). Workplace Expression of Emotions and Escalation of Commitment. *Journal of applied social psychology*, 39(10), 2396-2424.  
<https://doi.org/10.1111/j.1559-1816.2009.00531.x>
- Pearsall, M. J., & Ellis, A. P. J. (2011). Thick as Thieves: The Effects of Ethical Orientation and Psychological Safety on Unethical Team Behavior. *Journal of applied psychology*, 96(2), 401-411. <https://doi.org/10.1037/a0021503>
- Pierce, J. R., & Aguinis, H. (2013). The Too-Much-of-a-Good-Thing Effect in Management. *Journal of management*, 39(2), 313-338.  
<https://doi.org/10.1177/0149206311410060>
- Probst, T. M., & Estrada, A. X. (2010). Accident under-reporting among employees: Testing the moderating influence of psychological safety climate and supervisor enforcement of safety practices. *Accident analysis and prevention*, 42(5), 1438-1444.  
<https://doi.org/10.1016/j.aap.2009.06.027>
- Scandura, T. A., & Graen, G. B. (1984). Moderating effects of initial leader-member exchange status on the effects of a leadership intervention. *Journal of applied psychology*, 69(3), 428-436. <https://doi.org/10.1037/0021-9010.69.3.428>
- Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership quarterly*, 24(1), 138-158.  
<https://doi.org/10.1016/j.leaqua.2012.09.001>
- Singh, A., & Gupta, B. (2015). Job involvement, organizational commitment, professional commitment, and team commitment: A study of generational diversity. *Benchmarking : an international journal*, 22(6), 1192-1211. <https://doi.org/10.1108/BIJ-01-2014-0007>
- Sjöblom, K., Juutinen, S., & Mäkikangas, A. (2022). The Importance of Self-Leadership Strategies and Psychological Safety for Well-Being in the Context of Enforced Remote Work. *Challenges (Basel)*, 13(1), 14. <https://doi.org/10.3390/challe13010014>

- Swailles, S. (2002). Organizational commitment: A critique of the construct and measures. *International journal of management reviews : IJMR*, 4(2), 155-178. <https://doi.org/10.1111/1468-2370.00082>
- van Breukelen, W., Schyns, B., & Le Blanc, P. (2006). Leader-Member Exchange Theory and Research: Accomplishments and Future Challenges. *Leadership (London, England)*, 2(3), 295-316. <https://doi.org/10.1177/17427150060666023>
- Vilkka, H. (2021). *Näin onnistut opinnäytetyössä: Ratkaisut tutkimuksen umpikujiin*. PS-kustannus.
- Wang, C., Yao, J., & Gao, L. (2024). How do leaders' positive emotions improve employees' psychological safety in China? The moderating effect of leader-member exchange. *Heliyon*, 10(3), e25481. <https://doi.org/10.1016/j.heliyon.2024.e25481>
- Williams, M., Vogt, W., & Wiggins, R. D. (2022). *Beginning Quantitative Research*. SAGE Publications.
- Wylezalek, J. (2021). Dilemmas around the Energy Transition in the Perspective of Peter Blau's Social Exchange Theory. *Energies (Basel)*, 14(24), 8211. <https://doi.org/10.3390/en14248211>

## Appendices

### Appendix 1. Survey questionnaire for Prohoc Productions -employees

#### Prohoc Productions

Pakolliset kysymykset merkitty tähdellä (\*)

Tämä kysely toteutetaan Pro Gradu -tutkielmaa varten, jossa analysoidaan psykologista turvallisuutta ja organisaatiositoutumista eri tiimeissä. Vastaukset ovat TÄYSIN ANONYIMEJA ja niitä käytetään ainoastaan kerran tätä tutkielmaa varten.

Denna undersökning genomförs för en Pro Gradu -avhandling som analyserar psykologisk trygghet och organisatoriskt engagemang i olika team. Svaren är HELT ANONYMA och kommer endast att användas en gång för den här avhandlingen.

----

**PSYKOLOGINEN TURVALLISUUS** = Psykologinen turvallisuus tarkoittaa turvallisuuden tunnetta, jossa ihminen voi ottaa riskejä, keskustella vaikeistakin asioista ja olla avoimesti eri mieltä ilman, että hänen tarvitsee pelätä negatiivisia seuraamuksia. Psykologinen turvallisuus mahdollistaa ilmapiirin, jossa ihmisen ei tarvitse pelätä tulevana tuomituksi ja jossa hän voi antaa palautetta sekä myöntää tehneensä virheen.

**PSYKOLOGISK TRYGGHET** = Psykologisk trygghet innebär en känsla av trygghet där en person kan ta risker, diskutera svåra frågor och öppet vara oense utan rädsla för negativa konsekvenser. Psykologisk trygghet möjliggör en atmosfär där människor inte behöver vara rädda för att bli dömda och kan dela med sig av feedback och erkänna att de har gjort ett misstag.

#### 1. Kuka on esihenkilösi?

Vem är din chef? \*

- Supervisor 1
- Supervisor 2
- Supervisor 3
- Supervisor 4
- Supervisor 5
- Supervisor 6
- Supervisor 7

**Mieti tässä osiossa yllä luettelemaasi nykyistä esimiestäsi ja suhdettasi häneen.**

(Löydät kaikki vastausvaihtoehtojen tarkoitukset painamalla (i)-kuvaketta numeron vierestä.)

I det här avsnittet ska du tänka på din nuvarande chef som anges ovan och din relation till honom.

(Du kan hitta alla betydelser av svarsalternativen genom att trycka på (i)-ikonen bredvid numret.)

2. Tiedätkö mitä esihenkilösi sinulta odottaa ja tiedätkö useimmiten kuinka tyytyväinen hän on työsuoritukseesi?

Vet du vad din chef förväntar sig av dig och hur nöjd hen är med ditt arbete? \*

	1	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5	
Hyvin harvoin / Mycket sällan *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella usein/ Väldigt ofta

3. Kuinka hyvin esihenkilösi ymmärtää työhön liittyvät ongelmasi ja tarpeesi?

Hur väl förstår din chef dina arbetsrelaterade problem och behov? \*

	1	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5	
Ei ollenkaan/ Inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin/ Riktigt bra

4. Kuinka hyvin esihenkilö tunnistaa potentiaalisi?

Hur väl känner din chef igen din potential? \*

	1	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5	
Ei ollenkaan/ Inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin/ Fullt

5. Kuinka todennäköistä on, että esihenkilösi käyttäisi valtaansa auttaakseen sinua ratkaisemaan ongelmia työssäsi (riippumatta siitä, miten paljon auktoriteettia hän on rakentanut asemassaan)?

Oavsett av hur mycket formell auktoritet din chef har byggt in i sin position, hur stor är chansen att han skulle använda sin makt för att hjälpa dig att lösa problem i ditt arbete? \*

	1	2	3	4	5	
Olematon/ Ingen *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin korkea/ Mycket hög

6. Edelleen riippumatta johtajasi muodollisen auktoriteetin määrästä, mitkä ovat mahdollisuudet, että hän "pelastaisi sinut pulasta" omalla kustannuksellaan?

Oavsett av hur mycket formell auktoritet din chef har, hur stor är chansen att hen skulle "rädda dig från problem" på sin egen bekostnad? \*

	1	2	3	4	5	
Olematon/ Ingen *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin korkea/ Mycket hög

7. Minulla on tarpeeksi luottamusta esihenkilööni, että puolustaisin ja perustelisin hänen tekemiään päätöksiä, jos hän ei olisi itse läsnä.

Jag litar tillräckligt på min chef för att jag skulle kunna försvara och motivera de beslut hen fattade om hen inte var närvarande. \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

8. Miten kuvailisit sinun ja esihenkilösi välisen suhteen toimivuutta?

Hur skulle du beskriva hur relationen mellan dig och din chef fungerar? \*

	1	2	3	4	5	
Erittäin tehoton/ Extremt ineffektiv *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella tehokas/ Extremt effektiv

Mieti tässä vaiheessa, miten psykologinen turvallisuus on osa työskentelyäsi ja tiimiäsi alla olevien väittämien avulla.

Vid det här laget kan du fundera på hur psykologisk trygghet är en del av ditt arbete och team med hjälp av uttalandena nedan

---

**13. Minun on helppo pyytää apua muilta tämän tiimin jäseniltä.**

Det är lätt för mig att be om hjälp från andra medlemmar i det här teamet. \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

**14. Kukaan tässä tiimissä ei tietoisesti toimisi tavalla, joka heikentäisi yrityksiäni (suoritutua hyvin töistä yms.)**

Ingen i det här teamet skulle avsiktligt agera på ett sätt som underminerar mina försök (att göra mitt jobb bra osv.) \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

**15. Tämän tiimin kanssa työskennellessäni ainutlaatuisia taitojani ja kykyjäni arvostetaan ja hyödynnetään.**

När jag arbetar med det här teamet värderas mina unika färdigheter och förmågor och de kommer till god användning. \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

Harkitse lopuksi omaa sitoutumistasi tähän organisaatioon (Prohoc) alla olevien kysymysten avulla.

Slutligen kan du fundera över ditt eget engagemang för den här organisationen (Prohoc) med hjälp av frågorna nedan

\_\_\_\_\_

Väittämiä arvioidaan edelleen seuraavalla asteikolla:

1 = täysin eri mieltä, 2 = jokseenkin eri mieltä, 3 = ei samaa eikä eri mieltä, 4 = jokseenkin samaa mieltä, 5 = täysin samaa mieltä

Frågorna utvärderas ytterligare på följande skala

1= håller inte alls med, 2 = håller inte med, 3 = varken håller med eller inte 4 = håller med 5 = håller mycket med

Tästä eteenpäin seuraavia väittämiä arvioidaan seuraavalla asteikolla:

1 = täysin eri mieltä, 2 = jokseenkin eri mieltä, 3 = ei samaa eikä eri mieltä, 4 = jokseenkin samaa mieltä, 5 = täysin samaa mieltä

Från och med nu kommer följande påståenden att utvärderas på följande skala:

1= håller inte alls med, 2 = håller inte med, 3 = varken håller med eller inte 4 = håller med 5 = håller mycket med

#### 9. Pystyn tuomaan esiin huolia tai vaikeita asioita.

Jag kan ta upp bekymmer eller svåra frågor. \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

#### 10. Muut tässä työryhmässä eivät hylkäisi minua siksi koska olen erilainen (tai jos olisin erilainen)

Andra i den här arbetsgruppen skulle inte överge mig för att jag är annorlunda (eller om jag skulle vara annorlunda). \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

#### 11. En pelkää tehdä virheitä.

Jag är inte rädd för att göra misstag. \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

#### 12. Jos teen virheen, sitä ei käytetä minua vastaan

Om jag gör ett misstag, kommer det inte att vändas mot mig \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

### 16. Haluaisin viettää lopun urani tässä organisaatiossa

Jag skulle vilja tillbringa resten av min karriär i den här organisationen \*

	1	2	3	4	5	
Täysin eri mieltä/ Stämmer inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

### 17. Koen, että tämän organisaation ongelmat ovat kuin omiani

Jag känner att den här organisationens problem är som mina egna \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

### 18. Tunnen olevani "osa perhettä" tässä organisaatiossa

Jag känner mig "som en del av familjen" i den här organisationen \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Håller mycket med

### 19. Olen käyttänyt paljon aikaa ja vaivaa saavuttaakseni paikkani tässä organisaatiossa

Jag har investerat mycket tid och ansträngning för min plats i den här organisationen \*

	1	2	3	4	5	
Täysin eri mieltä/ Stämmer inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Stämmer i hög grad

### 20. Yksi tärkeimmistä syistä, miksi työskentelen tässä organisaatiossa on se, että tunnen olevani velvollinen jäämään

En av de främsta anledningarna till att jag arbetar för den här organisationen är att jag känner mig skyldig att stanna \*

	1	2	3	4	5	
Täysin eri mieltä/ Håller inte alls med *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Stämmer i hög grad

**21. Koen, että henkilön on oltava lojaali organisaatiolle, jossa hän työskentelee**

**Jag anser att en person måste vara lojal mot den organisation där hen arbetar \***

	1	2	3	4	5	
Täysin eri mieltä/ Stämmer inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Stämmer i hög grad

**22. Jos saisin toisen tarjouksen paremmasta työstä, ei tuntuisi oikealta lähteä tästä organisaatiosta**

**Om jag fick ett annat erbjudande om ett bättre jobb, skulle det inte kännas rätt att lämna den här organisationen \***

	1	2	3	4	5	
Täysin eri mieltä/ Stämmer inte alls *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä/ Stämmer i hög grad

**23. Mitä erityisiä toimenpiteitä esimiehesi voisi tehdä psykologisen turvallisuutesi ja organisaatioon sitoutumisesi lisäämiseksi?**

(Vastaa lyhyesti muutamalla lauseella, jos haluat. Muuten voit vastata "en osaa sanoa")

**Vilka specifika åtgärder kan din chef vidta för att öka din psykologiska trygghet och ditt engagemang i organisationen?**

(Svara kort med några meningar, om du vill. Annars kan du svara "kan inte säga") \*

**Toisin sanoen: Mitä esihenkilösi voi tehdä, että sinä uskallat ilmaista mielipiteitäsi ja kritiikkiä avoimesti sekä haluat jäädä Prohocille töihin?**

**Med andra ord: Vad kan din chef göra för att du ska våga uttrycka dina åsikter och kritik öppet och vilja stanna kvar och jobba på Prohoc?**

---



---

**24. Voitko antaa esimerkkejä positiivisista kokemuksista, joissa esimiehesi on jo parantanut psykologista turvallisuuttasi ja sitoutumistasi?**

**(Vastaa lyhyesti muutamalla lauseella, jos haluat. Muuten voit vastata "en osaa sanoa")**

**Kan du ge exempel på positiva upplevelser där din chef redan har förbättrat din psykologiska trygghet och ditt engagemang?**

**(Svara kort med några meningar, om du vill. Annars kan du svara "kan inte säga". \***

---

---