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An Examination of Leader-Member Exchange and Job Embeddedness of High Performing Development Officers in Higher Education

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An Examination of Leader-Member Exchange and Job Embeddedness of

High Performing Development Officers in Higher Education

by

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Abstract

Private giving to higher education has increased every year since 2010 and the need for private support has been steadily increasing as cuts to state appropriations have become the norm. Increasing tuition has become highly scrutinized and higher education institutions are favoring private support to solve the gap in funding. The average tenure for a development officer stays in their job is roughly 16 months. Development positions are becoming more crucial for the financial success of a higher education institution and keeping talented development personnel is an increasingly important challenge.

In this study, high performing development officers from around the country were interviewed about their relationships with their current and former supervisors and the development officers shared the factors that have led to them staying with their institution. The findings of this study can help leaders in university advancement settings better understand the effects of exchange relationships on employee engagement and the factors that high performing development officers take into consideration when gauging their satisfaction with their position and organization.

In this study, the researcher found that individualized career paths are necessary for the engagement and long-term satisfaction of development officers. Additionally, management should work alongside development officers in the goal-setting and evaluation processes and learn more about the personal and professional factors their high performers are using to determine their career paths. This paper highlights the various factors that can affect a development officer's level of satisfaction in their role and at their organization.

Acknowledgements

In 2014 I was sitting in Dorman Gymnasium on the campus of Upper Iowa University for commencement. My wife and I were receiving our master's degrees and we had told our parents not to come. "Wait for the next one," we said. I still remember walking across the stage and receiving my graduate hood, taking the perfunctory photos and returning to my seat, feeling unfulfilled. We knew we were going to attempt doctoral programs, so that day certainly didn't feel like the finish line. Writing these acknowledgements definitely feels like a finish line. The four years that followed that day in Iowa have shown me what true grit and determination are all about.

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Chapter 1: Introduction

Private giving to higher education has increased every year since 2010 (Council of Aid to Education, 2017). In 2016, U.S. colleges raised $41 billion, an increase of 1.7 over the previous year (Council of Aid to Education, 2017). More recently, the Voluntary Support of Education Survey conducted by the Council for Aid to Education showed that for the fiscal year that ended June 30, 2017, giving had increased by 6.3 percent or 3.7 percent adjusted for inflation (Korn, 2018). The $43.6 billion that has been raised in the 2017 fiscal year included 19 gifts of at least $100 million each, eight of which were made to public institutions. This trend of philanthropy to higher education is indicative of the prioritization of fundraising at public and private universities (Gardner, 2017).

Private colleges have been fundraising nearly since their inception. Harvard College conducted its first fundraising solicitation and campaign in 1643, only seven years after the college was founded (Thelin & Trollinger, 2014). Public universities have been much slower to adopt a comprehensive strategy around fundraising, but according to statistics, it is the public sector that will need to increase its fundraising efforts more than ever before (Nelson, 2016). State appropriations for higher education have dropped 34 percent in the last decade (Nelson, 2016). "Based on the trends since 1980, average state fiscal support for higher education will reach zero by 2059, although it could happen much sooner in some states and later in others" (Mortenson, 2012, p. 1). If public institutions of higher education are going to survive this massive decrease in public appropriation to maintain their fiscal standing, there must be an increase in public-private partnerships with industry and a more concerted effort to fundraise from alumni, friends and businesses that benefit from the institutions.

Colorado is one of the states that will feel the decrease of public support soonest (Frank, 2013). According to Anthony Frank, President of Colorado State University, officials from the university predict the public funding in the state will dry up by 2023-24. "When it comes to funding the operations of a public university, there are really only two dials we can turn: tuition and state support. When one goes down, the other goes up" (Frank, 2013). Frank adds that the real cost per student in public higher education is not increasing, in fact it has been constant for many years. On a national scale, public research university tuition rose at a 6.61 percent compounded annual rate for the last decade, which is 2.7 times faster than the increase in consumer prices (Frank, 2013). The increase in tuition that has been witnessed across the country is due to per-student appropriations in state funding that have decreased. Tuition increases have offset cuts in state funding without increasing many university budgets.

Development officers who work for university advancement divisions or for the university's foundation are bringing highly valuable gifts into institutions (Burk, 2013). An ongoing issue is that these major gift fundraising positions are turning over at a high rate. Burk (2013), in her research of over 6,000 development officers, found that the average amount of time a fundraiser stays at his or her job was only 16 months. Flandez (2012) adds, "Most good fundraisers are on the job just three to six months before they get recruited for a new role." Burk's study is on nonprofit fundraising in general and is not limited only to academia, however, comprehensive studies on higher education fundraisers specifically are less common. The typical retention rate for a fundraiser in higher education is said to be about two to three years (Szymanowski, 2013).

Most articles that focus on the issue of turnover in the fundraising profession advise leaders to increase compensation and show institutional leadership how valuable development officers are from a return-on-investment standpoint (Burk, 2013). While compensation is part of solving the issue of frequent turnover, Burk's (2013) research found that less than a third of development directors planning to stay indefinitely in their current position said that the salary they are paid strongly influences their loyalty. This dissertation will look into the other factors that influence a high performing development officer to stay with their organization. Keeping high performing gift officers will have a positive effect on growing meaningful relationships with donors, increase private support to the university and help institutions overcome the fiscal challenges of increasing operating budgets to remain competitive for students and talent while lessening the burden on students through tuition hikes.

Purpose and Significance of the Study

This study will look into the working relationships that development officers have with their department's leadership and what the elements are of the job that factor into a development officer's likelihood of staying at their current institution. Many nonprofits look at fostering collegiality and increasing salaries as a way to keep development officers happy (Sandoval, 2017). In some cases, leaders are looking at creating robust incentive plans to retain high-performing development officers (Szymanowski, 2013). The existing research lacks a greater understanding of how exchange relationships play a role in development officer turnover and what the factors are that influence job embeddedness in the fundraising industry and at their institution.

A survey of over 600 fundraisers performed by the consulting firm Bentz Whaley Flessner found that "poor leadership and unrealistic expectations were key drivers of dissatisfaction" (Lindsay, 2015), noting that because the field lacks natural career ladders, high performing development officers are jumping to new organizations for new challenges and opportunities for growth. Burk (2013) found that 41 percent of development officers left their last position for a job with greater responsibility and 38 percent left to work for a not-for-profit with more opportunities for career advancement. The available research does not explain in any detail what these respondents mean by their description of poor leadership, nor does it explain what "greater responsibility" means for these fundraisers. Better understanding how these relationships work will help add an element to the research that would give substance to leaders who are hoping to retain high-performing development officers.

There are multiple ways to calculate the cost of replacing a development officer. The dollars they are raising are just one part of the financial equation when it comes to the concern with turnover. The math is relatively easy when considering a development officer who raised $1 million in a year who is replaced by an individual who raises $500,000. Most would consider that a $500,000 decrease in dollars brought into the institution and would consider that a costly loss. However, there is much more to consider when determining the opportunity cost of losing a high performing fundraiser such as the average direct cost of finding a replacement, which includes human resource staffing, advertising, moving expenses, salary differences, staff time for interviewing and other costs. Flandez (2012) calculated this amount of finding a replacement at $127,650. Other indirect costs to consider include the loss of a key relationship manager between

large donors and the institution and the increased workload that others in the organization take on to keep the operation moving toward its goals.

In 2011, Darrow Zeidenstein, Vice President for Resource Development at Rice University, ran the numbers of two identical fundraising campaigns in models based on 20 fundraisers (Council for the Advancement and Support of Education, 2011). The only difference was that in one model, the staff turnover was three percent and in the other, it was five percent. The findings showed that the opportunity cost of losing a development officer was $3.67 million per staff member or $5.5 million per percentage point of staff turnover (Council for the Advancement and Support of Education, 2011). These numbers included the lost dollars an institution would not raise in the turnover process without a high performing development officer actively soliciting donors. With schools increasingly dependent on private giving, staff turnover is significantly hurting an institution's ability to meet campaign goals and maximize development efforts.

High performing gift officers are not easy to replace. The Education Advisory Board, a consulting company based in Washington D.C., researched over 1,200 major-gift officers at 89 colleges to identify five classifications of skill sets of fundraisers (Blumenstyk, 2014). These classifications were then matched against whether or not the fundraiser had ranked in the top third, middle third or bottom third of the performers at their university. The results identified that just 3.8 percent of the pool had the traits that made them a high performing gift officer, a classification called "curious chameleons" who not only brought in the most money, but shared "the Adapter's behavioral and linguistic flexibility, the Academic's intellectual curiosity and

skills for synthesizing information and the Lone Ranger's assertiveness in soliciting prospects" (Blumenstyk, 2014).

Many of the skills fundraisers need to possess in order to be successful in fundraising's fast-paced, autonomous work environment are not often found in the same individual. Teams of fundraisers with varying skill sets can help align organizations for fundraising success, but there is importance in finding and keeping these "curious chameleons" when an organization is lucky enough to hire one. Shaker and Nathan (2017) highlighted many of the skills that have come from research on this topic including intellectual curiosity, effective communication, tenacity, tolerance for ambiguity, strong interpersonal relations and passion for organizational mission. Keeping individuals with these types of traits is important for institutions to continue to develop meaningful relationships with their donors, but also because finding qualified applicants who fall into these elite categories is no easy task.

The purpose of this study is to identify the factors that increase job satisfaction and embeddedness, which would keep high performing gift officers at their current institution. This study will also identify how exchange relationships between high performing gift officers and their supervisors could factor into their job satisfaction. Leader-Member Exchange theory (LMX) posits that higher quality exchanges between employees and their supervisors increase trust, respect and obligation (Gerstner & Day, 1997). LMX quality has been consistently linked to positive outcomes for employees, such a higher job satisfaction, wellbeing, leader satisfaction, organizational commitment and citizenship behaviors (Hooper & Martin, 2008; Gerstner & Day, 1997). The managerial implications this research will make to the field of higher education fundraising include a greater understanding of the factors that influence high performing gift

officers to stay at their organization and a contextual look into how exchange relationships

between gift officers and their supervisors affect their performance and ultimately reduce their

intention to leave.

Statement of Problem

In the war for talent, many foundations and non-profit organizations are wondering what

the personal qualities of good fundraisers are, what the secrets are to retaining them and what

keeps them motivated and fulfilled (Lindsay, 2015). More than half of respondents in a study of

2,700 executives showed that when hiring development directors, organizations are reporting an

insufficient number of candidates with the right mix of skills and experience (Bell & Cornelius,

2013). The competition for talent affects universities that are hoping to keep their own

employees from being lured away by more lucrative offers, but also forces institutions to face the

reality that a large pool of talented prospects does not exist.

 Universities are not only seeing their fundraisers leaving for other universities, they are

also seeing fundraisers leaving for other nonprofits (Burk, 2013). Part of the reason this is

occurring is based on the number of non-profits that have been created in the last ten years. "In

2000, 688,600 501(c)(3)'s were registered with the IRS. Ten years later, that number had jumped

to 979,901, a 42 percent increase" (Burk, 2013, p. 8). Many fundraisers wish to stay in the

fundraising industry. Three out of four respondents in Burk's study who were confident about

their long-term career intentions intend on staying in fundraising indefinitely.

With the increase in competition, some universities are doubling-down on their efforts to

recruit quality talent (Coleman, 2012). For example, UCLA uses an executive search style,

which identifies individuals at other institutions who are not actively looking for a new position

who might be a good fit for current and future job openings. A full-time staff who is committed to recruiting fundraisers has helped UCLA make progress on their multi-billion dollar campaign. In an article published in *CASE Currents*, UCLA's Director of Strategic Talent Management, Amy Rueda, said "talent management is not a threat to any institution…I know some institutions I would never be able to recruit from because their employees are so happy. If they are going to leave, they were going to leave anyway" (Coleman, 2012). Strategic selection and job embeddedness works both ways. While most development officers are being headhunted within three to six months of arriving at their job, part of retaining talent is accomplished by offering an irresistible work environment and a challenging, progressive career (Burk, 2013).

The cost of turnover to institutions is not limited only to dollars. Staff turnover affects multiple people within an organization (Burk, 2013). New employees require ten to twelve months to get to the point that they feel they are working as a fully functioning member of the team (Burk, 2013). While that often comes with reduced fundraising goals in a development officer's first year, it also requires many members of the team to help with onboarding. New hires also drain human resources' time, which could be used promoting high performers already on staff and has an affect on colleagues of the new employee who are charged with bringing them up to speed, which requires taking time away from their own fundraising projects. Most of all, frequent turnover affects donor relationships, the most important aspect of an organizations ability to raise money (Burk, 2013).

Burk's (2013) research showed that donors expressed concern over the transition from one gift officer to another, with 13 percent describing how the loss of a popular staff member affected their philanthropy in a negative way. When development officers turnover, donors make

smaller gifts to the organization or cease their giving altogether. That is 13 percent of a multi-billion dollar industry that is turned off when the relationship these donors have built with a trusted employee of the organization dissolves. "It costs 300% more over four years to hire staff who stay for only sixteen months compared with the same size staff contingent whose members stay for three years" (p. 27). Slowing down the revolving door of fundraisers not only increases morale in the organization, but it helps relationships grow stronger between donors and the institution, which leads to larger gifts in the future. Those large gifts could be the difference in a university achieving financial sustainability in the future.

For the first time in the history of American public higher education, tuition has become the principal revenue source for many public research universities. Of the drivers of rising tuition at public research universities between 2001 and 2011, decreased state support accounted for 79% (Hiltonsmith, 2015). The Lincoln Project, a consortium dedicated to excellence and access in higher education, says that other sources of funding will need to be relied upon if public education hopes to advance its mission and maintain the quality of education and training. This will include tuition, auxiliary services, grants, contracts, endowment and investment income and philanthropy (American Academy of Arts & Sciences, 2016).

The decrease in public funding provides a starring role for advancement at many institutions. Universities are making greater investments in the advancement side of their operation than ever before (Burk, 2013). There is increased pressure to perform and the lines will become blurred between decisions that benefit the public good and decisions that benefit the highest bidder (Lambert, 2014). While many academics do not want to see private influence impact the democratic ways of the industry, the financial reality is that private supporters may be

the last hope of maintaining many public and private institutions (Lambert, 2014). The truth is that without money, organizations cannot function. "Tuition is only one source of income, and generally speaking, only partially covers the operation budgets of most higher education institutions. Prudent fiscal management is essential to survival and growth. Without successful advancement operations, a university or college is thwarted" (Iarrobino, 2006, p. 143).

The problem higher education is having stems from decreased state support for public institutions and the growing concern over rising tuition prices for private institutions. In diversifying revenue streams to maintain the quality of education and embark on groundbreaking research, university development offices and foundations will play an integral role. A 2016 report by Nonprofit HR finds that companies with strong leadership and talent management practices increase their revenue 2.2 times faster and their profits 1.5 times faster than companies with weak practices (Nonprofit H.R., 2016). While institutions rarely define their success in terms of profit, having the ability to realize a positive bottom line can facilitate the achievement of an organization's mission, which is ultimately the goal of every non-profit organization.

Description and Scope of the Research

This study will seek to uncover more about the relationships between high performing development officers and their leaders as well as the elements of job satisfaction and embeddedness in their current roles. This study focuses on individuals who received the "Prime Officer" award from Reeher LLC. Reeher is a software platform that over 100 fundraising operations use across the country, including Duke University, Johns Hopkins University and Purdue University. High performing officers were identified as those who meet the criteria for Reeher, LLC's "Prime Officer" award, placing them in the top nine percent of fundraisers that

use the Reeher platform. The focus was made on high performing development officers as they have the highest amount of activity in development efforts and traditionally bring in the most money to an organization. Leadership should want to keep these high performing individuals satisfied and motivated to continue their work at their current institution. The relationship between these development officers and their management was captured by using tenets of leader-member exchange theory (LMX) to better understand the development officer's feelings of trust, respect and obligation with their leader.

The qualitative research performed includes one-on-one interviews with high performing development officers during the summer of 2018. The three main areas of conversation includes their relationship with their leadership, their feelings about the work and their ability to grow in their job and the elements of job satisfaction and job embeddedness. The results of this research will allow leaders of higher education advancement departments or foundations to better understand how to produce high-quality LMX relationships and the factors that could help them recruit and retain high quality development officers.

Research Questions

This research uncovers the answers to the following research questions:

1. How do working relationships between management and high achieving development officers affect a development officer's intention to stay at the institution?

2. What considerations do high performing development officers take into account when determining their satisfaction/embeddedness with a fundraising position at their organization?

These questions are answered by analyzing qualitative data provided by high performing gift officers and by comparing the data collected with traits examined in the relevant literature.

Definition of Terms

This paper will utilize frequently used terminology in the fields of fundraising and higher education. Below is a brief explanation of some of the terms.

Advancement: A division at a university, typically housing alumni relations, fundraising, marketing and government relations.

Development: This is a term typically used to describe front-line fundraising efforts including annual fund, major gifts and planned (estate) giving.

Gift officer/Development officer: The title of an individual whose primary responsibility is developing a strong relationship with a donor to communicate the strategy of the university and to solicit gifts from these individuals.

Major gift: Defined as a cash gift of $25,000 or above.

Turnover Intention: An individual says they are going to leave, but has not actually done so.

Turnover: An individual has actually left the organization.

Outline of Study

The financial landscape of higher education is changing dramatically. The reduction in state appropriation has made it difficult for institutions to provide high quality instruction and research global phenomena without increasing tuition. Tuition costs are at an all-time high and student loan debt remains a hot topic of conversation (Clark, 2016). A comprehensive strategy focused on increasing private support from alumni and donors will help institutions toward financial sustainability. To achieve greater levels of private support, institutions will need to

make sure the individuals responsible for maintaining meaningful relationships with donors are well compensated, treated fairly and satisfied in their positions (Burk, 2013).

This study considers how the relationships between supervisors and high performing development officers affect a development officer's intention to stay at the institution. There are pragmatic implications for this type of applied research for leaders in development offices across the country. This study also uncovers the considerations development officers take into account when determining their level of satisfaction with their fundraising position. Embedding high performing gift officers within organizations will keep them happy, productive and cultivating large gifts with donors for years to come.

This paper is divided into five chapters. The first chapter is a summary of the problem, most notably, that higher education will need to diversify revenue streams to achieve financial sustainability and will need high performing development officers to achieve this. The second chapter is a literature review that highlights the historical context of fundraising in higher education and the history of research done on Leader-Member Exchange theory, job turnover theories and job embeddedness theories. While this study is more interested in job embeddedness (why people stay) than job turnover (why people leave), it is prudent to conceptually understand job turnover as it is the fundamental foundation of job embeddedness research. The third chapter explains the research design, methodology and timeline for the study. Chapters four and five cover the analysis and discussion of the research findings.

To better understand the conceptual frameworks that are used in this study, a thorough review of the underpinnings of the relevant research is included. In the next section, a historical review of philanthropy in American higher education is presented. The history of exchange

relationship research and turnover studies are also examined. These concepts are presented to

allow for a greater understanding behind the methodological and contextual additions this study

hopes to add to the current literature. The applied implications of this research could help an

institution keep a high performing gift officer who successfully solicits a gift to the university

that changes lives forever.

Chapter 2: Literature Review

A History of Fundraising in Higher Education

Over the last 400 years, American higher education has seen incredible growth in philanthropic support for public and private institutions. From the earliest fundraising campaigns at Harvard in the 1640s to campaigns today by the University of California at Los Angeles and the University of Washington, both in excess of five billion dollars, the desire for institutions to raise money from private donors has reached an all-time high (University of Washington, 2018; University of California at Los Angeles, 2018). In 2016, the Council for Aid to Education reported that charitable contributions to colleges and universities had increased by 1.7 percent over the prior year to $41 billion (Council for Aid to Education, 2017). In 2015, philanthropists made eight donations worth at least $100 million each, totaling $1.44 billion to four colleges (Koenig, 2016). These included mega-gifts such as Harry and Mary Margaret Anderson's donation of 121 paintings and sculptures to Stanford University and hedge-fund titan John Paulson's $400 million gift to Harvard University. In 2016, the top 20 institutions in dollars raised accounted for 27.1 percent of all gifts to higher education and each surpassed $360 million in gifts (Council for Aid to Education, 2017). The mega-gifts and campaigns of today, while massive in scale, are not too far removed from the gifts that helped establish some of America's more highly decorated institutions. The following is a brief, but comprehensive look into the origins of philanthropy in higher education and the changes that brought philanthropy in higher education to where it is today.

The Early Years (1630 - 1775)

In American higher education, the earliest instances of philanthropy were tied to religious giving. The donations of books and paintings from John Harvard and Elihu Yale prompted the naming of two small colonial institutions after their generosity (Thelin & Trollinger, 2014). Harvard University conducted what is considered to be America's first fund drive when it launched an appeal in 1643 for donations to the Massachusetts college (Thelin & Trollinger, 2014). The first fundraising prospectus, a pamphlet called "New England's First Fruits" debuted in 1643 and explained how after arriving in New England, the settlers wished to "advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust" (Collections of the Massachusetts Historical Society, 1792). This document speaks of a godly gentleman and lover of learning, John Harvard, and his calling to give half of his estate and all of his library to start Harvard College.

While the First Fruits pamphlet provides insight into the first noted fundraising campaign in American higher education history, it also highlighted the relationship between private giving and public support (Thelin & Trollinger, 2014). The pamphlet expressly notes that John Harvard's gift led to other donors participating and that "the public hand of the state added the rest" (Collections of the Massachusetts Historical Society, 1792). This text also explains how the gifts were being used, specifically noting the construction of new buildings as well as instruction and educational purposes. Words like accountability and reciprocity show that good stewardship of gifts would be practiced and that there would be an impact on the current society as well as the future of the republic (Thelin & Trollinger, 2014).

In the essence of reciprocity, there was an emphasis on creating a sustainable future. One of the first gifts to Harvard College came from a London Inn owner, Lady Ann Mowlson, who after her husband's death in 1639 established the first scholarship endowment at Harvard with a gift of 100 pounds, which was deemed a great success (Harvard University Archives, n.d.). This gift was given to a minister from Roxbury, Massachusetts named Thomas Weld who was born in England and immigrated to Massachusetts in 1632. He was one of the first ministers in Roxbury and was sent on a fundraising mission to England in the 1640s where he met Lady Mowlson, whose maiden name was Ann Radcliffe. Over 200 years later, Radcliffe College, which is one of the seven sisters colleges, was named after her when it was chartered in 1894. Radcliffe was the all-female coordinate institution to Harvard College before the two schools merged in 1999 (Thelin & Trollinger, 2014).

Another notable gift of this time period came from English chemist Sir Robert Boyle. His will stated that rents from his estate be used for pious and charitable works (Thelin & Trollinger, 2014). His estate's executor worked with administrators from Harvard College and the College of William and Mary to establish a scholarship program for Native American students to attend these two institutions. These scholarships were later amended to allow Colonial students the same benefit (Thelin, 2011). Today, the Harvard University archives include historical paperwork on the founding gifts to the college, including donations from Lady Mowlson, Daniel Williams, Robert Boyle, John Doddridge, Sarah Winslow, Thomas and Bridget Cotton, William Donnison, Thomas Pownall and John Trumbull, all of whom are credited with influencing philanthropy to higher education in America.

The formal charters of many of the early institutions of higher education show the sense of commitment that the American colonies had made to the philanthropic mission of providing support for their development and the impact that these gifts would have on creating an informed society. The charter written in 1764 for the College of Rhode Island and Providence Plantations, later renamed Brown University, included a mutual agreement of cooperation that gifts received by the institution would endow tutors to support students during their residence and that liberal education would be highly beneficial to society in return (Thelin & Trollinger, 2014). Colleges were expected to seek out talented youth and provide scholarships to them. Thelin and Trollinger (2014) note that "the principle of good faith (literally, bona fide) was intertwined with reciprocity among the constituents. Otherwise, the investment in education would either dissolve or go awry as indulgent ventures without benefit to the commonwealth" (p. 12).

The success of early fundraising efforts was substantial. Harvard's "First Fruits" campaign included multiple mission trips to England in search of benefactors (Thelin & Trollinger, 2014). Delegates came back to Massachusetts with gifts ranging from £1,000 to £10,000. By 1721, Harvard College was the recipient of a gift that went beyond the typical in-kind donations of books and furniture that had helped start the college when a gift was received from Thomas Hollis to establish a professorship of divinity at the school (Thelin & Trollinger, 2014). This was the first professorship established in America by a private donation (Thelin & Trollinger, 2014). His gift came with many strings attached including his personal right to approve appointments and included stipulations about religious doctrine. Years later, Hollis would endow two more professorships in the areas of mathematics and natural philosophy with an unprecedented gift of £5,000. To put a gift of this magnitude in context, most prosperous

colleges in the 1700s had an operating budget of about £1,000-£2,000 with student tuition payments accounting for a majority of the annual revenues (Thelin & Trollinger, 2014).

The early philanthropic efforts of institutions and donors were rooted in religious faith and the growth of society. Developing young men who could help grow America in the years ahead was of interest to both educators and the settlers who had come from England. Colleges were literally being built from the ground up and this often meant that donations of lumber and nails were as valuable as the volunteer hours of those who constructed the first buildings on campus. Cutlery, silverware, desks, chairs and books were as needed as the salaries of the ministers and professors that presided over the first institutions of higher learning in America. The one constant was that the charitable efforts of both the solicitors and the donors were needed to establish these institutions and these early investments would prove fruitful for years to come.

The Growth of a Nation (1776-1900)

After America gained independence from England, higher education needed philanthropy more than ever. "Under the auspices of the new United States, colleges forfeited the annual subsidies that earlier they might have received from the English monarchy or from colonial governments" (Thelin & Trollinger, 2014, p. 16) which meant that states would now create new charters, but were under no obligation to support higher education. While many administrators today grumble about declining state appropriations, no such appropriation model existed in the 19th century. A state legislator might opt one year to give one institution funding from a state lottery and then cease subsidies for future years.

The first half of the 19th century brought a more sophisticated strategy for securing private donations, not only in higher education but also in healthcare, orphanages, libraries,

asylums and schools for the blind (Thelin & Trollinger, 2014). Philanthropy was closely tied to religion. Devout donors in England who may not have been specifically interested in endowing a college or supporting education were intrigued by the prospect of missionary work among the Native Americans (Thelin, 2011). The mission of many early institutions included evangelizing the natives and colleges were able to align their solicitations to match this purpose. The prototypical college of the mid-1800s had two administrators, the President of the College and an officer called "the college agent" whose dual role was to travel the countryside in search of prospective donors and/or prospective students who could afford to pay tuition (Keller, 1983). These agents became the foundation for what would later become admissions and development officers.

The 19th century also saw the creation of more formal organizations whose primary aim was to provide scholarship funding to attract students into specific professions, most notably the clergy. The New England-based American Education Society was a charity that raised money and dispersed full scholarships to students who agreed to pursue a Bachelor of Arts degree and become a Congregationalist minister (Thelin & Trollinger, 2014). Often the student recipients would then be required to serve as a missionary to an assigned location. From 1815 to 1840, the American Education Society provided scholarships for about 15 percent of the college students enrolled in New England and the Mid-Atlantic regions (Horowitz, 2013). It was around this time that political unrest between the north and south would change the financial landscape of higher education.

Higher education was affected after the Civil War through a number of legislative additions, including the passage of the Morrill Land Grant Act in 1862 (Thelin & Trollinger,

2014). This legislation included a formula for the sale of Western lands that were allocated to create funding sources for higher education and represented a new and large involvement of the federal government in the funding of higher education (Thelin & Trollinger, 2014). The Morrill Land Grant Act helped many large public institutions thrive. As a result, private philanthropy began expanding access to underserved constituencies, which included the founding of female seminaries, all-women colleges, the United Negro College Fund and a boom of private religious institutions. The wealthy brewer Matthew Vassar used his fortune in 1861 to start a women's college in Poughkeepsie, New York with a gift of $1.25 million (more than $16 million in 2000 dollars), signaling the dawning of an era where major gifts would be instrumental in shaping the future of higher education (Curti & Nash, 1965).

The growth of multiple industries including steel, oil, railroad, brewing, shipping, mining, land development and banking after the Civil War also signaled the growth of wealthy capitalists whose names would soon be attached to institutions they endowed or founded including: Vanderbilt, Johns Hopkins, Cornell, Carnegie, Clark, Tulane, Mellon, Tufts, Stanford and Rice (Thelin & Trollinger, 2014). The largest of these donors was John D. Rockefeller, whose total gifts of $34.7 million to establish the University of Chicago would be worth $832 million today. While major donors and increased public support were instrumental in propelling higher education through the 19th century, it would be the strategies enacted by the growth of Alumni Associations in the 1900s that focused on engaging the graduates of these colleges to increase institutional pride and began the sophisticated fundraising models that are seen today.

Alumni and Athletics Emerge (1901 - 1979)

Many of the largest gifts to higher education before 1900 were made by individuals who never attended the institution. In many cases, it was wealthy capitalists who cared about the mission of the institution or who wanted to create an institution in their hometown to increase the educational opportunities of their community (Thelin & Trollinger, 2014). In Los Angeles, a deliberately ecumenical group of civic leaders that included Jews and Catholics collaborated with Methodists to create the University of Southern California to benefit an underserved part of the city that had been neglected by the governor and the University of California (Curti & Roderick, 1965).

In the early 1900s, institutions began looking to replace major gifts from friends of the institution by targeting their own alumni and began social groups called Alumni Associations. These groups were created to encourage admissions, excitement at campus events and to assist with fundraising campaigns (Thelin & Trollinger, 2014). Following World War I, the fundraising initiatives of many colleges and universities were failing. Voluntary associations and charities such as the United Way and the American Red Cross were drawing interest from philanthropists who were interested in causes more than they were interested in educational institutions (Thelin & Trollinger, 2014). Higher Education began cultivating their community of alumni and students with events such as homecoming and started utilizing football games in the fall as a way to promote socialization among alumni. Construction of massive football stadiums began taking place to house these large weekend gatherings. In the case of Southern Methodist University, "a fundraising shortfall for a new football stadium prompted the president and board to garnish faculty and staff wages to cover construction bills" (p. 26). Decisions like the one at Southern

Methodist University shows the commitment that institutions were now placing on athletics and their role in bringing potential supporters to campus after graduation. The funding strategies of institutions also began to focus on research to bring dollars into schools.

The entrance of federal government into sponsored research in higher education after World War II had a similar effect to the Morrill Land Grant Act in the prior century. The Carnegie Foundation for the Advancement of Teaching, which had been the largest source of policy influence in higher education had lost its leverage to influence higher education by 1950 and responded by withdrawing funding from higher education (Thelin, 2011). The Ford Foundation became very involved at this time in an effort to increase support for private schools by announcing a gift of $560 million ($3.6 billion in 2000 dollars) in 1955 to assist private colleges and universities in raising teachers' salaries to remain competitive with large public schools (Bremmer, 1988). It is also through this gift that areas of education that were not traditionally receiving large federal grants began to grow, most notably business education. Thelin (2011) notes that by 1960, virtually every institution of higher education had recognized that they no longer had the luxury of treating the science and art of fundraising as a peripheral activity.

Mega Gifts and Mega Campaigns (1980 – 2018)

In recent years, gifts to institutions of higher education have reached an all-time high. Athletic events are now bringing hundreds of thousands of individuals to college campuses and mega-donors are influencing the next wave of scholarly research and the creation of new and different teaching modalities. One explanation for this growth is the emergence of professional fundraisers who specifically cultivate donors (Thelin & Trollinger, 2014). No longer are

institutions solely relying on volunteers or local agencies for philanthropy. Nearly every institution today has its own private foundation and advancement staff whose role is to cultivate, solicit and steward gifts. The result of these efforts are comprehensive campaigns which bring millions (and billions) of dollars to institutions to benefit student scholarship, research, infrastructure and grow endowments for perpetual funding. The decrease in public funding sources over the last 40 years have also changed the way that institutions receive funding, which plays a significant role in the strategies of fundraising efforts.

The creation of the Pell grant program in 1980 and the Stafford loan program in 1988 signaled higher education as a federal interest (Fuller, 2014). With an increase in enrollment and competition for incoming students, colleges and universities are more committed than ever to raising dollars to invest in attractive infrastructure and innovative programs. Today, the commitment to fundraising has translated into over 30 institutions currently in the midst of campaigns with goals in excess of $1 billion (Seltzer, 2017). The goals of these campaigns may look like they benefit scholarship and research, but many scholars, including Frederick Hess and Jeffrey Henig (2015), argue that these campaigns are a platform for advocacy, structural reform and public-private partnership. "We've always been a Tocquevillian nation, where progress springs not from the genius of central planners but from the pushing and shoving of a hearty scrum of self-interested actors" (p. 5). The ultimate benefit of these billion dollar campaigns and the agendas of those who are investing in higher education remains to be seen. However, as state appropriations decline, the competition for high-quality students increases and technological advancements shape how instruction is delivered, private philanthropy will help determine which institutions thrive into the future.

Leader-Member Exchange Theory

Foundations of Leader-Member Exchange Theory

Research on exchange relationships has increased over the last 20 years. It began through the work of Gouldner (1960) in his work regarding the norm of reciprocity and the work of Blau (1964) on social exchange; these theories helped influence what is known as Leader-Member Exchange Theory (LMX). The core of the earlier research in exchange relationships was rooted in reciprocity between individuals. Before LMX, researchers treated leadership as something leaders did to all of their followers and that the measure of a relationship was the average of what subordinates felt about the leader (Northouse, 2016). Social exchange theory was created by Blau (1964) with the idea that leaders form distinct interpersonal relationships with subordinates, creating feelings of obligation among employees who receive favorable treatment from their leaders. Based on the norm of reciprocity, subordinates that receive emotional and tangible support feel obliged to reciprocate with commensurate attitudes and behaviors valued by their leaders and do so in a number of ways, one of which includes greater job performance (Gouldner, 1960).

LMX took these relationships and explored the interactions between leaders and each individual follower and how each interaction (called a dyad) affects the relationship (Graen & Uhl-Bien, 1995). LMX theory rejects the practice in other leadership approaches in which the perceptions of all of the followers are averaged in order to determine a leadership style (Dansereau, Graen & Haga, 1975). The three dimensions of LMX are respect, trust and obligation. The strength of an LMX relationship is predicated on how strong those three dimensions are between the leader and the follower. LMX received its introduction through early

research in Vertical Dyad Linkage (VDL) studies (Graen & Uhl-Bien, 1995) and now has grown into a four stage leadership theory.

The first stage is Vertical Dyad Linkage, which assesses relationships between leaders and followers (Graen & Uhl-Bien, 1995). The findings of stage one studies have shown the most basic of relationships between leaders and followers.

At one extreme, professionals reported 'high-quality exchanges' (at the time called 'in-group'), characterized by a high degree of mutual trust, respect and obligation. At the other extreme, professionals reported 'low-quality exchanges' (at the time called 'out-group'), characterized by low trust, respect and obligation. (Graen & Uhl-Bien, 1995, p. 227)

One issue that concerned scholars about vertical dyad linkage was that it was founded on the basis that managers needed to have a group of trusted assistants in the in-group and there was only a limited number of individuals who could have this relationship with the boss (Graen & Uhl-Bien, 1995). These relationships were not only finite, but also binary. There idea was that there was a limited amount of spots available in the in-group and you were either in the in-group or you were in the out-group and there was no further research done on the variance between these extremes.

Stage two of LMX is an area of research that built on VDL to help make sense of the data that had been collected in previous studies (Graen & Uhl-Bien, 1995). This stage was the beginning of true LMX research and focused on the validation of differentiated relationships for organizational outcomes (Graen & Uhl-Bien, 1995). To do this, there are two tracts of investigation: one includes studies that evaluate characteristics of LMX relationships and the

other is studies that analyze the relationship between LMX and organizational variables (Graen & Uhl-Bien, 1995). Other studies regarding LMX have included dyadic role-making processes, communication frequency, interactive communication patterns and leader-member value agreements, among other variables.

The key findings of this stage of research is that the development of LMX relationships is influenced through a role-making process in which higher quality LMX relationships have positive outcomes for leaders, followers, work units and the overall organization (Graen & Uhl-Bien, 1995). This stage moves beyond the VDL approach in stage one by showing how these relationships develop and the overall consequences of how these relationships influence the function of an organization.

Stage three is where the research moved beyond in-groups and out-groups to focus less on how leaders discriminate among their followers, but instead focused on how leaders work with each individual under their supervision on a one-on-one basis to develop a partnership with them (Graen & Uhl-Bien, 1995, p. 229). The biggest difference between stage three and stage two is that "rather than managers treating some employees more favorably than others (as the 'differentiation' approach of VDL suggests), this stage stated that managers should provide all employees access to the process of LMX" (Graen & Uhl-Bien, 1995, p. 229). This access is delivered through an offer to help develop an LMX partnership with each follower. This stage of research shows a three-tiered approach to how a follower goes from a stranger to an acquaintance to a mature partner in their relationship with the leader and greatly benefits from higher degrees of mutual trust, respect and obligation.

Stage four is an expansion of dyadic partnerships to the group and network levels (Graen & Uhl-Bien, 1995). This area of research attempted to map the structure of leadership in-line with the task structure of an organization. Interdependency is a key element of stage four research as it shows how higher-quality exchanges and lower-quality exchanges within the same work group affect organizational production. This level also looks to find why it is that differentiation between different followers occurs. "Is it because the manager does not make the offer to all subordinates or because some subordinates reject the offer?" (Graen & Uhl-Bien, 1995, p. 234) The goal of stage four research is beyond what the relationship is between leaders and followers (stage one), how those relationships were created (stage two) or the overall outcomes and benefits of these relationships (stage three). It combines all of these areas of research and looks holistically at how all of the relationships affect the performance of an organization.

The result of relationships in terms of LMX typically puts a follower into one of two categories (Northouse, 2016). The in-group, which includes expanded and negotiated role responsibilities and the out-group, which is based on more defined roles. The relationship between leaders and out-group members includes working within the confines of the formal employment contract and nothing more (Northouse, 2016). Followers who negotiate with the leader to assume more responsibility and build trust, respect and obligation with the leader are more likely to be part of the in-group. Followers in the in-group receive more information, influence, confidence and concern from their leaders than the out-group followers do (Dansereau et al., 1975).

Initial studies addressed the nature of those in the in-group versus those in the out-group (Graen, 1976). In more recent years, research using LMX focused on how these groups relate to organizational effectiveness. Researchers have found that high-quality leader-member exchanges have benefits including less employee turnover, greater organizational commitment, higher frequency of promotions, better job attitudes, more attention and support from the leader, greater participation and faster career progress over 25 years (Graen & Uhl-Bien, 1995; Gerstner & Day, 1997).

Social Comparison Studies

The existing body of research (Graen & Uhl-Bien, 1995; Schriesheim, Castro, & Cogliser, 1999) on LMX has focused on the relationship between the leader and follower and understanding how employees become fully contributing and engaged organizational members. Vidyarthi, Liden, Anand, Erdogan and Ghosh (2010) added a new spin on traditional LMX studies when they developed leader member exchange social comparison (LMXSC) which was spun off of another version of LMX called relative LMX (RLMX) which was created by Henderson, Wayne, Shore, Bommer and Tetrick (2008). RLMX is operationalized as LMX minus the work group mean for LMX. LMXSC represents "employees' subjective assessment and is obtained directly from focal employees" (Vidyarthi et al., 2010, p. 850) while RLMX represents the actual degree to which an individual's LMX differs from the average person in their given work group.

In the original study utilizing LMXSC, which includes responses from 82 supervisors and 380 employees in a manufacturing company in India, Vidyarthi et al. (2010) hypothesized that when leaders differentiate in their relationships with individuals it is natural for individuals to try

to obtain information about their own standing. The difference between an employee's level of LMX and a co-worker's could affect the evaluation of the relationship an employee has with the leader as well as subsequent attitudinal and behavioral responses. A key example in this study highlights that "an LMX of moderate quality would be more likely to motivate a member to reciprocate to the leader if peers in the work group all have low-quality LMX relationships than if peers enjoy high quality LMX relationships" (Vidyarthi et al., 2010, p. 851). The findings showed that employees were motivated by having a "closer" relationship with the leader than their co-workers had.

In Graen and Uhl-Bien's (1995) work on applying multi-level perspectives to dyadic relationships, there was a call for LMX research to be more contextual. Research by Sias and Jablin (1995) as well as Sherony and Green (2002) highlighted the need for these contextual differences. If an employee feels they are the target of favorable treatment by the leader, differential treatment is viewed as fair. However, if a co-worker is the target of favorable treatment by the leader, then differential treatment is viewed as unfair. Henderson and Liden (2007) replicated Sherony and Green's study and added that individuals with similar LMX quality reported greater social closeness with peers that had similar levels of LMX. Low LMX quality individuals reported stronger friendship ties to high LMX members than high LMX members reported for low LMX peers and Lau and Liden (2008) added that group members tend to place more trust in fellow group members who are more trusted by their leader.

Differences between co-workers in LMX levels showed that employees who perceive themselves to be in the in-group functioned better when working with other in-group members versus working with co-workers who were in the out-group (Hooper & Martin, 2008). Hooper

and Martin (2008) also found that in an analysis of 431 individuals, "perceptions of LMX variability were associated with higher reports of team conflict, which was related to lower levels of employee job satisfaction and wellbeing" (p 27). These results further the need for the context of work teams to be considered when assessing leader-member exchanges. It is not enough to know the measure of LMX in an organization. There must be more research that shows how those relationships are affecting productivity, longevity and satisfaction.

In Anand, Hu, Liden and Vidyarthi's (2011) meta-analysis of over 130 LMX studies conducted between 2002-2009, the need for context was constantly highlighted. Graen and Uhl-Bien (1995) and Schriesheim et al. (1999) combined with Anand et al. (2011) covered nearly every study published in the first 50 years of LMX research and a constant point of emphasis was that LMX differentiation can affect outcomes at the individual level in one way and outcomes at the group level in another (Anand et al., 2011). The result was that incorporating LMX into a study helped understand the dyadic relationship between a leader and follower, but the context in which these relationships exist is essential to understanding how the findings should be interpreted. The analysis of these studies on LMX show a need for qualitative analysis to provide feedback from leaders and followers to better understand how dyadic relationships affect organizational outcomes.

Communication in Leader-Member Exchange Relationships

A growing area of research (Jian & Dalisay, 2017) is rooted in communication between leaders and members and their effect on LMX and organizational commitment. Jian and Dalisay (2017) performed a study using 172 surveys from a broad range of industries to identify if communication between supervisors and subordinates had an effect on LMX and organizational

commitment. Communication studies in LMX conceptualize communication between leaders and members as strategic choices. These choices were examined in terms of content and style across different levels of LMX relationships (Jian & Dalisay, 2017). These studies were searching for correlations between communication quality and an individual's commitment to the organization.

Sias (2005) investigated the predictive effects of the amount and quality of work-related information received by employees from their supervisors and how those communications affected LMX. The results were that information quality is a much stronger predictor of commitment than LMX and suggested additional research examining the relationship between information quality and LMX theory. These studies highlighted the notion that employees had high levels of satisfaction with the amount of information supervisors shared and were positively associated with higher levels of LMX (Mueller & Lee, 2002).

The foundational study on communication and LMX is Fairhurst's (1993) qualitative examination of conversation patterns. She found that high and medium LMX dyads are often characterized by aligning conversational styles that minimize power differences. In lower LMX dyads, conversations tended to be more polarizing and included interruptions and control which maximized power differences. Considering low LMX relationships are based only on the formal employment contract, it is easy to see why communication is very methodical and hierarchal. It was because of this research that the Leader-Member Conversation Quality (LMCQ) scale was created. The LMCQ was created by Jian, Shi and Dalisay (2014) to measure the richness of conversations in leader-member dyads in the context of accomplishing work tasks. LMCQ is

defined by efficiency, coordination and accuracy in transferring information interpreting meaning in the context of fulfilling work objectives (Jian & Dalisay, 2017).

LMX specifies that low and high quality LMX relationships are differentiated by negotiation (Fairhurst, 1993). Research has long established that members in low LMX relationships have less negotiation latitude than those in high LMX relationships and having greater negotiation allows more opportunity for leaders and members to engage in meaningful conversation and have influence over one another (Jian & Dalisay, 2017; Dansereau, Graen & Haga, 1975). Fairhurst (1993) also confirmed that members in high quality LMX relationships are involved in more conversations and mutual persuasion.

The concept of communication in LMX relationships is not limited to face-to-face conversations (Hill, Kang, & Seo, 2014). Research by Hill et al. (2014) identified that digital communication can also have positive influences on LMX relationships. In their study measuring the electronic communication, LMX, psychological empowerment, organizational commitment and job satisfaction of 353 full-time professionals the authors found a significant increase in empowerment in both low and high LMX relationships when electronic communications were higher. Empowerment was found to be significantly and positively associated with job satisfaction, organizational commitment and job performance (Seibert, Wang, & Courtright, 2011). The more frequent and positive communication is between leaders and followers, the greater effect LMX has on job performance and organizational commitment.

Diversity in Leader-Member Exchange Research

Leadership sets the tone in organizations. Exchange relationships between supervisors and subordinates have been the subject of study for theoretical and applied learning for over half

a century. However, powerful hidden biases and blind spots continue to persist among professionals and their organizations. Foldy and Buckley (2014) argued that one of the norms in our society is not talking about race. Their research and experience suggest that talking about race is essential to eradicating hidden bias. Only by naming it and talking about it will it be eliminated. "A dedicated examination of institutional blind spots, especially in leadership is imperative. Too often we have attempted to implement well-intended action without a thorough understanding of the forces that brought us to where we are" (Walter, Ruiz, Tourse, Kress, Morningstar, MacArthur, & Daniels, 2017, p. 219). As relationships develop between supervisors and subordinates, greater understanding of how hidden biases in these relationships can tell a more well-rounded story.

Randolph-Seng et al. (2016) looked at leader-member exchanges in two studies on diversity in leadership. The authors noted that some LMX research has suggested that similarity of leaders and followers relates to higher quality relationships while other studies have found no support for demographic similarity or dissimilarity on LMX. These inconsistencies prompted the authors to conduct two quantitative analyses on leader-member exchange with the inclusion of similarity-attraction theory.

Similarity-attraction theory posits that the similarity of individuals in relationships support the notion that perceived similarity and attraction generally influences LMX (Randolph-Seng et al., 2016). Race similarity is assumed to have a similar relationship (Randolph-Seng et al., 2016, p. 752). Similar to social exchange theory, high quality exchanges in LMX are characterized by increased job latitude by subordinates and influence in decision-making. To build off the established theoretical lenses and attempt to reconcile mixed results from past

research, the authors conducted two studies to determine to what extent demographic similarity

is associated with LMX.

The first study Randolph-Seng et al. (2016) conducted focused on race across LMX

dyads. Liden and Maslyn (1998) were cited for their four dimensions of leader-member

exchange. These include affect, loyalty, contribution and professional respect. One hypothesis

was that mutual affection for members in relationships, which would make the connection more

like a friendship than a work relationship, would be higher in similar-race dyads. Randolph-Seng

et al. (2016) contended that the power differential associated with the leader and follower roles

may at times be similar to that which exists between a majority and minority member of society.

With power differences in mind, loyalty and contribution were also hypothesized as being higher

in dyads where leader and followers were both majority race members and in cross-race dyads

where the leader is of the majority race and the follower is in the minority race.

In a quantitative analysis of 366 completed surveys, in which respondents were 77

percent female and 74 percent white, the results showed varying degrees of support for

similarity-attraction theory as it was applied to LMX (Randolph-Seng et al., 2016). When both

members of the dyad were majority members, majority followers in these dyads perceived their

relationship with their supervisors more positively than relationships where the dyad was racially

diverse or when both dyad members were minorities (Randolph-Seng et al., 2016). The only

exception in the four dimensions was the loyalty dimension. One result in this study is that

category three dyads, which is defined as a minority follower with a majority leader, showed

higher mean scores for affect. "The socio-historical circumstances of the minority group in the

organization may affect the extent to which trust and respect develops within the leadership relationship, allowing mutual obligation between diverse dyad members to emerge" (p. 758).

The second study examined alternative explanations to the findings of the first study on the relationship of dyad diversity in LMX (Randolph-Seng et al., 2016). A conscious effort was made to search for new ways to examine the influence of race in LMX relationships. 63 undergraduates participated in this study and 63 percent of the participants were white. The study included two groups of students who were working online for a project. One group worked with a boss who identified as a black female and the other group worked with a boss who identified as a white female.

The results showed that all participants in the black boss manipulation showed less effort than those in the white boss manipulation (Randolph-Seng et al., 2016). In applying similarity-attraction theory, it was discovered that those who worked for a boss whose race mirrored their own worked harder than those who worked for a race that was not like their own. The findings of the second study indicated that affiliation motivations did not interact with racial similarity and dissimilarity; however, it did relate to a follower's behavioral measure of performance. The overall conclusion of these studies assert that while individuals typically do not believe that race has any bearing on their relationships with their leaders or followers, the performance of followers who work for leaders who do not share their demographic background are affected.

There are numerous descriptions of perceived diversity in the literature on diversity, inclusion and LMX. Shemla, Meyer, Greer and Jehn (2016) defined perceived diversity as the degree to which individuals are aware that others differ along any salient dimension and focus on the degree to which members are aware of one another's differences which is reflected by their

internal mental representations of their organization's composition. Perceptions of diversity are split into three classifications: perceived self-to-team dissimilarity, perceived subgroup splits and perceived team homogeneity. The differences between these three groups are specific to the individual. In self-to-team, the focus is on how an individual is different. In subgroup splits, the focus is on how groups are organized. In team homogeneity, the focus is how positive the variety of backgrounds are.

While Shemla et al. (2016) did not utilize these three classifications for empirical research, the differences were analyzed through a review of numerous studies to identify variations in the conceptualization of perceived diversity. The conclusion was that while most studies look through an objective lens when identifying differences among individuals in groups and in organizations, people reacted because of perception of reality rather than reality itself. In studies seeking greater understanding of exchange relationships, this paper contended that differences not only in race, gender and age should be considered, but instead, groups should be identified by their differences in education, expertise and longevity within an organization as a measure of whether or not groups are working effectively.

In relationships between supervisors and subordinates, there are many variables to consider when identifying how positive work relationships are created. It is apparent from the research in this area that many models exist to help understand how the intersectionality of demographic characteristics play a role in positive relationships between leaders and followers (Shemla et al., 2016). The issue remains that there are in-groups and out-groups in organizations and diversity in an organization does not eliminate those groups. In-groups and out-groups can also create strain and anxiety for those who do not fit the demographic characteristics of those

who are in the in-group (Shaffer & Riordan, 2013). A positive takeaway from these studies is that most individuals do not believe that demographic background stops them from engaging on a positive level with their supervisors or subordinates, but as the online working study highlighted, productivity can be affected simply from perceptions of expectation when dealing with diverse bosses (Randolph-Seng et al., 2016).

Diversity is not simply differences in demographics. Perceived diversity includes education levels, length of tenure, subgroupings within organizations (white collar vs. blue collar) and a myriad of other variables (Shemla et al., 2016). When combined with diversity in terms of gender, race, sexual orientation, age, ability or national origin, there becomes greater need for fairness and opportunities for greater understanding. In Jian and Dalisay's (2017) communication research on LMX, there was a significant negative correlation between race dissimilarity and communication frequency. Leader-member dyads with different race compositions reported lower levels of communication frequency than same-race dyads. Organizations would be highly encouraged to address discrepancies in communication frequency to help increase opportunities for understanding and inclusion.

Weaknesses of Leader-Member Exchange Theory

In a meta-analysis of theory, measurement and data-analytic practices, Schriesheim et al. (1999) highlighted the inconsistency of the use of LMX in research throughout the first 30 years of its existence. Schriesheim et al. (1999) believed that Graen and Uhl-Bien's (1995) four-stage LMX theory includes references to papers within the same time frame from 1984 to 1987 and that the mixing of these studies contradicts the assertion that the theoretical development of LMX had been progressive and based upon previous LMX theory, adding that only an article by

Scandura, Graen and Novak (1986) provided a clear and detailed definition of the LMX

phenomenon. Dansereau (1995) was instrumental in the beginning stages of LMX, but chose to

go down a different path called Individualized Leadership (IL). He argued that the LMX model

assumes that different relationships must occur within supervisory work groups, which replaces

the average leadership style approach instead of complementing it.

In a review of 147 works, Schriesheim et al. (1999) concluded that too many

measurement tools have been used without explanation as to why they are being differentiated or

rendered ineffective. "LMX scales seem to have been developed on an ad-hoc, evolutionary

basis, without the presentation of any clear logic or theory justifying the changes which were

made" (p. 100). The LMX-7 (Graen & Uhl-Bien, 1995) and the LMX-MDM (Liden & Maslyn,

1998) remain the most used measures of LMX and have been shown to be reliable and valid.

Both assess relationship quality, but they do not assess the true measure of LMX as a theory

which is to understand the types and amount of resources and support exchanged (Anand et al.,

2011). There still remains ambiguity in which method to use to capture relationships between

leaders and followers as well as how to properly analyze the findings.

Summary of Leader-Member Exchange Research

Development officers who are planning to leave their organization are more likely to

blame deficiencies within the top management group for hastening their departure (Burk, 2013).

Most often cited responses to explain poor relationships between fundraisers and management

include a lack of commitment from the board to fundraising, failing to articulate how funds

would be used and refusal to invest in fundraising, particularly staffing. These factors could be

solved using strategic decision making and clear communication. A strong LMX relationship

between fundraisers and their direct supervisor can help in understanding clear expectations and defined goals, but only if there are high levels of trust, respect and obligation. Many development officers who leave for positive reasons cite that they felt that they had taken their careers as far as they could go within the limitations of the organization (Burk, 2013). Understanding the factors that cause turnover can help organizations create processes and develop relationships to avoid high performing individuals from leaving.

Turnover Research

Organizations today are in a constant battle for high-quality talent. Trends in the workplace including globalization, technological advancements and specialization of work functions makes retaining human capital a primary goal of human resource departments and managerial teams. In response to the growing need for keeping talented professionals from leaving, organizations have enhanced their onboarding processes, developed mentoring programs and have started human capital improvement programs to recruit and retain the best talent possible (Croteau & Wolk, 2010). The aggregate-level economic demographic studies show that labor market conditions significantly impact turnover rates (Schervish, 1983; Terbord & Lee, 1984), but the actual unemployment rates do not affect actual individualized turnover (Carsten & Spector, 1987). The topic of voluntary turnover is a vital bridge between the macro strategies and micro behavior in organizations (Holtom, Mitchell, Lee, & Eberly, 2008). Thousands of articles have investigated various aspects of voluntary turnover and its impact on organizations.

Turnover research focuses on the traits of organizational support (Allen, Shore, & Griffeth, 2003), supervisor behavior (Mathieu, Fabi, Lacoursiere, & Raymond, 2016), emotional engagement (Reina, Rogers, Peterson, Byron & Hom, 2017) and mission attachment (Kim &

Lee, 2007) to understand what factors cause an employee to leave. This is different from the

literature on job embeddedness, which seeks to understand what causes an employee to stay.

This section will highlight foundational studies in the field, studies that are specific to

advancement and fundraising, turnover research that includes LMX and how these studies have

helped move the field of turnover research forward in the last century.

Foundational Studies on Turnover

Employee turnover has been an area of research that has often interested organizational

scholars and practitioners. Douglas (1918) wrote about the cost and consequences of employee

turnover in the *American Economic Review* 100 years ago. In the century that followed that

article, thousands of scholarly articles have been written on turnover (Li, Lee, Mitchell, Hom, &

Griffeth, 2016). Prior to 1925, there had been studies on turnover in organizations, but Bills

(1925) published the first empirical turnover study that year in the *Journal of Applied*

Psychology which demonstrated that clerical workers were more likely to leave their job if their

fathers were professionals or small business owners than clerical workers whose fathers worked

unskilled jobs (Hom, Lee, Shaw, & Hausknecht, 2017). This revolutionized turnover research as

it provided the first predictive research design to assess whether application questions could

predict turnover. The standard research design for test validation and theory testing that came

from Bills's approach would be used for most of the twentieth century (Steel, 2002).

In the 1950s, Weitz and Nuckols (1955) published the first paper that utilized a predictive

design and statistical tests to establish a negative relationship between job satisfaction and job

survival. Their research, however, included involuntary terminations, which can skew turnover

results by focusing on individuals that organizations no longer want to employ. Hulin (1966)

would later introduce criteria to the standard research design (Steel, 2002) that included

assessing voluntary quits rather than all forms of leaving and focusing on the individual-level

rather than aggregate-level relationships. The mid-twentieth century saw researchers continue to

build psychometrically sound measures of job satisfaction and began employing a prospective

research design to strengthen validity.

March and Simon (1958), Porter and Steers (1973) and Mobley (1977) are often credited

with contributing to the beginning of turnover research from a scientific perspective (Holtom et

al., 2008). March and Simon (1958) famously credited the field of turnover research by

determining the importance of balancing employee and organizational contributions and

inducements. "The two factors that determine an employee's balance are perceived desirability

and perceived ease of leaving the organization; today these concepts are typically labeled as job

satisfaction and perceived alternatives" (Holtom et al., 2008, p. 237). These factors are proposed

as independent variables, which influence an employee's motivation to leave an organization.

Porter and Steers (1973) introduced a model in which employees measure their satisfaction with

a job by how closely the job is to their expectations of the job when they applied. They found

that this connection is a driving factor in influencing turnover decisions.

Peter Hom et al. (2017) conducted a meta-analysis of turnover research which concluded

that Mobley's 1977 paper on the linkages between job satisfaction and employee turnover is "the

most influential paper on turnover" (p. 7). Mobley (1977) elaborated on how dissatisfaction

evolves into turnover by theorizing a linear sequence between job satisfaction and employee

turnover: dissatisfaction → thoughts of quitting → evaluation of subjective expected utility

(SEU) of job search and costs of quitting → search intentions → evaluation of alternatives →

comparison of alternatives and present job → quit intentions → quits (p. 238). The key

contribution from this research was an understanding of how dissatisfaction leads to turnover in

an effort to help explain why people quit. Mobley later hypothesized that non-work values and

the need for immediate gratification moderate the effects of job satisfaction and expected

turnover (Mobley, Griffeth, Hand, & Meglino, 1979; Holtom et al., 2008).

Price and Mueller (1981) expanded the research on job turnover by developing a

comprehensive structural model, which identified job satisfaction and intent to leave and also

added organizational commitment as a mediator between the variables. Price and Mueller

signaled the beginning of research focusing on the causes of job satisfaction such as family

influences, work-family conflict and community embeddedness, which would pave the way for

research on proximal withdrawal states and job embeddedness. It was during this time that

Graen, Liden and Hoel (1982) began considering the quality of the leader-member exchange

relationship and how dyadic interactions between managers and employees could impact an

individual's intention to leave an organization. By the late-1980s, research on job turnover was

becoming much more contextual because of these studies. Turnover research was growing in

both the number of studies validating prior works and the number of studies identifying new

contextual contributors to job satisfaction and turnover intention.

Hom et al. (2017) categorized three ideas that they defined as "so powerful, intuitive, and

focused that they can stall or hamper the emergence of novel ideas and research" (p. 17). These

three ideas were the March and Simon (1958) model, the Price-Mobley derivative and the

unfolding model, created by Lee and Mitchell (1994). The unfolding model challenged the

paradigms that came before it by disputing three assumptions that are included in March and

Simon's thinking: (1) job dissatisfaction is a pervasive turnover cause, (2) dissatisfied employees seek and leave for alternative (better) jobs and (3) prospective leavers always compare alternatives to their current job based on a rational calculation of subjective expected utility (Hom et al., 2017).

Lee and Mitchell's (1994) unfolding model introduced the concept of "shocks" that prompt the thought about leaving and ultimately lead to turnover. A shock is a particular jarring event that initiates the psychological analyses involved in quitting. Examples of shocks include an argument with a boss that an employee typically respected or a lifestyle shock such as a pregnancy that leads to a script, which is defined as a pre-existing plan of action, one that includes leaving an organization. The shock typically violates the individual's goals, values and strategies, which no longer align with the organization. The individual no longer feels job satisfaction as the job no longer provides intellectual, emotional or financial benefits that the individual desires. Finally, the individual starts a job search looking for alternatives (Lee & Mitchell, 1994; Holtom et al., 2008).

Mitchell and Lee's (1994) model specified four turnover paths which included a matching script in which a shock activated a pre-existing plan for leaving (e.g. a woman quits after becoming pregnant [the shock] because she had preexisting plans to raise a child full time). The second path is when a negative shock violates an employee's values, goals, or strategies such as a boss pressuring an employee to commit a crime. The third path is when an unsolicited job offer triggers an employee to consider their current position compared to other positions, including positions outside of the unsolicited job offer. In the fourth path, an individual realizes they are dissatisfied with their job and leaves either with (Path 4b) or without (Path 4a) searching

for an alternative job. The unfolding model and its terminology (scripts, paths and shocks) have become the accepted language of turnover research and the unfolding model has become the dominant turnover perspective of the last twenty years. (Hom, 2011; Hom et al., 2017).

The new century marked a distinct shift in the area of turnover research when Mitchell, Holtom, Lee, Sablynski and Erez (2001) introduced job embeddedness to clarify why people stay at organizations. While it may seem that the factors that indicate whether somebody would stay at an organization would simply be the opposite of the reasons why somebody leaves an organization, the motives for staying and leaving are not necessarily polar opposites. For example, low pay may be a reason somebody wishes to leave a position, but living in a community in which they are embedded with children attending schools they enjoy and having a spouse gainfully employed locally could be a reason the individual stays. There will be a much more thorough explanation of job embeddedness research in the next section.

Turnover theorists have often assumed that employees leaving an organization is based on job satisfaction. While job satisfaction is important, Hom, Mitchell, Lee and Griffeth (2012) theorized that an assessment of control as well as an affective assessment of one's current employment situation must be jointly considered (Li et al., 2016). The result of this consideration was proximal withdrawal states (PWS) which is a theory that asserts that mindsets that exist before or during an individual's intent to leave help better understand turnover intentions. The four PWSs are (1) enthusiastic stayers who want to stay and believe they can stay, (2) reluctant stayers who want to leave but feel like they have to stay, (c) reluctant leavers who want to stay but feel they have to leave and (d) enthusiastic leavers who want to leave and can leave (Hom et al., 2012).

The research on proximal withdrawal states posit applied responses for leaders to identify enthusiastic stayers and reluctant leavers in an effort to keep high-quality individuals engaged and working with the team (Li et al., 2016). When leaders identify reluctant stayers through peer reviews or notice low engagement at work or high volitional absences, they can begin conversations with those individuals to find out why they are dissatisfied with the company. A key observation from Li et al.'s (2016) quantitative analysis of 377 individuals was that motivational barriers for reluctant stayers who believe they cannot find comparable pay or other positions would hurt organizations in the end. "Keeping reluctant stayers might be costlier to the firm in the long term than letting them go" (Li et al., 2016). Many turnover studies focus on the enthusiastic stayers and leavers, believing that individuals want to be at an organization or they do not. By considering the contextual differences of reluctant stayers and leavers, PWSs added an element to the research that helps understand who is motivated to succeed.

The foundations of turnover research examined many different aspects of an individual's intention to leave an organization (Hom et al., 2017). The theoretical underpinnings of turnover research over its history have attempted to understand what organizations on a macro level and managers on a micro level can do to keep high-quality employees from leaving. Hom et al. (2017) contended that context remains a pivotal gap in turnover research. As investigations have moved away from a "one size fits all" view of turnover, the unfolding model and proximal withdrawal states theory have started reflecting a more context-rich focus on predicting and understanding turnover. By continuing to move turnover research forward with context in mind, the foundations of this field of research will be more easily applied by practitioners in situations that align with their organization.

Leader-Member Exchange and Turnover Studies

The cost of turnover is significant in organizations. Estimates suggest that the total costs associated with employee turnover ranges from 90% to 200% of the annual salary paid to the employee who departs (Cascio, 2015). While managers continue to be motivated to learn why employees would voluntarily leave an organization, they are often the main reason employees choose to leave. In a survey of 10,000 job seekers, 42% left their jobs due to dissatisfaction with their direct manager (Bhattacharya, 2008). The research that has focused on either LMX or turnover intentions without combining the two have left out a very important aspect that can be applied by organizational leadership. While there has not been much research that combines these two areas of research, the studies that have provide a contribution to the literature that helps shape managerial behaviors and provides a greater understanding of relationships and how their effect on turnover intentions are connected.

There is a concept in leadership and turnover literature that employees do not quit their companies, they quit their bosses (Han & Jekel, 2011). While LMX refers to the quality of a relationship between an individual and their supervisor, the link between LMX and turnover intentions has been unclear and equivocal (Gerstner & Day, 1997). Han and Jekel (2011) responded to this gap in the literature by measuring high-quality LMX relationships and investigating if these relationships lead to higher job satisfaction and in turn, lower turnover intentions. Building on Price and Mueller's (1981) empirically tested and casual model of turnover with 1091 registered nurses in seven hospitals, it was found that nurses with higher job satisfaction are more likely to stay and are less likely to have intentions of leaving.

The results of Han and Jekel's (2011) research includes an additional analysis of 181 nurses and found that LMX had a significant and positive effect on job satisfaction. This is one of the only studies that specifically combined LMX relationships with turnover intentions. Job satisfaction was also found to be negatively related to turnover intentions. "If employees have a good quality relationship with their bosses, they are more likely to be happy with their jobs…if employees are happy with their work overall, they are less likely to contemplate quitting" (p. 46). This study added to the empirical evidence surrounding the quality of leader-member relationships, which researchers have concluded is potentially one of the most important predictors of workplace outcomes (Manzoni & Barsoux, 2002).

Job empowerment is also an area of research that combines exchange relationships and turnover intention. Harris, Wheeler and Kacmar (2009) addressed LMX relationship quality and its effect on how empowered an individual feels to do his or her job. "If an employee is high in empowerment and thus motivated by the job itself, the relationship with a supervisor is of less importance as the job provides the motivation which is associated with positive outcomes" (p. 373). Social exchange theory would lead researchers to believe that when empowerment is low in a position, high quality exchanges with leadership would be increasingly important, as these relationships would fill the gap that low empowerment creates.

In two studies, which included 244 alumni of a Midwestern university and 158 employees at a state agency with 49 leaders, Harris et al. (2009) found that higher levels of LMX were negatively associated with turnover intention levels and that LMX had a lesser effect on individuals with higher empowerment. Job performance remained nearly unchanged with high empowerment employees in relation to LMX. However, job performance was significantly

increased as LMX increased in individuals with low empowerment. "When empowerment is low, employees look to other workplace aspects to receive the benefits they fail to receive from empowerment" (p. 379). The managerial implications of this research is that supervisors who have employees with low job empowerment can increase respect, trust and obligation to increase job performance.

Reina et al. (2017) critically addressed studies that focused only on employees' relationships with managers as these studies often overlook how managers' behaviors translated into followers' affective reactions. Their research on pressure tactics and inspirational appeals from management had differing effects on employees and their intentions of turnover. This research highlighted a specific communication style that proved helpful in reducing turnover. In a study of 90 directors and 41 vice presidents in a large financial services institution, Reina et al. (2017) found that inspirational appeals were positively related to job satisfaction and emotional engagement, while being inversely related to voluntary turnover. In contrast, pressure tactics were negatively related to job satisfaction and emotional engagement, but positively related to voluntary turnover. This research provides additional context to polls such as a Gallup analysis of exit interview data that suggested more than 75% of the key reasons employees quit can be influenced by management (Robinson, 2008).

The implications of research that combine LMX and turnover intentions is to advance both areas of research that have predominantly focused on perceptions such as overall relationship quality between leaders and followers or satisfaction with leaders rather than the particular managerial behaviors that encourage employee behavior (Reina et al., 2017). Understanding the mediating role of job satisfaction between leader member exchange and

turnover intentions (Han & Jekel, 2011) as well as how factors like empowerment (Harris et al., 2009) affect employees and supervisors can help provide a more contextual understanding to be applied to managerial communication and engagement. LMX and turnover intentions need to combine more in empirical research to have an effect on leadership practices that help keep high-quality performers engaged and employed.

Fundraising and Turnover

Considering the magnitude of the issue concerning development officer turnover in the non-profit sector, there is not much quality research focused on understanding the issue. There is also not much research published on how to solve the issue. Most of the literature concerning fundraiser turnover is anecdotal and is typically featured on blogs or message boards in an effort to bring attention to the issue without much empirical data supporting it. The most common advice from practitioners in these publications is focused on increasing pay (Willyerd, 2014), providing more budgetary resources for success (Clevenger, 2017) and developing career paths that keep a high performing individual on staff with an idea of what is ahead (Croteau & Wolk, 2010).

In a survey of over 6,000 fundraising professionals, respondents were asked to identify employment benefits that would be meaningful to them (Burk, 2013). The top three answers all related to flexibility. The option to work from home, flexible hours during the day and vacation time in addition to what was provided were all cited as motivating factors for fundraisers to remain at their organization. Apprenticeships and career paths were also among the top responses: 38 percent said they left their last organization to work for a non-profit that had more opportunities for career advancement (Burk, 2013). Apprenticeships can guide junior employees

through the full range of fundraising programs instead of focusing on a single job. By allowing

fundraisers to get a taste of other elements of the operation, they are able to see how their current

work contributes to the entire organization and gives them opportunities to see if other positions

would be of interest to them in the future.

Similar to the idea of a human capital management team is the notion of creating career

paths that allow development officers to grow in their career within the same organization

without having to add management responsibilities (Burk, 2013). In most development career

paths, the only way to a larger title or more compensation is through the addition of management

duties. Some development officers do not want management responsibilities and many are not

trained in areas of budget management, human resources and leadership (Burk, 2013). Croteau

and Wolk (2010) provided the roadmap for organizations to build a culture of individual

contributors by hiring individuals as an assistant director and after meeting benchmarks and

showing interest in more duties, moving them up through the ranks of director, associate senior

director and senior director. The philosophy behind career paths is that if an individual knows

what the next step is in their career, they will be more likely to do the work it takes to reach it

and feel like there is a purpose in growing their career within one organization.

Tenure is a key factor impacting overall the return on investment (ROI) and productivity

of a major gift fundraising team (Reed, 2013). "On average, major gift officers do not achieve

their productivity potential—both in activity and results—until sometime between their two- and

three-year mark" (Reed, 2013). The general theme of research in this area is centered on the

concept of organizations investing more in their people through job training, career paths and

financial compensation, which makes individuals more likely to remain, produce better results

and reduce turnover in major gift officer positions (Thomas, 2010). This concept is highlighted specifically by Thomas (2010) in her article about creating a human capital management team which is designed specifically to keep high performing gift officers engaged, mentored and part of the long-term success of a fundraising organization. "Gift officers invest so much time in building relationships with prospective donors and this position would be the internal equivalent, focusing on building strong relationships with the fundraising staff to keep them engaged with the mission of the organization" (Thomas, 2010, p. 102).

There are negative effects on fundraiser turnover that go beyond opportunity cost. Advancement professionals establish close relationships with their donors and learn many intimate details of their donors' lives. When a fundraiser leaves an organization, not only is the next major gift from those donors affected, but the university loses its primary relationship with those donors. Alumni, parents and friends of the college see constant turnover as a serious problem at universities and when the person turning over is their primary source of information, there is a gap of trust created between the individual and the organization (Iarrobino, 2006). Thomas (1996) identified lack of growth within a university as a primary factor for individuals leaving. In a 1995 study, he also discovered that 48 percent of advancement officers who left their positions, did so to achieve higher rank, more opportunity for advancement or better salary and benefits. Iarrobino (2006) suggested overcoming these issues by placing renewed emphasis on hiring talented performers with strategy in mind, increasing compensation and benefit programs and giving opportunities for more job training and talent development. Providing career paths would also satisfy many of these reasons for leaving.

One of the top responses in a 2014 *Harvard Business Review* article on what high performers want at work was supplemental training programs (Willyerd, 2014). Especially in the field of higher education, formal degrees, training opportunities and involvements in professional associations heighten a development officer's ability to grow professionally and can help instill confidence and build networks with like-minded individuals that can help with retention. "Two-thirds of high performers reported that their bosses did not deliver on supporting them for formal training programs" (Willyerd, 2014). Developing development officers with in-house training programs and formal certification programs shows an investment in their development as a professional and gives organizations an opportunity to reap from these investments later as their staff becomes more informed and perform better using the skills they have learned in these programs.

In the past 30 years, there has been a substantial increase in the amount of degrees being offered nationwide in the areas of non-profit leadership and development. Mirabella (2007) reported that over 240 universities and colleges in the United States offered nonprofit management courses. By adding more undergraduate and graduate programs in nonprofit leadership, the industry is increasing the value of organizational professionalism (Mesch, 2010). The designation of a Certified Fund Raising Executive (CFRE) certificate has also increased the notoriety of fundraisers who pursue additional certification. Bell and Cornelius (2013), in their study, *Underdeveloped*, highlighted the need for a greater culture of philanthropy in higher education. This is not limited to the understanding of what development officers do on a college campus, but also the art and science that goes into careful planning of goals and objectives and the understanding of that process throughout the campus.

Beyond the creation of academic degrees in the field of nonprofit leadership and development, professional associations for nonprofit professionals, including organizations specific to higher education have been increasing membership and bringing both validity and demand for best practices and empirical research to the industry (Bell & Cornelius, 2013). Two of the most prominent organizations include the Council for the Advancement and Support of Education (CASE) and the Association of Fundraising Professionals (AFP) who serve membership numbers of 80,000+ and 30,000+ respectively (Council for Advancement and Support of Education, 2017; Association of Fundraising Professionals, 2017).

While there has not been much research on LMX and its effect on job turnover in fundraising positions, DeConinck (2011) was one of the first researchers to examine the effects of leader-member exchange and organizational identification on performance and turnover among salespeople. This research is particularly interesting as the direct and indirect costs of replacing high performing salespeople closely mirrored the issues related to replacing high performing development officers. "Not everybody in higher education likes to admit or understand it, but fundraisers are a crucial sales-and-marketing component of an institution" (Szymanowski, 2013). DeConinck's research included 356 salespeople and 151 managers and found that LMX was related directly and positively to a salesperson's performance, which supported past research with other groups of employees (DeConinck, 2011; Gerstner & Day, 1997).

The research on salespeople also found that higher performing salespeople indicated a higher level of organizational commitment which indirectly led to lower turnover (DeConinck, 2011). It is in the best interest for managers to increase the number of employees in their "in

group" and DeConinck suggested that managers who can show that they understand the problems and needs of their employees will build higher organizational commitment and performance from their teams by increasing the effectiveness of their working relationship and having higher levels of LMX. This study is further proof of the need for more empirical research in the areas of high performing development officers, their relationships with management and their turnover intentions. Organizations depend heavily on the financial resources that development officers bring through private donations. As the primary relationship between the institution and its most wealthy contributors, keeping high performing gift officers will benefit students, faculty and staff and increase the positive relationships between donors and the institution.

Job Embeddedness Research

Foundational Studies on Job Embeddedness

The history of research on job embeddedness brings empirical evidence to the longstanding convention that people leave their jobs because they do not like their job and they have some place else to go (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001). Correspondingly, the seldom-asked question about why people stay in their jobs would be logically answered by stating that the individual likes their job and has nowhere else to go. Most of the theory and research on voluntary turnover comes from March and Simon's (1958) book *Organizations,* which clearly differentiated the ideas of an individual's ease and desirability of leaving one's job. The perceived ease of leaving a job is characterized by job alternatives that can come from a robust job market and the perceived desirability of leaving a job is linked to job satisfaction. The traditional wisdom is that as people become dissatisfied with their jobs, they begin searching for

alternatives, compare those alternatives with their current jobs and make a value-based decision to leave. The general concept is that an individual will leave their job if the alternative is found to be better than their current position (Mobley, 1977). Job embeddedness is the result of their research, which focuses on the variables that attribute to an individual's likelihood of staying in a position.

In the mid-1990s, Mitchell, Holtom, Lee, Sablynski and Erez (2001) had been extensively researching job turnover. The basis of job turnover research are questions such as "why do people leave?" and "why do people stay?" These scholars realized that rarely did the research to this point investigate the on-the-job and off-the-job factors that embed employees in their current organization. They decided to move away from job turnover research and began exploring the factors that promoted job embeddedness. The theoretical construct created by Mitchell et al. (2001) seeks to measure embeddedness in an effort to predict an employee's intention to leave and voluntary turnover and to explain significant incremental variance over and above job satisfaction, organizational commitment, job alternatives and job searching. The specific distinction of job embeddedness is that it includes off-the-job factors as reasons people stay or leave an organization. Job satisfaction and organizational commitment has historically focused on job-related factors. Traditional turnover theory studies missed half of the job embeddedness construct by ignoring off-the-job engagement.

Non-work factors are important for embeddedness in a job. Many of the original turnover models included non-work influences such as family attachments and conflicts between work and family roles (Cohen, 1995). Cohen (1995) explained how off-the-job connections such as family, hobbies, church influence, job attitudes and attachment. Lee and Maurer (1999) showed

how having children and a spouse at home are greater predictors of leaving a job than organizational commitment. These considerations were the foundation for the different directions that job embeddedness would go in relation to traditional job turnover research, which primarily focused on why people leave an organization. Job embeddedness research takes these factors into account to predict what will cause an individual to stay.

The term job embeddedness comes from Lewin (1951), who introduced embedded figures in psychological tests. These figures are images that are immersed in their backgrounds which makes the image and the background difficult to separate and the figures in the images become part of their surroundings (Mitchell et al., 2001). Job embeddedness is described "like a net or a web in which an individual can become stuck. One who is highly embedded has many links that are close together" (p. 1104). The content of the parts that link individuals varies considerably and the strength of those connections vary with each individual, making employees embedded in many different ways. The focus of embeddedness research is to identify an overall level of embeddedness, rather than focusing on specific elements. Crossley, Bennett, Jex and Burnfield (2007) call this the global measure of job embeddedness.

The critical aspects of job embeddedness are (1) the extent to which people have links to other people or activities, (2) the extent to which their jobs and communities are similar to or fit with other aspects of their life spaces and (3) the ease to which the links between people and their jobs can be broken (Mitchell et al., 2001). Together, these attributes form links, fit and sacrifice (Mitchell et al., 2001). Links are described as formal or informal connections between a person to institutions and other people. "The higher the number of links between the person and the web, the more she or he is bound to the job and organization" (p. 1104). Fit includes an

employee's personal values, career goals and plans for the future and how those elements fit with the organization's culture and the demands of the individual's current position. Sacrifice is meant to capture the perceived cost of material or psychological benefits that would be forfeited by leaving a job. Simply put, this is the measure of what an individual would be giving up if they were to leave the organization. Links, fit and sacrifice are attached to both on-the-job and off-the-job dimensions of an employee's life. Job embeddedness can be thought of as a three-by-two matrix that shows six dimensions: links, fit, and sacrifice in their organization and within an individual's community (Lee, Mitchell, Sablynski, Burton, & Holtom, 2004).

The theoretical focus of job embeddedness research is to predict voluntary employee turnover (Mitchell et al., 2001). However, the research focuses on contextual factors such as an individual's level of stuckness in a social network or community and less on the effect of job satisfaction. There are a number of turnover antecedents, which include job performance, co-worker support and organizational support, none of which play a substantial role in embeddedness research. Combining elements of job embeddedness with other job satisfaction and exchange theories allows an opportunity to better understand why an individual would stay in a position, but also measure the effect that variables like leadership, performance and organizational support have on an individual's intentions of leaving.

Studies on Job Embeddedness

Studies on job embeddedness often use quantitative measurements to better understand an employee's level of stuckness (Mitchell et al., 2001). Embeddedness, as a quantitative measure, can help to understand a host of variables including voluntary turnover (Crossley et al., 2007; Mitchell et al., 2001), organizational citizenship (Lee et al., 2004) and job search (Swider,

Boswell, & Zimmerman, 2011). Meta-analyses on job embeddedness have been created in an effort to predict turnover (Jiang, Liu, McKay, Lee & Mitchell, 2012). Early research focused on overall job embeddedness, but recent studies have separated into organizational (on-the-job) embeddedness, which focuses on the organizational environment factors such as pensions and promotional opportunities and community (off-the-job) embeddedness, which focuses on family-related and leisure activities (Lee, Burch, & Mitchell, 2014). Ramesh & Gelfand (2010) investigated how individualistic and collectivist cultures might differentially predict job embeddedness and introduced the construct of family embeddedness. The findings of their surveys of 323 and 474 employees from the U.S. and India, respectively, found that the fit dimension of embeddedness was a better predictor of turnover in the U.S. whereas the links dimension was a better predictor of turnover in India.

Foundational research found that people who are embedded in their jobs have less intent to leave and do not leave as readily as those who are not embedded (Mitchell et al., 2001). Also, because job embeddedness correlates significantly with search behaviors it can be inferred that highly embedded people search for positions less than lower embedded people. Being embedded in an organization and a community is associated with a reduction in employees' intent to leave and their actual turnover. Embeddedness is not causal. Individuals with high embeddedness are not more likely to get married, buy a house or increase links in their organization. Many research articles highlight that having children in a local high school is a predictor of embeddedness, but embeddedness is not a predictor of sending a child to the local high school.

Swider et al. (2011) studied 895 university staff employees to better understand the effects of job search on subsequent turnover. The findings show that the effect of search on

turnover was stronger for those employees with more alternatives. These results were also consistent with those employees who had lower satisfaction and lower embeddedness. The results of this study showed that those with higher job embeddedness require finding a far better job opportunity in order to leave than those with lower embeddedness. "Not only might higher embeddedness generally bind an employee a bit more (e.g. a direct effect), but it may also deflect the desirability of found alternatives (e.g. the interactive effect)" (Lee et al., 2014, p. 205). This direct effect adds to the belief that links, fit and sacrifice have a positive and direct motivational effect on performance and organizational citizenship.

A meta-analysis of job embeddedness to understand when and how embeddedness is predictive of turnover was completed by Jiang et al. (2012) to clarify the unique predictive role of embeddedness. Studies have rarely controlled for perceived job desirability and ease of moving at the same time to understand the predictive power of embeddedness on turnover intentions and actual turnover. This meta-analysis analyzed 42,907 samples from 52 studies and found that a decline in on-the-job and off-the-job embeddedness was associated with increased turnover intentions, which is further related to reduced effort and increased job search, which are directly related to actual turnover. The managerial implications of many of these studies is to cultivate embeddedness in employees by setting up career tracks in organizations, offering flexible scheduling and family friendly programs, encouraging volunteering opportunities in the community and even subsidizing employee's home purchases in desirable neighborhoods.

Job Embeddedness and Leader-Member Exchange

There is a connection in the concepts of job embeddedness and social exchange theories. "Conceptually, the more an individual is job embedded (or social enmeshed) in an organization,

the more likely he or she should be to display citizenship behaviors" (Lee et al., 2004, p. 714).

Lee, Burch and Mitchell (2014) highlighted a theoretical issue with job embeddedness by noting

that many scholars suggest that having a leader you like and trust is very embedding, but that the

research that exists does not capture those relationships, which would be important in

understanding links and sacrifice.

Two research articles that combined job embeddedness and leader-member exchange

theory examined the mediating role of organizational job embeddedness and its connection with

exchange relationships in the workplace. Sekiguchi, Burton and Sablynski (2008) conducted two

studies involving 367 employees and 41 supervisors with the idea of using job embeddedness,

which is a relatively non-affective construct, to challenge the conventional wisdom that unhappy

people leave and money makes them stay. The authors suggested that there are times when high

job embeddedness can be detrimental to employee performance. "When considering the indirect

effects of job embeddedness, high job embeddedness could be a 'double-edged sword' and may

be effective for employees only when certain conditions are met" (p. 763). The essence of this

statement is that in situations where employees are highly embedded, but have low LMX

relationships with their supervisor, they are not likely to exhibit the organizational citizenship

behaviors that increase performance, instead these employees feel stuck with nowhere to go and

their performance suffers as a result.

The literature on LMX shows that employees with high quality LMX relationships are

provided with a better environment by their supervisors (Sekiguchi et al., 2008). Better

environments included more authority, information and mentoring opportunities. However,

employees with high job embeddedness may not be motivated to go beyond the minimum

accepted levels of performance. Therefore, Sekiguchi et al. (2008) suggested that the direct effect of job embeddedness on task performance should be weaker than that of LMX. They also found that high-quality LMX relationships result in higher task performance when employees are highly embedded. Two of the subdimensions of job embeddedness, links and fit, are increased by high LMX relationships because these employees have more connections to other employees and projects (links) and are able to obtain more knowledge and resources through their social web within organizations to help them perform (Sekiguchi et al., 2008).

Job embeddedness can also serve as an explanatory variable between LMX and job outcomes (Harris, Wheeler, & Kacmar, 2011). In a survey of 205 employees in an automobile dealership, it was found that the quality of LMX relationships led to organizational job embeddedness, which mediated the relationships between LMX and the consequences of job satisfaction, turnover intentions and actual turnover. Harris et al. (2011) proved that LMX is positively related to organizational job embeddedness, building on the work of Holtom and Inderrieden (2006), who found that job embeddedness is conceived as a key mediating construct between specific factors on the job. "Work related sources of support, such as LMX, are a key to creating organizational job embeddedness, which in turn should lead to increases in beneficial employee attitudes and behaviors" (Harris et al., 2011, p. 274).

The core of Harris et al.'s (2011) study centered on the idea that LMX relationships facilitate the creation of fit and links that bind subordinates to the organization. If an employee were to leave that organization, the level of sacrifice would be greater because of these connections. The study uncovered that "organizational job embeddedness is an intermediary mechanism that provides an explanation for how LMX relationship quality ultimately impacts

workplace outcomes" (p. 277). This was the first time LMX was shown to promote organizational job embeddedness, which increased job satisfaction and decreased turnover intentions and behaviors. This does not provide any help in determining how community embeddedness affects job satisfaction or turnover intentions, but it does provide insight into how organizations can help embed their employees by ensuring their top performers report to supervisors who are capable of high LMX relationships.

The research combining LMX and job embeddedness is not robust, but it does provide an important link between the roles that each play in a highly effective organization. The most interesting element of combining these two areas of research are the practical implications, most notably the weak link between job embeddedness and job performance. Individuals that are highly embedded, but in low LMX relationships would fall into the category of "reluctant stayers" from Hom et al.'s (2012) proximal withdrawal states. These individuals want to leave the organization, but they cannot. They may be embedded in the community because of a child or spouse and are not satisfied with their job or their organization. By increasing the LMX relationship between these individuals and their supervisors, there may be an opportunity to increase their motivation and job performance (Lee et al., 2014).

Conceptual Framework

This study includes elements from Leader-Member Exchange theory and Job Embeddedness theory. High levels of LMX have been shown to increase trust, respect and obligation. LMX quality has been consistently linked to positive outcomes for employees, such a higher job satisfaction, wellbeing, leader satisfaction, organizational commitment and citizenship behaviors (Hooper & Martin, 2008; Gerstner & Day, 1997). Job embeddedness helps identify the

factors that employees consider on and off the job in their decision to stay with an organization. Burk's (2013) survey of over 6,000 fundraisers identified that only seven percent of high performers said they could have been persuaded to stay with an organization once they made the decision to go which furthers the need for organizations to keep their top performers happy before they decide to look for employment elsewhere.

Most of the research assessing LMX and job embeddedness is quantitative. However, in meta-analyses of LMX (Schriesheim et al. 1999, Hom et al., 2017) and job embeddedness (Jiang et al., 2012) studies there are calls for more context in understanding what the data means from a qualitative standpoint. The questions that are asked of the participants in this study uncover similar elements of the LMX-7 questionnaire and help identify key components of job embeddedness (links, fit and sacrifice) while also providing individualized context to understand each individual's unique story. High LMX relationships have been associated with greater organizational commitment and productivity, but which particular elements of these dyadic exchanges that build trust, respect and obligation have not been identified. Similarly, job embeddedness is a very personal and unique concept that affects individuals both on and off the job. Hearing the stories of high performing development officers and what keeps them engaged and excited about working at their institution has benefits that could help leaders retain their most talented fundraisers.

Summary of Literature Review

To maximize the development efforts of a foundation, the leadership must balance high and low performers with equal respect and uphold the tenets of the contracts they have agreed to with their employees. However, managers who excel are the ones who "keep their time and

attention squarely focused on the high achievers, giving them all the tools and support they need in the knowledge that these are the staff who will reach ambitious goals sooner" (Burk, 2013, p. 343). Spending time disproportionately on poor performers may only move poor performers to an average level while focusing on high achievers will guide those staff from excellent to exceptional.

Private support of higher education in America predates the founding of the country. From the First Fruits campaign established by Harvard College in 1643 to the multi-billion dollar campaigns being run today, the focus of philanthropy has always been on high quality relationships between donors and the institution. In order to complete mega-campaigns and provide the financial resources necessary for the next 400 years of higher education in America, institutions will rely on the development officers to engage with donors in ways that are meaningful to them and that promote the university in a positive way. To effectively accomplish this, institutions will need to devise ways to retain high performing gift officers well beyond the 12 to 24 month average. Better understanding how to create high LMX relationships and embed high performing gift officers will allow universities to grow the relationships between donors and the institution and keep their employees happy in the process. To understand how to do this, this study utilizes a qualitative approach to understand the factors that influence job satisfaction and job embeddedness in high performing gift officers and how relationships between these gift officers and their supervisors affect their intention to stay at the institution.

Chapter 3: Methodology

The primary purpose of this study is to explore the exchange relationships and turnover intentions of high achieving gift officers in higher education. In a 2016 report on public funding for higher education published by the Center on Budget and Policy Priorities, the amount of state appropriations given to higher education institutions has dropped dramatically since 2008 (Mitchell, Leachman, & Masterson, 2016). When adjusted for inflation, states are spending 18 percent less per student than they were in 2008. 26 states have cut funding per student by more than 20 percent and nine states have cut funding per student by more than 30 percent (Mitchell et al., 2016). The importance is greater than ever for institutional foundations and offices of university advancement to bridge the gap between the allocation of public funding and the income derived from tuition and fees. With the average tenure of a development officer at only 18 months (Burk, 2013), institutions will look to keep their development officers happy and engaged so they can grow deep relationships with major donors. This study answers the following research questions:

1. How do working relationships between management and high achieving development officers affect a development officer's intention to stay at the institution?

2. What considerations do development officers take into account when determining their satisfaction/embeddedness with a fundraising position and their organization?

Research Design

This study is conducted using qualitative research. Merriam and Tisdell (2016) explain qualitative research as an inductive process. The meta-analyses of LMX and turnover consistently mention issues regarding a lack of context in understanding dyadic relationships and

their role on how those relationships could affect turnover (Graen & Uhl-Bien, 1995;

Schriesheim et al. 1999, Anand et al., 2011). The existing theory helps explain the level of LMX

between a leader and follower with a quantitative answer. However, numbers cannot tell the

complete story. In a meta-analysis of turnover research, Hom et al. (2017) encouraged more

qualitative research in the field of job turnover research, specifically noting that the unfolding

model and proximal withdrawal states theory specifically have begun identifying a more context-

rich focus on prediction and understanding. A greater investigation into how a relationship

between a leader and member affects the member's satisfaction at work and potential turnover or

embeddedness will help practitioners craft relationships that lead to retaining high performing

gift officers.

This study utilizes a basic qualitative research design to develop a greater understanding

of the phenomenon for those involved. To accomplish this level of understanding, this study

focuses on "how people interpret their experiences, how they construct their worlds, and what

meaning they attribute to their experiences" (Merriam & Tisdell, 2016, p. 24). All of this is

accomplished in an effort to understand how these high performing gift officers make sense of

their relationships with their supervisors and the factors that they take into account when

determining their satisfaction with their position and organization.

The nature of this research is interpretive. Interpretive research, sometimes referred to as

constructivist research, assumes that the construction of reality is done socially (Merriam &

Tisdell, 2016). Socially constructing reality means that it is up to the researcher to construct a

reality from multiple observations of the research subjects (Merriam & Tisdell, 2016). "The goal

of the research is to rely as much as possible on the participants' views of the situation being

studied" (Creswell, 2008, p. 8). To do this, the researcher must ask broad and general questions to get a sense of how the participants construct their own meaning of situations. "The researcher's intent, then, is to make sense of (or interpret) the meanings others have about the world" (Creswell, 2008, p. 9). The questions that were asked of the participants are based on questions included in the LMX-7 questionnaire (Northouse, 2016) and various job embeddedness studies (Lee et al., 2004; Holtom & Inderrieden, 2006; Crossley et al., 2007). The intent was to capture the essence of LMX (trust, respect and obligation), turnover and embeddedness (links, fit and sacrifice) research while providing enough generality to allow for the participants to provide context that helps the analysis capture how their relationships affect their job satisfaction.

Population/Sample

The sample for this study was selected using data provide by Reeher LLC. In 2017, Reeher LLC launched a new national recognition group called "Prime Officers" to recognize top performing gift officers who are active on their shared management platform. The reason these officers are studied is rooted in the belief that not all job turnover in the field of higher education fundraising is voluntary. By capturing the stories and insights of high performing gift officers, this study specifically focuses on individuals that mirror the type of gift officer an institution would be interested in retaining. Purposeful sampling was used and the following criteria will be utilized for sample selection:

1. Must be a 2017 Reeher Prime Officer, placing them in the top 9% of all gift officers using the Reeher platform.

2. Must be in the top quartile nationally in donor visits according to Reeher LLC data.

3. Must be in the top two quartiles nationally in submitted proposals over $25,000 according to Reeher LLC data.

4. Must be willing to participate in this study.

This research project required typical instance sampling, "in which interviewees are chosen because they are typical of the phenomenon under examination" (Tracy, 2013, p. 137). Typical instance sampling led to interview subjects that provided information on turnover motivations and exchange relationships involving high achieving gift officers. By meeting the criteria listed above, the participants qualified as high achieving gift officers. The differences in the participants are uncovered through their responses in the interviews and through the analysis of their responses and stories.

All participants in the study received a pseudonym to help protect their turnover intentions, exchange relationships and other outcomes from other organizations that could use this information in an attempt to lure these gift officers away from their current institutions. The participants' interview transcripts remain confidential in an effort to provide anonymity to the advancement professionals at their institution who might scrutinize or take offense to the information provided. A list table consisting of the pseudonyms used, the type of institution they work at and the length of tenure in development at their institution is included below.

Table 1

Names of Participants, Institution Types, and Length of Tenure at Current Institution

Pseudonym	Institution Type	Years of Service
Amanda	Private	3
Brittany	Public	2
Charles	Private	15
Clark	Private	9
John	Private	9
Kate	Public	2
Michael	Private	4
Stanley	Private	16

Data Collection

This study utilizes purposeful sampling to identify participants. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling (Patton, 2015). Miles, Huberman and Saldana (2014) suggested nine general questions when considering participants in qualitative research. These questions include how much time and effort will be involved, is participation voluntary, will confidentiality be maintained, what benefits will accrue to both participants and researchers; and others. These questions have been taken into consideration, especially when determining whether or not the phenomena the study covered appears from interactions with the participants and whether the sampling plan was feasible in terms of time, money and access to people. All of

the participants selected represented a targeted list of criteria that is representative of high

performing gift officers in higher education and that are relevant to the framework of the study.

To obtain the participants of this study, research was performed online to identify prime

officers. After contacting Reeher LLC to obtain a list of the 2017 Prime Officers, it was shared

that those names could not be given out. However, in a report on Prime Officers created by

Reeher LLC the institutions who had a Prime Officer were listed. The institutions were contacted

via phone and a Prospect Researcher or Vice President identified the Prime Officers in their

organization. Those individuals were then approached by their internal connection to see if they

would be interested in participating in the study and if so, encouraged to reach out to the

researcher. Interviews were then scheduled during the month of May 2018 and all of the

interviews took place on the campuses of the participants, with the lone exception of one who

worked from home. In that case, the interview was conducted in their home. A confidentiality

statement was created and signed by the individuals participating to verify to the individual that

the information obtained will remain confidential and the individual was provided with the

institutional review board paperwork from St. Cloud State University to ensure they are aware

that the research being done has been approved.

The study utilized the process of interviewing as this uncovered the turnover intentions

and exchange relationships of high achieving gift officers in a way that provided depth and

breadth to their levels of job embeddedness and satisfaction. Tracy (2013) noted that

interviewing is a way to create meaning between participants rather than having information pass

simply from the interviewee to the interviewer. Interviews allow the participants to tell stories

and narratives that provide rationale, explanations and justifications for their actions in ways that

surveys or observations cannot. This study utilized interviews to engage both the researcher and participants in an active dialogue that uncovered the reasons behind the decisions that go into keeping major gift officers satisfied in their position.

Interviews were scheduled during April of 2018 and each participant was be interviewed in their home or office. Each participant was briefed before the interview on the scope and purpose of the interview. Each participant was also be given a copy of the informed consent form to look over and the researcher was available for any questions participants may have regarding confidentiality. Each participant was informed that they have the right to leave the study at any time for any reason and none chose to do so.

The interviews were digitally recorded for audio using the participant's knowledge and consent. Each participant was briefed before the meeting of the general concepts that would be discussed and the overall research questions related to the study, but participants were not given the specific questions being asked. Open-ended questions were used to allow the participants to provide their own accounts of their relationships with leaders at their institution and the factors that keep them retained in their position. Kvale and Brinkmann (2009) noted that the interview is an interpersonal situation that should function like a conversation between two people about a theme of mutual interest. The questions for this study were created to contribute thematically to knowledge production and dynamically to promote a good interview interaction (Kvale and Brinkmann, 2009).

Thematically, this meant that the questions were related to job embeddedness, satisfaction and the relationships these gift officers have with their institution's leadership. The questions captured demographic information, assessed the nature of the participants' exchange

relationships with their direct supervisors and their satisfaction in their current role. Additional questions were asked to hypothesize their career path and participants were asked to explain what their "dream job" might look like. Dynamically, these questions were asked in such a way to promote a positive interaction between the interviewer and interviewee. The goal was to create an environment where the gift officer felt comfortable sharing parts about their life which could be tough to talk about openly such as salary, turnover intentions, personal and professional goals and core beliefs. To get the gift officers to open up, the questions, which included questions about intrinsic and extrinsic motivation, needed to be translated into easygoing, colloquial forms to allow the gift officers to open up and spontaneously provide deep descriptions of their lived experience (Kvale and Brinkmann, 2009).

Data Analysis

Interviews were transcribed within two days of each interview being completed. The transcriptions were then e-mailed to the participants to be checked for accuracy and provide opportunities for the participants to change parts of the interview that were possibly misconstrued and gave them an opportunity to further explain or contextualize parts of their answers. Participants were given seven days to make edits to the transcriptions or add any additional context. One of the participants elected to make changes to their transcript.

Transcriptions from the interviews were coded to find similarities and differences in the relationships between the participants and their supervisors, turnover intentions, personal and professional goals and the relationship they have with co-workers. This process allowed for comparisons and contrasts between different participants and allow general themes to be analyzed through the existing research on exchange relationships, turnover and job

embeddedness. This study employed constant comparative method for analysis because of the voluminous amount of data that was collected from the participants in this study. Merriam and Tisdell (2016) discussed using the constant comparative method to develop categories, themes, or other taxonomic classes to better interpret data. The stories that were obtained from this study were constantly compared with one another to find similarities and differences that could provide insight into what development techniques work best to create high LMX relationships and retain high performing gift officers. The use of the constant comparison method also helped understand when the saturation point had been met as the responses were becoming more and more consistent with each completed interview.

Kvale and Brinkmann (2009) used the process of meaning condensation to create categories based on transcribed interviews. Doing this after the data has been collected can help flush out themes the interview questions are seeking to uncover. "This form of meaning condensation can serve to analyze extensive and often complex interview texts by looking for natural meaning units and explicating their main themes" (Kvale & Brinkmann, 2009, p. 235). The process of condensing transcribed interviews that have been coded into meaning can be broken down into five steps according to Kvale and Brinkman (2009), those steps are:

1. Read the complete interview to get a sense of the whole.

2. The natural "meaning units" of the text, as they are expressed by the subjects, are determined by the researcher.

3. The theme that dominates a natural meaning unit is restated by the researcher as simply as possible.

4. Interrogating the meaning units in terms of the specific purpose of the study.

5. The essential, non-redundant themes of the entire interview are tied together into a descriptive statement.

The natural meaning units that emerged from these interviewed closely aligned with the dimensions of leader member exchange theory and job embeddedness research. This was to be expected because the questions were grouped by these themes. The non-redundant themes were then tied together in the synthesis section which focused more on the topics that came up throughout the interviews in non-prescribed areas. These themes were coded and are explained outside of the research questions as they provided more insight and consideration to areas not specific to the research questions. This process was employed to summarize the transcribed interviews and find comparisons within the answers given to confirm or negate assumptions about turnover motivations and to provide insight into the similarities and differences between these fundraisers' stories. Meaning condensation provides those who use this research a simple breakdown of the themes and motivations that are discovered through this project. Specific results of this study are summarized through the results of meaning condensation and utilized in the results and findings of the research process.

Delimitations

The delimitations of this study include the geographic, cultural and ethnic makeup of the participants. The Association of Fundraising Professionals announced in 2017 that 75 percent of their membership is female. Without knowledge of the gender breakdown of Reeher LLC's Prime Officers, it is not possible to know how this balance changes when factoring in only high performing gift officers. In this study, three female Prime Officers were identified and participated. With the growing number of studies regarding LMX and diversity, having ethnic

diversity is benefit to the study; One of the participants is racially diverse, but when questioned about how diversity played a role in his ability to do his job, exchange relationships with his boss and his community embeddedness, it did not show any significant difference from the white respondents. Shemla et al.'s (2016) description of perceived diversity, which differentiates individuals on a number of non-race factors, would allow the study to compare and contrast individuals on the level of perceived diversity, but not all differences came out of the interviews. The exclusion of additional interviews, including co-workers of those interviewed, left out information that would help in understanding these individuals from an LMXSC perspective. Not interviewing supervisors also limited this study to only the information provided by the individuals selected. Highlighting LMX from the perspective of the supervisor helps better understand high and low LMX levels.

Data Quality

To ensure the quality of the data, member checking took place. Member checking occurred in two ways. The first was during the process of the interview, in which participants had many of their answers paraphrased and interpreted back to them so the participants could confirm the credibility of the information. Creswell (2000) noted that this process can establish credibility and says that "with the lens focused on participants, the researchers systematically check the data and the narrative account" (p. 127). Member checking also occurred by having participants review the transcriptions. By viewing the raw data, the participants are able to provide additional content or confirm the context with which their answers are given. One of the participants added information to his transcription and chose to answer one of the questions differently after thinking more about it.

Role of Researcher

The biases that were identified for this study include my own personal experience in academic fundraising. I have spent over ten years in alumni relations and development. This study included gift officers from institutions I have worked at or with before and did include a gift officers I knew from personal and professional experiences. I have made every effort to separate my experiences with them from these interviews and do not believe that our relationship had any bearing on the answers that were provided.

Institutional Review Board

According to the U.S. Department of Health and Human Services, institutional review board approval is required if "the research involves physically or psychologically invasive, intrusive, stressful procedures or, in the judgment of the instructor/faculty sponsor, has the potential for placing subjects at more than minimal risk" (45 CFR 46, 2016). St. Cloud State University also requires research conducted by graduate students that "intervene in people's lives, observe human behavior, or use data obtained directly or indirectly from living individuals" (St. Cloud State University, n.d.) to obtain approval from their institutional review board.

The process for obtaining institutional review board approval began with a completed application form signed by the principal investigator, in this case, Nicholas Linde, and included the signature of Dr. Steven McCullar, the faculty advisor who reviewed the research project throughout the data collection and analysis. After the application was reviewed by the institutional review board a formal letter of approval was sent to the principal investigator. After the end of the research project, a continuing review/final report form was completed.

The data collected in this study was stored digitally in a password protected database hosted in the cloud. Physical copies of these transcriptions were printed for coding purposes and have been destroyed after the completion of the data analysis. Pseudonyms are used to identify the individuals and their institution names are not used to protect the identity of the participants from any retaliation of the leadership and to protect the participants from being approached by other institutions for hire.

Procedures and Timeline

The collection of the data for the literature review began in the fall of 2016 and concluded in June of 2018. The interview questions and institutional review documentation was designed and submitted for approval in the spring of 2018 with the interviews being scheduled, conducted and transcribed during the summer of 2018. The coding and analysis of the interviews took place during June and July of 2018 and the final results of the study were completed and submitted for review by the dissertation committee in August of 2018.

Summary of Methodology

This study explores how working relationships between management and high performing development officers affect a development officer's intention to stay at the institution. This study analyzes the considerations that high performing development officers take into account when determining their satisfaction and embeddedness within their organization. This study utilizes a basic qualitative research design, utilizing a purposeful sample and is analyzed using the constant comparison method. Appropriate institutional review board approvals were received to conduct this research and the limitations and biases of this research project have been identified.

This dissertation includes five chapters. Chapter 1 is an overview and introduction of the role philanthropy and external resources in the current and future financial landscape of higher education. Chapter 2 includes the literature review that highlights the foundational studies and analysis of philanthropy in higher education, leader-member exchange theory, job turnover research and job embeddedness studies and summarizes the case for this research to be conducted. Chapter 3 contains the methodology and research design. Chapter 4 includes the results of the study and the analysis of the findings. Chapter 5 contains a summary, includes recommendations and concepts for further research in the areas of leader-member exchange, job turnover and job embeddedness.

Chapter 4: Results

Higher education will need private support now and into the future more than ever before. As public investments into higher education continue to decrease and the competition for students grows fiercer than ever before, financial sustainability has become one of the primary priorities for institutions all over the country. With the knowledge that development officers need multiple years of relationship building with their donors to earn the right to ask for a major gift coupled with the statistic that development officers are turning over at an alarming rate, leaders of higher education institutions must find ways to strengthen the bond between development officers and their institution. This dissertation seeks to uncover some of the factors that lead to establishing stronger bonds between management and front-line development officers and to better understand the factors that high performing development officers consider when determining the satisfaction in their position. Specifically, this dissertation answers the following questions:

1. How do working relationships between management and high achieving development officers affect a development officer's intention to stay at the institution?

2. What considerations do high performing development officers take into account when determining their satisfaction/embeddedness with a fundraising position at their organization?

This chapter is organized categorically and sub-categorically and answers each of the questions by providing context in the forms of direct quotes and commentary to bring themes together. Each question is highlighted at the beginning of the section and the themes that follow were derived from the theories examined in chapter two. Each theme is sub-categorized by ideas

and concepts that were uncovered inductively through the analysis of the data, which allowed comparisons and contrasts in the analysis.

Following the analysis, additional themes and considerations are synthesized. The synthesis is also inductive in nature and is included to provide a fuller understanding of the phenomenon being studied. This synthesis is provided to highlight themes that emerged from the analysis that did not necessarily answer the research questions but is helpful in gaining a boarder context of the relationships between these development officers and their leaders. Each category and question is summarized throughout the chapter to pull themes together and the entire chapter is summarized in the conclusion.

Working Relationships Between
Management and Development Officers

To understand how working relationships between management and high performing development officers affect a development officer's intention to stay at the institution, this analysis looks at the themes that promote high leader-member exchange levels between development officers and their leaders. The following section follows the major themes of leader-member exchange theory, which are trust, respect and obligation. Each theme is broken down by sub-categories, which emerged inductively through the analysis of the data collected. These sub-categories include communication, strategy development, use of power, decision making, credit, loyalty and others to specifically define how these working relationships between management and high performing gift officers affect a development officer's intention to stay at the institution.

Trust

Trust is one of the key elements of a high LMX relationship. The concept of trust was revealed through the analysis of responses to questions that came from the LMX-7 questionnaire. In the LMX-7, questions are asked of both members and followers using a five-point Likert scale to understand the dimensions of trust, respect and obligation. These same questions were asked in an open-ended format to allow the participants in this study and opportunity to provide expanded context as to their level of trust with their leader and to provide examples of how their trust has developed over time.

Communication was a consistent theme in how participants felt trust was established. Consistent communication through both formal and informal meetings and allowing employees to understand conversations happening campus-wide were often mentioned as being signs of higher trust. Kate specifically noted,

> I feel like [my boss will] actually release information to us before technically he maybe should. He just is saying like, 'heads up this is coming' and I've never been shocked really about things he does because he's always letting out communications, he's a good communicator in that way.

Kate spoke highly of her supervisor's ability to bring big picture conversations from the University down to the development officer level. She said,

> You feel like you're really one of the team. You feel like you're in a vacuum to the VP information at most organizations I've worked for, that's not the case here. It's always the top tier knowing it all at most places and then it becomes this surprise and shock as they deliver a new direction or initiative.

Many of the conversations around communication came back to formal meetings and metrics. A core concept of these responses was that when clear and achievable goals are established with consultation between the leader and the follower, the weekly or monthly touchpoints allows development officers to feel like they know where they stand with their boss and confident that they are performing at or above expectations. Brittany said her boss does a good job of setting clear expectations,

I definitely wouldn't say he micromanages, but he's very goal oriented. We do have [meetings] obviously…we look at where you're at. 'What's your activity level? What's your donor pool look like? Where are you at in that cultivation process?' When we get that, I feel like if I had a question or a concern, or an issue, I can always go to him.

All of the respondents shared conversations similar to this regarding their monthly meetings. Michael mentioned that the differences between athletic fundraising and university fundraising makes these types of conversations critical,

Whether it's goal planning and when I tell you how athletics helped university relations or when the VP of university relations and my athletic director says 'you really need to get your guys to get to this number so we can achieve this campaign.' By default, if we do that which the baseline is communication you'll know where you stand…I have had bosses that didn't get that. It creates some friction and tension [between advancement and athletics] when someone maybe doesn't understand the nuances of the position. It's not that they would ever fully understand, but I think more than ever I couldn't ask for two bosses that understand more.

Amanda had a similar standpoint in her view of how metrics help develop trust between the leader and employee. She checks her metrics on a daily basis and knows when she is meeting with her boss where she is and that helps guide the conversation. "I think that it almost relieves the boss-employee relationship if it's easy to measure someone's success. It's easy for the employee to know why the boss would be upset with them if everything is measurable."

All of the development officers interviewed in this study referred to their levels of trust with their leader as being very high. The nuance of how that was decided was very different for those who had been in their position or who had worked for the boss for more than five years. In Charles's case, he has been in his role for 15 years. His responses showed not only how meeting quarterly and annual goals help establish trust, but how meeting those goals over time gives further credibility to a development officer's ability to get the job done. Charles said "My boss seems to understand how I work and he appreciates that I provide the number one thing. Our number one thing here is to raise money."

One concept that came up organically through conversations regarding trust with both current and former leaders was that either bosses can use their power to micromanage or they can use it to help the development officer achieve their goals. When asked about having a leader that helps reach goals instead of managing directly to metrics, the development officers all indicated that they have had both types in their careers and that they all have worked harder for bosses that work alongside them to solve issues and gain philanthropic support. John brought up the concept of power-over versus power-with. He explained it by saying,

In the past we had mixed messages, unclear goals, micromanaging, conflicting signals, there would be a lot of power issues. Power over versus power with, you know, with

leaders, there's some leaders that are able to have power with people, move everybody along together and there's other people that because of the virtue of their position have positional power but don't really have the power to move a group along.

Because of John's feeling that his boss is using her power to move him forward with his donors, he has increased his communication with her. He is now meeting with her more than any boss he has had. He said,

I was once a month, I've chosen to go twice because we just have so much stuff that's just changing so I want to make sure those communication channels are open. Plus we're moving into an elevated sense of who we're going to be calling on and we want to be caught on the right people so internally things are changing so the more I can be up to date and up to speed and know the expectations of me more, we're able to meet those goals also.

Clark had a very similar transition between a few leaders that used their power over development officers to reach arbitrary goals that were not created with input from the frontline fundraisers. "I feel like all of us in this group that report to her feel pretty good about being real open and honest about, 'here's the situation, here's what I feel good about, here's what I'm struggling with.'" He noted that while his boss is good about holding regular meetings, checking in and monitoring the metrics, "she sees her role as not driving us to meet those metrics, but really trying to help us as much as possible…it's more of a 'who are you having trouble with? What can I do to help?'" When asked why he thinks that is, Clark responded,

I think that I feel like I really trust and believe that [my boss] wants us to be successful for our sake first and for the institution's sake or her sake second. She's more interested

in us as people, you know, being able to reach our goals and feel good about our own performance. Whereas I think in prior cases, it was more arbitrary, you know? Like, we gotta reach this goal, so how are we going to do it? What are you doing? Why aren't you seeing more people? You know? It was always like a continual fire drill…The first thing [my boss] did when she got here was sit us down and say 'all right, let's figure out what's realistic for next year and why.' If that doesn't seem appropriate, then we have to figure out what is appropriate and how we get on that path, but first let's start with a zero-based approach. And when I first got here the numbers were insane for everybody. I walked in the door in the middle of a campaign without a portfolio at all to inherit and my goals were the same as everybody else's. It was like, 'huh, well, all right.'

Many other stories mirrored Clark and John's. A key trait of their trust with their leader stemmed from how much they believed that their boss was committed to the mission of the institution and how goals were created and followed up on throughout the year. Stanley told a story about resource allocation to drive home his point about quality bosses he had at the institution, particularly regarding how they trusted his ability to get the job done. In one of his first years as a development officer, Stanley was going on so many visits with donors in the first quarter of the year that he realized he was going to run out of travel money. He told his boss "I can either stop or cut way back or whatever, I don't know what to do. And the guy said, 'well actually, why don't you keep doing what you're doing and I'll figure out how to pay for it.'" With his extensive travel schedule in the years that have followed, he said, "they had a great deal of confidence in me, for which I am always grateful. They trusted me because I was producing and I never had to write up a travel budget again."

Decision making is a key component of developing trust between leaders and followers. In specific relation to trust, there was plenty of discussion about how members try to understand the directions their bosses take when it comes to leading the organization. While many participants in this study admitted that not all of the members of their organization had high levels of trust with their leader, each of those who participated noted that their high trust levels with their boss often led them to giving their bosses the benefit of the doubt when it comes to decision making. The LMX-7 specifically assesses trust and respect by asking about situations in which co-workers challenge decisions made by the leader and whether or not and employee would defend their boss if they were not present to do so. John put it this way,

> I may not always agree with [my boss's decision]. I may see things differently. On the other hand, I trust that decision was made in the best interest of the institution, it wasn't a personal thing, it was made in the best interest in the college and I would be on board to support that…to the degree that trust is there and I think it has been, you respect the decisions that are made above your pay grade and buy into it and help move the institution forward.

When that question was flipped and John was asked about how he would feel if he was being questioned by a donor or colleague and was not present do defend himself. Would he feel like his boss would support him?

> Oh yeah and it's happened. A huge part of that is trust because at the first sign that something's going south, you know, I'm saying hey, I just want to let you know this conversation I had with this donor, here's what's going on and I want you to be appraised of it in case it gets flared up again. [My VP and direct supervisor] get me, they're able to

come and say, 'hey, I just want you to know this happened and together we'll figure it out

and I want you be aware instead of you walking into a fire and getting burned here' so

yes, it's hard to get a high degree of trust like that.

Michael highlighted the reciprocal nature of these types of situations when it comes to

establishing trust. "I know if I ever pissed off a donor, which I'm sure has happened…I have no

doubt our AD has provided perspective to the donor." When asked about the disagreeing with

decision making, he was candid about his own level of experience in strategic thinking when he

said,

> The nice thing is when you have great bosses, you're successful, when they feel a
>
> particular way it's for a reason. Usually more often than not they're going to be right, so
>
> just understanding my place too it's like 'hey if he feels this strong on this way and here
>
> is the reason, he's probably right.'

Trust does not simply develop in professional settings. Many of the respondents spoke

about how trust was created when their leader understood them on a personal level. Charles

spends his mornings taking care of his ailing mother-in-law and noted that his boss knows that

his family comes first. This means that he does not always make it to work before nine in the

morning, but his boss knows that he has a track record for getting the work done and his goals

accomplished so it has never been an issue. Kate provided a very interesting insight into how her

trust with her boss was established early in their relationship due to a situation involving her

newborn child.

> My boss created an environment of trust that I've felt like I could trust him right off the
>
> bat, just being honest. I was a nursing mom and I was brand new in the role. First day

back at work was the first day away from my infant. We travelled together, [my boss] and

I. Traveling together, I had to bring my pumping bag with, like right? This was like

where I'm a female and he's a male and I'm like 'hey by the way, I know this is your

brand new car you got two weeks ago, but can I sit here and pump while you're in the

restaurant?'

That kind of honesty and candor resonated with Kate as she began her new role and

quickly helped her establish trust with her new boss. Being able to show how your personal life

might affect your work in a metric-heavy profession helps trust flourish in a professional

relationship. Kate spoke about how much being the mother of a newborn affected her first few

months on the job,

I said, 'can you just trust me? I promise I will travel for you, but can you give me two

more months until I'm done nursing and pumping and all that because it's a nightmare

traveling with of that and getting the milk back and forth' There were some things I just

felt naturally came in, but I knew I cannot hold that stuff from him. I have to be open an

honest. I hadn't worked here that long and he really gave me the trust of 'okay, you say

you will travel after you're done with that' and he didn't hold it over my head, he didn't

make me feel guilty.

Trust is an essential component of building a strong LMX relationship between a

supervisor and an employee. In the case of high performing development officers, the level of

trust between their best bosses and their worst created a window to view how they could be

trusted to accomplish the work. Regular communication about metrics and goals help with

maintaining open and honest dialogue and bosses who actively work alongside high performing

development officers to establish and track those goals will find higher levels of trust. It is also not enough to only consider the professional outputs of development officers. As many participants made clear, when a boss understands their personal needs and the priorities that they have a family member, it creates a much healthier relationship in which trust can be established.

Respect

Respect is another integral dimension of leader-member exchanges. During conversations with high performing gift officers, three themes began to emerge when discussing the level of respect they have with their boss and vice versa. Those themes included communication, particularly in how trust and respect helped employees appreciate the vision and direction of the organization, the different ways in which development officers approached donors and the freedom they get from their supervisors to do so and lastly, how their bosses invested in their future success. Communication regarding how initiatives are developed and how decisions are made tended to be the main thread when it came to respect between leaders and followers. The more open a development officer felt they could be with their boss when questioning a decision or trying to better understand the rationale behind a decision, the closer they felt to their leader. Amanda said,

> I really think that [my boss] and I have a really great relationship. I would be honest with him about anything. Whether it's telling him that I don't think that's the right plan or the right way to go. Or saying 'hey, we need to try it this way' or 'hey, I don't think this employee is getting what they need.'

Amanda continued to discuss how not everybody in her organization has that connection with her boss and in some cases, she is a conduit between some members of the staff and her

boss because many folks in the organization know that the boss respects Amanda's opinion and

commitment to the mission. Amanda continued,

> If I'm being honest, if then there is another side conversation, or that meeting after a
>
> meeting, and there's follow up questions that [other employees] have asked me, I'll say
>
> 'I'll ask [my boss]' when he gets back. I'll be like 'Hey, so you said this today. Why did
>
> you say that? I think we're just a little confused as to why that decision was made.'

The phenomenon of "the meeting after the meeting" was not isolated to Amanda's

experience. Many participants brought up situations in which colleagues would question the

leader's motives and decisions after a meeting took place. Most development officers agreed that

it was typically low-performers, long-time employees or sometimes both who would participate

in this behavior. When prompted whether they participated, all the participants said they did not,

because they felt they had enough trust and respect with their supervisor to ask him/her directly.

Kate put it like this,

> If there's any time there's been a question, I just go talk to him directly. I don't like to sit
>
> and fester on things, I'm just gonna go right to the source and be like 'can we talk about
>
> this, because this isn't sitting well with me.'

Some participants took this conversation a step further. Instead of simply clarifying the

position of the leader to translate it back to their peers, Charles, John and Amanda all felt that

they could openly challenge their leader behind closed doors on a decision they had made. John

told a story about a recent campaign planning discussion where he did this.

> If I think he's wrong and we had something like this here a little while ago where our
>
> senior vice president in the meeting said 'you guys are not going to do that and I said,

with proper respect, 'you're wrong, this is the right thing to do.' And then afterwards, we

went around for a while and then somebody said 'that was the first time we've had a

good discussion on this planned giving stuff, ever. Instead of 'you're just not going to do

this or that', we actually moved the ball ahead.

Charles followed that story by noting that he would never feel comfortable waiting for

the boss to leave the room and then saying those things to his colleagues without the boss

around. He added "that would be disrespect, I just said 'sorry, you're wrong' and the reality is

it's my opinion and there's a better way to do it, that's all."

The conversations around communication and respect also included conversations around

the credit that development officers receive for their work. In a highly analyzed position like

development, each gift can make or break a development officer's annual goals. When

discussing the respect that development officers had for their bosses, many participants told

stories about cases where they felt their boss respected the work they did and gave them the

credit for a gift that they worked on together. John told a story about how a donor he worked

with for a decade became a trustee at his institution, which meant that the President and Vice

President would now solicit the donor. John explained,

> [The VP] had the opportunity to have a conversation with [the donor] that ended up to be
>
> a large gift. He was on the board of trustees and so it was appropriate for them to have
>
> that conversation, but [the VP] gave me 99% of the credit and I didn't have hardly
>
> anything to do with it.

Credit plays a big role in the dynamics of how teamwork is viewed in development.

Stanley had an interesting perspective on getting credit because he is a monk and belongs to the

college's monastery. When he described the level of respect he and his boss have for one another he made special mention that because he never sees his paycheck, because it goes to monastery and because does not get a percentage of what he raises, he feels comfortable having tough conversations with his boss. "He knows I'm doing it for the institution…I think we have a common dedication to the place."

In Charles's experience, he has a boss who encourages him to share his expertise with other development officers. Charles does this and expects none of the credit for the gift, which he gives to the development officer. He shared a story about helping a young development officer secure a $2 million gift at the request of his supervisor. Charles said,

> [My VP] has me come in and move these folks along because it's a planned gift and that's what I do and I know all the words and I know what the guy is doing…and [the colleague] can have all the credit for it. $2 million, there you go.

In development, each fundraiser develops their own style as they grow throughout their career. Some development officers focus more on relationship building, while others may see themselves as agents of the institution who bring cases for support to donors. Part of the growth of respect between leaders and members in this study was explained by how these differences are nurtured and how leaders serve as trusted teachers when it comes to how to put strategy into practice. Brittany said she feels a great deal of respect for her boss because he's done the work himself. "He's been in this field for so long that he does understand the needs and the requirements of the job--what it takes to be really good at your job, which I appreciate." And in Amanda's case, she feels like she can do the job well already. She appreciates that her boss respects her work and trusts in her ability to do it her way. Amanda specifically said,

I think that we have a really respectful relationship where I know he respects me. He lets

me do what I think I need to do in order to be successful in my position. He understands

we're very different fundraisers and doesn't try to tell me how to fundraise. He just

knows that he can give me the tools in order for me to be successful, and I think that he

does do that.

In Stanley's situation, he has had to rely heavily on the respect he has gained through his

success to create a position for himself that is unlike anything else at his organization.

If you want to put it in terms of 'he got away with stuff,' I created a position for myself

here that probably wouldn't fit in most places because…I was allowed to do was follow

the leads wherever they went.

This created some strain in his relationships with certain bosses throughout the years who

wanted Stanley to take on a more traditional role in the advancement office. He had a boss for a

few years that he felt did not respect the work he was doing. Stanley said, "I knew more about it

than he did and I just grew exasperated, sitting there, trying to explain to him what I was trying

to do." Stanley spent months trying to educate this boss.

I tried to tell him and it was not anything like he was used to. Why would I go to Florida

to see a non-alumnus? Then the big things started to happen, but it was just like I was on

a different level.

The result of this relationship was that his reporting line transitioned back to the Vice

President, where he had reported previously. Stanley's Vice President had respect for the work

and the results he was having. It was common for this theme to emerge, especially with the

younger participants as it related to career progression. Amanda shared how her success in

reaching goals by doing things her way helped prompt conversations about how she could grow within the organization. During a work trip, Amanda said her boss and her had a conversation about her future,

> I made a comment to him like 'as long as you consider me if you were to leave, you would consider me for your position' and he said 'really?' and I said 'yes" and he goes 'okay." And ever since that point in that conversation he brings me into budget conversations, he brings me into more conversations with our athletic director. He send me everything, just so I've got a more global perspective of how the athletic department runs, and what his role is outside of being a frontline fundraiser.

The level of respect between bosses and their subordinates definitely shaped how the working relationship was perceived. Respecting the development officer's ability to do the job, communicating, sharing credit, appreciating the differences they bring to the team and setting them up for career success were all themes that the participants touched on when describing the level of respect they feel with their boss. All of the participants felt that their boss had a vested interest in their success and that the level of mutual respect that they had with their supervisor was unique amongst their colleagues.

Obligation

The final pillar of leader-member exchange relationships, alongside trust and respect, is obligation. Obligation helps measure how connected an individual is, specifically with their boss, and gauges if they feel obligated to stay in an organization because of their relationship with their boss or if they would be willing to follow their boss to a different organization. The

participants in this study were split evenly on whether they felt obligated to stay in their current position or with their current institution because of their boss.

For those development officers who did feel a sense of obligation, one consistent theme in their responses centered around the fact that they would define themselves as very loyal people, regardless of their reporting situation. John said, "I think the world of my boss and the VP, I'm strongly wired that way…individuals, organizations, spouse, friends, kids, neighbors, there's a high sense of loyalty." John went as far as saying he would consider following his current boss to another institution as long as it did not require him to move.

Michael and Amanda were both hired by their current bosses, whom they both spoke highly of. Both described their loyalty with their bosses as being related to the fact that they felt their bosses stuck their necks out for them and have continually invested in their lives and careers which heightened their sense of obligation. Michael noted the feelings he has gone through as new professional opportunities have presented themselves.

> I would say that opportunities have come up including recently and you feel a loyalty to those you work with and especially the bosses that have stuck with you and stuck their neck out on the line for you. Especially because we're in the middle of a campaign, right? We all know as fundraisers and as you know the number one thing that affects production is turnover, especially in strategic positions…There is a sense of loyalty for sure when you have bosses including the president who is so involved with your efforts and has helped you along the way and you know will help you in the future to kind of remain with them for sure.

When asked about whether or not he would follow his current boss to a different institution, Michael did not hesitate. "Yes, you have to consider it. I mean most people in that position they'd be lying if they told you they wouldn't." Amanda had a similar connection to her boss, which included the investment her boss has made in her development as a fundraiser.

> I do feel a lot of loyalty towards him, because I think that I've learned a lot from him that has put me into the position that I am in right now at [my institution]. I was hired as a director of development, and have since, obviously, become senior director. And now I have individuals that report to me that I manage, and I oversee our entire major gifts program now. And I think that he's put trust in me and he's really helped me become successful, in order for him to trust me to move into that position.

Amanda said she would consider following her current boss out of state for a position if that opportunity ever presented itself and noted that she feels very obligated to remain in her role because of her boss. When asked to expand on that thought, she said,

> Because I think that he sets me up for success so well. If I needed anything, I feel like he would get it for me. If I needed anything in my current job that is relatable to my current job, and I sat down and said, 'I need this,' regardless of how much it costs. If I told him 'I found a continuing education something and I want this and I think this will correlate directly with my job' I think he would get it for me. I know he would stick out his neck for me and so I do feel, I would feel extremely guilty leaving him. Which that kinda sounds crazy, you know.

Clark's perspective was interesting because he was not hired by his current boss, however, he was part of her hiring committee and he said that plays a role in his feeling of

obligation. He said that because he helped bring her to the institution, he would feel guilty about leaving her at this point. Clark also said,

> I would certainly say that I feel some sense of obligation, especially since we've just been going through the whole search for different roles at my level. So again, I'm part of those search committees. So I would feel genuinely bad if I were to leave at that point. But I would say it's much more of an enthusiasm. I feel much more positive about wanting to be here than that it's just an obligation.

For the development officers that did not feel obligated to their boss, many of them felt connected to their institution in other ways and had different reasons to explain why they stayed with their institution. Brittany and Kate were not hired by their current bosses and both admitted that this might be one of the reasons they do not feel obligated to them. Brittany said, "I don't feel obligated at all. I do it because I enjoy the work, because I see how it impacts my college and the students I work for." Kate had a similar stance regarding her connection to the students and the college, but she did allow herself to think about what it would be like if she left, saying,

> I don't feel obligated to stay in my role because of [my boss]. I like working for him a lot. But if I was ready and was ready to make a big career move or something, yeah, I mean there's a little guilt of leaving someone. Like 'oh you've invested in me, you've trained me, oh my gosh' Some of it is just sadness, too. Where if you grow and you build this great relationship, but that's the part of growing. I don't know if I feel there's a gun to my head."

Stanley and Charles both felt a greater sense of obligation to their institutions. Stanley, like Clark, had a role in hiring his current boss over 20 years ago when they were in a different

department. Both Stanley and Charles are alumni of the schools they work at. While they both

feel very positive about their relationship with their bosses, they do not feel obligated to remain

at their current institutions because of them. Charles put it this way,

> I'm obligated to do a good job here. I'm obligated to make [my boss] look good. I want
>
> [my boss] to look good, because that helps me look good…I'm really just obligated to
>
> raise money for [my institution] because I want more kids here and I want this place
>
> successful. And personally, the obligation I feel is to my wife and mother-in-law.

Stanley echoed Charles's comments, adding that because he was a monk and is required

to stay in the monastery for the rest of this life, he never feels obligated to individuals as he

would not be willing to leave with them if he wanted to. Stanley really enjoys working for his

current boss and has been working for him for the better part of the last 15 years. He helped his

boss design a new organizational chart as the division was growing to ensure that he could

remain working alongside him. When pressed about his obligation, Stanley had a different view

on why he remains with the organization.

> First, I enjoy my work and that would be the main thing, and number two, if I feel some
>
> sense of obligation, it's to the donors who have made long term commitments to work
>
> with us on stuff. If both my lead donors died tomorrow, I would probably retire.

Obligation is an interesting lens to view exchange relationships through. In the cases of

development officers who were hired by their current supervisor, the sense of obligation was

much higher and the responses had a more natural response associated with them. When the

development officers did not work for the boss that hired them, they spent more time thinking

about how they felt and had to use hypothetical situations to explain how they felt. For new

managers to development organizations, this is a key consideration when establishing high LMX relationships with staff. The concepts of trust and respect were easy to understand and the participants of this study openly shared anecdotes and observations about how they have developed strong feelings of trust and respect with their supervisors, regardless of whether their current supervisor hired them, but obligation was harder to define for them.

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Summary of Working Relationships
Between Management and Development Officers

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The dimensions of leader-member exchange, trust, respect and obligation all play a significant role when determining how working relationships between management and high performing development officers affect a developing officer's intention to stay at the institution. All of the participants who had been at their institution longer than five years said they had considered leaving at one time or another, but none of them said that they ever felt like quitting on their current boss. The connection between the Reeher Prime Officer designation and the timing of these interviews shows an interesting glimpse into the level of productivity and philanthropic support development officers can attain when they feel high level of trust, respect and in some cases, obligation, to their current supervisor. These are just a few of the themes that emerged when discussing the working relationships these development officers have with their supervisors. Other themes related to job embeddedness and satisfaction also showed connections worth considering when attempting to understand how to keep high performing gift officers at their organization.

To answer the question of how working relationships between management and high achieving development officers affect a development officer's intention to stay at the institution, the elements of trust, respect and obligation come to the forefront. Trust is established through

open communication, which includes management working alongside development officers to strategize plans for major donors, plan campaigns and establish annual goals. As John put it, it comes down to feeling as if the leader is committed to utilizing their power and influence to better the development officer instead of using power to drive results. Flexibility is also a strong indicator of positive working relationships built on trust and respect. Many respondents noted that the flexibility of the position is something that would keep them working for their current boss and their current institution. The interesting nuance of flexibility is that most of the development officers interviewed noted that flexibility is created by both a level of trust with their manager that they will accomplish their goals and that having a personal relationship with their boss. The idea is that when a development officer and their leader get to know one another on a personal level, they are more easily able to negotiate time off, prioritize projects during busy parts of the year and they both have established trust that the work will continue to get done.

Working relationships between high achieving development officers and their leaders were different depending on whether or not the boss hired the development officer. Feelings of obligation were higher for those individuals that were hired by their current boss, but not absent from those who were not. A key distinction for leaders to consider is that in relationships where the development officer was not hired by their current boss, the development officer clearly indicated that they needed to feel as if their leader wanted the development officer to succeed for the development officer's benefit. Establishing trust and mutual respect in relationships where the boss did not hire the development officer centered on whether the development officer felt that their boss was committed to them as a person and employee and not just as an agent of

production. The more the development officer felt that their boss had their career success at the center of everything they did, the more likely they were to want to stay working for them.

The relationships that each development officer had with their leaders were unique. There was also considerable conversation about how the current relationship between the development officer and leadership differed from prior leaders and from prior positions. When stories of prior bosses and positions were considered, the true connection between the development officer and their current boss emerged. Michael, John and Stanley all told stories about former bosses and how the levels of trust, respect and obligation were so low that they considered leaving the institution. Michael and Kate did leave former positions because the leader they had in those roles. Stanley noted that during a particularly bad few months with one boss he told his Vice President he needed to be re-assigned or he would quit. These stories highlighted that these development officers were not more amenable by coincidence and that their current relationships with their leaders are truly strong. The relationship that a high performing development officer has with their leader plays a substantial role in a development officer's intention to stay at the institution.

Considering a Development Officer's Satisfaction/Embeddedness

This study aims to uncover the considerations that development officers take into account when determining their satisfaction and embeddedness with their position and their organization. The managerial implications of this research is to better understand how to keep talented development professionals by finding out what is important to them. The analysis of the interviews conducted follows job embeddedness theory, first established by Mitchell et al. (2001) who sought to understand not why people leave organizations, but why people stay.

Most of the current theory and research on voluntary turnover springs from March and

Simon's (1958) theory that the perceived ease of movement is reflected by job alternatives and

the perceived desirability of movement is usually taken to mean job satisfaction. In job

embeddedness theory, non-work factors are considered just as much as on-the-job factors. These

non-work influences include family attachments, conflicts between work and family roles and

connections with the community. Determining what considerations development officers take

into account when determining their levels of satisfaction and embeddedness begins with the

major themes of job embeddedness theory, which are links, fit and sacrifice. Links are

connection points that employees have to their organization and their community, fit is the

strength of that these bonds have in connecting an individual to their organization and their

community and sacrifice is a look into how much force it would take to sever these connections.

This analysis also includes elements of mission, family connections to work and the community

and additional considerations that emerged inductively through the analysis of the conversations

with high performing development officers.

Links

To determine the considerations that development officers take into account when

deciding their level of embeddedness in their position, the dimensions of links, fit, and sacrifice

need to be examined. Links are defined by Mitchell et al. (2001) as,

> Formal or informal connections between a person and institutions or other people.
>
> Embeddedness suggests that a number of strands connect an employee and his or her
>
> family in a social, psychological, and financial web that includes work and non-work

friends, groups, and the community and the physical environment in which he or she lives

(p. 1104).

The questions that were asked of the participants in this study centered around what Lee et al. (2014) refer to as community embeddedness and family embeddedness. These off-the-job links were focused on more than organizational embeddedness factors such as pensions and promotional opportunities to better understand what the non-work considerations are when determining a development officer's satisfaction. Organizational embeddedness is covered in the synthesis section of this chapter when career paths are discussed.

Many of the links identified with the communities the participants live and work in was connected to the geographic area they or their spouses grew up in. Six of the eight participants in this study live in either their hometown or their spouse's hometown. One notable exception is Stanley, who is a monk. In the mid-1970s, Stanley took a vow of stability and one could argue that he is more embedded in his community and organization than any of the others because of his connection to the monastery. Five of the participants are alumni of the institutions they work for, however all of them moved away for a number of years before deciding to return to their current location. Brittany said that moving back to where she grew up just made sense for her and her husband, who is also from the town they currently are living. She said,

> My husband's family is from [here] and my parents just moved back to the area. We do
> have some family here, a sister and brother [40 miles away]. It's his home and my home,
> we both went to high school here, we both went to college here, and so it's just where
> we're grounded.

Amanda has a long history with her city. She did leave for a few years after graduating from the university she is currently working at, but did not feel the same sense of connection to that community as she did to the one at home. She explained,

Being born and raised here, and I went to [high school locally]. It is a very service-driven high school. I was involved in the community from grade school, to high school and then even when I at [the University]. And so it was beyond the schooling and beyond what I was doing as a student. When I moved away I did not have that and it's something that I missed and I knew that. So when I moved back to [town], that was definitely something on my pro list of moving back, was having that relationship [with the community].

Kate is not from the area she is currently living in, but her husband is. After meeting in college, they decided to move back to his hometown where he would start a company. She likes the small town atmosphere and community, she said,

We've been married 12 years. We have two kids. We got married and moved down to where my husband is from. Naturally we feel like we have a larger extended family, so the in-laws live close by. This is where [my husband] grew up and was raised, so even our church quickly became our family. We live in a really, really small community which is great because we feel supported.

Kate specifically mentioned how she knows that she will not likely move from the area due to her husband's company. She said that it bothers her that she knows she will not likely move because it sometimes makes her feel like that fact could stifle her drive and determination professionally. "I've told my husband that mentally I have to let go that you're a business owner and that we're here…I have to work and I want to work as if moving would be an opportunity."

The connections to the local communities were not limited only to the participant's geographic location. All of the participants were involved in multiple community organizations as well. Many noted that because of the nature of their position within the non-profit community, they are often targeted to volunteer on a number of non-profit boards and serve in fundraising capacities in their children's schools and in their communities. Amanda mentioned,

It can kinda kill you though, because once you volunteer for something, you get volunteered for every other thing. I'm on the Children's Hospital board, I'm on the American Heart Association gala board, I've been asked for so many things, I've actually turned a few things down.

Brittany echoed Amanda's comments by adding that her positions as an Executive Director for two different non-profit organizations before coming to her institution, she was highly connected in that arena locally. "I'm still active with United Way, Chamber events, YWCA, the interesting thing is that as the Executive Director in a United Way organization, your colleagues become the other Executive Directors." Brittany's husband also coaches her three children on their hockey and lacrosse teams. Clark coached all four of his daughters in basketball and John, whose wife is a pastor at a nearby church, is involved in their parish's men's group, small group planning, serving, communion and the stewardship committee.

Kate mentioned the benefits that volunteering in her community has had on her career over the years by both networking her with potential business targets and helping her feel more connected to the community. She also admitted that after having her second child, her time has become more limited for her participation in local activities. She said,

We volunteer and do a lot with our church and some of that then piggybacks because our

daughter goes to the catholic school there. Small catholic school, so as parents, you're

real hands on helping out with fundraisers and events and all of that. I used to be full

throttle into Jaycee's and the Chamber, I was President, running all this stuff. I used to be

in a networking group. Kids, man, the second kid really took a toll on me. The first kid, I

sailed through and still could do a lot and then the second kid came and I was failing at

being President. I was like 'I can't do this, I'm so distracted' so I backed off a lot on that.

Michael expressed that getting involved in his local community has helped him grow

personally and professionally. He is not originally from the area, but became immediately

passionate about a minority serving Christian school that is related to a non-profit his wife works

at. When prompted about how his connections outside of work have made him feel more

connected to the community he responded,

I feel so much more connected here. I would say just my selfishness before moving here,

I wasn't involved in the local communities at all. If you were to give me a percentage it

would be 100 times more involved with [this community] than I've been other places. I

think I've grown up by being here and I think I've grown up because [my job] helped me

grow up. I've learned the importance of, it's always ironic, but when I hear fundraising, I

think, how could you not understand the importance of giving back or being involved and

engaged. I think it's got another level for me here just because I learned how important

that is.

Michael's connection to his job helped him better connect with his local community. As a

father of two with another on the way, he expressed that being involved with things that matter to

his wife and him brought them closer to their community and kids he cares about helping. In job embeddedness research, the word "stuckness" is often used. This refers to all of the connections that an individual can have to their community, which acts like a web, embedding an individual in their local area. In Michael's case, there is a connection to his wife, his wife's connection to her hometown (their community), his connection to his job who he credits as helping him understand the importance of volunteering, his wife's connection to the non-profit she works at, his connection to his wife's work which he volunteers at and the mutual connection they share about helping children through this organization. Michael could theoretically volunteer at a number of organizations anywhere in the country, but those organizations would not have as much "stuckness" as the one that is connected to his wife, his community and his institution.

The most common link each of the participants had to their communities was family. Seven of the participants had in-laws, young or grown children or grandchildren in the immediate area. The only participant that did not have family close was Stanley, who lives in the monastery. He said, "I like the area, but I belong to the monastery community and that's my family, I stay here until we all end up in the cemetery together." One could argue that while Stanley does not have any familial connections to the area, he may have the strongest ties to the town he resides in. Amanda, by far, had the most family ties to the area and to her current institution. She said the connections to her alma mater span multiple generations.

My mom and dad are both here. My grandfather's the oldest living alum [from the institution's] pharmacy school. He's 96, he and my grandmother, who are both still alive, got married on campus. It's the same church that my parents got married in, on main campus. All three siblings and I did. When you ask about connection to a university and

why people stay working there. My dad's one of eight kids, seven boys and one girl.

Every single one of those eight kids have one, two or three degrees from [my institution].

I'm one of four. All of us have one, two or three degrees from [my institution]. There's

over 30 degrees received by [my family] from [here].

The connections to the institution a development officer works at is an important factor in

determining satisfaction, but having connections to the community are important as well. Kate

explained why her community is so important in her ability to balance a high stress job with a lot

of travel.

When I'm happy and I come home and pick my kids up from daycare, I'm happy with

them. I'm not carrying the weight around of being negative about work or anything. I

have a very, very supportive husband. He's never made me feel guilty about a late night

or traveling. I'm really fortunate in our small community that I know some of the kids

really well and I trust them and they have a driver's license and they go pick up my kids.

They bring them home, get them started on supper and baths.

The balance of work, family, volunteer and community commitments is tough to juggle,

but many of the participants shared that the key to balancing all of the demands of their time is

prioritization. Charles explained that he loves his job, but he knows that it is not the first priority

in his life. He said,

First things first. If the grandboys need help, they get priority. My priorities are very

simple. Now, what do I volunteer for? Rotary, scouts, those are my third priority. My

second priority is work, the people who pay me. My first priority is those who choose my

nursing home. Keep my wife happy, keep the kids happy, keep grandma happy and help.

That's my first priority. I don't get here at nine. Sometimes I'm over helping my mother-

in-law get out of bed, bringing her breakfast if my wife's got a clinic day.

Links to the geographic area, the institution, community organizations and family all play

a role in determining how connected these development officers are to their communities. Jiang

et al. (2012) conducted a meta-analysis involving 65 independent samples (n = 42,907) and

community embeddedness was predictively valid in understanding voluntary employee turnover.

These responses contextually highlight what these high performing development officers feel

about what connects them to their community. Understanding what connects their employees to

the community can help leaders of high performing gift officers know what matters to their staff.

Allowing high performing gift officers to engage with their families, volunteer committees and

community organizations can go a long way in strengthening the ties these individuals have to

their local community and the organization that supports them.

Fit

Fit is one of the three dimensions used to determine an individual's level of

embeddedness within an organization along with links and sacrifice. Mitchell et al. (2001)

referred to fit as an individual's feeling of connectedness to their organization, highlighting that

"an employee's personal values, career goals, and plans for the future must fit with the larger

corporate culture and the demands of his or her immediate job" (p. 1104). The author's believed

that the better the fit an employee has with their organization, the higher the likelihood is that the

individual will feel professionally and personally tied to an organization. The case for fit is

simple, studies have shown that those who do not fit into their organization terminate more

quickly than those who do (Mitchell et al., 2001). The participants in this study explained their fit through the lenses of community, mission and their contribution to the larger organization.

In determining an individual's fit within their community, there is plenty to consider. Each of the respondents spoke about their connections to church, the schools their children attended and the climate of their region. These attachments are all referred to in Mitchell et al.'s (2001) introduction to the theory of job embeddedness. "In addition, outdoor activities (such as fishing and skiing), political and religious climates, and entertainment activities vary dramatically by region and location" (p. 1105). This is important in assessing a development officer's connection to their organization because there are plenty of opportunities out there for fundraisers. Fitting in the culture of both their community and their organization is key to keeping a development officer satisfied and embedded.

Kate mentioned that her community is a good match for her because she feels like she can be herself. She said, "I love kind of being in a smaller community, because there isn't this race of keeping up with the Joneses or like we are good old fashioned, like real mid-westerners." She lives 40 minutes from campus and enjoys being able to get away from campus and disconnect. She added "I get amped up around work enough, so it's nice to almost go to this little nowhere land. I feel like it's a really good fit and match for me that way."

Clark remarked that while he has lived in his city's greater metropolitan area most of his life, he has been able to move from suburb to suburb and get different flavors of the city. He was also able to pursue a career outside of fundraising after college at a nearby university without having to leave the region. Returning to his alma mater felt like a fit, but also did not require him to move. He said,

It's a combination of feeling like this his home, but also appreciating…I mean, we just really love [this city] for what it is, regardless of having spent our lives here. We have, I think, philosophically, politically, we feel like we fit in [this city] and we think it's a great place.

John's wife is a pastor at a nearby church. Our conversation about hypothetically leaving the area for another job quickly made him uneasy and he relayed that he could not see himself leaving the area. He did mention that they have considered moving to another part of the city, but that he could never see himself in a situation where he would move his wife away from her church. John's responses were very much in line with all of the aspects of Mitchell et al.'s (2001) job embeddedness theory, especially when it comes to covering all of the various ways in which an individual's passions can be connected to their community. He said,

We have great neighbors, great friends, we love to water ski and so we've got a half a dozen lakes within 10-15 minutes of here that we can throw the boat in on any given day and be up skiing in 5-10 minutes. That's pretty special to us. Family, our daughters are 12 miles away over here, son-in-law, hope to have grandkids someday, so that's the convenience of that. Our kids went to school here. We have excellent, amazing biking and hiking trails down through the woods, we love that. We are out almost every day on those trails and they go all over the place. Biking, walking, whatever. Good places to eat, easy access into [the city] and less than a mile over here is cornfields so I can take the snowmobiles out and go snowmobiling.

Amanda's connections to her community run deep. As discussed earlier, she grew up in the community she lives, went to college there and her family's connections to both the region

and the institution are significant. We spoke in depth about why she entered higher education fundraising and why she stays. She said, "I could go and work at 100 other places and work fewer hours and get paid $50,000 more. I get calls about them. Then it goes back to the loyalty piece, and we're really passionate about what we do." Amanda has incredible passion, not just for the institution, but for athletics which is what she serves. She admits that when it comes to her alma mater's most die-hard fans, her and her family make a strong case for being the most passionate.

> My family has had basketball season tickets pretty much my entire life. So I've got to go to basketball games since I was in kindergarten with my dad. And it's been something that, my entire life, growing up, when I was in middle school through high school, and even in college, people would say 'What do you do for fun? What's your passion? What do you get excited about?" And it was always the same two answers. It was politics and [my alma mater's] basketball.

Amanda spent about twenty minutes of her interview showing signed balls, framed photos and other memorabilia, including personalized license plates and family photos of parties, celebrating conference titles and NCAA tournament berths. Each item had a story from growing up, the connections her family had with each team and the alumni, coaches and community leaders that would end up in her childhood home to watch her beloved team play. It was abundantly clear that Amanda felt at home working at her institution and that culture is a big priority when they hire. She said, "We will hire somebody that is likeable and believes in [the university] and will fit into the culture before we would hire somebody that is going to be the best person at the job, but not be a great fit." Her connection to the community echoed her

feelings about the organization. She also believes that her institution is a good fit for the community. She explained,

> This is what I said in my interview when they were like 'why do you want to fundraise? Why are you passionate about it?' Outside of my family connections. I love [this city] too. And you're gonna get into that with your questions I'm sure, but it's such a big part of [the city]. You can't have [our city] without [our institution] and you can't have [our institution] without [our city] so it's really cool to be part of something that is really special to this community and does so much for this community.

Charles had a similar connection to both the community and his alma mater. Much like Amanda, he grew up in the town he is currently living and working in after having moved away after college. His father worked for the university and was an alumnus. Charles and his six brothers all attended the institution. He shared several stories about growing up on campus, connecting with the monks and growing up in the faith. He told a story specifically about how he sees his fit with the institution and community come full circle from when he was a young child to when he came back to work for the institution in his adulthood.

> The monks, when they do something here they do it for their future or for their community. When they fix a building, they don't just tap it together and say 'that will do until we sell' because they're never going to sell. And they don't want their younger brothers to have to fix the roof that they didn't do right. And so they do it for the long term, because they're going to live here until they die, and they're going to die here and they're going to be buried right out here.

So people say 'gee, I bet you've been around long enough you know where the skeletons are buried' and I say, 'I knew them before they were skeletons.' 'Father [Tom], oh God, Father [Tom], I owe everything I do to Father [Tom]' people will say. Taught economics. He was apparently not a good teacher, but he taught very well. Harvard educated. And my middle name is [Tom]. I said to Mom, 'how come my middle name is [Tom]?' and she says 'Dad liked Father [Tom] so much.'

Charles has a brother who gets his middle name from another professor at the university. For Charles, coming back to his alma mater after raising his kids in a different city was a way to give back to the legacy his father had helped build. The mission of the religion he was brought up in helps navigate not only the work he does and how he lives his life, but the passion in which he believes that others can benefit from the same kind of education that his father, his brothers and he received at the institution.

Institutional mission played a big role not just in Charles's story, but also in John and Clark's. Both work at faith-based schools. Clark said one of the reasons he has never considered leaving his institution is "that it's hard for me to imagine where I would go where I would feel like there was a mission that I was more passionate about or really wanted to impact more." Clark noted that this was not always the case and that a recent presidential change had made him feel much more comfortable about the direction of the university. He said,

Her vision for what [this institution] could ultimately be five or 15 years from now is much closer aligned to my vision. Prior to that, I would almost say that it was more a sense of obligation, like I owed a lot to [this institution]. I feel like I want to give back,

just in the same way a donor world. I do feel like there's been a marked change, sort of

opening our doors to the world.

The passion for mission was not only limited to individuals who work for their alma

mater. Michael experienced something four years ago when he came to his institution that he did

not expect. He said, "The biggest difference for me since I've been [here] compared to working

previously is that the culture here is tied to the mission." This was the first faith-based institution

that he had ever worked at and while he works in athletics, he sees the mission of the institution

as central to everything he does. He explained,

> To tell you when I took a job four years ago, I'd be so passionate about the mission here,
>
> I would have told you you were crazy, but I am. A lot of that has to do with this is my
>
> avenue to give back and so great if it helps [the institution], awesome, that's a bonus.

When we talked about his fit with this current organization and his community, Michael

said that the fit at his current organization is so good that it has changed the trajectory of his

career. He mentioned that if you had asked him where here would be in ten years a few years

ago, he could tell you exactly the path he was on and where he wanted to be year-by-year,

however, since coming to his current institution he has found a fit so good that it has him

thinking twice about leaving for another job elsewhere. He said,

> I don't want to say my ambition is gone, but I've become more content at being [here].
>
> Not complacent, but content, like, I'm satisfied with what I do here and where I am.
>
> That's not to say that I see myself always being here, that small percentage that
>
> something could happen, but I feel okay where I am. This is compared to how I
>
> previously always felt when my mentality was always digging up the next place. I

understand that it was a good chance I'm not here for the rest of my life and I told you

I'm not going to be in this role, but I'm going to enjoy it as much as possible while I'm

here.

The final theme that emerged from conversations regarding fit was the idea that the

participants all cared about education and the role it plays in helping move society forward. Each

participant felt that of all the types of non-profit work they could be in, that education held a

special place in their hearts and they were passionate about serving institutions of higher

learning. Each understood that they have a special skill set and understood the role that

philanthropy plays in helping their institutions achieve their mission. Charles said he felt a

similar feeling when he raised money for medical research, "I'm not smart enough to figure out

what the hell gets people sick, but I find money to pay for the research. Am I happy with that? I

love it."

John had a similar view of his work and its effect on his organization. He said,

I think learning opportunities are key for me and I think for gift planners in general that

you just have to always be learning and I know how to do a handful of things pretty well,

but I don't know everything, right? And there's no people [on campus] that know this a

lot better so I can contribute something and bring that to the party.

Stanley had an interesting view on this as well as he has served the institution he is at in a

number of different capacities including librarian, professor and deputy to the President. He said,

"I can teach the students, but I can raise the money that builds the endowment and that lets

teaching continue on for generations." Stanley did his undergraduate work and his doctorate at

Ivy League institutions and he said that studying on those campuses helped him frame the impact

that philanthropy can have on a higher education institution and that has helped fuel his passion

for development work. He said,

> I've seen what can happen after doing development for 200 years. I mean, I use it with
>
> my colleagues here, they're tired of me bringing up examples like this, but I tell them
>
> about the impact of a class gift and what it can mean symbolically, aside from providing
>
> something of benefit. Symbolically, it means a lot. Like I had classes regularly in the
>
> 'class of '89 building' and they think 'well that's nice' and then I say '1889' and that's
>
> when it dawns on them that my God, these things, they endure.

The contribution that development officers feel they can make to their institution is a

critical part of what makes them feel like they fit into their organization's success. Each

development officer felt like they fit into their culture and many told stories about jobs in which

they did not feel they meshed with either the community or the organization, in all those cases,

they left those organizations. Strong bonds with the community, the mission of the organization

and feeling like you are making a strong contribution to the future of the organization all played

significant roles in the development officers feeling like they were a good fit with their current

institutions.

Sacrifice

Leaving an organization means more than simply transitioning to a new company or

location. It implies personal losses like giving up colleagues, interesting projects or perks.

Mitchell et al. (2001) described sacrifice in job embeddedness theory as capturing "the perceived

cost of material or psychological benefits that may be forfeited by leaving a job" (p. 1105). The

theory offered that the more an employee would give up when leaving, the more difficult it is to

make the decision to leave their organization. It is simple to see the incredible passion and connections these high performing development officers have for their institutions and communities. The easiest way to summarize the analysis of the theme of sacrifice is with the data that has already been presented. In summarizing all of the connections of links and fit to the organizations and communities where these development officers work and live, it is clearly established that when these individuals love where they are at and what they are doing, they would be sacrificing these connections if they left to go to a new location and a new position.

Development is a very relationship-based career. Each of these development officers work with hundreds of faculty and staff within their organization and hundreds of donors on an annual basis. All of the participants alluded to the fact that leaving their donor base would be one of the toughest parts of leaving the job, Stanley mentioned that if his top two donors passed away tomorrow, he would retire. Missing the connection they have with their boss was also another consistent point brought up through the interview process. Other themes that emerged were missing the work and missing the connections they have with their extended family if they were to leave their organization and region.

Michael mentioned that he felt that leaving his current organization would not only mean leaving a boss he has grown to appreciate and truly enjoy working for, but the mission of the organization that has meant so much to him. He said,

> It would be tough to find another athletic department or job that had such a strong
> mission and purpose compared to what we have [here]. I also find it hard to believe that I
> will walk into a place that has a stronger culture and work ethic especially of what we
> have here in athletics.

Amanda's connection to athletics was similar. As a fan of her alma mater's basketball team and the deep connections she has made to coaches, players and donors, Amanda loves the feeling of being an insider, which is something she feels like she would give up if she ever left. She said,

> I love the people. Having the access to [our institution's] athletics, because I like our athletics, and I like that my dad calls me and he's like 'you have three open scholarships, [a junior] just signed for the draft, what are we going to do?'

The connections development officers make with their donors and programs mean a great deal in a mission-based culture. But sometimes the day-to-day work is simply too enjoyable for a development officer to give up. Charles very simply put it this way,

> I'd retire, but my job is to take somebody out to lunch, ask them for $100,000. And if I don't get the $100,000, I still get lunch. My other option is to sit at home at lunch and have a peanut butter sandwich and play computer solitaire. I'd rather go meet somebody interesting and raise money for [my alma mater] than sit at home playing computer solitaire and eating a sandwich.

Charles is getting close to retirement. We had a good opportunity to talk about all of the things he looks forward to in retirement such as spending time with his grandchildren and traveling the world with his wife. But he does feel a sense of obligation to his alma mater and the results his work will have on future generations. He said that he would miss the people most. "I'd miss the fun of working with the donors. I just like the donors. I'll always take a donor call first."

Leaving the area for another job would also affect the lives of these gift officers by separating them from their extended family. Family plays a special role in linking an employee to their geographic region. For the development officers with parents or in-laws close by, leaving the area would prove to be a big decision they would have to make that would affect more than just their professional lives. Kate said that leaving her family would be the number one reason she would not leave her current area. She said, "even though my mother-in-law and father-in-law are still fully working and have crazy schedules, my sister-in-law lives close by and that would be tough. But also, my mom and her husband moved to Florida." She added that while her husband's company is what originally brought them to the area, they are committed to staying there until their children are through high school. Michael shared a similar outlook as Kate, both of them live in their spouse's hometowns and having in-laws close by to watch their children develop is a key connection point for both. Michael said,

> Most importantly family-wise, which definitely comes into play like you're not going to have grandparents if you look at it, you're not going to be able to have family as close and you're going to sacrifice those relationships, kids-wise that they have with their grandparents if you ever left. All of those are definitely strong, strong reasons why you think maybe the grass isn't as green elsewhere because the grass is pretty damn green here, right?

Sacrifice is a key reason that development officers might turn down an attractive officer elsewhere. Better understanding the links that an individual has with their organization and community can help leaders invest in those links by allowing more flexibility and accommodating volunteer and community organization connections. The more connections an

individual has and the more they feel that they fit into the organization and community, the more they would logically sacrifice if they left the organization or area. Job embeddedness theory specifically noted that highly embedded individuals are not easily drawn to lateral positions (Mitchell, et al., 2001). With this in mind, Michael's comment resonates. Maybe the grass really is not greener when you consider all of the connections one can make to their organization and community.

Travel

Traveling is a big part of a development officer's day-to-day job. Conversations around the amount of travel for donor events and solicitation visits uncovered some interesting perspectives from these high performing development officers. Part of the criteria for selection of a Reeher Prime Officer Award is being in the top quartile in the nation for the number of donor visits. The participants of this study admitted that they do feel like they travel more than the average gift officer, but had varying perspectives on how they feel about their level of travel now and into the future. For example, Kate has the longest daily commute at 42 minutes one-way, which has recently extended to 58 minutes because of construction. She is putting around 38,000 miles on her vehicle each year, but she says she likes the travel. "I'm traveling in [state] where I'm out and back in a day. Most of the time, I can be back before daycare closes."

Kate says she uses the time to get prepared for the day. "You're amped up and you're thinking about that first meeting. You're thinking about the person and you feel more polished and on your game." She says that living in a small town gets her excited about taking trips out of state as well,

I loved that I got to go to San Francisco and experience that part of California that I've never seen before. And it keeps my world big. If I just went and drove into [my current town] every day and worked, I would go crazy. I'm okay if I'm the last person to know of the town gossip.

Stanley had a similar feeling about his work travel, which he estimates is about 60% of his year. He travels in-state, out-of-state and internationally as a Chaplin, a historian and a development officer. He shared stories of meeting future donors on a cruise ship while he served as the ship's Chaplin, which turned into establishing a low-income scholarship program with students who graduated from high schools over 1,000 miles away and international trips where he rubs elbows with European royalty. Stanley said,

There's one group I'm involved with in particular called the Order of Malta, it's an international organization…in Europe primarily, but it's an international Catholic organization that serves the sick and the poor but the membership tends to be primarily accomplished professionals or wealthy individuals. I've met a ton of people, both in Europe and the United States, and for me it's just, aside from just meeting all of these very talented, interesting people with whom you can bounce around ideas, that's also had development implications here. Some of these people have started to support the [university].

Not all of the participants had such positive experiences with their travel schedules. Brittany, for example, has the shortest commute to work at just under two minutes, but as a mother of three young boys, she feels that she has a hard time keeping up. "The reason travel becomes a little more difficult is that I have a family…very active in sports. My husband and I

both work full time jobs. Just balancing that is one factor that keeps me from maybe traveling more." She says that she keeps up on the day-trips under 100 miles round-trip, but is not able to do as much out of state travel as she is expected. She noted that when she took the position, the expectation was to take one to two out-of-state trips per year, but as expectations have grown, she has had to plan out of trips across the country more carefully.

Most participants averaged at least two to three days on the road per week and most quantified how much they travel by how many miles they are putting on their vehicles in a given year. All of the development officers outside of Clark, who noted that he does not travel as much as he used to since taking on more managerial responsibilities, average between 35,000-40,000 miles on their personal vehicles each year. However, due to the rigorous schedules of athletics, Michael and Amanda spend more time in airplanes than any of the other participants. Michael attends every single basketball game during the five-month season. He said,

> During basketball season it's every week, multiple days. Right about now, it slows down
> a bit because you're kind of catching up. [It's difficult with] a young family, but yeah,
> it's definitely taxing for sure. It's four to five months of a grind.

Michael believes that the amount of time he puts into traveling will create burnout in the future. When he thinks about athletic development officers who have made a long career for themselves, he said he can not see himself holding up to the travel schedule long term. "It's probably some combination of intensity and pressure and whatever and they shouldn't but I don't want to be in athletic development for another 10 years, I can tell you that. It's not going to happen."

Amanda had a similar experience with her travel load for athletics. While she enjoys it now, she does not see the demands of her time working when she decides to have children. She said "I say this to my friends, I could not do my current position and have a baby. I really don't feel like I could. My job would have to change." Amanda was prompted with a hypothetical situation in which her donor portfolio would be reduced to only local donors she immediately said that would help her stay at the organization longer. She continued, "I will say, if my job terms do not chance in a year from now, or two years from now, and we decide to start a family, I probably won't be able do it and I realize that."

Travel is a significant part of the life of a development officers. Large donors often live hundreds of miles away from campus and their engagement rests on the shoulders of a development officer who can travel to them and share information about the university and gauge their interest and capacity for philanthropic support. Clear expectations of travel can help set the stage for new development officers and monitoring the stress of high performers could get more years of service out of them. Whether these development officers enjoy the travel or wish it were slightly decreased, the main point is that they are aware that their productivity requires long days and weeks on the road. It is something that these high performing development officers are aware of and should be something that is considered and discussed with them to continue to monitor satisfaction in their roles.

Keeping Good Talent

The dimensions of job embeddedness help explain how links, fit and sacrifice play a role in embedding an employee into their organization and community, but they do not assess how satisfied an individual is with their current position. To better understand what these

development officers' bosses should do to keep them satisfied with their position, they were asked to answer that exact question. At the completion of the interview, participants were simply asked, "What would your boss or organization need to do to keep you satisfied and wanting to work here?" The answers provided insight into three main desires of high performing gift officers: culture, growth and flexibility.

To Kate, culture was the first thing that came to mind. She said, "I want a culture that continually brought out joy and success." Stanley took the idea of culture a step further by explaining that he wishes his organization would be open to more radical fundraising ideas and would like his organization to take his ideas more seriously. He explained,

Sometimes you feel like you're embarrassed to pursue a new idea, because you know you're going to go through the gauntlet. This is true here and most every place else. I tell people, for people you have never worked in colleges, I surprised them and tell them colleges are the most conservative institutions in the country. Do not tell me how liberal they are, that's a misnomer. They are very conservative, they are very resistant to change.

Clark would also like bigger challenges, not only from an organizational standpoint, but he would like to be called on to lead the development of future initiatives. When his institution enters their next campaign, Clark hopes that he is able to play a significant role. He said,

I honestly hope that they would find ways to present additional challenges. Like, 'hey this is a campaign priority or something that is really important to us, and we would like you to be a key participant in what we're doing. We'd like your input. We'd like you to play a role in helping us get where we need to go.

It was a consistent theme to see these high performing development officers want to take on a more substantial role in their organization. In some cases, that included leadership opportunities and in others it was opportunities to engage the institution's largest donors or biggest projects. Kate explained her desire to grow as a professional in the organization by incrementally getting better at each part of her job. She added,

I like a win, and that win changes, right? Cause you win things, I remember the day that I thought 'there's no way I get to 20 visits every month' well then you win that and you're ready for the next win and the next win so the scale of intensity or the wins have to change. I don't want to just keep winning the 100 yard dash, I want to win now the 200 yard dash because I have to feel personally, like I'm achieving something, like I want to keep achieving and keep it fresh and new and yeah, cause when I get flat, and that is what made me more from [my last career] is that I got too content, too flat.

Michael had a similar stance as Kate. He said as long as he is growing as a person and a professional and "as long as I feel I can continue to add value to the university, I will remain satisfied." Providing value through their work with major donors was a big reason these development officers wanted to stay with their organization. Many of them have developed strong bonds with their donors and they feel an obligation to take those relationships to the point of a substantial gift to benefit the mission of their institutions. From a personal standpoint, many of these development officers would like to see their value through their results and not the hours they put in, which is why flexibility remains a top consideration for job satisfaction.

Brittany and Charles both immediately jumped to flexibility as the number one way to keep them satisfied in their role. Brittany said,

flexibility is really important…if we're gone, I want people to know that I'm not at home

or having lunch with my friends. We're out in the field working. It's nice to have [a boss]

who is going to support you and have your back and feel like you have their trust.

Charles also emphasized flexibility as his number one factor in staying satisfied. As he

mentioned multiple times throughout his interview, his job is important to him, but his family is

his top priority. When asked about staying on for a few more years until his wife retires he said,

I need flexible time, that's what I need. If you push it too hard, I stop. Because this is

number two, family's number one. Straight forward. If you say 'you have to be here at

this time every morning' and it means I can't feed my mother-in-law breakfast, I

wouldn't be here.

The connections to satisfaction and embeddedness help understand the considerations

that development officers have when determining whether to stay in their position or go

elsewhere. At no point during the conversations about satisfaction did compensation come up,

with the brief exception of Clark who referenced his institution's incentive compensation plan.

He simply noted that as long as his work is being seen fairly and he receives what the plan says

he will, then he would have no issues. Culture, growth and flexibility remained the top reasons a

high performing gift officer would want to stay in their current position.

Summary of Considering a Development Officer's Satisfaction/Embeddedness

The considerations that development officers take into account when determining their

level of satisfaction and embeddedness with their position and their organization takes two

different answers. The first involves the professional connections a development officer has,

which includes the mission of the institution and the connection they have to the donors and the

work they do every day and the second involves the personal connections these officers have to their family, friends and community. The major consideration that was clearly established by each of the participants when it came to their satisfaction with their role was their connection to their boss and the mission of the institution. Those development officers who were working for their alma mater clearly felt that they were giving back to future generations that looked a lot like themselves. The development officers who worked at faith-based institutions all stated that their faith was important to them and that it was one of the reasons they felt very satisfied in their role. In all cases, the development officers felt that they were helping young people and that was a point of passion for all the individuals interviewed. These development officers truly felt that through their work they were making a difference in people's lives.

When it comes to the personal considerations that development officers consider when determining their satisfaction and embeddedness, the theme that emerged from all the conversations around links, fit and sacrifice came back to placing family as a top priority. These development officers are all very talented in the work they do and have received an incredible honor by being selected as a Reeher Prime Officer, but all of them placed their connection to their family as the thing they are most proud of. Whether it is being a husband, wife, father, mother, grandparent or even an in-law, the flexibility of the position allows these development officers to prioritize their family, which makes them all very satisfied and embedded in their position and in their community.

Synthesizing Additional Themes

The information presented so far has focused on answering the two research questions of this study. However, to gain a fuller understanding of the phenomenon of working relationships

between management and high performing development officers and the factors that lead to increased satisfaction and embeddedness, an emphasis must be placed on themes that emerged through the analysis process that are not specifically tied to answering the research questions. These themes included compensation, career paths, leader-member exchanges and the stress that development officers feel to perform. These themes help broaden the results analyzed by the research questions and provide valuable context in understanding how these high performing development officers see themselves, their relationships with their leaders and their hopes for the future.

Compensation

A natural hypothesis when studying job satisfaction and embeddedness is that both are linked to compensation. The participants in this study were asked a number of questions about their compensation package and its effect on turnover intention and job embeddedness. Seven of the respondents believed they were compensated fairly, while Stanley was the only one who did not believe he was compensated fairly. Stanley's response was interesting because he is a monk and has his living expenses paid for by the monastery. His pay goes directly to the monastery, but he did feel that he provides more financial results to the institution than other members of his team who make more money and believed his compensation was not fair.

One interesting note about compensation conversations is that while most respondents believed they were compensated fairly for the work they do, when given a hypothetical magic wand to change anything about their position, most said they would use that wand to increase their salary. Amanda joked, "does anybody really feel fairly compensated working in an athletic department at a non-profit, private, religious institution in which we work every single day,

including emailing donors on Christmas Eve?" But she later added that "I'm comfortable with where I'm at, do I wish and know I could be making more? Yes. But the reason why we're all okay with it is we're really passionate about what we do."

All of the participants made a direct correlation between the millions of dollars of support they bring into their institutions and the fraction of that which pays for their salary, benefits and travel. However, all of the participants also understood that part of being a development officer is the flexibility that comes with the work schedule and the results-based performance review process. Kate put it this way,

> I still walk around like almost tip toeing thinking someday someone's gonna take this all away. Someday someone's gonna figure out that our pay and our benefits, our vacation. Someone's gonna figure it out and rip it all away. I've never worked somewhere with this type of health benefits, vacation, even the simplicity of, this morning I was nine minutes late. Like eight o'clock is technically the start, and normally I'd like to be here by quarter to and I kind of had that race through my head, 'oh god, I'm late, everyone's gonna see my car isn't there' and then there's the moment of 'It's okay, you do the work, you have the trust of your team and your boss that you're not out goofing around.

Tuition waivers for dependents was a topic that came up with Clark, John and Charles who all took advantage of educational benefits from their institutions. In John's case he was able to give his two daughters a college education at his private college, something he never thought he would be able to do. Charles was able to get all four of his children through college without owing a cent. What differed between the two of them is that John still feels very grateful and obligated to his institution because of that benefit, even though his daughters have already

graduated, while Charles considered the $500,000 his children received in free education just part of the benefits package. He said, "that's passed, that was part of getting me here, so that's not holding me."

When asked about raises and increases in compensation, both Charles and John had an interesting take on it. It should be noted that both are 55+ in age and when asked about receiving more money for the work they do, both of them said they would rather have the money go to the younger professionals in their office. Both noted that they understand that turnover is a big problem in the industry and that they plan on being with their institutions until retirement. They did not feel they needed compensation as a way to keep them with their organization. They believe that keeping young professionals engaged and building relationships with donors will help the organization years from now and that giving the younger professionals a raise would hopefully incentivize them to stay and provide stability to the organization. Charles had even offered to reduce his hours and salary by 20 percent a few years ago to help during a budget crunch.

> You can ask me if it's money that keeps me here, I don't really need or care that much. I told them one time a little while back when we had a budget concern, I said 'why don't I go down to 80% time and I'll just keep the same number of goals, I'll bring in the same money, because I know so many people. And I'll do 80% time and then you have more money to keep the younger ones on. And they said 'well geez, you're a top performer' and I said 'maybe so, but I'll still perform.'

Both John and Charles felt that morale is important to creating a culture that stays together for the benefit of the institution and that the donor relationships are the way to provide

financial sustainability to their institutions. The development officers for the most part felt they were fairly compensated and would not trade flexibility for salary.

Career Paths

Turnover is a major issue in the world of higher education philanthropy today. Burk (2013) found that the average length of tenure for development officers today is only 16 months. The topic of "what's next" came up often throughout the conversations with the participants in this study. Age played a significant role in determining what the future holds for these development officers. The three gift officers who were over 55, Charles, Stanley and John, all said that they believed this role would be their last before retirement. While all three of them wanted to stay working for five more years or more, they were not interested in taking on any additional responsibilities or managing any personnel. John said,

> I think it kind of gets to the point in time in life where do you say, you know, here's kind
> of my skill set, here's what I enjoy doing and do I need to be an AVP or a VP and wrestle
> with budgets and supervision and hiring and firing people and all that stuff? I'm pretty
> content.

The idea of management as a next step in the career progression became a topic of conversation with many of the participants. To Croteau and Wolk's (2010) point about logical career ladders for development officers, the next step in the career progression in most university advancement offices is to move up into a leadership role. For the Charles and Brittany who had come from leadership positions elsewhere, the idea of leading people again anytime soon was not attractive. Charles said, "I don't want [my boss's] job. I've managed people. I've run companies. I've done that stuff. I don't want to do it anymore, I just want to make money for this

place, it's that simple." And Brittany added that her stress levels have decreased significantly now that she is not in an Executive Director role, but she did not rule out the possibility of doing something else, just not in the next five years. She explained,

> Every 10 years I would probably look to do something different. My whole philosophy and there is a reason I left my very first ED position is that I was there at 10 years, I hit my anniversary and I thought 'okay, what's next for me?' because I was there 11 by the time I left as their ED. And I grew the organization, tripled numbers, our budget was strong, we grew and it was an amazing growth for that organization.

> I think that once my kids are grown and out of the house, I could see a lot of skills that I learn here and my past experiences, I could see me going back to a non-profit role at some point. I already look at what I know now, if I knew then when I was 25 as the ED at a non-profit, 'why didn't we do this? Oh my God, we could do this' just some of those life lessons.

Kate, on the other hand, is interested in developing her skills as a manager at some point, but after two years in her current role she does not feel like she is ready to make that leap yet. She said,

> In five years, I would say then if I had seven years under my belt of being a development officer, and continued to find the fulfillment that I currently do…eventually the voice gets louder and louder that I want to be more in leadership. I don't want to be more in leadership into paperwork and HR and all of that, more the people. I've always said your customers are your co-workers. If you take care of them, we'll all do better together. So training newer development officers and things like that would be fun for me.

Amanda said that her career path is tied to her husband's work. His next position would likely be out of state and she would support him by moving. She said she is committed to staying at her current organization to continue learning in the interim and if the opportunity presented itself to stay in her current city, she would be interested in moving another position up in her current organization or would be interested in becoming an Executive Director at another local area non-profit. Michael explained that while his ultimate goal is to become an athletic director at an NCAA division one institution, the timetable is getting shorter. He attributes this to the fact that his current institution has had record fundraising for the last four years and he is not seeing how they can sustain the success over the long run. He explained,

> There's a lot of priorities, as soon as you achieve one there's going to be something else and they're all time sensitive, right? Unfortunately, I feel like this in athletic development, success does not alleviate pressure, it brings on more pressure. We've had a record breaking year by far, not even close, but we can't sit the next year out. The goals are going to be higher next year and if we do it again—it's almost like being the head football coach in Alabama right? Win a national championship, it doesn't lower your expectations the next year, it just raises the bar.

As he continued, he highlighted that the pressure that comes with the job is affecting his hopes for staying in his role.

> There's always going to be more to do, there's always going to be pressure, so I think coming to grips with that is key to being successful in the role. Also, I think it's a big reason why there's a lot of people who probably been in my job for decades for sure, but it wears on me, I can't do this job another five years, there's no way.

Michael and Clark were both in the middle of a campaign and the said that they intend on staying with their organization until they end of it. Clark mentioned that he would like to take a larger role in the organization by taking on more principle gifts and leadership projects, but that he did not necessarily see himself going the path of a Vice President. Kate's school is getting ready for a campaign as is Brittany's and they both indicated that they are interested in staying at their current organization through that campaign to see how it works and learn about the process. The key to these conversations is context. The development officers who are younger and had not had management experiences were interested in developing those skills. The development officers who had management experience and who came to their current position to avoid management were not interested in jumping back into the leadership chair any time soon. The consistent theme was that these high performing development officers wanted to make a bigger difference in their organizations. How to make that difference was explained differently from each development officer. Context becomes essential when discussing career paths with development officers as there is no one-size-fits-all approach to promotions.

In-group and Out-group

In these interviews, particularly when asking questions related to trust, respect and obligation, the notion of in-groups and out-groups came to the forefront. In research on both Vertical Dyad Linkage and Leader-Member Exchange, the in-group and out-group phenomenon is highly emphasized. In high quality exchange relationships for employees in the in-group, Graen and Uhl-bien (1995) wrote that followers act as trusted assistants to the manager and grow beyond their job descriptions. Conversely, in low quality exchanges, employees are treated as hired hands. These topics came up when discussing the relationship between these development

officers and their leaders and many of them had never even though about how their performance and relationship to their boss may be one of the reasons they are satisfied in their role.

An example of this surfaced when Charles was explaining his offer to cut his hours and pay by 20% to alleviate budget pressures in the department. The response he received to that offer was that he was too valuable to the organization and they would not allow him to do it. Charles was then prompted to consider how that offer would have been received coming from the development officer with the lowest output last year or from one of the newest employees. He said, "Oh, well they'd look like they were just trying to get out of work."

Kate shared a story when discussing trust and respect that when a donor was upset, her boss had her back. She said,

> I had a donor copy the entire world on an email, except the president, which I was glad the president wasn't included on the email. But he blew up. And the first response, right way, I thought of my boss 'oh, this is the last thing [he] needs. He's already so busy and it looks like his staff is goofing off or screwing up or making mistakes.' And the first response I get back from him was 'how can I help?' and it wasn't like 'what did you do? You messed up.' It was the most jaw-dropping email I've ever received from him, a simple 'how can I help?' I mean I just put myself in his shoes that, if you'd had a bad day that day, as a boss, you could've jumped all over that employee, and assumed things, thought things.

Kate was then prompted to think about how that situation would have been handled if it were one of the lowest performers or an employee that did not have trust, respect and obligation with her boss. She responded,

I don't know, just cause I don't know all the stories in relationships with him and the others. I guess…I feel like he trusts me and can tell me things, but I feel like he trusts the majority of the team, because I feel like if he can't trust 'em, they probably won't have a seat in his team for long…but you'll hear chatter and talk in the office of who the favorite is, or you'll hear some of that.

Stanley has a unique relationship with his boss. Stanley hired his boss 25 years ago to be a development officer when he worked in the library. Over time, their paths separated and the boss went on to work for university advancement and Stanley ended up being hired by him. In a textbook case of leader-member exchange's dimension of obligation, Stanley explained that when the organization chart was being reorganized a few years ago, his position was being changed to a different boss. He explained the situation like this,

They were going to restructure something…to deal with another hire, they were going to have me under this other person, just to kind of justify his excessive salary. And anyway, the VP ran that by me and I said, 'no, that all makes sense and I can see why you would arrange it this way, by trickling some of the stuff I do. That's fine, but if you do that, I'm going to quit.' And he knew I meant it because I didn't want to report to this other person for various reasons. And then the next day I gave him a new organizational chart in which I said, 'look, here you can solve several problems. You have these people who do not want to report to this person, but you kind of have to do it cause you can't have everybody reporting to the VP. If I join them in reporting to this person, they still won't like reporting to him, but they'll feel better knowing that I was too.

When asked if anybody else in the unit could have approached the boss with a new organizational chart and not only been taken seriously, but have that organizational chart implemented, Stanley admitted that it was his long relationship and the trust and respect he had earned that allowed him to do that and nobody else.

Brittany had the most complicated relationship with her boss of any of the development officers interviewed. She definitely felt mutual respect when it came to her relationship with her boss but wavered on both trust and obligation. Her trust level was mixed because she felt that it was difficult to get time with her supervisor outside of their regularly scheduled meetings and her sense of obligation was skewed because he was not the person who hired her. She said that he has made comments that exacerbated this issue.

> I think the lagging piece of trust is that he didn't choose me, and I know he really likes to choose his team. I guess that always leaves room for doubt. He has made comments in public meetings like, what did he say? I don't know if the word is misfits, but he said 'the misfit crew before I started here' and he's made references to the fact that the people who were there before he started. That puts me in that group. I'm assuming he's not talking about me. Honestly, that comes up I think for both me and my other colleague who wasn't hired by him. The ones who are, he handpicked them, that he built the team he wanted to build. He didn't choose me so that has always left doubt in my mind like, 'oh good, does he think I'm doing a good job?'

The consideration of in-groups and out-groups also provide context to the dimensions of satisfaction and embeddedness previously discussed. There are a number of factors that go into growing a relationship based on trust, respect and obligation and there was no apparent

correlation between length of service or length of relationship in determining how quickly these connections can occur. The main point is that as these development officers explained their lived experiences, rarely had they taken time to pause and consider if they have been afforded a greater level of trust and respect due to their performance and mutual levels of trust and respect with their supervisor.

Stress

Throughout conversations regarding the best and worst aspects of development work, a theme that emerged was the stress of the job. In development, there are often metrics connected to the number of visits a development officer is completing with donors and the number of dollars that are brought in. In the case of the two athletics development officers in this study, Amanda and Michael, there are corporate sponsorships and season ticket and parking revenues also tracked in addition to major gift solicitations. For Amanda, the work can be a grind, but one of the things that has stressed her out the most from the position has been the fact that she feels like she can no longer be a fan of her favorite basketball team because success on the court translates into more work for her and her team. She said,

> We do a lot of work and it is very stressful. And it's a lot of hours, and a lot of travel. I will tell you that basketball season almost killed me. I feel like in year three I finally lost the ability to be a fan. What I mean by that is, you're not celebrating with a beer with your dad at a lot of times. You are like, we won a game, and now we have to plan. Okay now we're gonna do an event with high-level donors for a game watch for the NCAA tournament.

Michael said that as the goals increase, the pressure increases along with it. "The pressure grows and sometimes you feel like you're almost compensated for having to deal with the stress and pressure as much as the production." He added that basketball season at the division one level is a grind week to week with his travel schedule. He added,

It's very intense, very intense. There's a lot of pressure and it is timely pressure and you can't shut it off so there's negatives of the role for sure. I understand what you're getting into and everyone that has my job knows this. I wouldn't call the job fun by any means. It's not fun at all. You do it because you believe in the mission and the impact you have, but I wouldn't say it's fun.

Brittany and Kate both said that the pressure they feel is mostly brought on by themselves and not by their colleagues or superiors. Kate explained the tough part about keeping the pace as high as she has by saying,

Feeling that you're not performing well enough, the negative chatter that can run in your brain. At this stage in my career, being two years into this role, yep, now my second year, I've hit my 20 visits. That's all going good. But I'm not having as much gratification from that anymore. Now I'm like 'okay, how do I tighten this work down even better, so that I'm raising the dollars.' It's haunting me a little bit, in my own head. I don't feel like the team puts the pressure on me, nobody's even said a word to me about it, but it's the though of, coming up, starting my third year, where's my next million I'm raising? It's the negative talk you put on yourself cause I don't have people saying negative things around me or bad things or you're not performing or you're not doing good. Can I keep achieving that next level? And now can I really raise the money?

The stress that individuals put on themselves is worthy of looking into further from the standpoint of how it could play a role in the fit an individual feels with their position long term. Michael and Amanda both admitted that they did not feel like they could sustain the pressure put on them by the goals and the travel for another five years. If an organization was interested in keeping development officers for other positions within the organization, it would be worth having conversations with them now about their stress levels and how long they anticipate their travels schedules to continue. Open conversations about the pressures of stress can allow leaders to change up goals or responsibilities to maintain a positive working culture and take the pressure off their highest performing development officers. Doing so could keep a positive work-life balance while also avoiding the sudden shock of a high performer leaving the organization because of the stress they have placed upon themselves.

Conclusion

Working relationships between management and high performing development officers affect a development officer's intention to stay in their position or at their institution, but how these relationships play a role is not the same across the board. Each relationship is different and the ways in which trust, respect and obligation are established varied immensely from each participant's account. Through the analysis of the qualitative data collected in this study, there appears to be a clear conclusion that while trust, respect and obligation are essential to strong leader-member exchange relationships between a supervisor and a follower, the context of that relationship is necessary in understanding how to utilize that relationship to keep a top performer embedded within the organization.

The context of finding out what matters to these individuals comes from conversations regarding links, fit, compensation, and career paths to find out what matters to employees. Leaders can use these conversations to better understand how to keep their employees satisfied. Each individual is different and prior experiences, spouse's positions and career paths all need to be considered when understanding what matters to an employee. Understanding that flexibility matters is simply not enough to make an investment in an employee's needs and wants. By having conversations that are tailored around building trust, respect and obligation a manager can better assess where they are with their employees and by having conversations about links, fit and sacrifice, a leader can understand what an employee means when they say they value flexibility. By using that information to share job expectations and create a working environment that promotes success for the organization, but also provides value to the employee, organizations can retain their high performing development officers and build a culture where more top performers feel part of the in-group and part of the organization's long-term success.

Chapter 5: Discussion

The purpose of this study is to examine how exchange relationships between management and high performing development officers played a role in the development officer's intention to stay at their current institution and to identify the considerations development officers consider when determining their satisfaction with their position and their organization. Chapter one provided the case for why this research is important in light of declines of public support to higher education and increased reliance on tuition dollars to balance institutional budgets. The issues with development officer turnover were examined to highlight how many relationships and potential gifts institutions lose when there is high turnover in their development staff.

Chapter two provided historical context on philanthropy in higher education and provided insight into how the theories this study used could help better understand the issues of development officer turnover. Chapter three highlighted the methodology this study used and showed how the participants were selected and the reasoning behind why a qualitative approach was utilized. Chapter four presented the results of this study through a thorough analysis and synthesis of the qualitative data. Chapter four also brought together themes from the theories and identified new categories through inductive analysis to answer the research questions and summarized the findings of this study.

This chapter will bridge the findings of the research with a candid discussion about the key takeaways of this study. This chapter will include a summary of the overall findings from the data collected, a discussion linking the interpretations of the findings, the limitations of this study

and future implications for theory, practice and research. This chapter also includes a list of references and appendices that are relevant to the study.

Conclusions

The results of this study are thoroughly entrenched in the concept of context. LMX and job embeddedness studies often point to the need for more context in the research on exchange relationships and job embeddedness. This study provides real-world answers and context to many of the questions from LMX and job embeddedness research to provide additional understanding to how these theories apply to development professionals. When leaders have close relationships with their development officers they must learn what matters most to their highest performers and build a career path that mirrors those factors. Establishing trust, respect and obligation and nurturing the links and fit that employees have to their job and community can help leaders get the most out of their development officers and keep them satisfied.

The cost of replacing a high performing development officer is significant. The Rice University study highlighted in chapter one showed a multi-million-dollar effect on a campaign when a development officer leaves (Council for the Advancement and Support of Education, 2011). When considering the incredible amount of money institutions put toward recruitment and retention efforts for current students, the same types of investments should be made in university advancement operations as the financial implications are just as great. The financial benefit of a strong development team can result in millions of dollars to the institution and the development officers that have strong relationships with the wealthiest donors need to be nurtured on an individual level. The concept of flexibility was brought up in all of the conversations and echoed Burk's (2013) research on what matters to keeping development officers happy. However, each

development officer in this study did not explain flexibility in the same way. Context becomes extremely important, because leaders need to know what flexibility means to each development officer to provide flexibility in ways that are meaningful on the individual level.

Leaders must consider the levels of trust, respect and obligation that they have with each of their subordinates. Leaders must also consider what matters most to their highest performers and set up career paths that capitalize on the success their highest performers are having. By investing in their highest performers, leaders can maximize the financial results of their work, while also eliminating the opportunity cost of losing a high performing development officer. By engaging their highest performers in this way, leaders will not only build more trust and respect, but also strengthen the links and fit that the development officer has with their organization. Doing this will have positive benefits for the individual and the organization by helping both reach their goals.

The working relationship between leaders and high performing development officers certainly affects a development officer's intention to stay at the institution. This was thoroughly analyzed in chapter four and these relationships have many dimensions to consider. Trust, respect, obligation all play a role in determining the strength of the relationship between a supervisor and an employee, but also how that employee feels they fit into the organization's culture which has an effect on links and fit within the organization. The considerations that development officers take into account when determining their level of satisfaction and embeddedness within an organization and community skews heavily toward the external factors of their career. The community in which they live, the connections they have with family and local organizations as well as their connections to the institution where they work all played roles

in determining their level of satisfaction and embeddedness. The primary connection for embeddedness was family. Having an employed spouse, help from family or in-laws with their children and being geographically close to relatives embedded these individuals more than any other connection. When it comes to considerations for satisfaction within the organization, an open and honest process of goal setting and performance review, coupled with flexibility to balance the demands of their personal and professional lives were the top themes to emerge. Simply put, when development officers are in a community that is close to family, have close relationships with their managers and feel they have the freedom and flexibility to do the job in the way they feel it needs to be done, the more satisfied and embedded they are with the organization.

Discussion

Through the process of setting up and conducting this study, I have learned a lot about qualitative research design and the importance of being thoughtful in focusing a study on the research questions. It was both interesting and fun to code these interviews, because the questions I asked in this study were thoughtfully designed utilizing the questionnaires from the theories and through conversations with my committee members. I was able to create categories that helped lead my discussions, which also made the coding process easier. It was fun to see how a thorough understanding of the theories informed what I was going to ask, how I was going to code, and ultimately, how the data would be analyzed.

Burk (2013) said that institutions must increase compensation to development officers and that university advancement operations needed to advocate for the importance of fundraising to the institution's leadership. The results of my study took the stance that there is a huge

financial gain for institutions to pay attention to keeping high performing development officers embedded and satisfied. This study does not uncover much to support the idea that compensation plays a big role in keeping development officers at their organization, but certainly, these development officers would not mind additional compensation for their efforts.

Earlier in this paper, a study by the consulting firm Bentz Whaley Flessner study highlighted that poor leadership and unrealistic expectations were key drivers of dissatisfaction (Lindsay, 2015). The conversations I had with these development officers would fully support that notion. In fact, many interesting conversations that emerged when I would speak with these development officers about the worst bosses they have ever had. Body language changed, foul language emerged, and real passion came out of these development officers when we spoke about their former bosses. I wished I would have been able to incorporate those stories more, but they were not germane to the research questions in this study.

In the fight for talent, I learned that it is not always the biggest school or the most salary that commands the most passionate development officers. In chapter one, Amy Rueda from UCLA was quoted as saying that there are some institutions she would never be able to recruit from because their employees were so happy. Some development officers are simply a good fit for the organization they are at, the position they are in and the community in which they are living. Organizations that identify these development officers and then put them on career paths that include salary increases and opportunities to be challenged are making the idea of leaving less attractive. I felt that this concept was really important to the study because these development officers were very successful and some of them did not work at brand-name universities. Some of these universities were very lucky to have such passionate development

officers working for them and when I consider Rueda's comment, it made me think about how these institutions should really care about keeping these development officers, especially when schools like UCLA are actively looking to recruit them away.

The fact that many of these development officers were working at their alma mater likely increased their passion and would made them difficult targets for other institutions to lure away. Of those development officers who were working at their alma mater, many referred to the legacy they hoped to leave and highlighted that this is a way they felt they could give back to the institution they had attended. Amanda was the only development officer who could not see herself working for any other institution than her alma mater, but the others who were employed by the institution they attended said that the passion they had for their school strengthened their connection to their position and to their community.

Integrating the idea of in-groups and out-groups was the most fun part of the interview process. This was highlighted in chapter four when I provided examples about stories the development officers would tell in which I would ask them to consider if these stories were a product of a high LMX relationship. In nearly every case, the development officer had never thought they were getting special treatment until I asked them to think about situations they had been bailed out by their boss and asked them to consider if the outcome would have been the same for a low performer. Dansereau et al. (1975) highlighted the fact that followers in the in-group receive more information, influence, confidence and concern from their leaders than out-group followers do. Prompting these development officers about those dimensions and asking if everybody in their organization received the kind of treatment took some development officers by surprise when they realized they were members of the in-group.

After finishing the analysis section, I went back to Burk's (2013) research to find the top three answers that development officer gave when it came to employment benefits they desired and was surprised to see that all three were attached to flexibility. The findings of this study support that fact, as flexibility was the number one benefit all of these fundraisers liked about their jobs. It prompted additional research ideas for me, because Burk's research was on all development officers, regardless of their performance. I thought about what leadership would feel about giving additional flexibility to their lower performers and if leadership feels that flexibility is inherent to the position or if it needs to be earned. I felt that this would be an interesting concept to study more from an executive level.

There were some futile feelings when doing the analysis of this research, particularly in the managerial implications and the summary of chapter four. The key takeaway of this research is that bosses needed to have individual conversations with their top performers to understand what they want out of the position and to customize a personal career path for them. I feel like this is something that should be reserved only for top performers because these are the individuals that organizations should want to keep the most. However, when I thought about Amanda's situation, I thought of how difficult this would be to accomplish for an organization.

Amanda mentioned that she her husband's high-profile job was what was going to dictate whether they moved or not. Amanda is incredibly passionate about her organization, driven to produce results and clearly has accomplished a significant level of performance. However, there feels like there was no way the organization would be able to keep her if her husband took a job out of state. While all the conclusions come back to providing an individualized career path for top performers to keep them satisfied and working for the organization, there simply feels like

nothing Amanda's organization could do to keep her working for them if her husband took a different job.

Finally, there is an incredible connection between how these employees connected with their bosses and how connected they felt about their organization. Stanley told a story about how he was moved to another supervisor and after a few years he told his Vice President that he needed to move back under him on the organizational chart. This showed how important that relationship was between Stanley and his Vice President. Lee et al. (2014) said that having a boss you like and trust is very embedding and Harris et al. (2011) said that organizations have to put high performers with bosses that can handle high LMX relationships. In Stanley's case, perhaps having a new boss that could provide the trust, respect and obligation he needed would have satisfied him, but only his Vice President could give him that. It was very interesting for me to see how the elements of LMX lined up perfectly with the tenets of job embeddedness to produce satisfied and high performing employees. The results of this study should not be limited only to development officers. Many of the meta-analyses on LMX and job embeddedness show how exchange relationships and internal and external connections can increase performance and keep employees engaged and rooted in the organization.

Limitations

There were not many identifiable limitations with this study. The interviews were scheduled, conducted, transcribed, coded and analyzed without any major complications and the conversations remained civil and on-topic. This study would have greatly benefited from having the perspectives of the bosses in relation to how they felt about the levels of LMX and what they would be willing to do to keep these employees. That would have likely skewed the research

questions to a more general observation of the relationship instead of focusing specifically on the high performers and their individual motivations.

One area of further research that could come from this study is interviewing both high performers in an organization and low performers in an organization with their bosses to see how in-groups and out-groups form and if there is any variance in the establishment of career paths between high and low performers. This research could also include insight into how compensation, travel and stress affect the work of both high and low performers and how willing leadership would be in providing flexibility for these groups based on their performance.

Including development officers from various proximal withdrawal states would have been interesting as well. It was clear from the attitudes these development officers had about their organization and their position that they would all fall into the "enthusiastic stayer" category. This is likely because they are high performers and to reach the kind of success they have, it is likely that they are excited about putting in the hours and achieving their goals. It would be interesting to see what kind of responses would come from those in the "reluctant stayer" or "reluctant leaver" categories.

Implications for Theory

The two conceptual frameworks used in this study were leader member exchange theory and job embeddedness theory. The results of this study showed support for both theories, particularly regarding leader member exchange theory. In LMX, many studies have correlated high levels of LMX to higher levels of performance and organizational commitment. It was clear through the discussions with the development officers in this study that their relationships with their boss had an impact on their ability to achieve at a high level. In many of the conversations,

the development officers spoke about their relationships with former bosses where the levels of trust, respect and obligation were low and that they were not focused on the right projects, lacked the resources needed for success and had generally low morale in their positions.

The connections to job embeddedness theory and the realms of links, fit and sacrifice were thoroughly covered in chapter four. While it was tough to get a strong gauge on sacrifice, the lenses of links and fit showed an interesting glimpse into what matters in the life and career of a high performing development officer. Links were easy to assess as many of these development officers had family in the area, connections to the school or area they resided in and were involved in a number of non-profit organizations. Fit was most interesting to assess because it was multi-dimensional. Fit was described as the development officer's fit to the community, their fit with the mission of the institution and their fit to fundraising as a career.

There was a clear view into the idea that many of these development officers are in a sweet spot when it comes to their life and career. With the success that resulted in their selection as a Reeher Prime Officer, it was easy to tell that the development officers in this study were in the right role for this part of their career and the results showed. None of the development officers showed signs that they were ready to move on from their institution or that they had gotten bored or disinterested with their work. Amanda was a good example of a development officer who is having great success in raising dollars but knew that she would not be doing the work long-term. She had high LMX and was deeply embedded, but a shock to her current situation, such as having a baby, would drastically change her life and career trajectory.

Implications for Practice

There are many takeaways from the analysis of this research that can assist higher education advancement leaders in keeping their high performing gift officers. These takeaways include building individualized career paths, helping train managers to initiate LMX, providing flexibility and encouraging development staff to engage with their community. The difficult part of these managerial implications is that none of them are a one-size-fits-all solution and that is what the contextual part of qualitative research brought out of this study.

To create career paths with high performing development officers, the key to successful career mapping is to talk to the individual about what they want to accomplish. In the research done on development career paths by Croteau and Wolk (2010), the suggestion to have levels of development officers starting with assistant directors and transitioning them into directors, senior directors, executive directors and beyond is correct in theory, but simply increasing the workload and expectation is not going to work for every employee.

The concept of leadership duties was one that was brought up in every interview conducted in this study. Some development officers who have not had much leadership experience were interested in obtaining it, while others who had been in leadership positions before were not interested in going back to that at this time. When considering what the jump would be from a director of development to a senior director of development, leaders must ask themselves if they are creating positions and titles that have leadership as a requirement, or if they would be willing to promote a high performing development officer to a larger title and salary, but allow them to stay out of leading a team if that was not something they were interested in. In a similar concept, some development officers may want to deal with larger

donors or work on marquee programs and buildings as part of a campaign, but not all do. Engaging with development officers about their needs and wants while considering their career path can help keep high performers engaged without creating career paths that lead to positions they are not interested in, which would lead them to believe they are stuck in their current role unless they were willing to take on undesirable responsibilities.

Helping train managers to consider their levels of trust, respect and obligation with top performers is something that could be included in a yearly professional development program for anybody in an organization who manages frontline fundraisers. Sometimes personalities do not mesh and LMX posits that those who feel like they are in the out-group will do the basic job description, but not much more. For managers who have fundraisers that they want to get to exceptional levels of engagement and results, leaders should ask managers to consider how much trust and respect they have with each of their employees. By identifying who feels they are in the out-group, organizations can better develop relationships between management and their employees or move those employees to a manager that better fits their work style.

If a development officer is meeting and exceeding expectations, leaders could consider providing more flexibility. Admittedly, this is a difficult distinction to make, particularly when considering good human resource practices of providing a fair and equitable working environment. In Burk's (2013) research, which was further supported by the results of this study, development officers are more interested in flexibility than they are title, responsibility or even pay. If a development officer is ranking among the top performers in the nation like these Prime Officers, flexibility can go a long way in keeping them satisfied with their role. Trust and respect

can be increased by providing employees a level of autonomy and flexibility, but these should be earned by measured results and not on their personal relationship with the boss.

Encouraging development officers to engage in the community sounds like a good public relations ploy, but the reality of job embeddedness theory is that the more connections an individual has with their community, the less likely they are to leave for a position in a different community. Organizations could provide incentives for their employees to engage in their community. This could include sitting on boards of local non-profits, engaging with youth sport and recreations programs or providing opportunities for employees to learn new skills through continuing education. The more connected an employee feels to the community and organization, the more likely they are to feel as if they fit with their environment. These bonds are more difficult to sacrifice and could have a significant impact on lowering turnover amongst an organization's most successful employees.

<p align="center">**Implications for Further Research**</p>

The focus of this study was to understand how working relationships between management and high performing development officers affected a development officer's intention to stay at the institution and the considerations development officers consider when determining their satisfaction. While this study was successful in answering both of those questions, it left plenty of additional questions for further research in this area and additional research on the concepts covered in this study. In traditional LMX quantitative research, both the leader and the member are surveyed. This study focused on the member instead of the leader because the research questions being posed were tailored to the experience of the member. Getting the perspectives of the bosses might not have provided any helpful context to answering

the research question in this study, but the qualitative data provided could have provided numerous opportunities to analyze the perceptions that leaders and members had on their relationship, their levels of trust, respect and obligation as well as how the leader felt the member was performing, what their career path is for them and what they are willing to negotiate to keep them employed.

Another area of interest would be comparing the results of this study with a group of low performers. The Prime Officers being interviewed in this study naturally had high affinity for the industry and organization by the nature of their tenure and willingness to perform at such a high level. It would be interesting to see how different the responses to the questions would have been if lower performing development officers were included, particularly those who feel they are in the out-group in their organization. The organizational commitment, career paths, compensation and overall satisfaction with the position for low performers would have been interesting to compare with high performers.

A mixed methods approach to studies on development officers and exchange relationships would be a valuable addition to the field. Both leader member exchange theory and job embeddedness studies are heavily geared toward quantitative analysis, but both areas of study wish for more contextual research done in the areas. While this study was strictly a qualitative study, it could be argued that there is merit in both the numeric data and the contextual side of this kind of research. For example, while many of the development officers said they had a high level of trust with their leader, perhaps they would have only rated that a five on a seven-point Likert scale. The contextual advantage of qualitative research made this

study much richer than most LMX studies, but it does not lend itself to be easily compared to other LMX studies because of the lack of quantitative data.

Other areas of higher education would benefit from this type of research as well. Development officers were selected for this study due to the decreasing amount of state support and the need for private investment in higher education, however, Deans, Chairs, Program Directors, Administrative Staff and Student Affairs professionals would all be interesting subjects in which to view LMX and job embeddedness. The theme of job flexibility in regard to both performance and an employee's intention to stay within an organization would be interesting to see from the perspective of many different areas of higher education to compare and contrast similarities.

A final idea for further research would be to explore the concept behind determining the level of obligation to the boss who hires you. In the interviews where a lower level of obligation was determined, those employees were not hired by their current boss. When Kate and Brittany were both asked if they would feel more obligated to their bosses if they had hired them, both agreed they probably would. Amanda felt an incredible amount of obligation to her boss because he had both hired and promoted her. A deeper understanding of the correlation between obligation and the relationship with the hiring authority would provide an additional level of context to leader member exchange studies.

Summary

The financial state of higher education will undergo a large change in the next twenty years. After closing out a year where higher education institutions fundraised over $43 billion in private support to their organizations, the momentum has shifted positively in the world of

development. The need for philanthropic support to keep tuition costs down and fill in the gaps left by decreasing state dollars will be more evident than ever. As universities invest in their development operations to secure private support, the development officers working on behalf of the institution need to be retained to ensure that the relationships they have with donors can result in large gifts. As institutions are launching multi-billion-dollar campaigns and the average tenure of a development officer is under two years, institutions are going to need to begin strategizing how to keep talented fundraising professionals. Paying attention to what will keep development officers satisfied, particularly those who are performing at high levels, should be a priority of higher education institutions.

This study provides a glimpse into the factors that high performing development officers take into account when determining their satisfaction in their role. The analysis of this study also highlights the importance of strong relationships between leadership and development officers and its effect on attachment to the organization. It is equally important to have leaders in fundraising organizations that know how to engage their fundraising staff as well as having frontline fundraisers who feel connected and satisfied in their positions. By keeping high performing development officers satisfied and embedded in the organization, universities reduce the opportunity cost of re-hiring these positions, which not only affects the bottom line, but also reduces morale in the organization and within the alumni base. By utilizing the results of this study, foundations and university advancement offices can better capitalize on the strong relationships these fundraisers have on key constituents, which will help them secure the financial support these institutions will need to fulfill their mission for years to come.

This study is about providing support for students, faculty and staff in higher education. To effectively balance budgets and grow institutional performance and value, universities must acquire more financial resources. To best align university advancement divisions and university foundations, the issue with turnover in development officer positions had to be addressed. The existing research pointed toward relationships between leaders and employees as being the most influential in determining how to keep employees engaged and leader-member exchange theory was selected as a framework to dive more deeply into these relationships to understand how to keep high performers working within higher education fundraising divisions to gather private resources that ultimately benefit the mission of higher education. The results show many implications that could be considered in fundraising organizations that have high performers. Leaders need to be aware of what their individual employees need to be successful. There is no "one-size-fits-all" approach to managing high performing gift officers, but the results that positive exchange relationships can have on the vitality of higher education is worth the investment of time and energy in keeping these performers embedded and satisfied with the work they do every day.

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Appendix

Institutional Review Board Approval

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

IRB PROTOCOL DETERMINATION:
Expedited Review-2

Name: Nicholas Linde

Email: nmlinde@stcloudstate.edu

Project Title: An examination of leader-member exchange and job embeddedness of high performing development officers in higher education

Advisor Steven McCullar

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology, Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1812 - 2312	**Type:** Expedited Review-2	**Today's Date:** 6/29/2018
1st Year Approval Date: 4/25/2018	**2nd Year Approval Date:**	**3rd Year Approval Date:**
1st Year Expiration Date: 4/24/2019	**2nd Year Expiration Date:**	**3rd Year Expiration Date:**

Institutional Review Board (IRB)

720 4th Avenue South MC 204K, St. Cloud, MN 56301-4498

Continuing Review / Final Report

Principal Investigator: **Nicholas Linde**

Co-Investigator:

Project Title: **An examination of leader-member exchange and job embeddedness of high performing development officers in higher education**
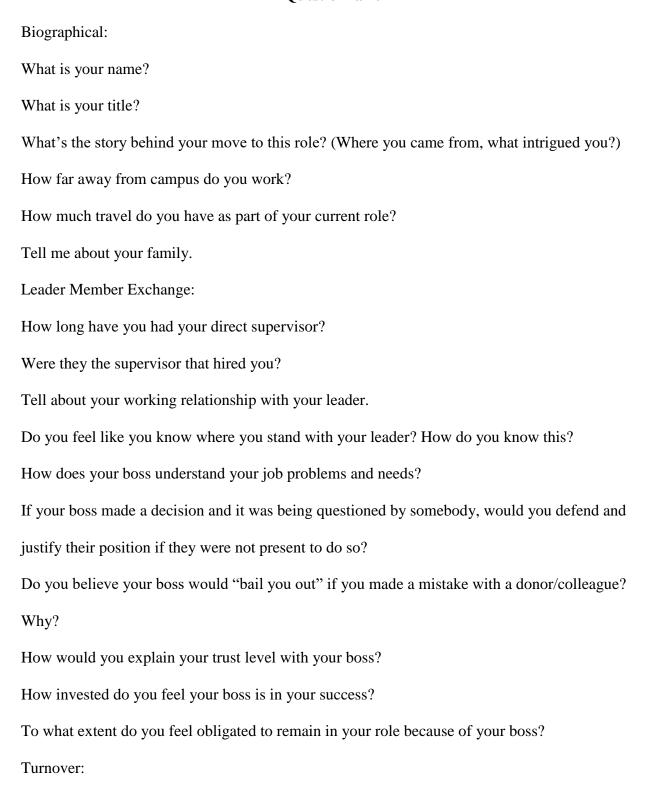
If the project has been completed (no longer collecting data on human subjects) please indicate your projects status under Final Report and complete questions 1 through 5. If you have completed collecting data on human subjects but continue to analyze the data, as long as no new data is being obtained, your project would be considered completed.

If the project has not been completed (you are collecting data on human subjects) please indicate the status of your project under Continuing Review/Project Continuation and answer questions 1 through 5.

Final Report
_____ The Project has been completed.
_____ Project has not and will not be conducted. Explain:

Continuing Review/Project Continuation
_____ Data collection continues with enrolled participants.
_____ Participant recruitment continues following approved IRB protocol.

  Have any changes been made to your research project (changes in subject recruitment, informed consent documents, design, methodology, procedures, etc.) since it was approved by the IRB?
_____ No
_____ Yes, explain:

Final Report and Continuing Review/Project Continuation, please answer the following:

1. How many participants have participated in your study _____

2. Have any adverse events (complaints, unexpected reactions, discomfort, or problems) occurred during this research project
_____ No
_____ Yes, explain:

3. Have any participants withdrawn from the research, either voluntarily or at the researcher's request?
_____ No
_____ Yes, explain:

4. Has any new information been identified that may affect the willingness of subjects to participate in this research project?
_____ No
_____ Yes, explain:

5. Have any changes been made to your research project (changes in subject recruitment, informed consent documents, design, methodology, and procedures, etc.) since it was approved by the IRB?
_____ No
_____ Yes, explain:

_____   _____
Principal Investigator's Signature   Date   **SCSU IRB#: 1812 - 2312**

Questionnaire

Biographical:

What is your name?

What is your title?

What's the story behind your move to this role? (Where you came from, what intrigued you?)

How far away from campus do you work?

How much travel do you have as part of your current role?

Tell me about your family.

Leader Member Exchange:

How long have you had your direct supervisor?

Were they the supervisor that hired you?

Tell about your working relationship with your leader.

Do you feel like you know where you stand with your leader? How do you know this?

How does your boss understand your job problems and needs?

If your boss made a decision and it was being questioned by somebody, would you defend and justify their position if they were not present to do so?

Do you believe your boss would "bail you out" if you made a mistake with a donor/colleague? Why?

How would you explain your trust level with your boss?

How invested do you feel your boss is in your success?

To what extent do you feel obligated to remain in your role because of your boss?

Turnover:

How long have you been in your current role?

Do you feel fairly compensated for the work you're doing: Salary, Benefits, Flexibility?

What is the best part of your job?

What is the worst part of your job?

What is your "Dream job"? What would the position have to look like for you to leave here?

If your current boss were to leave this institution and go elsewhere, what are the chances that you would follow them for a similar position? Better position?

Embeddedness:

This last set of questions is about your connection to this community and the different connections you have outside of your job.

Describe the relationship you have with the community that you live in.

Why or why don't you feel like your community is a good match for you?

What community organizations are you involved in?

What do you feel you would sacrifice if you left your current organization?

If you could change one thing about your position what would it be?

If you could change one thing about your compensation package what would it be?

What would you miss most about your role if you left?

What would you miss most about your community if you left?

Where do you see yourself in 5 years?

Is there anything you had hoped I would ask that I didn't?

Considering everything we've talked about today, what would your organization have to do to keep you happy and wanting to work here?