

Authentic Leadership and Employee Retention

By

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A dissertation submitted to the
Faculty of Point Park University
in partial fulfillment of the requirements for
the degree of Doctor of Education in
Leadership and Administration.

Pittsburgh, PA

June, 2018

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ABSTRACT

This mixed methods study focused on finding a relationship between Authentic Leadership and Employee Retention. This study found a relationship between Authentic Leadership and Employee Retention. The data in the quantitative portion was collected using existing questionnaires. The data for the qualitative portion was collected using one-one interviews from graduate students who had full-time jobs. The participants were chosen as a convenience sample. The quantitative analysis was done through a correlation study and the qualitative analysis was done through coding to create themes that best summarized the research. The quantitative portion found a relationship between Authentic Leadership and Employee Retention and the qualitative portion expanded upon this relationship as well as describing the importance of trust between Authentic Leadership and Followers. Also, this study sought to contribute to Authentic Leadership theory and position it as a 21st century theory.

Keywords: Authentic Leadership, Employee Retention, Leadership, Retention, Trust, Data, Technology

DEDICATION

I would like to dedicate this to my mother, Judy. Thank you for everything you have done for me. I am lucky to have you as a mother and lucky to have you still in my life.

ACKNOWLEDGMENTS

To my chair, Dr. Gita Maharaja, thank you. You have been an excellent guide and have given me honest feedback to help me. Without your mentorship and support, this could not be done. You were always available and an excellent resource.

To my committee member and program director, Dr. Eric Stennett, thank you. You were my first instructor in this program and you are excellent in all ways. I have developed myself over the past years in this program, but you were the driving force behind it.

To Dr. Timothy McNamee, thank you for serving on my committee. You have provided feedback and instruction that have made this study better. I appreciate all the support.

To Dr. Beth Ehrlich, thank you for your help and support. In all my years as a student, I have never witnessed a teacher who cared more for her students. Without your guidance and critique, this study would not be valuable.

To my co-workers Jessica, Mike, and Adi, thank you. First, Jessica thank you for all the proofreads and free edits. Thank you for all the help and guidance to keep me on track and being there. To Mike, my mentor*, thank you for helping me. You made me capable at my job and have always supported me and been a true friend. Thank you Adi also. You are very helpful and our conversations range from everything to anything and you make my days better.

To my program mentor and doubles partner, Jimmy thanks. You have helped me with racquetball and in life and without you, this could not be possible. Thanks also to the rest of the racquetball crew, as there are too many of you to thank. Without you, I wouldn't have a good outlet to stay active and stay positive.

To my family, thank you for all the support. You are all great.

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To Bina Singh and Singh family, thank you for all the support over the hard parts of this program.

To all the participants in the study, thank you. Without you, this study would have been empty.

Lastly, to Three Men and A Lady, Dr. Tyler Bowen, Evren Karabacak, and Lou-Ann Ross, thank you for the support. Thank you to the rest of my fellow students who have pushed and challenged me to get done.

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CHAPTER 1: INTRODUCTION

Authentic leadership is an emergent theory that has room for further development.

Employee retention is an important concept within the business community. The purpose of this mixed-methods study is to test the theory of authentic leadership that relates to the employee's intent to stay. The retention problem has been persistent for at least a decade. The recent history of retention shows similar dismal results with 30% of workers staying fewer than two years, and half leaving companies by the five-year mark (U.S. Bureau of Labor, 2008 as cited in Ballinger, Craig, Cross, & Gray, 2011).

In this study, the relationship between authentic leadership and employee retention is examined using a pragmatic research approach first. Qualitative interviews are used to gain a better understanding of the correlation—or lack thereof—between authentic leadership and employee retention. This study is a mixed-methods research study, which used the Authentic Leadership Questionnaire (ALQ) and Turnover Intention Scale (TIS-6) to explain the relationship between these two variables for the quantitative portion of the study, while conducting one-on-one interviews to gather qualitative data (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008; Bothma & Roodt, 2013). Results are used to enhance and contribute to authentic leadership theory and compare it against other leadership theories as well.

Statement of the Problem

Authentic leadership is growing in popularity and is a theory that has room for further development. In this current day and age, leadership is more relational than just hierarchical. Authentic leadership's approach fits well with the current demands that are put upon leaders and

followers. However, authentic leadership is still one of the newer leadership theories and should, in turn, be tested and validated to prove its worth.

One area of concern in American society is employee retention. A current Gallup (2017) study found that “slightly more than half of employees (51%) say they are actively looking for a new job or watching for openings, and 35% of workers report changing jobs within the past three years” (Gallup, 2017, p. 17). Given the emergence of authentic leadership and the issues with employee retention in the United States, the relationship between authentic leadership and employee retention is investigated in this paper.

Purpose of the Study

The purpose of this mixed-methods study was to test the theory of authentic leadership and relate that theory to employees’ intent to retain. The study was completed with master’s and doctoral level students at a private university in a small- to mid-sized US city. Competition is plentiful in the 21st century, and losing employees leads to having to train new employees, which can be a strain on resources. Some studies have also noted that retaining employees can lead to strong financial returns (Chambers et al., 1998 as cited in Lesabe & Nkosi, 2007). There has been limited and disparate research on the relationship between authentic leadership and employee retention. This research shows that authentic leaders create positive relationships with their followers (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Consequently, there is a rationale between studying the two topics together.

Employers must understand how to retain employees as constant hirings and trainings present considerable costs to employers. This research provides details into the relationship between authentic leadership and retention, which allows companies to select the correct

employees who will develop as authentic leaders. This, in turn, could increase employee retention.

Significance of the Study

This research on employee retention is significant as it attempts to create clear links between authentic leadership style and employee retention. The research summary ultimately confirms that retaining employees is beneficial to organizations (Park & Shaw, 2013). Many US corporations do not maintain a focus on long term growth and retaining employees. The world economy and the United States are extremely competitive and there should be a clear linkage between retention of employees and business performance.

This research shows leaders which behaviors to demonstrate in order to retain the best employees. This is an important problem as 51% of workers are seeking to leave their jobs (Gallup, 2017). Companies lose knowledge and acquired capital when employees leave. Businesses must know which leadership style works best to retain workers, and workers may target jobs with companies who successfully retain employees.

Theoretical Framework

The researcher in this study operates from a pragmatic worldview, which seeks to “focus on the outcomes of the research—the actions, situations, and consequences of inquiry—rather than antecedent conditions (as in postpositivism)” (Creswell & Creswell, 2013, p. 28). This paper draws upon several theoretical fields and subject areas: *authentic leadership* (which is a sub-field within *leadership*), *leadership*, *psychology*, *motivation*, and *retention*.

Psychological concepts and motivational concepts play important roles when describing leadership theories, employee engagement, and the interaction between leaders and followers.

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Authentic leaders also can play a role in creating positive psychological capital (Avolio & Gardner, 2005). As noted earlier, authentic leadership is an emergent theory that can be further developed and enhanced. The main area of development will be through a retention study. The theory of authenticity draws from Greek philosophy, yielding a definition of authenticity that means “to thine own self be true” (Harter, 2002 as cited in Gardner et al., 2005, p. 344).

One psychological concept, *positive psychological capital* (PsyCap), was “defined as a positive state of development characterized by self-efficacy, hope, resiliency, and optimism” (Luthans, Youssef, & Avolio, 2007; Luthans & Youssef, 2007 as cited in Clapp-Smith, Vogelgesang, & Avey, 2009, p. 230). It has been shown that authentic leaders also can play a role in creating positive psychological capital (Avolio & Gardner, 2005). Particularly, “confidence, optimism, hope and resiliency” are seen as “personal resources of the authentic leader” (Luthans & Avolio, 2003 as cited in Avolio & Gardner, 2005, p. 322).

Additionally, researchers revealed how authentic leadership could be related to hedonic satisfaction and eudaemonic well-being (Ilies & Nahrgang, 2005). The researchers focused on these philosophical concepts to help define “the antecedents and outcomes of authentic leadership” (Ilies & Nahrgang, 2005, p. 3). This helped to show the link between authentic leadership and psychology, which allowed researchers to test the theory more broadly to make it more robust.

There are varying opinions on the underlying motivators and explanatory variables that drive retention, but one study focused on needs theory, equity theory, expectancy theory, and job model design (Ramlall, 2004). Combining these theories to show the relationship between the underlying concepts while using existing, reliable, validated questionnaires drives this study from theoretical discussion to practical results.

Researcher Worldview

There are various elements of the pragmatic worldview at work in this paper. Specifically, the author is not committed to quantitative or qualitative research. However, for the purposes of validating the relationship between authentic leadership and employee retention, existing questionnaires and quantitative research are used. In addition to a quantitative analysis, qualitative information in this area is helpful in expanding upon the quantitative analysis. Another element of pragmatism used is the historical context of this study. It is acknowledged and accepted that authentic leadership is an emergent theory and that the practical applications of this theory are relevant (Creswell, 2014). Additionally, the pragmatic researcher “would simply like to change the subject” (Rorty, 1982 as cited in Creswell, 2014, p. 11). In this regard, the literature review indicates that there are many studies focusing on the factors that affect retention but not necessarily directly on authentic leadership and its relationship to employee retention. This dissertation seeks to change the subject from positive psychological capital, philosophy, motivation, and instead focus on authentic leadership measured by the ALQ and employee retention measured by the TIS-6.

The etymology of pragmatism “can be found in its root word, *pragma*, from the Greek word for ‘action,’ which indicates that knowledge comes from taking action and learning from the outcomes” (Morgan, 2014, p. 7). This approach is an approach of action and focuses more on being pro-active as opposed to being re-active.

Creswell (2014) provided additional information on the pragmatism worldview: researchers having freedom of choice in their dissertation methods, researchers performing their work in the context of their time periods, and researchers not committing to a system of philosophy. As mentioned above, the researcher is not devoted to quantitative or qualitative research as different research problems require different methods or mixed-methods

combinations. However, in this instance, a mixed-methods approach allows for better insights and triangulation using data from existing literature in addition to data from the quantitative and qualitative portions of this dissertation (Drew, Hardman, & Hosp, 2008). Additionally, while the author regards authentic leadership as the pinnacle leadership theory, it is only gaining in popularity now and over the last 10-to-15 years.

Research Questions

The research questions in this study focus directly on authentic leadership and indirectly on retention through the TIS-6 instrument. The research questions are as follows:

1. Is there a correlation between self-awareness and an employee's intent to stay?
2. Is there a correlation between relational transparency and an employee's intent to stay?
3. Is there a correlation between internalized moral perspective and an employee's intent to stay?
4. Is there a correlation between balanced processing and an employee's intent to stay?
5. How does authentic leadership impact the retention of employees?
6. How do a leader's displayed authentic behaviors influence a subordinate's desire to continue or discontinue employment with an organization?
7. How do leaders who incorporate different points of view while also using data-driven decision making validate or invalidate their convictions to influence subordinates' desires to continue or discontinue employment with an organization?

8. How do leaders who align their core values influence subordinates' desires to continue or discontinue employment with an organization?

Scope of the Study

The main purpose of the study was to understand the relationship between authentic leadership and an employee's intention to quit. This was explored through a convenience sample at a private university in a small- to medium-sized US city.

Definition of Terms

Authentic leadership: "A process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development" (Luthans & Avolio, 2003, p. 243).

Employee retention and separately, turnover: As it relates to the business community,

Employee retention can be defined as the effort by an employer to keep desirable workers in order to meet business objectives. Turnover, on the other hand, is most often used to describe the unplanned loss of workers who voluntarily leave and whom employers would prefer to keep. (Frank, et al., 2004, p. 13)

Positive psychological capital: "PsyCap is defined as a positive state of development characterized by self-efficacy, hope, resiliency, and optimism" (Luthans, Avolio, Avey, et al., 2007 as cited in Clapp-Smith, Vogelgesang & Avey, 2009, p. 230). Additionally, "PsyCap is best understood as the shared variance between self-efficacy, hope, optimism, and resiliency." (Clapp-Smith, Vogelgesang & Avey, 2009, p. 230).

Transformational leadership: Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential (Northouse, 2015, p. 162).

Turnover Intention: Tett and Meyer (1993 as cited in Bothma & Roodt, 2013) defined turnover intention as “the conscious and deliberate wilfulness to leave the organisation” (Tett & Meyer, 1993 as cited in Bothma & Roodt, 2013, p. 2).

Limitations/Delimitations

In line with quantitative methods studies, this study was designed to find relationships between authentic leadership and retention—not to prove causation. The study relied upon evening students with full time jobs. Therefore, the generalization beyond the university and the regional area where the university resides may not be possible. Additionally, the study is not generalizable to the United States or world as a whole. However, these instruments can be replicated to other cities, states, and countries to determine if this paper’s findings are generalizable.

Organization

This dissertation comprises five chapters: Chapter 1, which this sub-section is part of, is a general overview of this paper; Chapter 2 gives a thorough literature review of authentic leadership, other relevant leadership theories, retention theories, and other ancillary information that affects the previous items listed; Chapter 3 provides the design methodology for this quantitative study and sets up the hypothesis that is tested in this study; Chapter 4 presents the

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results of the study; and Chapter 5 summarizes the results and provides possible next steps for the research and topics covered in this paper.

CHAPTER 2: LITERATURE REVIEW

Authentic leadership, in and of itself, as well as the development of the theory, provides a building block for this paper. Additionally, due to the evolution and origins of authentic leadership theory, other leadership theories will be discussed. Finally, from a pragmatic approach, authentic leadership's implications for the future and its position within the 21st century will be discussed.

Retention is also important, as the main task of this paper is to link authentic leadership with retention. In order to understand this better, an overview of retention is given to explain the motivations for employees to stay. From this and other research, leadership's impact on retention will be discussed. Finally, an overview of relevant studies that relate leadership theories to employee retention will be reviewed.

Leadership Theories and Approaches

Authentic Leadership

Authentic leadership is an emergent theory that has room for development. The main area of development in this dissertation is a retention study. Due to the varying research on authentic leadership, an overview of the approaches will be summarized and then presented in detail.

The theory of authenticity draws from Greek philosophy, yielding a definition of authenticity that means “to thine own self be true” (Harter, 2002 as cited in Gardner et al., 2005, p. 344). This has been developed further as follows: “Authenticity involved both *owning* one's personal experiences (values, thoughts, emotions and beliefs) and *acting* in accordance with one's true self (expressing what you really think and believe and behaving accordingly)” (Harter, 2002 as cited in Gardner et al., 2005, pp. 344-345). The definition shows that authenticity

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focuses on what is inside a person and that an authentic person acts from what is within, rather than from external forces (Gardner et al., 2005). Authentic leaders also operate as lead learners in order to understand their organizations and the contexts in which they operate to increase the performance of the organization (Schwahn & Spady, 2010).

An existing summary of the theory breaks into three viewpoints and two approaches that describe authentic leadership formulation. The viewpoints are the *interpersonal perspective*, the *intrapersonal perspective*, and the *developmental perspective*. Furthermore, authentic leadership formulation is broken into the *practical approach* and *theoretical approach* (Northouse, 2015). The interpersonal perspective is focused on the internal processes of the leader. The intrapersonal perspective focuses on the interaction between leaders and followers. Finally, the developmental perspective looks at authentic leadership and authentic followership as a process (Northouse, 2015). The theoretical approach of authentic leadership formulation refers to the peer-reviewed articles and the practical approach of authentic leadership formulation refers to Bill George's *Discover Your True North* novel (Northouse, 2015). This will be used as a guide for the paper but altered.

Some of the seminal authors in the field are Avolio, Eilam, Gardner, Shamir, and Walumbwa, among others. Two articles from these authors will be used. The first article focuses on the self-based model and is very much in line with the intrapersonal perspective as outlined by Northouse (2015). The second article also looks inward but focuses much more on authentic leadership development and authentic followership development. These articles do not align perfectly with the outline provided by Northouse (2015), but they do cover the interpersonal, intrapersonal, and development aspects of authentic leadership theory. The practical approach will be outlined by an overview of *Discover Your True North*. Additionally, within the

theoretical and practical approach, there are various components that are tantamount to understanding authentic leadership. These components will be reviewed as well.

Self-Based Model/Authentic Leader and Follower Development

“Can you see the real me?” A self-based model of authentic leader and follower development represents a breakthrough in the development of authentic leadership (Gardner et al., 2005), combining early attempts and different approaches at defining authentic leadership. In doing so, this approach emphasizes the relationship between the leader and follower based on the leader’s understanding what is going on internally in order to guide followers better.

This approach draws upon the history of scandals and the superficial nature of society to make the case for the authentic leadership and authentic followership model and uses the “To thine own self be true” ancient Greek definition to help frame the theory (Harter, 2002 as cited in Gardner et al., 2005, p. 319). The approach also relies on positive psychological capital and the concept of leaders looking internally to help develop themselves further. The model relies upon leader’s achieving authenticity:

[t]hrough self-awareness, self-acceptance, and authentic actions and relationship.

However, authentic leadership extends beyond the authenticity of the leader as a person to encompass authentic relations with followers and associates. These relationships are characterized by: a) transparency, openness, and trust, b) guidance towards worthy objectives, and c) an emphasis on follower. (Gardner et al., 2005, p. 345)

This theory moves from the traditional focus, which is usually on the leader, to focus on the relationship between the leader and the follower.

As it relates to the self-based model of authentic leadership, “an authentic leader must achieve authenticity, as defined above, through self-awareness, self-acceptance, and authentic

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actions and relationships” (Gardner et al., 2005, p. 345). In this model, the authors argued that authentic leaders use positive psychological capital and high moral standards in their leadership methods. Additionally, authentic followership is described as another concept within the model (Gardner et al., 2005). Authentic leaders help develop their followers so that the authentic followers can increase their own self-awareness and self-regulation to create positive outcomes (Gardner et al., 2005).

A key part of this model is how leaders internalizes their own histories and *trigger events* to continue to become better authentic leaders (Gardner et al., 2005). In addition, leaders use reflection to gain greater self-awareness, which helps them to understand what lies within themselves (Gardner et al., 2005). Another component of an authentic leader is self-regulation, which is used to link the authentic leader to themselves and to use internal processes to make decisions as opposed to using external forces. Within self-regulation, the leader uses balanced processing to make decisions and review information without bias (Gardner et al., 2005). From this internal focus, the leader develops followers. Concurrently, the followers use similar processes to develop themselves, which helps the organization. The follower, in turn, helps develop the leader as well (Gardner et al., 2005).

Another component is trust between the leader and the follower. This model bases the relationship on trust that develops from the leader’s strong ethics (Gardner et al., 2005). From this overview, it is clear that this approach relies on the leader developing followers. The model expands upon looking at oneself internally and the necessity of developing followers, so that they can, in turn, become authentic followers who work lockstep with the leader to achieve desirable organizational outcomes.

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Since the leader's history is a key tenet of this model, it is worth spending more on the leader's personal history and trigger events which foundations for the authentic leader. Personal history relates to the past experiences and interactions with key people during the authentic leader's life (Gardner et al., 2005). The experiences and people they meet help to shape who the authentic leader becomes. Trigger events—specifically positive trigger events—are major events or decisions that shape a leader's development and life. Leaders often use positive role models to help their development. Separately, trigger events can be positive or negative (Gardner et al., 2005). Many triggers events that are listed—such as getting a promotion, reading a book, or learning something new from someone else—seem to help leaders broaden their horizons, which aids in authentic leadership development (Gardner et al., 2005).

Authentic leaders can also reverse inauthentic relationships. This model suggests that a positive encounter between the authentic leader and follower can help reverse the follower's skepticism (Gardner et al., 2005). This shows that leaders can reverse relationships that are inauthentic, which demonstrates the importance of the leader in this model.

Additionally, in this model of authentic leadership and authentic followership, leaders can help their followers to develop themselves further, which enhances their interpersonal relationships (Gardner et al., 2005). Gardner and others (2005) state that “By modeling authentic values and behaviors, and actively encouraging follower self-development, authentic leaders can foster the process of self-discovery among followers” (Gardner et al., 2005, p. 359).

The follower's outcomes of trust, engagement, and workplace well-being are positive outcomes and, in this model, they are also interrelated outcomes. Trust is an important part of authentic followership as it “fosters additional growth in the relationship and ultimately enhances and sustains performance” (Gardner et al., 2005, p. 365). This is important since sustaining

performance is critical to an organization's success. Also, improved workplace well-being and employee engagement also increases an organization's success. This, in turn, feeds the larger organizational climate that the leader and follower are a part of (Gardner et al., 2005).

One example of this type of leader is Warren Buffet. Buffett was so concerned with his company's reputation and standing, that he, as an authentic leader, went on to say that it took Berkshire Hathaway 37 years to reach a third place ranking in terms of the most admired companies in the world, and that an inauthentic action on the part of leaders at Berkshire could result in a catastrophic loss of reputation in less than 37 min! (Gardner et al., 2005, p. 345)

Buffett is an example of an authentic leader who refused to cede to the short-term pressure driven by external forces. He is a leader who refused to compromise in ways that were not unique to himself, and he has been successful in doing so.

Life Story Approach

One approach to authentic leadership relies on the leader's life story and self-concept. The leader's "life stories can provide leaders with a 'meaning system' from which they can act authentically, that is interpret reality and act in a way that gives their interpretations and action a personal meaning" (Kegan, 1983/2001 as cited in Shamir & Eilam, 2005, p. 396).

The life story approach also defines authentic leaders in four areas: First, "they do not fake their leadership" (Shamir & Eilam, 2005, p. 396). Leadership, as a quality, is an integral part to who authentic leaders are (Shamir & Eilam, 2005). Second, leadership is acted upon from conviction and not from self-aggrandizing wants or needs. This results in leadership practices that emanate from the leader's core (Shamir & Eilam, 2005). Third, authentic leaders are "originals, not copies" (Shamir & Eilam, 2005, p. 396). Authentic leaders are molded from their

experiences, which are unique (Shamir & Eilam, 2005). Finally, authentic leaders walk the walk and talk the talk. Their “actions are based on their values and convictions” (Shamir & Eilam, 2005, p. 396).

The following describes the attributes that are central to the authentic leader: “The roles of the leader is a central component of their self-concept, they have achieved a high level of self-resolution..., their goals are self-concordant..., their behavior is self-expressive” (Shamir & Eilam, 2005, pp. 398-399). These attributes are examples of the interwoven nature of the authentic leader’s self, thought process, and actions. Additionally, in this model, the development of an authentic leader is focused on improving these attributes (Shamir & Eilam, 2005). Authentic leadership is important due to the strains that are put on leaders as well as their abilities to influence followers to become authentic followers (Shamir & Eilam, 2005).

Leaders can use their life stories to help guide them to better lead their followers. From the life-stories approach, authentic leadership development helps to further refine the leader’s self-concept, which can improve the alignment between the leader’s behaviors and self-concept (Shamir & Eilam, 2005). Additionally, authentic leadership development “increases the likelihood (though by no means guarantees) of the development of authentic followership” (Shamir & Eilam, 2005, p. 401). This part of the model is similar to the previously described authentic followership model developed by Gardner and others (2005).

The life-stories portion of this model of authentic leadership is important as it ties the leader’s life stories with the leader’s development (Shamir & Eilam, 2005). This approach relies on self-narrative, which “refer[s] to the individual’s account of the relationships among self-relevant events across time. In developing a self-narrative the individual attempts to establish connections among life events” (Gergen & Gergen, 1986 as cited in Shamir & Eilam, 2005, p.

402). These self-narrative events help the leader to develop clarity, which in turns, helps to formulate values and convictions.

The life-stories approach also describes the leader's role and self as being one and the same. The leadership development in this approach is tricky as the development should relate to the leader's past experiences and not trainings or reflections that do not focus on the leader's life as a story (Shamir & Eilam, 2005). This approach is sufficiently rigid in linking the leader's life story and current being together by saying that any development without this linkage is lacking.

The above explanation gives an overview of authentic leadership without bias toward one approach or another. There are different opinions and approaches to help formalize and refine the theory, but this overview provides a sufficient review of the main concepts of authentic leadership. The theory was recently developed, is an emergent theory, and needs further refinement.

One area of refinement involves the relationship between authentic leadership and employee retention. An area of development for authentic leadership is "how authentic leadership and its development can relate to sustainable performance" (Avolio & Gardner, 2005, p. 334). Park and Shaw (2013) performed a meta-analysis that demonstrated a negative relationship between employee retention and organizational performance. Since there is a clear linkage between employee retention and organizational performance, it will be pertinent to understand the relationship between authentic leadership and employee retention.

Discover Your True North Approach

In addition to the scholarly articles on authentic leadership, Bill George also contributed to the field with the book *Discover Your True North* (2015). George was a CEO for many years before contributing to formal leadership. Practitioners bring different approaches to leadership

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and have different styles that must be molded into formal approaches to leadership. While this is different from the theoretical approach, there are similarities that are worth mentioning.

This approach is similar to the scholar approach, but defines the *True North* as “your fixed point in a spinning world---that helps you stay on track as a leader” (George, 2015, p.1). This approach relies less on the traditional *intelligence quotient* (IQ) and more on *emotional intelligence* (EQ) (George, 2015). George’s model also positions Authentic Leadership as a 21st Century model rather than a 20th Century one (George, 2015). This approach also focuses on the development of Authentic Leadership. However, the five specific areas of development are: *self-awareness, values, sweet spot, support team, and integrated life* (George, 2015). The model then moves the leader to where the leader’s *True North* meets the world (George, 2015).

The three parts of the journey to leadership are: framing your life story, losing your way, and the role that crucibles have in shaping leadership (George, 2015). One example is Howard Schultz, who was the CEO of Starbucks and molded Starbucks (George, 2015). A key part of his story was his relationship with his father and his own crucible when his father got injured in an accident at work. Schultz was not satisfied with how his father handled his career and thought his father could do more than simply work various blue-collars jobs (George, 2015). Schultz eventually came to realize that his father worked hard and sought to make his son proud. The workplace injury cost Schultz’s father his job and led to financial problems for his family (George, 2015). This drove Schultz to provide health insurance for Starbucks employees, which is not commonplace for baristas and coffee shop workers (George, 2015). From George’s standpoint, Schultz is a perfect example of an authentic leader who used crucibles to find the place his true self met the world by creating a positive work environment (George, 2015).

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The *True North* approach also has three phases: *preparing for leadership*, *leading*, and *generativity* (George, 2015). The first phase focuses on the leader's understanding of the route that should be taken to gain the life experiences necessary to become an authentic leader (George, 2015). The second phase focuses on the pros and cons of the authentic leader's life and the crucibles that help to shape who the leader becomes (George, 2015). One example of a leader in the second phase was Hank Paulson, the Treasury Secretary during the Bush-era financial crisis. While the initial response to the crisis was not perfect, Paulson grew in his leadership approach with tenacity and courage (George, 2015). He was a veteran of many administrations, a conservative thinker, and an intimidating man who eventually came to support a \$700 billion TARP bill to stabilize the US economy. Paulson had a role in promoting the bill so that Congress would pass it and so that his boss, former President George W. Bush, could sign it. Paulson worked with Democrats and Republicans to pass the bill and stabilize the US economy (George, 2015). Even in his older age, Paulson was able to mold himself further as a leader and use this crucible to help save the US economy (George, 2015). Finally, the last phase of generativity focuses on giving back. The model notes how there are phases to life, and while some leaders may lead for 30 years in one position or another, there is still more for those leaders to do once they are done with their careers (George, 2015). Another example is Erskine Bowles. Bowles spent many years leading and developing a bank, as President Clinton's chief of staff, and finally as a proponent of fiscal reform (George, 2015). At each of these steps, Bowles could have quit and retired, but at each phase, he continued and contributed to society in similar but different way (George, 2015).

This approach also relies upon knowing oneself. The author's model relies on gaining better self-awareness through looking back at past experiences and past 'crucibles' (George,

2015). This model uses the analogy of peeling back an onion to understand your authentic self. Additionally, leaders can show vulnerability to help become better leaders (George, 2015).

The next step in this model relies upon leaders understanding their values, leadership principles, and ethical boundaries (George, 2015). One example of this is Jon Huntsman Sr., who founded Huntsman Corporation (George, 2015). Huntsman grew up in a rural setting with a strong moral upbringing from his parents (George, 2015). When Huntsman worked in social services under the Nixon administration, the person who hired Huntsman, Bob Haldeman, asked him to entrap a Congressman in order to gain the Congressman's support for a White House initiative. Based on Huntsman's understanding of his values and knowing his true self, he refused to aid in this impropriety and resigned from the White House (George, 2015).

One major crucible for Huntsman was his family's dealing with cancer. Cancer took people from his family prematurely, and, additionally, Huntsman fought cancer himself twice and beat it (George, 2015). Later, when Huntsman Corporation was having financial difficulties, Huntsman faced tough choices, deciding between filing for bankruptcy, which would have been favorable to his company but unfavorable to those who Huntsman was in debt to or avoiding bankruptcy and re-paying his debts (George, 2015). In addition to the strong code that drove Huntsman to avoid bankruptcy and to repay his debts, Huntsman also created a cancer institute to fight the disease that had afflicted him and his family (George, 2015). Another nuance in the model described how leaders find *sweet spots* that match intrinsic motivations with capabilities. This occurs by the leader having a support team that can strengthen a leader's weaknesses, and leading an integrated life so that there is consistency among the totality of the leader's life (George, 2015).

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While this approach overall takes a positive tone and a humanist approach in believing in the individuals' abilities to know themselves better, act ethically, and be better leaders, there are notes about leaders losing their way and using those past mistakes as motivation (George, 2015). The approach advocates leaders to embrace the negative aspects of their lives and to use these negative aspects to bring positivity. As described above, Howard Schultz is mentioned as someone who reframed the image of this father as a underachieving blue collar worker to a father who simply didn't have the same opportunities (George, 2015). The approach labels *imposters*, *rationalizers*, *glory seekers*, *loners*, and *shooting stars* as archetypes of leaders who are the antitheses of authentic leaders (George, 2015). Various fallen leaders and heroes such as Lance Armstrong and Dick Fuld were mentioned to demonstrate that the "role of leaders is not to get other people to follow them but to empower other people to lead" (George, 2015, p. 56).

This approach stands in contrast to empowerment and, by showing how not to act, this model helps construct how to empower employees and followers to create better organizations (George, 2015). A good example is Harvard Business School professor Paul Marshall (George, 2015). Marshall is known as a great teacher, but his approach relies less on his directly disseminating his knowledge to students and more on understanding what the students can offer to teach the professor (George, 2015). This is important as it is a different approach from other leadership theories, such as transformational leadership, and creates a unique relationship between the leader and follower.

The approach has similarities and differences to the scholarly approach. The focus on self-awareness and life events is lockstep with the scholarly approach. The scholarly approach represents a combination of many different peer-reviewed articles and sometimes mentions George's (2015) approach. George's (2015) approach is different than the scholarly approach in

a few ways. Some of the scholarly researchers do not emphasize the morality of authentic leadership, but the George approach does. The scholarly approach seems to put more emphasis on business leaders, while George's approach also mentions leaders who have worked in the government and education sectors as well. This is important as it extends authentic leadership beyond business. However, the peer-reviewed scholarly articles draw upon a more rigorous methodology, which allows for validation of their theories.

Characteristics of Authentic Leadership

Eudemonic Well-Being

Ilies and Nahrgang (2005) sought to map authentic leadership together with hedonic satisfaction and eudaemonic well-being (Ilies & Nahrgang, 2005). Hedonic satisfaction and eudaemonic well-being comprise human happiness and well-being (Ryan & Deci, 2001 as cited in Ilies & Nahrgang, 2005). The researchers focused on these philosophical concepts to help define "the antecedents and outcomes of authentic leadership" (Ilies & Nahrgang, 2005, p. 3). In doing this, more research could be done to firm up the emergent theory of leadership.

Hedonism and Eudaimonia are two abstract concepts from two different eras. For the purpose of research, Hedonism was defined as "the basic motivations principle of approaching pleasure and avoiding pain" (Freud, 1920/1952; Kahneman, Diener, & Schwartz, 1999 as cited in Ilies & Nahrgang, 2005, p. 3). Eudaimonia is a concept from Aristotle, which "assesses the goodness of life based on 'living in a manner that actively express[es] excellence of character or virtue'" (Haybron, 2000; Waterman, 1990 as cited in Ilies & Nahrgang, 2005, p. 3).

Links between authentic leadership and these philosophical concepts are made conceptually by linking previous work on authentic leadership and past philosophy. Ilies and

Nahrgang (2005) compared authenticity to eudaemonic well-being by using the following definition of authenticity as “the unobstructed operation of one’s true, or core, self in one’s daily enterprise” (Kernis, 2003, p. 13 as cited in Ilies & Nahrgang, 2005, p. 4). From this, it logically follows that

This definition is very much in line with the focus of eudaemonic approaches to well-being on realizing one’s true nature (Ryan & Deci, 2001; Haybron, 2000; Waterman, 1990). It follows that authentic leaders, by expressing their true self in daily life live a *good life* (in an Aristotelian way), and this process results in self-realization (eudaemonic well-being) and increased hedonic well-being on the part of the leaders, and in positive effects on followers’ eudaemonic and hedonic well-being. (Ilies & Nahrgang, 2005, p. 4)

While conceptual, this research blends existing authentic leadership concepts with historical philosophical concepts. This allows for a further discussion of how abstract concepts mesh psychology with philosophy. Specifically, this conceptual model seeks to link the “historical philosophical approach to psychological well-being and links it to the larger positive psychology and positive organizational scholarship movements” (Ilies & Nahrgang, 2005, p. 11).

Positive Psychological Capital

Psychological concepts and motivational theories play important roles when describing leadership theories, employee engagement, and the interaction between leaders and followers. This section will give an overview of these theories as they relate to authentic leadership, employee motivation, and positive psychological capital. It has been shown that authentic leaders can play a role in creating positive psychological capital (Avolio & Gardner, 2005). Particularly, “confidence, optimism, hope and resiliency” are seen as “personal resources of the authentic leader” (Luthans & Avolio, 2003 as cited in Avolio & Gardner, 2005, p. 322).

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Positive psychological capital (PsyCap) in its simplest form was “defined as a positive state of development characterized by self-efficacy, hope, resiliency, and optimism” (Luthans, Youssef, & Avolio, 2007; Luthans & Youssef, 2007 as cited in Clapp-Smith, Vogelgesang, & Avey, 2009, p. 230). Additionally, PsyCap is important as positive behaviors may lead to positive outcomes (Luthans, Youssef, & Avolio, 2007). Based on these positive outcomes, PsyCap is a concept leaders should use to create relationships.

During the development of authentic leadership theory, Luthans and Avolio (2003) explained that positive psychological capital is what drives authentic leaders’ behaviors. Wang, Sui, Luthans, Wang, and Wu (2014) sought to understand the relationship between followers’ psychological capital and authentic leadership (Wang, Sui, Luthans, Wang & Wu, 2014). PsyCap “represents the positive psychological resources that lead to desirable outcomes for organization” (Luthans, Youssef et al., 2007 as cited in Wang et al., 2014, p. 8). Due to the preliminary work that identified PsyCap as a driver of authentic leadership, researchers continued to develop PsyCap and its interrelatedness to authentic leadership, follower behaviors, and outcomes. This was necessary to fully understand the relationship and possibly, the moderation among the variables (Wang et al., 2014). A major breakthrough was found in various research studies demonstrating that “AL is positively related to the leaders’ and followers’ PsyCap, thereby leading to enhanced follower performance” (Avey, Avolio, & Luthans, 2011; (retractionWalumbwa et al., 2011); Woolley, Caza, & Levy, 2011 as cited in Wang et al., 2014, p. 8).

Wang et al. (2014) performed research on a Chinese logistics firm in Beijing to understand the relationship among authentic leadership, leader-member exchange (LMX), PsyCap, leaders’ job performance, and followers’ job performance. The study used existing

reliable questionnaires to measure the variables. From a confirmatory factor analysis (CFA) and additional data treatment procedures, the researchers found

That the positive relationship between AL and job performance is moderated by followers' PsyCap. Specifically, the relationship between AL and job performance is moderated by followers' PsyCap. Specifically, the relationship between AL and follower performance is greater among followers with low rather than high levels of PsyCap.

(Wang et al., 2014, p. 16)

The practical implication of this statement is that authentic leaders could have a greater impact on followers with low PsyCap.

Additionally, the researchers found a complementarity between authentic leadership and PsyCap, which in turn, associates both of these variables with improved performance (Wang et al., 2014). This research leads to a conclusion that authentic leadership and psychological capital are interrelated. To fully close the loop on the interrelatedness of these concepts, the researchers summarized their findings as follows:

In conclusion, by combining leadership (both AL and LMX) and PsyCap, this study found the relationship between AL and followers' performance contingent on followers' PsyCap.¹ In addition, the results of mediated moderation analysis showed that AL is positively related to LMX, and consequently followers' performance, to a large degree among followers who have low rather than high levels of PsyCap. These findings deepen our understanding on the complexities of AL and on how it can be more effectively implemented for followers' improved performance. (Wang, et al., 2014, p. 18)

From the research, it clear that there is a connection between authentic leadership and positive psychological capital. Additionally, there are links between positive psychological

¹ AL used as Authentic Leadership in Avolio, Gardner, Walumbwa, Luthans, & May, 2004

capital and performance. It is important to understand psychological capital based on its role in the authentic leadership theory development.

Moral Components of Authentic Leadership

Authentic leaders have been associated with morality by researchers. This has been done to clarify whether or not an authentic leader should possess a moral component a guiding principle. Researchers who believe that morality is necessary would argue that morality is inherently part of authentic leadership and authentic leaders. Conversely, researchers who do not believe that a high level of morality is needed would believe that having morality is unnecessary and therefore, authentic leaders could lack morality.

As mentioned in the opening part of the literature review, scandals have forced society to re-evaluate leaders. The argument for the moral component and description originates from the hypocrisy in the Enron leaders who recommended buying Enron stock while selling theirs at the same time (May, Chan, Hodges, & Avolio, 2003). In *Developing the Moral Component of Authentic Leadership*, researchers argue that:

To sustain authentic moral acts in the face of extreme adversity requires the leader to be resilient in dealing with difficult moral issues. Those who are better able to positively adapt to dealing with adversity or risk arising from taking stances are more likely to sustain authentic moral behavior over time. (May et al., 2003, pp. 247-248)

In addition to the discussion on morality, the authentic leader is further defined as a leader who operates from what is internal to themselves; that is, they do not operate to explicitly motivate their followers from an outward-looking-in perspective (May et al., 2003). This internalization based on morality is also similar to the authentic theory development previously described in this dissertation. In this way, there is a clear link between looking inward on

morally-based decisions and inward to help with authentic leadership and authentic followership development.

Authentic leadership is further put on a pedestal above the other leadership theories. This is done by statements on authentic people who are “the base of all positive, socially constructive forms of leadership” (May et al., 2003, p. 249). Also, this approach is favorable as the authors note that mostly anybody can become an authentic leader (May et al., 2003). Authentic leaders also use their morality to guide them in their decisions and to create better organizational cultures and climates that advocate for authentic behaviors based on strong moralities (May et al., 2003).

The work on morality draws from a case study of a manufacturing supervisor who needed to determine how to handle an employee who was acting fraudulently to smooth out operations at a manufacturing facility based on personal interests. This case study is important as it leads into the edict that “Authentic leaders also draw upon their core values and principles to determine what is believed to fall on the ‘thin white line’ of what’s right versus off the line, regarding what’s wrong” (May et al., 2003, p. 252). In following with the case study description, the authors note that the organizational environment is formed by the leader and these environments affect employees’ decision making as it relates to morality (May et al., 2003). In closing, the authors note that to continue to be an authentic leader and to sustain authentic leadership, an authentic moral manner is needed (May et al., 2003). The authors then combine the history of authentic leadership with morality as follows:

Drawing from work in positive organizational behavior and psychology, we define a morally resilient leader as one who is able to positively *adapt* in the face of significant adversity or risk. Since authentic moral action entails following one’s own moral code

and principles versus the wishes of significant others internal or external to the organization, authentic leaders may be at considerable risk and may have to overcome adversity when enacting moral actions. Maintaining a positive internal focus and core belief system enables authentic leaders to sustain their efforts over time. Being in contact with oneself and knowing why one takes a stand provides even greater positive energy to adapt to new circumstances when other may fail. (May et al., 2003, p. 256)

This overview of morality as it relates to authentic leadership shows how morality can influence and sustain the leader over time. This is important and necessary as psychology, morality, and other related concepts have influenced authentic leadership theory development and retention theory.

Authentic Leadership and Trust

Another area of growing importance in leadership research is the concept of trust. Trust is an important part of the relationship between leaders and followers and “Trust in leadership has been identified as a crucial element in the effectiveness of leaders” (Bass, 1990 as cited in Avolio, Gardner, Walumbwa, Luthans, & May, 2004, p. 804). Previous research argued that “the best way to understand why a given party will have greater or lesser trust is to consider the attributes of the trustee (i.e., a leader)” (Mayer et al., 1995 as cited in Avolio et al., 2004, p. 810). By providing an open atmosphere and leading authentically, leaders can create trust with followers. When authentic leaders also show integrity and high moral standards, they empower followers, which allows tasks to be completed and organizations to be successful (Avolio et al., 2004). While this seems sensible, an overview of trust as it relates to authentic leadership is necessary to understand trust’s role within authentic leadership theory.

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Mayer and Gavin (2005) provided an overview of the history of trust in management. The researchers said that “Argyris (1964/1990) proposed that trust in management is important for organizational performance” (Argyris, 1964/1990 as cited in Mayer & Gavin, 2005, p. 2). Additionally, trust was defined as “the willingness to be vulnerable to another party when that party cannot be controlled or monitored” (Mayer et al., 1995 as cited in Mayer & Gavin, 2005, pp. 2-3). Trust was also further defined as comprising ability, benevolence, and integrity. Previous researchers defined these as follows:

Ability is the perception that the trustee has skills and competencies in the domain of interest. Benevolence is the trustor’s (i.e., trusting party’s) perception that the trustee cares about the trustor’s well-being. Integrity is the perception that the trustee adheres to a set of principles that the trustor finds acceptable. (Mayer et al., 1995 as cited in Mayer & Gavin, 2005, p. 3)

Another important component of trust is vulnerability—specifically, in the relationship between manager and employees, which can affect performance. A relationship that lacks trust results in inefficiencies and problems for organizations. When an employee does not have trust in management, the employee will seek to withhold information from management and also project an image to management that the employee’s performance is satisfactory (Mayer & Gavin, 2005). Conversely, when trust is present, the employee will spend less time on putting on a front and more time on positive behaviors that will help the organization’s performance (Mayer & Gavin, 2005).

This demonstrates the clear difference between what having trust and not having trust leads to. Clearly, leaders must operate with trust. Finally, as mentioned in the above overview of

authentic leadership, authentic behavior that shows vulnerability could correlate positively with trust.

Transition to Other Leadership Theories

Thus far, the literature review has focused on authentic leadership and authentic leadership components. In comparing authentic leadership to other, related theories, many similarities and differences have emerged (Avolio & Gardner, 2005). These theories will be given some attention to better understand authentic leadership's position within the overview category of leadership.

Transformational Leadership

A transformational leader is “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching these outcomes” (Burns, 1978, p. 141). Transformational leadership consists of four factors that describe who a transformational leader is: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration* (Avolio, Waldman, & Yammarino, 1991).

Idealized influence is the first factor that:

describes leaders who act as strong role models for followers; followers identify with these leaders and want very much to emulate them. These leaders usually have very high standards of moral and ethical conduct and can be counted on to do the right thing. They are deeply respected by followers, who usually place a great deal of trust in them. They provide followers with a vision and a sense of mission. (Northouse, 2015, p. 167)

Inspirational Motivation is a factor that focuses—as the name indicates—on the leader motivating followers to enhance commitment and to get the most out of the group. Intellectual

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stimulation focuses on the leader stimulating followers to become more creative and innovative to help their organization succeed (Northouse, 2015). Finally, individualized consideration “is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. Leaders act as coaches and advisers while trying to assist followers in becoming fully actualized” (Northouse, 2015, p. 169).

While the Multi Leadership Questionnaire (MLQ) will not be used, it will be explained to help understand the differences between authentic leadership and transformational leadership. Similar to the ALQ, the MLQ has been used in many studies and validated as a proxy for transformational leadership, transaction leadership, and non-transactional laissez-faire leadership (Antonakis, Avolio, & Sivasubramaniam, 2003). Only transformational leadership will be examined due to its relationship to authentic leadership, which is the focus of this paper. The relationship and the factors that are measured in the ALQ and MLQ are different. The MLQ factors are heavily dependent on the leader motivating the follower, whereas the ALQ factors are concentrated on the relationships with followers to produce outcomes. This is important due to the changing workforce and attitudes of the 21st century. There are various mentions of culture, trust, and the interplay between leaders and followers that are seen in authentic leadership (Bass & Avolio, 1994).

Transformational leadership is a theory that is different than authentic leadership. From the summaries of both theories, it is clear that transformational leadership focuses more on the leader motivating followers, whereas authentic leadership focuses on the relationship between leaders and followers. While the authentic leader does help followers be more true to themselves, authentic leaders differ from transformational leaders in that they do not seek to be role models or see themselves as the main inspiration for authentic follower development.

Servant Leadership

Servant leadership is a different approach based on works by Robert Greenleaf. Greenleaf uses a contradictory approach that focuses on leaders inhabiting their usual roles but also, concurrently, with the second role of servant. Greenleaf derived the approach from Hermann Hesse's *Journey to the East* (1957/2011). The premise of the story involves a group of men on a journey. A lowly member of the group, named Leo, is not seen as the leader and instead is seen as a lower group member who does menial tasks. However, when Leo is lost, and the group loses their way and struggles without him. Finally, when Leo is found, it is understood that while acting as the servant, Leo was actually the leader of the group all along (Greenleaf, 1991).

This theory, in line with the parable from the story, demands that leaders act as servants first. The individual is the one who must initiate the quest to servant leadership and who must see clearly in their thoughts and actions (Greenleaf, 1991). Additionally, the theory recommends that the leader should withdraw and reflect as needed to help make decisions and use resources wisely (Greenleaf, 1991). This theory also exists in response to the tension and conflict that occurred during Greenleaf's development (Greenleaf, 1991). The following quote provides a summary of the approach as it was initially created:

A fresh critical look is being taken at the issues of power and authority, and people are beginning to learn, however haltingly, to relate to one another in less coercive and more creatively supporting ways. A new moral principle is emerging which holds that the only authority deserving one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. Those who choose to follow this principle will not casually accept the authority of existing institutions. Rather, they will freely respond only to individuals who

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are chosen as leaders because they are proven and trusted as servants. To the extent that this principle prevails in the future, the only truly viable institutions will be those that are predominately servant-led. (Greenleaf, 1991, p. 3)

Subsequent research has been done on servant leadership. Spears (2002) expanded the theory by creating ten characteristics of servant leadership: *listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community* (Spears, 2002).

Finally, servant leadership measures its outcomes to gauge the effectiveness of a servant leader. The outcomes used are: *follower performance and growth, organizational performance, and societal impact* (Northouse, 2015). These outcomes imply that a leader has a role in developing and nurturing followers. Also, the model opens itself up to allow followers to become servant leaders themselves (Northouse, 2015). Finally, the societal impact focuses on the greater good and not just the good of the organization (Northouse, 2015). This is important as it moves toward a wider range of stakeholders—not just shareholders.

Some of the characteristics of servant leadership (such as listening, empathy, healing, stewardship, and building community) may not have been seen as traditional leadership qualities. This theory works to expand the concept of the leader. As it relates to authentic leadership, there are some similarities and differences. One similarity that is clear is the concept of awareness. Awareness is a characteristic of servant leadership and a key tenant of authentic leadership theory. Also, servant leadership notes that the leader should withdraw and reflect, but the process of reflection is not as firmly defined as the focus on crucibles or personal history as in authentic leadership.

Ethical Leadership

Brown, Trevino, & Harrison (2005) focused on defining *ethical leadership* in order to bring rigor to what previously was not seen as a key focus of research (Brown, Treviño & Harrison, 2005). In this model of ethical leadership, social learning perspective is used to explain the mechanism for how leaders influence followers. Social learning perspective also dictates that followers will key in on to their leader's ethical behaviors and use those behaviors as a guide (Brown, Treviño & Harrison, 2005). Knowing this, ethical leaders should model their behavior to their employees. The authors argue that:

in business settings, employees' attention may easily be distracted (e.g., toward messages about the bottom line). Treviño and colleagues (2003) found that ethical leaders gain followers' attention by making an ethics message salient enough to stand out in the organizational context. Thus, steering employees' attention to ethical standards by accentuating their importance through explicit communication seems crucial to ethical leadership as a social learning process. (Treviño et al., 2003 as cited in Brown, Treviño & Harrison, 2005, p. 120)

This focus drew upon scandals in the early 21st century similar to authentic leadership development. From a social learning approach, ethical leadership is defined as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communications, reinforcement, and decision-making” (Brown et al., 2005, p. 120). This approach further defined a systematic approach at measuring ethical leadership. But, as it relates to this paper, it clear that ethical leadership can be thought of as a construct within authentic and transformational leadership, and if necessary, it can be viewed as its own theory.

Comparison of theories

Avolio and Gardner (2005) provided an overview of authentic leadership components as they relate to components from other theories (Avolio & Gardner, 2005). The figure below gives the best description of the similarities and differences of the components:

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Table 1
Comparison of authentic leadership development theory with transformational, charismatic, servant, and spiritual leadership theories

Components of authentic leadership development theory	TL	CL(B)	CL(SC)	SVT	SP
Positive psychological capital	♣	♣	♣		♣
Positive moral perspective	♣	♣	♣	♣	♣
Leader self-awareness					
Values	♣	♣	♣	♣	♣
Cognitions	♣	♣	♣	♣	♣
Emotions	♣	♣	♣	♣	♣
Leader self-regulation					
Internalized	♣		♣		♣
Balanced processing	♣				
Relational transparency	♣				
Authentic behavior	♣	♣	♣	♣	
Leadership processes/behaviors					
Positive modeling	♣	♣	♣	♣	♣
Personal and social identification	♣	♣	♣	♣	♣
Emotional contagion					
Supporting self-determination	♣	♣	♣	♣	♣
Positive social exchanges	♣	♣	♣	♣	♣
Follower self-awareness					
Values	♣		♣	♣	♣
Cognitions	♣		♣		♣
Emotions	♣		♣		♣
Follower self-regulation					
Internalized	♣	♣	♣	♣	♣
Balanced processing	♣				
Relational transparency	♣		♣		
Authentic behavior	♣		♣		♣
Follower development				♣	♣
Organizational context					
Uncertainty	♣	♣	♣		
Inclusion	♣				♣
Ethical	♣				
Positive, strengths-based				♣	
Performance					
Veritable					
Sustained	♣	♣			
Beyond expectations	♣	♣			♣

Note: ♣—Focal Component.
♣—Discussed.
Key: TL—Transformational Leadership Theory.
CL(B)—Behavioral Theory of Charismatic Leadership.
CL(SC)—Self-Concept Based Theory of Charismatic Leadership.
SVT—Servant Leadership Theory.
SP—Spiritual Leadership Theory.

Figure 1: Comparison of Authentic Leadership to Other Theories

There are some clear differences among the theories laid out in this literature review. Transformational leadership discusses positive psychological capital, but PsyCap is not a key

tenet of the theory. This also holds true for relational transparency and authentic behavior. PsyCap is not used at all in relation to servant leadership. Additionally, servant leadership does not provide a robust construct for the leader's self-regulation. As noted earlier, a servant leader withdraws to re-balance their thoughts, but the basis on which the leader reflects on during that withdrawal is not robust. Finally, the chart does not specifically call out ethical leadership, but, ethics play a role in the analysis of these theories as outlined previously in the literature review.

Transition to Retention

The above portion of the literature review focused on authentic leadership and other leadership theories. One goal of this paper is to determine if a relationship between authentic leadership and employee retention exists. With that information, it is pertinent to provide information on retention and a justification for attempting to correlate the two concepts.

Retention

Employee retention is an area of interest of concern and is important due to a variety of reasons. Simply defined, retention, for the purpose of this paper, is whether or not an employee stays with their current employer. Competition is plentiful in the 21st century and losing employees, thus having to train new ones, can be a strain on resources. However, by retaining employees, organizations can benefit positively, which can lead to strong financial returns (Chambers et al., 1998 as cited in Lesabe & Nkosi, 2007).

There are various factors that describe employee commitment, engagement, retention, and other related concepts. Lesabe and Nkosi (2007) explained employee commitment in their research by using Meyer and Allen's (1991) three-component model which focuses on the affective, continuance, and normative factors that make up commitment (Lesabe & Nkosi, 2007).

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From those three factors, the following subcategories and associated studies were reviewed: *behavioral focus, entity focus, commitment and work behavior, relevance of organizational commitment, organizational commitment and retention, compensation, benefit packages, morale and motivation, career growth and development, leadership, nature of the job, training and development, performance management, and work environment* (Lesabe & Nkosi, 2007). This is important as the researcher kept these subtopics in their mind during the research and the results from their research contained some of these results (Lesabe & Nkosi, 2007).

In the *behavior focus* description, employees view their relationship with their employers as part of a psychological contract where employee performance is rewarded with reciprocal benefits from the employer (Chang, 1999 as cited in Lesabe & Nkosi, 2007). Another intriguing factor was *compensation*. It was determined that compensation is not the primary factor in retention, as long as the pay is good or equitable (Higginbotham, 1997 as cited in Lesabe & Nkosi, 2007). Finally, *leadership* was listed and shown to be a key motivator of employees when leaders show affirmation of purpose in an employees' roles and show that employees are valued (Thomas & Velthouse, 1990 as cited in Lesabe & Nkosi, 2007). This final point on leadership provides part of the basis for focusing on authentic leadership and retention in this paper.

Due to the nature of psychology, there are various theories that could govern or explain the leader-follower relationship. *Needs theory, equity theory, expectancy theory, and job model design* were chosen to explain the relationship that these theories play in relation to employee retention (Ramlall, 2004). Motivation is also important as it deals with individuals exerting efforts to meet goals or to satisfy needs (Robbins, 1993 as cited in Ramlall, 2004). Since the output deals with outcomes—such as employee retention or firm performance—these important

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theories will be explained further to better understand the dynamic between authentic leadership and motivation.

Specifically, leaders play a major role in employee retention. In fact, the leader carries so much importance that “employees typically see the organization as they see their supervisor” (Tross & Egermann, 2004 as cited in Frank, Finnegan, Taylor, & TalentKeepers, 2004, p. 13). Leaders also “play a vital role in designing a healthy work environment that encourages the talent of the organization to stay” (Snyder & Lopez, 2002 as cited in Mendes & Stander, 2011, p. 30).

Additional research on leadership’s role on retention was performed in numerous studies. Specifically, Firth, Mellor, Moore, and Loquet (2004) examined leaders’ role on retention to determine how managers could reduce employees’ intention to quit (Firth, Mellor, Moore & Loquet, 2004). The researchers sought to examine the stressors that led to employees leaving their organizations. They also sought to ascertain what roles the managers played in mediating these stressors (Firth et al., 2004). The study’s participants consisted of 173 retail salespeople from Australia who completed surveys that measured stressors, job stress, job satisfaction, commitment, locus of control, support, and intention to quit (Firth et al., 2004). In summarizing their results, the researchers found that

Intention to quit is largely influenced by job dissatisfaction, lack of commitment to the organization and feelings of stress, which in the current model are influenced by job stressors. However, for managers who are concerned about the impact of intention to quit and possible turnover, these variables are factors over which they may have some control. In particular, job stressors (e.g. work overload, job ambiguity), which are the factors that trigger the chain of psychological states and intention to quit. (Firth et al., 2004, p. 181)

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It is clear that supervisors had a role in helping their subordinates deal with and mitigate the stressors they encountered and, as a result, a critical role in employee retention.

There are an abundance of studies on turnover rates and organizational performance. Park and Shaw (2013) performed a meta-analysis on these studies to summarize the relationship between the two (Park & Shaw, 2013). The authors set out to “(a) determine the magnitude of the relationship between these variables; (b) test organization-, context, and methods-related moderators of the relationship; and (c) suggest future directions for the turnover literature on the basis of the meta-analysis findings” (Park & Shaw, 2013, p. 268).

An important metric in reviewing employee retention is turnover. The turnover rate consists of both voluntary and involuntary turnover. Voluntary turnover is initiated by the employee and involuntary turnover is initiated by the organization (Shaw, Delery, Jenkins & Gupta, 1998). While involuntary turnover can be positive for the organization, voluntary turnover was “likely to be negatively correlated to organizational performance” (Park & Shaw, 2013, p. 270). The study used voluntary turnover, involuntary turnover, total turnover, and reduction-in-force turnover to measure turnover from the studies (Park & Shaw, 2013). The factors used to measure organizational performance were: *workforce productivity, financial performance measured by profit, return on investment, return on assets, customer satisfaction, safety-related performance, employee work attitudes, and quality performance* (Park & Shaw, 2013).

The meta-analysis used 300 different studies, which had a total sample size N of 309,425. There was a negative correlation of ($p=-.15$) between turnover rates and organizational performance, and the 95% confidence interval ranges from (95% CI [-.16,-.13]). This direct method of comparison led to a high sampling error of 67.21%, so the authors removed some

outliers, which led to a negative correlation of ($p=-.16$) and a 95% confidence interval of (95% CI [-.17, -.14]) (Park & Shaw, 2013). Additional manipulations were done; however, the correlation was still negative (Park & Shaw, 2013). Clearly, from this meta-analysis, the relationship between the two is negative. Based on the meta-analysis, it was concluded that “organizations should attempt to control turnover rates. As failing to do so may substantially reduce performance” (Park & Shaw, 2013, p. 281). This meta-analysis provides a justification for measuring employee retention and motivating organizations to retain employees based on this negative relationship between retention and organization performance.

Costs of Retention

Employee retention is crucial for organizations. Retention is a major focus of Human Resources research and “the number one priority on the HR agenda is still to attract and retain key talent” (Towers Perrin, 2004 as cited in Frank, et al., 2004, p.13). Voluntary turnover is monitored by companies as there are significant costs involved. Involuntary turnover is generally brought about by external forces or company-controlled decisions. Due to this, organizations do not focus on involuntary turnover over voluntary turnover (Frank et al., 2004). Reducing turnover also results in economic loss to the US economy and reduced stock prices, and lower turnover can result in higher customer loyalty and profitability (Frank et al., 2004). Retention of talent has also been shown as the “main outcome of a healthy, positive organization” (Davenport & Harris, 2007; Ulrich, Brockbank, Johnson, Sandholtz & Younger, 2008 as cited in Mendes & Stander, 2011, p. 30).

In *Gallup's State of the American Workplace* (2017), only 33% of US workers are engaged at work (Gallup, 2017). From this report, the estimated economic impact is \$483 billion to \$605 billion per year. Additionally, some other areas of concern are that “Slightly more than

half of employees (51%) say they are actively looking for a new job or watching for openings, and 35% of workers report changing jobs within the past three years” (Gallup, 2017, p. 17).

Also, the study notes that the manager or management is one of the reasons why employees leave (Gallup, 2017).

The retention problem has been persistent for at least a decade. The recent history of retention also shows similar results with 30% of workers staying less than 2 years, and half leaving companies by the 5-year mark (U.S. Bureau of Labor, 2008 as cited in Ballinger, Craig, Cross, & Gray, 2011). The costs to the organization in these examples are sometimes hard to understand. However, the estimated impacts show that employee retention represents a massive cost to organizations and to the overall US economy.

Relationship between Retention and Authentic Leadership

Some research has been done on authentic leadership and retention. A study performed on seafarers working in the North Sea and Asian Sea rated their leaders using the ALQ and a three-question survey to measure retention (Olaniyan & Hystad, 2016). The researchers focused on the leader as the ultimate authority to relate leadership with several organizational variables (Olaniyan & Hystad, 2016). The basis for the researchers’ potential effect on retention rests in the research belief that:

authentic leadership exerts and influence not only directly, but also indirectly through a set of psychological qualities known as ‘psychological capital’ (PsyCap) (Luthans, Youssef, & Avolio, 2007.) In what follows, we will briefly expand our discussion of authentic leadership and why it may influence follower PsyCap. (Olaniyan & Hystad, 2016, p. 164)

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The study was done with a sample of 402 seafarers in northern Europe operating in the maritime industry. The participants filled out the ALQ and the three-question Intention to Quit instrument (Olaniyan & Hystad, 2016). The researcher then used the ‘PROCESS’ macro script developed by Hayes (2013) as a supplement program to SPSS instead “to determine the relationship between the Captain’s authentic leadership style with the variables of job satisfaction, intentions to quit, and job insecurity” (Olaniyan & Hystad, 2016, p. 167). The research found that “The direct effect of authentic leadership, controlling for the effect of PsyCap, was statistically significant for intention to quit ($\beta = -.25, p < 0.001$), but not for job security ($\beta = -.13, p = 0.11$)” (Olaniyan & Hystad, 2016, p. 167). This shows that authentic leadership does have a relationship with employees’ intention to quit.

There are a few areas where this study could have been expanded, which will be done in this paper. First, the study takes place in the European maritime industry, which is very different than working in corporate America. Second, the questionnaire used for measuring intentions to quit was only a three-question survey. While it did have a Cronbach alpha score of 0.74 and was developed by Nielsen, Bergheim, and Edi (2013), as of September, 28th, 2017, this article was only cited 21 times and was unique to the maritime industry. Third, this study looks directly at the captain of the ship as opposed to the followers’ individual manager or leader. The study in this paper will be done with the followers’ immediate supervisors. Finally, the last concern is from the researcher who stated that “the current study was conducted in a male dominated working environment” (Olaniyan & Hystad, 2016, p. 169). This may lead to issues to a potential gender bias from the study.

There is a dearth of studies comparing authentic leadership directly to employee retention. The purpose of this dissertation is to understand if a relationship exists, and second, to

better describe that relationship. This dissertation will add to the existing body of research by performing a similar study in the United States in more mainstream occupations such as business professional and educators.

Instrumentation

Summary of Authentic Leadership for ALQ measurement

Authentic leadership was rooted in its origin from other leadership theories, but it emerged amidst a flurry of scandals that caught organizations in dubious activities, which infuriated the general public (Walumbwa, et al., 2008). This led to more accountability and oversight by corporate boards and the general public (Dealy & Thomas, 2007; Aguilera, 2005 as cited in Walumbwa et al., 2008).

Luthans and Avolio are major contributors to the theory. Luthans and Avolio's (2003) definition is as follows "as a process that draws that both psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development" (Luthans & Avolio, 2003 as cited in Walumbwa et al., 2008, p. 92). This definition did not stand as stated and other researchers sought to change the theory and move the theory in other directions. Researchers such as Cooper, Shamir, Eilam, and Ilies along with secondary researchers, wanted to move the definition away from being positive psychological centric and toward the leader's internal processes (Cooper et al., 2005; Shamir & Eilam, 2005; Sparrowe, 2005; Ilies et al., 2005 as cited in Walumbwa et al., 2008, p. 92).

This approach aligned with other researchers' as "Consistent with the Ilies et al. (2005) framework, the Gardner, Avolio, Luthans, et al. model is influenced heavily by Kernis's (2003)

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conception of authenticity, as well as Deci and Ryan's (2000) self-determination theory" (Walumbwa et al., 2008, p. 92).

One area of difference, however, was Gardner's and other's approach to morality. This model argues that the leader must have positive moral and ethical intentions, but disagreed with researchers Shamir and Eilam. This approach also focuses on the authentic leader's relationship with followers and the development of followers (Walumbwa et al., 2008).

In creating the ALQ, the researchers used data from Kenya, China, and the United States (Walumbwa et al., 2008). This allowed for a much broader base to validate the ALQ. Prior to testing, the instrument was validated with doctoral students who rated persons identified as authentic leaders (Walumbwa et al., 2008). These leaders were rated based on their *self-awareness, relational transparency, balance information processing, internalized regulation, and positive moral perspective*. In this study, *internalized regulation* and *positive moral perspective* were combined to form *internalized moral perspective*. The researchers deduced 16 items from 35 items that represented the four categories of authentic leadership (Walumbwa et al., 2008).

The researchers then tested the early stage ALQ with 212 full-time employees from a state-owned company in China. The survey was translated into Chinese and back into English with two separate translators to improve reliability. This was also done by 224 employees at a high-tech manufacturing company in the United States separately (Walumbwa et al., 2008). The researchers performed one-factor, first-order, and second-order models to understand the reliability, correlation, and validity of their surveys. It was determined that an additional Chinese sample would be drawn based on a recommendation by Devellis (1991) (Walumbwa et al., 2008). From this second analysis, the researchers again settled upon a second-order model;

however, the correlation among the 4 different measures was found to be .69 (Walumbwa et al., 2008). From this analysis:

Results of this study demonstrate that the four factors of self-awareness, relational transparency, internalized moral perspective, and balance processing are not independent and that a single second-order factor accounts for this dependence. Thus, our results suggest that it might not be reasonable to conceptualize the measures assessing entirely separate and distinct construct. Moreover, the relatively high convergent validity among the factors of self-awareness, relational transparency, internalized moral perspective, and balance processing suggests that they convey less unique information as they form a higher construct. (Walumbwa et al., 2008, p. 101)

This statement conveys to the users that additional work is needed to understand the correlation between these variables. These variables provide the basis for the ALQ, and more work is needed to determine what higher construct best represents them.

To further the validity of the ALQ, the researchers performed tests that compared authentic leadership to transformational and ethical leadership. This was done to understand what overlap existed among the three theories. The researchers expected some similarity due to the research review of these theories (Walumbwa et al., 2008). In addition to the similarities among the theories, transformational leadership and ethical leadership were compared as previous research showed that these theories are linked to positive organizational outcomes (Brown et al., 2005; Judge & Piccolo, 2004; Lowe, Kroek & Sivasubramaniam, 1996 as cited in Walumbwa et al., 2008).

The researchers received 178 surveys from full-time MBA students and evening students. Over a three-week period, the respondents rated their supervisors' authentic leadership and

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ethical leadership aspects using surveys (Walumbwa et al., 2008). In addition, organizational citizenship behavior (OCB), organizational commitment, and satisfaction were measured (Walumbwa et al., 2008). The results of the statistical analysis showed that “authentic leadership is positively related to ethical and transformational leadership while also significantly distinguishable from these two leadership behaviors” (Walumbwa et al., 2008, p. 110). The researchers also found that authentic leadership was positively related to the organizational outcomes variables that were examined, but this research could not provide a valid comparison on authentic leadership versus ethical and transformational leadership as they relate to the organization outcomes variables (Walumbwa et al., 2008).

Finally, the researchers also worked to determine if authentic leadership was positively correlated with individual follower job satisfaction and follower job performance (Walumbwa et al., 2008). This survey was completed by 505 Kenyans with 478 of the surveys being usable. The sample was completed over a six-week time period, during which the respondents rating their supervisors using the ALQ and a measure of job satisfaction (Walumbwa et al., 2008).

Separately, supervisors measured the employees’ job performance (Walumbwa et al., 2008). Statistical measures were performed with organizational climate or culture being used as control variables, and the result was found that authentic leadership was positively correlated to job satisfaction and job performance (Walumbwa et al., 2008).

In closing, the ALQ was found to be a sufficient instrument to measure authentic leadership and to delineate authentic leadership from ethical leadership and transformational leadership. The researchers also advocated that additional verification be done on the ALQ (Walumbwa et al., 2008). In addition to the ALQ’s validity in general, the researchers’ decision

to bring the approach to Kenya and China in addition to the United States furthered authentic leadership as a global theory and as a 21st century leadership theory.

Additional work has been done on the ALQ to ensure that the instrument is validated between the Brazilian and Portuguese culture (Cervo, Mónico, dos Santos, Hutz, & Pais, 2016). This study was important as it built upon studies from “Belgium (Leroy et al. 2012), Spain (Moriano et al. 2011), Portugal (Rego et al. 2012), and Turkey (Müceldili et al. 2013) among others” (Cervo et al., 2016, p. 2).

While building upon the existing studies that examined other cultures’ use of the ALQ, this study went one step further to explain the differences between Brazilian and Portuguese employees, who, though they speak the same language, live in very different cultures (Cervo et al., 2016). The researchers used 1,861 multi-industry employees from both Portugal and Brazil who rated their supervisor’s authentic leadership style as measured by the ALQ (Cervo et al., 2016). The researchers used four academics to translate the ALQ and then separately validated it with three language experts. The study used experienced researchers who administered the ALQ in person and online (Cervo et al., 2016). It is important to note that these surveys were voluntary and did not result in extra credit as they did in the Walumbwa and others (2008) study. Also, in contrast to the founding study, the researchers found the best fit from the first-order model (Cervo et al., 2016). However, more importantly, the researchers found that the four factors used in the ALQ questionnaire were validated in both Brazil and Portugal. The researcher also discovered differences between the explanatory power rankings of the variables between the two countries (Cervo et al., 2016). All in all, there were differences between the results in Brazil and Portugal, but the overall model was validated as an accurate predictor of ALQ factors in Brazil and Portugal (Cervo et al., 2016).

Summary of Turnover Intention Scale for Retention

The turnover intention scale (TIS-6) is a valid measure of employee intention that will be used as a research instrument in this paper. The TIS-6 will be used in this dissertation based on a reliability of ($\alpha = 0.80$). The turnover intention scale draws upon research “by Jaros et al. (1993), Muliawan et al. (2009) and Tett and Meyer (1993) that turnover intentions can be used as a proxy for actual turnover” (Jaros et al., Muliawan et al., and Tett and Meyer, as cited in Bothman & Roodt, 2013, p. 10). Specifically, this data is a more practical approach to retrieving the necessary data. To validate the study, the researchers used a sample of 2,429 participants at a South African company, which pulled upon Roodt’s (2004) original scale. The study was administered first over a one-month period and then once after four months and then again after four years (Bothma & Roodt, 2013). The researchers compared the employees who stayed and those who left over those time periods. As expected, the statistical analysis provided significant results that suggested the TIS-6 could predict turnover (Bothma & Roodt, 2013). The results were found to be significant over both time periods (Bothma & Roodt, 2013). The study was cited by 79 other articles as of 09/20/17, which helps the study’s credibility.

Bracketing and Reliability in Qualitative Studies

For this study, a mixed-methods approach was selected. The quantitative study was done first to determine if a relationship between authentic leadership and retention existed. However, in order to explain the mechanics of how authentic leaders affect retention, a qualitative study was completed. This is known as an explanatory mixed-methods study (Creswell, 2014).

While the qualitative portion can be used to draw more data and to provide a better understanding of the research topic, it can be subjective due to the data collection process of person-to-person interviews (Tufford & Newman, 2012). In order to combat the subjective

nature of these studies, bracketing can be used. Tufford and Newman (2012) defined bracketing as “a method used by some researchers to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research and thereby to increase the rigor of the process” (Tufford & Newman, 2012, p. 81). An acceptable method of bracketing that improves the quality of the study involves using a qualified third party to review the research data and seek to understand the researcher’s biases, providing information to the researcher (Tufford & Newman, 2012).

In the quantitative portion of the study, existing reliable surveys were used. The qualitative portion used open ended questions that were developed for this study. For the qualitative portion, several methods were available to ensure that the study was reliable (Creswell, 2014). Of those methods, *peer debriefing*, was used in this study. Peer debriefing “involves locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than that the researcher” (Creswell, 2014, p. 202).

CHAPTER 3: METHODOLOGY

The purpose of this study was to find a relationship between the variables of authentic leadership and employee retention and to be able to explain these results in further detail. Therefore, a mixed-methods approach was used in this analysis. These concepts, or variables, were tested using existing, validated questionnaires. Upon completion of the quantitative approach, the qualitative approach was done to strengthen this dissertation. Due to practical concerns, a convenience sample was used.

Research Design

For the quantitative portion, the two variables used are authentic leadership and retention. Authentic leadership was defined and measured using the ALQ. The variable of retention was adjusted to turnover intention and defined using the Turnover Intention Scale (TIS-6). After the quantitative portion was completed, interviews were performed to glean more information on the mechanics between authentic leadership and employee retention. Employee retention is important due to a variety of reasons.

This was done by first performing a quantitative analysis of 55 employees who rated their direct supervisors' authentic leadership behaviors to determine if a relationship exists between authentic leadership and employee retention. After the quantitative analysis was completed, ten participants from the quantitative study were interviewed to expand upon the quantitative approach results (Creswell & Creswell, 2013).

The survey was cross-sectional as it was done during one time frame. There was not an initial survey and follow up. The survey was run through Typeform, which is an online survey software. Entering the ALQ and TIS-6 into Typeform did not affect reliability of the study as the questions were input word for word. The sample in this study was a convenience sample among

graduate level students at a private educational institution in a small- to mid-sized US city. Demographic data and industry data was included to understand how the sample relates to the region, along with the general US public. The data was entered into SPSS, and the results were analyzed to determine the relationship between authentic leadership and retention. It is the goal of this study to be replicable to other locations both in the United States and abroad. Researchers will be able to use the ALQ and TIS-6 with other samples of different populations easily to replicate this study elsewhere.

Upon completion of the quantitative portion, the qualitative study was implemented to gain a better understanding of the research questions. A survey was given to 10-15 participants. The qualitative approach relied on one-on-one interviews from a case study approach design. The data was coded and put into NVivo software to properly analyze the qualitative data.

Characteristics of the Subject Population

The study population consisted of graduate students at a private institution. The study comprised all adults, who were also most likely above 21 years of age. The overall population consisted of master's- and doctoral-level students at the University. The University's diverse master's- and doctoral-level programs opened the survey to various professions. The participants were required to be above 18 years of age. Only graduate students who work a full-time job were included in the study. Demographic data including profession was requested to further define the characteristics of this convenience sample. Participant data is confidential and the names of the participants will not be released.

Confidentiality

The initial portion of the survey in the quantitative study consisted of demographic information and then the completed information for the ALQ and TIS-6. In order to select participants for the qualitative portion, the survey participants needed to provide their names. The names were provided on the initial portion of the survey, which were separated from the completed surveys to remove the ability to link the participants' names with the completed surveys. For the qualitative portion of the survey, the participants' names had to be known in order to setup the interview. However, the participants in the qualitative portion were given a numerical identifier that matches with their name. This sheet was destroyed once the qualitative portion was completed. The data is stored in a lockable file cabinet in a private location in the researcher's home.

Instrumentation Reliability and Validity

Authentic Leadership Questionnaire

Proponents of authentic leadership seek to validate the theory in order to help move from theory to practice. Walumbwa and others (2008) created the Authentic Leadership Questionnaire (ALQ), which is a higher order, multidimensional, theory-based questionnaire with a four-factor structure based on authentic leadership theory (Walumbwa et al., 2008).

The development of the ALQ was performed primarily by Walumbwa as lead researcher, but Avolio and Gardner were also credited in creating the ALQ. Avolio and Gardner are seen as seminal researchers for both leadership theory in general and specifically, authentic leadership theory. The dimensions of the ALQ are *self-awareness*, *internalized moral perspective*, *balanced processing*, and *relational transparency* (Walumbwa et al., 2008).

The ALQ was tested and proved that the instrument was able to delineate authentic leadership from other similar leadership theories. Additional verification was done in Brazil and Portugal (Cervo et al., 2016). Further verification studies were done which enabled the ALQ to be tested and validated in “Belgium (Leroy et al. 2012), Spain (Moriano et al. 2011), Portugal (Rego et al. 2012), and Turkey (Müceldili et al. 2013) among others” (Cervo et al., 2016, p. 2).

It is justifiable to use this instrument based on the above analysis. The article in which the ALQ was created was cited 1,757 times as of September, 17th, 2017. This, in addition to the studies performed in other countries, provides sufficient validation of its use in other studies.

The Turnover Intention Scale

The TIS-6 consists of 6 questions that are used to predict actual turnover. To validate the study, the researchers used a sample of 2,429 participants at a South African company, comparing the employees who stayed and those who left over one-month, four-month, and four-year time periods (Bothma & Roodt, 2013). As expected, the statistical analysis provided significant results that suggested the TIS-6 could predict turnover (Bothma & Roodt, 2013). The results were found to be significant over each time period (Bothma & Roodt, 2013). The TIS-6 was shown to have a Cronbach alpha reliability of ($\alpha = 0.80$) (Bothma & Roodt, 2013). Bothma and Roodt’s 2013 study was cited by 79 other articles as of 09/20/17, which helps the study’s credibility.

Qualitative Study

The qualitative portion drew from one-on-one phone interviews. While various methods could have been used for data collection, one-on-one phone interviews were selected as the method of data collection based on the practicalities of collecting data and the intention to

receive thorough, unabridged responses (Creswell & Creswell, 2013). This study consisted of 4 questions sent to 10 participants

This study was done from a pragmatic worldview standpoint. The qualitative portion of this mixed-methods study also relied on a pragmatic approach, which uses the reality of the situation to understand better what is real and provided useful data to enhance the authentic leadership theory (Creswell & Creswell, 2013). A researcher in this worldview seeks to “focus on the outcomes of the research—the actions, situations, and consequences of inquiry—rather than antecedent conditions (as in postpositivism)” (Creswell & Creswell, 2013, p. 28). In using the pragmatic approach, it is recognized that the answers to the questions may change based on the year in which they are asked based on changing norms and future working generations (Creswell & Creswell, 2013). A pragmatic approach was thus used as this was the best method of data collection for this research study

Data Analysis

The correlation analysis seeks to verify if there is a relationship between the four components of authentic leadership (*self-awareness, relational transparency, balanced information processing, and internalized moral perspective*) individually and their correlation to employees' intent to stay. Upon completion of the quantitative study, the qualitative study worked to provide an overview of participants' experiences that shed light on authentic leadership and employee retention. The data gathered from the one-on-one interviews was coded, categorized, and input into NVivo to find the main themes that arose from individual interviews.

Researcher Bias

The author of this study believes authentic leadership is the pinnacle theory on leadership. Additionally, over a 15-year work period, the author has had 4 full time jobs and so expects that leaders should actively retain their employees. This bias was mitigated by using the ALQ and TIS-6 surveys, which were created by other researchers and validated independently in several separate research studies.

Bracketing was used in the qualitative portion to avoid bias. Due to the open-ended nature of the project and the possibility of introducing bias in to the questions, bracketing was selected as “a method used by some researchers to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research and thereby to increase the rigor of the project” (Tufford & Newman, 2012, p. 81). There has been some confusion on the bracketing process in qualitative research, which has led to a lack of uniformity (Tufford& Newman, 2012). To mitigate bracketing, a third-party researcher was hired to help minimize bias (Creswell, 2014).

Summary

The quantitative approach taken in this model attempted to establish a relationship between authentic leadership theory and employee retention. From the literature review, there are various aspects to authentic leaders and competing opinions in certain areas of the theory. This study uses the ALQ survey instrument, which represents a validated proxy of authentic leadership. The TIS-6 was also found to be a valid measure of retention, as measured by an employee’s intent to stay. The qualitative approach provides more in-depth data to explain the impact of authentic leadership on retention.

CHAPTER 4: RESULTS

This mixed-methods study focused on determining whether a relationship exists between authentic leadership and employee retention. The data in the quantitative portion was gathered via online surveys, and the data in the qualitative portion was taken by person-to-person phone interviews from a case study approach. Statistical analysis via SPSS software and Microsoft Excel was used in the quantitative portion and the coding was done using NVivo throughout the qualitative study. The chapter will review these results and summarize the key findings from these studies.

Timeline of the Study

Below is a summary of the study's timeline.

- December, 2017: The Chapter 1-3 proposal defense was completed and the committee chair and committee members provided written approval to proceed to IRB approval.
- February, 2018: IRB approval was received by the Point Park University IRB committee.
- February-March, 2018: Data for the quantitative portion was received. The quantitative results were received by March, 8th, 2018. The total number of responses received was 61 (n=61). 6 surveys contained missing results and only a final sample size of n=55 (n=55) was used.
- March, 2018: Data for the qualitative portion was received upon the completion of the quantitative data. The qualitative data collection began after receiving the consent of participants from the quantitative part of the study. A total sample size of 10 (n=10) was selected and interviews were completed.

Research Methods

For the quantitative portion, the two variables used are authentic leadership and retention. Authentic leadership was defined and measured using the ALQ. The variable of retention was adjusted to turnover intention and defined using the Turnover Intention Scale (TIS-6). After the quantitative portion was completed, interviews were performed to glean more information on the mechanics between authentic leadership and employee retention.

First, a quantitative analysis of 56 employees was performed. Employees rated their direct supervisors' authentic leadership behaviors to determine if a relationship exists between authentic leadership and employee retention. After the quantitative analysis was completed, ten participants from the quantitative study were interviewed to expand upon the quantitative approach results (Creswell & Creswell, 2013).

The survey was cross-sectional as it was done during one time frame. There was not an initial survey and follow up. The survey was run through *Typeform*, an online survey software. Entering the ALQ and TIS-6 into *Typeform* did not affect reliability of the study as the data entered was taken directly from the validated survey instruments. The sample in this study was a convenience sample among graduate-level students at a private educational institution in a small-to mid-sized US city. Demographic data and industry data was included to understand how the sample relates to the region along with the general US public. The data was then entered into SPSS and Microsoft Excel, and the results were analyzed to determine the relationship between authentic leadership and retention. The goal of this study to create was to be replicable to other locations both in the United States and abroad. Researchers will be able to use the ALQ and TIS-6 with other samples of different populations to easily replicate this study elsewhere.

The surveys questions, along with their connection to the research questions are listed below.

Table 1
Groupings and Associations for Research Questions

Grouping and Associations	Questionnaire Questions
Demographic questions	Q1-Q10: 18 Years or Older, Gender, Full Time Job, Marital Status, Age Group, Profession, Industry, Career Level, Length of Employment, Years Intending to stay at current company.
Authentic Leadership Questions	Q11-26 All questions relate to respondent review of their direct supervisor
Transparency-Authentic Leadership Factor	Q11,12,13,14,15
Moral/Ethical-Authentic Leadership Factor	Q16,17,18,19
Balanced Processing- Authentic Leadership Factor	Q20, 21, 22
Self Awareness- Authentic Leadership Factor	Q23,24,25,26
Turnover Instrument Questions	Q27-Q32 All questions relate to respondent's intentions
Remuneration Question	Q33
Intent to participate in Qualitative Study Question	Q34

Upon completion of the quantitative portion, a qualitative study of ten participants was completed to gain a better understanding of the results from the quantitative study. The qualitative approach relied on one-on-one phone interviews. The data was entered into NVivo software and then coded in NVivo to properly analyze the qualitative data. The qualitative data was also reviewed by an experienced third-party researcher who helped minimize bias and provide suggestions for improvement to the original codes and themes that were created. The third-party researcher was paid a nominal fee and provided some suggestions that were incorporated in this chapter and in Chapter 5 of this dissertation.

Research Questions

The research questions for this study were as follows;

Table 2
Research Questions

Mixed-Methods Portion	Research Questions
Quantitative	<p>1. Is there a correlation between self-awareness and an employee's intent to stay?</p> <p>2. Is there a correlation between relational transparency and an employee's intent to stay?</p> <p>3. Is there a correlation between internalized moral perspective and an employee's intent to stay?</p> <p>4. Is there a correlation between balanced processing and an employee's intent to stay?</p>
Qualitative	<p>5. How does authentic leadership impact the retention of employees?</p> <p>6. How do a leader's displayed authentic behaviors influence a subordinate's desire to continue or discontinue employment with an organization?</p> <p>7. How do leaders who incorporate different points of view while using data driven decision making validate or invalidate their convictions to influence a subordinate's desire to continue or discontinue employment with an organization?</p> <p>8. How does a leader who aligns their core values influence a subordinate's desire to continue or discontinue employment with an organization?</p>

Description of Demographic Findings

The following table represents a summary of the quantitative study's demographic findings for the 55 participants whose surveys were filled out completely and used in data analysis. The data below represents summary information from the sample.

AUTHENTIC LEADERSHIP AND EMPLOYEE RETENTION

Table 3
Demographic Characteristics of Participants

	<i>N</i>	<i>%</i>
Gender		
Male	17	30.9
Female	38	69.1
Other	0	0
Age		
21-30 years old	19	34.5
31-40 years old	16	29.1
41-50 years old	15	27.3
51-60 years old	5	9.1
Marital Status		
Married	32	58.2
Divorced	6	10.9
Never Married	17	30.9
Industry		
Education	25	45.5
Financial	2	3.6
Healthcare	20	36.4
Manufacturing	3	5.5
Non-Profit	2	3.6
Others	3	5.5
Career Level		
Entry Level (0-2 years)	9	16.4
Mid-level (Manager, Director)	18	32.7
Professional Non Manager (Experienced)	25	45.5
Senior Management (CEO, COO, Owner, etc.)	3	5.5
How long do you intend to stay at your company?		
Less than 1 year	3	5.5
1-2 years	5	9.1
3-5 year	9	16.4
6-10 years	3	5.5
Until Retirement	18	32.7
Uncertain	17	30.9
How long have you been employed at your current organization?		
Less than 1 year	6	10.9
1-2 years	16	29.1
3-5 years	13	23.6
6-10 years	11	20.0
Over 10 years	9	16.4

The survey that was sent out via *Typeform* was a combination of demographic information, the Authentic Leadership Questionnaire (ALQ) and the Turnover Intention Scale

(TIS-6). The first 10 questions were about demographics, questions 11-26 were the ALQ, questions 27-32 were the TIS-6, question 33 was related to the small consideration given to participants in this study, and question 34 asked the participants whether or not they wanted to be a part of the qualitative study.

The study was sent to master's- and doctoral-level students at a private university in a small- to mid-sized US city. The survey was completed by 61 respondents. There was missing information on six surveys, which were removed from the study. Of the 55 respondents, 38 were female and 17 were male. The survey results indicated that 34.5% were in the 21-30 age range, 29.1% in the 31-40 age range, 27.3% in the 41-50 age range, and 9.1% in the 51-60 age range. The survey results also indicated that 10.9% of the respondents were divorced, 58.2% were married, and 30.9% were never married.

The education and healthcare industry comprised a large part of the sample. Many healthcare workers listed business professional or administrative staff, which sets the healthcare workers within the business sector as opposed to the education sector. These results allow for additional analysis to be done between the two sectors.

Description of Quantitative Findings

The purpose of this dissertation was to understand the relationship between authentic leadership and employee retention. A correlation study is done to “measure the degree of association between two variables” (Asuero, Sayago, & González, 2006, p. 41). The study selected for the quantitative portion was thus a correlation study. It follows that “The correlation coefficient, denoted by r , is a measure of the strength of the straight-line or linear relationship between two variables” (Ratner, 2009, p. 139). It is also necessary for the results of the two

variables to be linear for correlation studies. Also, the value for the correlation can range from -1 to +1 (Ratner, 2009).

There is more information on the correlation coefficient that defines the meaning of the values from the output of a correlation study. It follows that the following points are the accepted guidelines for interpreting the correlation coefficient:

1. 0 indicates no linear relationship
2. +1 indicates a perfect positive linear relationship – as one variable increases in its value, the other variable also increases in its values through an exact linear rule
1. -1 indicates a perfect negative linear relationship – as one variable increases in its values, the other variable decreases in its values through an exact linear rule (Ratner, 2009, pp. 139-140).

Additionally, the value of the correlation coefficient can help explain the extent of the relationship. In summary, values between 0.3 and 0.7 or -0.3 and -0.7 represent a moderate relationship. Values between 0.7 and 1.0 or -0.7 and -1.0 represent a strong relationship (Ratner, 2009).

The p-value must also be properly defined to understand the correlation study presented in this dissertation. “The p-value of a test provides valuable information because it is a measure of the amount of statistical evidence that support the alternative hypothesis” (Keller, 2012, p. 369). Additionally, “the smaller the p-value, the more the statistical evidence supports the alternative hypothesis” (Keller, 2012, p. 370). The p-value is often discussed in terms of significance, which is based on the value of p (Keller, 2012). A summary is given as follows;

If the p-value is less than .01, we say that *there is overwhelming evidence* to infer that the alternative hypothesis is true. We also say that the test is **highly significant**.

If the p-value lies between .01 and .05, there is *strong evidence* to infer that the alternative hypothesis is true. The result is deemed to be **significant**.

If the p-value is between .05 and .01, we say that there is *weak evidence* to indicate that the alternative hypothesis is true. When the p-value is greater than 5%, we say that the result is **not statistically significant**.

When the p-value exceeds .10, we say that there is little to no evidence to infer that the alternative hypothesis is true. (Keller, 2012, p. 371)

Another analysis that can be done from a correlation study is to “test for a linear relationship between two variables” (Keller, 2012, p. 661). In this test, the null hypothesis (H_0) is setup so that there is no linear relationship between the variables (Keller, 2012). This is rejected when the p-value is less than .05, per the information above. This information has been provided in this study as the SPSS software has provided p-values along with the correlation coefficient values.

The survey results were entered into SPSS to run the statistical test. Since the study sought to understand the relationship between the ALQ and TIS-6, a correlation test was completed. It was described that “the correlation coefficient provides an estimate of the degree of relationship between the variables” (Drew, Hardman, & Hosp, 2008, p. 328). Within the ALQ, there are 4 subgroups and each of these subgroups was tested against the TIS-6 using the bivariate correlation test in SPSS. A 2-tailed test was used, which produced both an r value and significance value for each ALQ factor and TIS-6.

Table 4

Summary of Correlation between ALQ Factors and TIS-6 in Sample Population

ALQ Factor	Correlation Coefficient with TIS-6
Self-Awareness**	-0.670
Relational Transparency**	-0.700
Internalized Moral Perspective**	-0.715
Balanced Processing**	-0.653
Authentic Leadership**	-0.722

Note. **All items were found to be significant at a $p < 0.01$ level (2-tailed).

It was discovered at a $p < 0.01$ (1%) level that each ALQ factor, which measured the participants' managers' leadership styles, was negatively correlated with the survey participants' intention to leave their current employer. For the authentic leadership factors, the correlation coefficients ranged from -0.653 to -0.715, which represents a strong relationship between each ALQ factor and TIS-6 results.

Research Question 1

Is there a correlation between self-awareness and an employee's intent to stay?

Self-awareness focuses on the leader's understanding of themselves. It is an important part of authentic leadership theory and is measured in the ALQ. The leader's "self-awareness is not a destination point, but rather an emerging process where one continually comes to understand his or her unique talents, strengths, sense of purpose, core value, beliefs and desires" (Avolio & Gardner, 2005, p. 324). As shown previously, self-awareness is measured in the ALQ and thus has become a key tenet of authentic leadership theory. In Table 4, self-awareness is negatively correlated with the correlation coefficient ($r = -0.670$) at a $p < 0.01$ (1%) level. This is viewed as a moderate relationship as the value is between -0.3 and -0.7 (Ratner, 2009). Also, it should be noted that this value, and all values, are negatively correlated to the Turnover Instrument Scale (TIS-6). The Turnover Instrument Scale measures the strength with which an

employee wants to leave their current job. From this information, it follows that the authentic leadership factor of self-awareness is negatively correlated with an employee wanting to leave their current job, as measured by the TIS-6. This means that higher values of self-awareness correlate negatively to higher values of employees wanting to leave their current job, as measured by the TIS-6.

Research Question 2

Is there a correlation between relational transparency and an employee's intent to stay?

This factor of the ALQ focuses less on the internal mechanics of leaders, but more outwardly to the relationship between leaders and followers. Furthermore, “relational transparency involves presenting one’s genuine as opposed to a ‘fake’ self through selective self-disclosure to create bonds based on intimacy and trust with close others, and encouraging them to do the same” (Gardner et al., 2005, p. 357). In Table 4, relational transparency is negatively correlated with the correlation coefficient ($r = -0.700$) at a $p < 0.01$ (1%) level. This is viewed as a moderate to strong relationship as the value is right at the threshold between moderate and strong relationships (Ratner, 2009). Also, this factor is negatively correlated to the Turnover Instrument Scale (TIS-6).

Research Question 3

Is there a correlation between internalized moral perspective and an employee's intent to stay?

This factor within authentic leadership also focuses on what is within the leader, but the focus is on the moral perspective of that leader. “Internalized moral perspective involves leadership behavior with internal moral standard and values, rather than with external pressure

such as that from peers, as well as organizational and societal pressures” (Gardner et al., 2005 as cited in Wang et al., 2014, p. 7). As mentioned in the literature review, scandals were a large part of authentic leadership theory development. In Table 3, internalized moral perspective is negatively correlated with the correlation coefficient ($r = -0.715$) at a $p < 0.01$ (1%) level. This is viewed as a strong relationship as the value is between -0.3 and -0.7 (Ratner, 2009). Also, this factor is negatively correlated to the Turnover Instrument Scale (TIS-6). This is also the highest negative correlation among the four factors of authentic leadership as measured by the correlation coefficient.

Research Question 4

Is there a correlation between balanced processing and an employee's intent to stay?

Balanced processing is another noteworthy part of authentic leadership and the authentic leader's identity. As it relates to this ALQ factor, “Balanced processing is best understood by considering how motivational biases impact the processes by which people with low or fragile high self-esteem select and interpret information” (Kernis, 2003 as cited in Gardner et al., 2005, p. 356). Balanced processing can be seen as an optimal method for leaders to make decisions with clarity. From Table 4, balanced processing is negatively correlated with the correlation coefficient ($r = -0.653$) at a $p < 0.01$ (1%) level. This is viewed as a moderate relationship as the value is between -0.3 and -0.7 (Ratner, 2009). Also, this factor is negatively correlated to the Turnover Instrument Scale (TIS-6). This is the weakest factor as measured by the correlation coefficient.

Additional Quantitative Findings

An additional test on overall Authentic Leadership by using all 16 questions of the ALQ was completed. This test shifted the focus from the individual factors of the ALQ to all factors of the ALQ. This was done by asking if there was a correlation between authentic leadership as a whole and an employee's intent to stay. This was not originally defined specifically as a research question. From Table 3, authentic leadership is negatively correlated with the correlation coefficient ($r = -0.722$) at a $p < 0.01$ (1%) level. This is viewed as a strong relationship as the value is between -0.7 and -1.0 (Ratner, 2009). Also, this factor is negatively correlated to the Turnover Instrument Scale (TIS-6). This represents the aggregate measure of Authentic Leadership versus the aggregate measure from the TIS-6.

Another area that was investigated was the relationship between the education industry and healthcare industry correlations. For the purposes of this study, healthcare workers were defined as a part of the business sector, while the education workers were categorized within the education sector. Based on the high numbers of participants who work in these industries, additional statistical analysis was warranted. An additional correlation analysis was done; however, this analysis compared the results of education workers versus healthcare workers in terms of the previous authentic leadership versus retention results.

This analysis could not be done via a simple correlation coefficient. For this analysis, it was necessary to compare the correlation coefficients from the education and healthcare sectors against each other. In his 1993 study, Bartlett showed how the Fisher z-transformation could be used to compare the two (Bartlett, 1993). The Fisher z-transformation allows users "to fit a model in which the dependent variable is Pearson's correlation and the independent variable is the grouping variable. The fitted model provided a smooth function of the strength of association across levels of the grouping variable" (Bartlett, 1993, p. 45).

Table 5
Null Hypothesis

H₀*	Null Hypothesis
H ₀ 1 _a	The correlation coefficient $r_{\text{education}} = r_{\text{healthcare}}$

*H₀= Null hypothesis

To do the Fisher z-transformation test, a null hypothesis was created. In this study, the null hypothesis represents the condition where the correlation coefficient of the education group equals the correlation coefficient of the healthcare group. This is a comparison between the correlation coefficient of two groups and thus, additional analysis was warranted.

Table 6
Summary of Correlation between ALQ Factors and TIS-6 in Education and Healthcare Subsets of Sample Population

	ALQ Factor	Correlation Coefficient with TIS-6
Education Workers	Self-awareness	-0.376
	Relational Transparency**	-0.544
	Internalized Moral Perspective**	-0.524
	Balanced Processing	-0.372
	Authentic Leadership*	-0.485
Healthcare Workers	Self-awareness**	-0.890
	Relational Transparency**	-0.854
	Internalized Moral Perspective**	-0.837
	Balanced Processing**	-0.900
	Authentic Leadership**	-0.905

* Significant at a $p < 0.05$ level (2-tailed)

**Significant at a $p < 0.01$ level (2-tailed).

First, a subset of the education workers and healthcare workers was segregated where additional correlation analysis was performed. For the education workers (from table 6) the correlation coefficients of the authentic leadership factors ranged from -0.372 to -0.544, which represents a moderate relationship between each ALQ factor and the TIS-6 result. However, self-awareness and balanced processing were not statistically significant. For the healthcare workers, the correlation coefficients of the authentic

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leadership factors ranged from -0.837 to -0.900, which represents a strong relationship between each ALQ factor and the TIS-6 result. Each factor from the healthcare sample was significant at a $p < 0.01$ (1%) level.

Once the correlation data and sample sizes were determined from the education and healthcare sample subsets, the Fisher z-transformation test was performed. SPSS was not able to perform this test. The test was manually performed in Microsoft Excel. Using this method, a combined Fisher z-combination score was created, which corresponded to a p-value from the overall correlation between authentic leadership and retention from the education and healthcare subset samples. The factors of the ALQ were not individually analyzed in the Fisher z-combination test; only authentic leadership as a whole was analyzed. Once completed, the results were reviewed. The Fisher z-score corresponding p-value ($p=0.0013$) was shown to be statistically significant. Thus, the author rejects the null hypothesis that the correlation coefficient of the education and healthcare group are equal.

Table 7

Summary of Correlation between Education and Healthcare Workers (ALQ and TIS-6 in Sample Population)

Statistical measure	Value
Z score- Education	-0.529
Z score- Healthcare	-1.501
Combined Fischer Z	3.01
One-Tail p value**	0.0013
Two-Tail p value	0.0026

**Combined Fischer Z found to be significant at a $p = 0.0013$ level (1-sided).

Description and Discussion of Qualitative Findings

The research questions for this study are listed in Table 2. Each research question yielded at least one theme and some yielded as many as three themes. Research question 5 yielded 2 themes, Research Questions 6 and 7 each yielded 1 theme, and Research Question 8 yielded 3

themes. The themes will be listed in this chapter, and an analysis and synthesis will be given in Chapter 5.

Research Question 5

How does authentic leadership impact the retention of employees?

This question was open ended and meant to stimulate conversation on the participants' end. A standard definition of authentic leadership and retention was provided to the participants in the study prior to starting the qualitative questions. After the data analysis, two themes emerged.

Theme 1: trust is used by authentic leaders to improve retention. From the open-ended question, three of the ten participants mentioned trust. From the definition that was given and from the question, participants found a direct connection between trust and retention. For example, Participant 9 said:

I think that when you're an authentic leader people trust you. So when you have employees trust they are willing to come and express any concerns or difficulties they are having that can help them find ways to stay at a place of employment.

Another participant commented on the direct connection between authenticity and trust. Participant 1 said, "If they do not trust you they will not stay. They have opportunities, there are a lot of things that could be impacted by a lot of authenticity." When asked further on this statement, Participant 1 added:

Very few associate authenticity and trust. To be authentic, trust, takes a certain amount of courage. You have to be able to expose yourself and show yourself. So I think that if you

can't do that, then people will have a sense of mistrust. So I think they are very interconnected.

Theme 2: authenticity influences retention through different ways. For research question 5, all 10 participants in the qualitative study answered that authentic leadership impacted retention in a positive way. In addition to trust (Theme 1), below are other comments that the participants in the qualitative study provided.

One participant stated “I think authentic leadership, because the leader is showing their true colors. They will say when they make mistakes. With that I think that makes employees feel more valued and they trust the leaders” (Participant 2). Another participant focused on leaders’ being open through employee engagement sessions (Participant 6). In line with the positive psychological capacities of leaders, Participant 5 shared the following;

I would have to say that the when your boss or someone you are working under, a supervisor, when they display a positive attitude, when they are positive about the work they are doing, their role as your supervisor your guider that keeps the people around them positive as well. If they kind of believe in what they're doing, they show self-awareness and them aware of what they are doing and how it's affecting the people they are working with around them that it just keeps an overall positive atmosphere in the workplace and it just keeps people wanting to go to work every day, wanting to work with them.

Additionally, Participant 8 focused on morality and the pitfalls that occur in the absence of authentic leadership by saying that “I believe if a leader is not authentic in his or her leadership, the employee will not feel supported or inclusive with the organization or the department. I believe that the leader should have purpose definite moral values ethics.”

Research Question 6

How do a leader's displayed authentic behaviors influence a subordinate's desire to continue or discontinue employment with an organization?

This question focused on the communication style of authentic leaders. Additionally, the topic of emotions was mentioned in this question.

Theme 3: authentic leaders improve retention through collaboration and through building relationships. A major component of this theme was the participants' descriptions of the ways in which both collaboration and relationship influenced their decisions to stay or leave their job. The items related to collaboration and relationships were grouped together. The similarity of these concepts from the interview responses became evident after coding. One participant said, "It becomes very collaborative everyone feels like they have value they are not just there to do a job and they feel that we are part of a team so that we can make changes and have positive impacts" (Participant 2). Participant 3 said:

Whenever you form a relationship with someone, you form a connection with them. It can be all kinds of relationships, it doesn't have to be one where super deep or anything.

When you truly understand the way somebody works, the reason they do things, it's a lot easier to accomplish a lot more work.

Participant 10, also gravitated towards the collaboration through the communication style of the leader by saying that "But the open dialogue, like, my boss, does that he will fight to the end for me and he means it and does everything he says, I want to work for him."

Research Question 7

How do leaders who incorporate different points of view while also using data-driven decision making validate or invalidate their convictions to influence subordinates' desires to continue or discontinue employment with an organization?

Theme 4: data affects convictions, but how a leader uses data is complicated. This question focused both on incorporating points of view and incorporating data in an attempt to demonstrate how leaders' using additional information to make decisions affects retention. The participants in the study had strong convictions on data. The participants felt data was an important part of the interplay between authentic leadership and retention, but the specifics around how that data was used varied. For instance, Participant 1 added the following:

I find some comfort in using data, because then it doesn't feel its personal or ego. If somebody can support their decision making based on data that puts in a position where there's credibility to that information. It's not personal, it's the data. You're less likely to be disappointed. So if you and your supervisor have a difference of opinion and the decision is made based on data and is not your decision, it is not a decision you would make, then you're less likely to take it as personal. It's not about your opinion, it's not about valuing you, it's about understanding and honoring the data. Using the data as part of a decision making process is a positive thing and would probably encourage retention as opposed to people leaving.

Another participant felt similarly, through the following statement that notes:

Well yah I mean, if they're investigating different point of view or using data to drive their decision it shows they are actively engaged at performing the task at hand, a lot of leaders, I think they are supposed to be leaders often just sit back and hope that everyone

else is going to cover for them. I want to work and stick around with someone who I also in the trenches with the rest of us (Participant 3).

Similar sentiments were felt from Participant 7, who worked in the healthcare industry and stated that “The utilization of data is another must have especially within healthcare today. It helps you set your measures that you want to reach and adjust accordingly to your outcomes as you go along.”

Not all participants were positive about data and recommended that data was surface level and needed to be analyzed further. In some cases, the participants seemed distrustful of simply using data without further thought. One participant said the following;

I think it’s going to depend. Yes/no data is important and significant. Leaders should use data but they also understand and see the limitations of pure data. It is very clear whether a leader has experience and knowledge of how to use data and whether they don’t. There is also a level of transparency. Are they transparent with what they are doing with that data, how they are interpreting it and what the outcomes are from that versus are they doing some kind of thing behind closed doors and not making the staff and faculty of what’s going on? So yes and no. (Participant 4)

Participant 9 also showed a distrust of using data at surface level by asserting that

I think data is one piece but I think to help people stay in jobs, you need to show them that yes data is very important but it isn’t the only piece of information we can use in an educational environment. Because sometimes data says one thing but it doesn’t necessarily say what’s causing what you’re seeing in that data. I think when we’re talking about kids, families, and social issues, your data is just the symptom, it’s not really the problem.

Research Question 8

How do leaders who align their core values influence subordinates' desire to continue or discontinue employment with an organization?

Theme 5: leaders' actions that portray trust affect retention. Similar to the results from Research Question 5, Research Question 8 yields many responses related to trust. Participant 1, similar to their response in Research Question 5, related their answer to trust by adding that

It takes a certain amount of courage and trust to take risks. We all know that for business to be successful, people must be comfortable taking a certain amount of risk. The leaders actions have to align with that or you are not going to have successful production from your employees. I'm sure that that would be related to retention as well.

Participant 2 built upon this by noting in relation to the question that "I think it's because you trust them. You either trust or you don't trust them."

Additional participants gave more information related to trust. Participant 5 expanded upon trust and gave significant information to explain the mechanisms that a leader uses to enhance trust or conversely to lose trust:

When you have a supervisor that treats others that treats people the way they expected to be treated in return. Like if you have a supervisor who says that are going to do something and they are reliable and they do it that you can trust. That makes a huge difference. As opposed to if you are working with someone who says one thing and does something else. Like if they tell you how to do your job and they aren't doing their own job. Like they tell you to do that and never follow through its exhausting to work with

someone like that. Because you can't trust anything they say and they're not reliable and this person who you are supposed to be reporting to it is hard to do your own job.

Theme 6: the relationship between leader and follower is also impacted via the leader's actions. A common response found in this Research Question dealt with the participants finding relationships to be important. The research question revolved around the leaders' actions matching the leaders' core values. However, participants associated this self-awareness concept with relationships relating to the followers in addition to the leaders.

Participant 2 stated:

One of the biggest things in the world, the entire world, is all about building relationships. Part of building relationship is being authentic or being who you are regardless of whether it's positive or negative. Because then people know you they know who you are as a person.

Additionally, Participant 3 agreed, saying, "Yah, if they are saying what the mean inside that means they are being authentic with me. It means that I have some sort of relationship with them and can a little bit more blindly follow them."

Theme 7: openness and transparency in action and decision making is associated with good leadership. While Research Question 8 focused on leaders' self-awareness and self-alignment in decision making, some participants focused on the leader's outward expression of transparency. Participant 4 stated:

I also expect some sort of transparency in decision making. Not that a leader has to tell every person every decision they are making but the expectation should be that if

someone comes to you and asks how if this best for the students you should be to reasonably speak to me about that.

Another potent example of openness and transparency was given by Participant 10:

I would just say that absolute openness of communication and problem solving without discipline. I'm 33 I been working professionally since I was 21. I've never once been written up in a job. When I left my last company, they brought a director of home health and within 3 months every single person whether you worked in the office whether you were a nurse a physical therapist in the field. Every single person had been written up within 3 months of her coming in. I think that's pathetic leadership. The more that we act like adults and communicate and say like I want to do it this way and you're open and very clear about your expectations the less you have to do things like that and the less you the more respect you get from the people you're trying to lead and motivate.

Summary

The quantitative portion of this study found a significant relationship between each of the authentic leadership factors and the Turnover Intention Scale, which was a proxy for whether or not employees intended to stay at their current organizations. It was found that authentic leadership and turnover intention are negatively correlated. This result was the main focus of the quantitative study. Additionally, further analysis was completed to show the differences between healthcare workers and education workers. The qualitative portion led to seven themes that helped to explain the mechanics by which authentic leaders influence retention. Some common themes of the qualitative portion focus on the importance of trust in leadership, various ways a leader influences retention, and lastly, no clear direction on how authentic leaders should use

data. Both the quantitative and qualitative portion results and their implications will be discussed further in Chapter 5.

CHAPTER 5: IMPLICATIONS

The quantitative portion of this project proved that there was a significant relationship between each of the authentic leadership factors and the Turnover Intention Scale, which was a proxy for whether or not employees intended to stay at their current organizations. The results of the qualitative portion found several themes. The qualitative study provided mixed results regarding how authentic leaders should use data. The qualitative portion provided a link between authentic leadership and employee retention. The participants in this study provided various responses on the mechanics behind the authentic leader's impact. Finally, it was discovered that trust was important when discussing authentic leadership and employee retention.

Restatement of Purpose of the Study

The purpose of this mixed-methods study was to test the theory of authentic leadership and relate the theory to employees' intent to stay. The study was done with master's- and doctoral-level students at a private university in a small- to mid-sized US city. There has been limited research on the relationship between authentic leadership and employee retention. However, there is separate research on Authentic Leadership and separate research on retention. This research provided details into the relationship between authentic leadership and retention. This help companies select the correct employees to develop as authentic leaders, which, in turn, could increase employee retention. Performing and creating research on authentic leadership and employee retention determined that a relationship exists between these two ideas.

Discussion

The quantitative portion of this research project found a significant relationship between each of the authentic leadership factors and employee retention. One area of concern from the quantitative study related to the gender composition. Out of the selected sample of (N=55), 69.1% were women. It was expected that a larger proportion of the study would be women, as 58.1% of college students were projected to be women in 2018 (NCES, 2015). Based on the time frame of the study and access to the University's Business and Leadership and Education graduate students, this convenience sample was the best possible method to receive adequate data and to complete this project in a timely manner. Future studies could select a different sampling method that would more closely align to a targeted gender breakdown.

The results from the industry section helped to increase the reliability of the study for the geographic location. The participants in the quantitative study surveyed who responded were predominantly from the Education (45.5%) and Healthcare (36.4%) industries. While the region in this study is confidential, these percentages align with perceptions that the local economy is primarily based on education and healthcare. In Chapter 4, additional analysis was performed to test if the correlation coefficients were statistically equal. It was found that they were not equal, which means that the relationship between the ALQ and TIS-6 differed for these 2 groups. This was not part of the original analysis, but due to the demographic information collected, this was a noteworthy additional finding.

There is a dearth of technology workers who were surveyed in this study, which was conducted in a region that has been growing its technology sector. However, it is widely known that a majority of technology workers graduate from another private

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university in the region. Additional information on technology workers would be important as the technology sector continues to evolve over the coming years.

Qualitative participants also believed that authentic leaders influence retention. While two of the research questions had similar responses around trust, many of the other responses were scattered on the ways in which authentic leaders influence retention. However, the participants all believed that authentic leadership impacted retention positively.

Below is a list of the themes that were created from the qualitative study:

Table 8

Summary of Research Questions and Research Study Findings

Research Question	Results of Research Study
RQ5: How does Authentic Leadership impact the retention of employees?	Theme 1: Trust is used by Authentic Leaders to improve Retention Theme 2: Authenticity influences Retention through different ways
RQ6: How do a leader's displayed authentic behaviors influence a subordinate's desire to continue or discontinue employment with an organization?	Theme 3: Authentic Leaders improve Retention through Collaboration and through Building Relationships
RQ7: How do leaders who incorporate different point of view while also using data-driven decision making validate or invalidate their convictions to influence subordinates' desire to continue or discontinue employment with an organization?	Theme 4: Data does affect convictions but how a leader uses data is complicated
RQ8: How do leaders who align their core values influence subordinates' desire to continue or discontinue employment with an organization?	Theme 5: Leader's actions that portray trust affect Retention Theme 6: The relationship between leader and follower is also impacted via the leader's actions Theme 7: Openness and Transparency in action and decision making is associated with good leadership

The above table provides valuable information from the qualitative study. Themes 1 and 5 could be combined around the concept of trust. Themes 2, 3, 6, and 7 could be combined as themes that display how authentic leaders impact retention, but authentic leaders impact retention in a variety of different ways. Finally, theme 4 relates to data and is a subject that warrants its own discussion.

Table 9

Summary of Themes/Grouping

General Theme	Research Question
Trust is important when describing the mechanisms that authentic leaders use to improve Retention	Research Question 5 Research Question 8
Authentic leaders impact retention through a variety of ways	Research Question 5 Research Question 6 Research Question 8
The leaders' use of data affects the followers' intent to stay but the perceptions on how the data is being used is mixed	Research Question 7

Bracketing Feedback and Explanation of General Themes

As mentioned previously, bracketing was used in this study. A peer review was done by a fellow Leadership and Education researcher. The third-party researcher found a minimal amount of bias on this study. The third party also created codes and themes that were similar to the primary researcher's. The third-party researcher confirmed that the interview participants were able to answer as they wanted and steer the conversation as needed. The third-party researcher pointed out that some participants interpreted some of the concepts in the questions differently despite the fact that definitions and proper explanation of concepts were given in the interview when requested. Further, in addition to providing coding and themes, the third-party researcher provided the following keywords to help describe the answers: "*trust, relationships, transparency, communication, honesty, values, decentralized command* (allowing others to lead), *empowerment, everyone matters, ownership*" (Third Party Peer Researcher). For the most part, the words and codes are similar. However, the third party's researcher emphasis on decentralized command, empowerment, and ownership are not seen as major parts of the themes. These

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concepts were seen as components of the general theme by the primary researcher in this study, but were not mentioned as frequently as the other key specific themes of trust, relationships, and transparency.

Trust was not specifically asked in the questions, but was mentioned by participants. While the seminal authors Avolio, Gardner, and others do not spend significant time on trust, they do mention other concepts that underpin the relationship between authentic leaders and followers:

Authentic leaders build benevolence and integrity with their followers by encouraging totally open communication, engaging their followers, sharing critical information, and sharing their perceptions and feelings about the people with whom they work; the results is a realistic social relationship arising from followers' heightened levels of personal and social identification. (Avolio et al., 2004, p. 10)

This statement aligns with the qualitative research results from this dissertation. Participant 4 did not specifically mention trust, but did note in Research Question 8:

I also expect some sort of transparency in decision making. Not that a leader has to tell every person every decision they are making but the expectation should be that if someone comes to you and asks how is this best for the students, you should be able to reasonably speak to me about that. (Participant 4)

This statement was a confirmation of previous research and confirmed the importance of transparency, when discussing authentic leadership and potential trustworthy relationships.

The importance of trust also appeared heavily in the responses from Research Questions 5 and 8. Trust should be seen as an integral part of authentic leadership and the ways authentic leaders influence followers. Northouse (2015) also described trust as a strength of authentic

leadership and further explained that authentic leadership “fulfills an expressed need for trustworthy leadership in society. During the past 20 years, failures in public and private leadership have created distrust in people” (Northouse, 2015, p. 206).

Next, the qualitative portion of the study found that authentic leadership does affect retention. Many participants found a relationship between the two, but the means by which they described the relationship differed. Participant 2 focused on the positive aspects of authentic leadership:

It makes you feel you are in a positive family. It makes you feel like your voice is being heard even with my director if she doesn't agree with something I say we can sit there and have an open and honest conversation until we have a mutual understanding. It becomes very collaborative everyone feels like they have value they are not just there to do a job and they feel that we are part of a team so that we can make changes and have positive impacts.

This statement aligns with existing authentic leadership research. Separately, it was shown that authentic leadership's “model proposes that authentic leadership influences followers' attitudes and behaviors through the key psychological processes of identification, hope, positive emotions, optimism, and trust” (Avolio et al., 2004, p. 815).

Another positive comment relating authentic leadership and employee retention dealt with proper communication and alignment of the authentic leader's values:

I believe that it is very beneficial if a leader would come to be authentic sincere with their core values. I believe that would you know help me make my decision if I want to stay or leave if the leader has other intentions basically sends me communication through an email to say ‘hey I need this done’; knowing that I don't have the tools the proper

training to fulfill that proper requirement or project. With them knowing that I wouldn't feel supported with that leader and I think that would definitely make my decision even greater to leave the organization (Participant 8).

A key point of the above quote focuses on leaders' sincerity regarding their core values. This matches previous literature on authentic leadership:

A key factor contributing to the development of authentic leadership is the self-awareness or personal insight of the leader. We view self-awareness in part as being linked to self-reflection; by reflecting through introspection, authentic leaders gain clarity and concordance with respect to their core value, identity, emotions, motives and goals. (Gardner et al., 2005, p. 347)

Finally, the implication of data on leadership was very important. One of the goals of this dissertation was to advance authentic leadership as a valid leadership theory for the 21st century. There is a lack of research on the role of data and leadership and an even greater scarcity of research that links authentic leadership and data.

The participants in the qualitative study provided mixed perceptions on how data should be used in leadership. Participant 4 best described the various perceptions of data:

Yes/no data is important and significant. Leaders should use data but they also understand and see the limitations of pure data. It is very clear whether a leader has experience and knowledge of how to use data and whether they don't. There is also a level of transparency. Are they transparent with what they are doing with that data, how they are interpreting it and what the outcomes are from that versus are they doing some kind of thing behind closed doors.

Clearly, more work is needed to link authentic leadership with data, and, more specifically, to

provide best practices for authentic leaders to both manage data and deal with scandals related to technology. While Chapters 4 and 5 were being written, the Facebook Cambridge Analytica scandal broke. The Research Questions were drafted prior, but the Facebook scandal brought focus to the importance of data and how leaders should deal with data and other technological issues.

While this dissertation provided concrete information on authentic leadership and employee retention, additional work is needed to understand authentic leadership as it relates to data and technology. To draw from the information provided by the participants, one area to start would focus on how authentic leaders display transparency in dealing with data while also managing the limitations of data discussed in the qualitative study.

Implications on Leadership

One aspect of authentic leadership that led to the creation of this study was the lack of adequate studies focused on authentic leadership and employee retention directly. While Olaniyan and Hystad (2016) wrote directly about this, their focus was on maritime workers, and the sample drew from Norwegian and Filipino workers (Olaniyan & Hystad, 2016). Additionally, the TIS-6 instrument was not used in that study.

This study moved the previous research from the maritime industry to the healthcare and education worlds. Additionally, this study relied on American workers, which was based on the location of the study and not meant to minimize other studies. Rather, the goal of this study was to expand upon existing research in order to make authentic leadership a universal, 21st century theory.

The quantitative portion of this study focused on relating authentic leadership and employee retention by inviting survey participants to focus on their leaders' influence on their

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intentions to stay or leave their current jobs. This study was thus predicated on the respondents evaluating their supervisors directly. The scholarship in the literature review argued that leaders play major roles in employee retention, garnering such importance that “employees typically see the organization as they see their supervisor” (Tross & Egermann, 2004 as cited in Frank et al., 2004, p. 13). Leaders also “play a vital role in designing a healthy work environment that encourages the talent of the organization to stay” (Snyder & Lopez, 2002 as cited in Mendes & Stander, 2011, p. 30). Evidence from the qualitative portion of this study supported the existing literature:

I feel with my direct supervisor that’s part of the reason I stay there. That’s the only reason I stay there. I like the flexibility in things I have and I love working, I just love my job. I love working with the students and the teachers. Above that I’d leave in a heartbeat if that makes sense. (Participant 2)

Participant 10 also confirmed the leader’s importance in retaining employees:

I think that for me at least when I can tell that the person I’m working for is authentic and has strategy, and actually like has an interest in the success of their companies via the success of their employees it make me want to stay at that company and continue to work for that person specifically.

Trust was found to be a major component in authentic leadership’s impact on retention.

Trust was mentioned by many participants from multiple questions of this qualitative study.

While trust is mentioned in many of the seminal works of authentic leadership, it is secondary to the basic constructs of authentic leadership theory. Some consideration is given to trust “As higher levels of trust emerge among, followers, it becomes imperative that they are dealing with authentic leadership” (Gardner et al., 2005, p. 365); however, when reviewing the constructs of

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authentic leadership theory, the seminal authors focus initially on life-stories, authentic leadership development, follower development, positive psychological capital, self-regulation, balanced processing, relationship transparency. Trust is seen more of an outcome (Gardner et al., 2005; Shamir & Eilam, 2005; Northouse, 2015). Previous researchers described the importance of understanding authentic leadership and trust. One previous research implication was the question “Does the demonstration of vulnerability on the part of the leader by the inclusion of stories of failure and weakness increase followers’ trust in the leader?” (Shamir & Eilam, 2005, p. 414). In this dissertation, Participant 1 provided an answer to this question:

Very few associate authenticity and trust. To be authentic, trust, takes a certain amount of courage. You have to be able to expose yourself and show yourself. So I think that if you can’t do that, then people will have a sense of mistrust. So I think they are very interconnected.

From this statement, Shamir & Eilam’s (2005) question is addressed by the participant’s advocating for a leader to explain who they are by exposing themselves to followers. While not specifically referring to life-stories, Participant 1’s use of strong verbiage (“expose”) reflects the yearning for authentic leaders to present themselves genuinely. It is clear that the scholarship surrounding authentic leadership focuses mostly on leaders and leader development (Northouse, 2015). However, follower outcomes—specifically, trust—is an important component of authentic leadership theory and deserves more attention.

Additionally, one of the key points from Northouse’s (2015) summary was the difference between peer-reviewed articles that focused on the intrapersonal perspective and those that focused on the interpersonal perspective (Northouse 2015). This was an important distinction of

authentic leadership theory shown in the literature. The responses in the qualitative portion of this study favored the interpersonal approach:

Whenever you form a relationship with someone, you form a connection with them. It can be all kinds of relationships, it doesn't have to be one where super deep or anything. When you truly understand the way somebody works, the reason they do things, it's a lot easier to accomplish a lot more work (Participant 3).

Participant 2 also added to the importance of interpersonal relationships:

One of the biggest things in the world, the entire world, is all about building relationships. Part of building relationship is being authentic or being who you are regardless of whether it's positive or negative. Because then people know you they know who you are as a person.

The importance of trust was stated repeatedly and that firmly clarifies the importance of the interpersonal approach to authentic leadership.

Finally, one future implication for authentic leadership theory deals with data and technology. The topic of data and technology in the 21st century was discussed during the qualitative portion of this study. The summary was that respondents could not reach a consensus on how they felt about leaders dealing with data and technology. This is important based on how lives are affected by technology and data. There is not real consensus or even a proper discussion on how authentic leaders should use data (Gardner et al., 2005; Shamar & Eilam, 2005; Northouse, 2015). This must be done in order for Authentic Leadership to operate as a competent 21st century leadership theory. An authentic leadership playbook should be developed to help ensure positive operational outcomes.

This study provided additional information on the mechanics behind the ways authentic leaders impact retention. The participants in the study confirmed previous research on authentic leadership as described in the discussion section. However, there is a need to better explain how authentic leaders use data and technology to properly lead organizations. Additionally, the importance of trust in authentic leadership was apparent from the qualitative interview results. Trust should move to the forefront of authentic leadership studies as opposed to remaining ancillary.

Recommendations for Further Research

The research results were thought-provoking and provided firm details on the relationship among authentic leadership and themes that govern this relationship. One of the goals of this dissertation was to provide a replicable study that could help provide validation of these claims and further define the theory. While the results were favorable, this study was done at one graduate school in one metropolitan area in the United States. Below is a list of future recommendations for this study;

1. Expand study to other parts of the world
2. Simplify the study from a mixed-methods approach to a stand-alone quantitative or quantitative study as needed
3. Expand the pools of studies on authentic leadership and data given that this study is among very few on this topic
4. Enhance study by comparing different workplaces and professions

Recommendation 1: Expand Study to Other Parts of the World.

This study should be expanded to other parts of the United States, North America, and the rest of the world. From this kind of widespread research, authentic leadership could become more refined and evolve more into a universal 21st century theory. Further, generalizations and triangulation could be done to help increase the reliability of this research study and to further authentic leadership theory (Creswell, 2014).

Recommendation 2: Simplify the Study from a Mixed-Methods Approach to a Stand-Alone Quantitative or Quantitative Study as Needed

First, more quantitative studies that directly correlate authentic leadership and retention should be completed. Specifically, this quantitative study could easily be replicated by gaining survey permissions and bringing the survey to other universities via masters or doctoral students and even to private corporations through organizational behavior and business consultants. This would help define the relationship between the two concepts and further refine it as needed. As it relates to the qualitative portion, in-depth interviews could be done separately from other quantitative studies. These qualitative studies would focus on the processes that underlie the relationship between authentic leadership and employee retention. This qualitative study provided sufficient results, but—similar to the quantitative portion—gathering additional information from more participants would provide a higher level of validation. While this researcher recommends first completing quantitative studies to further solidify the relationship between authentic leadership and retention, additional stand-alone qualitative studies would help to add depth and substance to the body of authentic leadership theory.

Recommendation 3: Expand the Pools of Studies on Authentic Leadership and Data Given That This Study is Among Very Few on This Topic.

Additional qualitative interviews would help to explain the importance of authentic leaders and the ways in which they use data and other technological functions. More information is needed in order to create best practices for authentic leaders when dealing with data and other technological issues.

Further, more expansive research on the relationship between authentic leadership and data could provide leaders with a set of best practices for dealing with the personal data of both customers and employees. Authentic leadership does not explicitly address how leaders should react in response to data scandals, or, more importantly, how authentic leaders should deal with data and technology to avoid scandals. This will be an important issue that could help determine if authentic leadership could continue to grow and evolve as the leading 21st century leadership theory.

Recommendation 4: Enhance Study by Comparing Different Workplaces and Professions

As mentioned in Chapter 4, additional analysis was completed to compare the impact of authentic leadership and retention between two groups within the research study's sample. Based on the setting of the research study, there was a high concentration of both healthcare and education workers. The final result was that the null hypothesis that the correlation coefficient of the education and healthcare group are equal was rejected. This was important as it highlighted a key difference between the two groups of workers as related to authentic leadership and retention, While healthcare workers represent one category of business professionals, there are many other categories that merit further investigation. Authentic leadership theory could be developed further by gathering more data to aid in understanding the differences between groups.

Summary and Conclusion

This study focused on correlating the concepts of authentic leadership and employee retention together. A negative correlation was found; therefore, the study accomplished its goal and provided a template for replication. Solely focusing on a quantitative study that linked authentic leadership and employee retention was not enough for this study as the qualitative portion yielded additional information on this relationship. The qualitative study found that authentic leaders positively impact retention through various means such as building trust, being open and transparent, and building relationships. This study contributed to the literature by uniquely exploring authentic leaders and data driven information.

A major focus of the literature reviewed and the study was the future. Authentic leaders can be the ones to help guide societies and organizations forward while properly engaging and respecting followers. The 21st century is full of technological improvements as well as scandals. It is likely these scandals, as in the case of Facebook and Cambridge Analytica or Uber's leadership scandals, will revolve around data or technology as a whole. In order for authentic leadership to survive and to thrive as the premiere leadership theory, additional research is needed to adapt the theory to the 21st century.

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APPENDIX A: AUTHENTIC LEADERSHIP QUESTIONNAIRE (ALQ) SURVEY

Michael Silvio



To whom it may concern,

This letter is to grant permission for Michael Silvio to use the following copyright material for his/her research:

Instrument: *Authentic Leadership Questionnaire (ALQ)*

Authors: *Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa*

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Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Walumbwa".

Mind Garden, Inc.
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AUTHENTIC LEADERSHIP AND EMPLOYEE RETENTION

APPENDIX B: TURNOVER INSTRUMENT SCALE (TIS-6) SURVEY

Dear Michael

You are welcome to use the TIS!

For this purpose please find attached the longer 15-item version of the scale. The six items used for the TIS-6 are high-lighted. You may use any one of these two versions.

You are welcome to translate the scale if the need arises. I would like to propose the translate – back-translate method by using two different translators. First you translate from English into home language and then back from home language to English to see if you get to the original English wording.

This is the fourth version of the scale and it is no longer required to reverse score any items. The total score can be calculated by merely adding the individual item scores. I would strongly recommend that you also conduct a CFA on the item scores to determine which item scores should be reflected.

The only conditions for using the TIS is that you acknowledge authorship (Roodt, 2004) by conventional academic referencing. The TIS may not be used for commercial purposes.

I wish you the very best with your research project!

Best regards

Gert

Prof Gert Roodt
Dept Industrial Psychology & People Management

APPENDIX C: QUALITATIVE INTERVIEW QUESTIONS TO SUPPORT RESEARCH
QUESTIONS

- How does a leader displaying authentic behaviors such as saying what they mean, encouraging an open dialogue, and displaying authentic emotions influence (or does not influence) your desire to stay with your current organization?
- How does a leader who aligns their actions with their core value influence (or does not influence) your desire to stay with your current organization?
- How does a leader incorporating different points of view and who uses data to validate or invalidate their convictions affect your intent to leave (or stay) with your current organization?
- How does a leader who seeks feedback on themselves to understand their capabilities better and to improve interactions with followers affect your intent to leave (or stay) with your current organization?

APPENDIX D: QUALITATIVE PRE-READ MATERIAL

The interview will cover Authentic Leadership and Retention. Please read this prior to the study;

Authentic leadership: “a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (Luthans & Avolio, 2003, p. 243).

Employee Retention and separately, Turnover: As it relates to the business community, Employee Retention can be defined as the effort by an employer to keep desirable workers in order to meet business objectives. Turnover, on the other hand, is most often used to describe the unplanned loss of workers who voluntarily leave and whom employers would prefer to keep. (Frank et al., 2004, p. 13)