Walden University

College of Management and Technology

This is to certify that the doctoral study by

Beatriz Rodriguez

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. John Hannon, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Perry Haan, Committee Member, Doctor of Business Administration Faculty

Dr. Lynn Szostek, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

Reducing Employee Turnover in Retail Environments: An Analysis of Servant

Leadership Variables

by

Beatriz Rodriguez

MBA, Webster University, 1994

BBA, University of Puerto Rico, 1989

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2016

Abstract

In a competitive retail environment, retail store managers (RSMs) need to retain retail customer service employees (RCSE) to maximize sales and reduce employee turnover costs. Servant leadership (SL) is a preferred leadership style within customer service organizations; however, there is disagreement regarding the usefulness of SL in the retail industry. The theoretical framework for this correlational study is Greenleaf's SL theory. Seventy-four of 109 contacted human resources managers (HRMs) from a Fortune 500 United States retailer, with responsibility for evaluating leadership competencies of the RSMs they support, completed Liden's Servant Leadership Questionnaire. RCSE turnover rates were available from company records. To analyze the correlation between the 3 SL constructs and RCSE turnover, multiple regression analysis with Pearson's r providing sample correlation coefficients were used. Individually the 3 constructs FIRST (beta = .083, p = .692), EMPOWER (beta = -.076, p = .685), and GROW (beta = -.018, p = .917) were not statistically significant to predict RCSE turnover. The study multiple regression model with $F_{(3,74)}$ = .071, p = .98, R^2 = .003 failed to demonstrate a significant correlation between SL constructs and turnover. Considering these findings, the HRMs could hire or train for different leadership skills that may be more applicable to effectively lead a retail sales force. In doing so, the implications for positive social change may result in RCSE retention leading to economic stability and career growth.

Reducing Employee Turnover in Retail Environments: An Analysis of Servant

Leadership Variables

by

Beatriz Rodriguez

MBA, Webster University, 1994

BBA, University of Puerto Rico, 1989

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

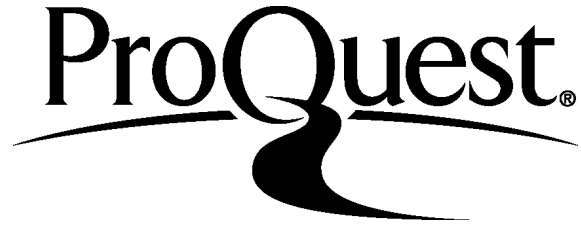Doctor of Business Administration

Walden University

August 2016

Dedication

I dedicate this to my three sons: Javi, J.J., and Javier. You inspire me to reach my goals, hoping that I can set you on the path to reach yours. May this work be an example that with hard work and perseverance, we can accomplish anything.

Acknowledgments

I would like to extend a heartfelt thanks to my husband, Alfredo, and my friend, Elaine. Their continuous encouragement, help, and support provided the fuel that helped me reach this point in my academic career. I am lucky to have such supportive individuals in my life. Along with my unwavering parents, they believed in my ability to succeed. Lastly, thank you to my Chair, Dr. John Hannon, Co-Chair, Dr. Perry Haan and URR committee member Dr. Lyn Szostek. Their dedication to Walden University and the students is commendable.

Table of Contents

List of Tables

.

Section 1: Foundation of the Study

Reducing employee turnover is essential to most businesses and critical for retailer success (Hunter et al., 2013). Employee turnover costs are significant in retail environments (Martin, Sinclair, Lelchook, Wittmer, & Chares, 2012). Leadership is an important variable that can mitigate costs by reducing employee turnover intentions (Hunter et al., 2013; Morhart, Herzog, & Tomczak, 2011). When considering leadership styles, servant leadership is a style that, through the relationship built with employees, may improve organizational commitment (Liden, Wayne, Zhao, & Henderson, 2008; See-Kwong & Zhen-Jie, 2014). Ruschman (2002) found many of the *Fortune* 100 best companies to work for in America, a designation given by employees, named servant leadership as a core business value (Hunter et al., 2013). To that end, I further explored servant leadership and its relationship to employee turnover.

Background of the Problem

There is widespread disagreement regarding the usefulness of servant leadership in the retail industry. Servant leaders tend to have a positive influence on followers and instill a climate for service (Guay, 2013; Hunter et al., 2013). Additionally, employees' customer service attitudes are directly affected by a manager's leadership style (Kim, Lee, Lee, & Son, 2011). Senior leader executives set the leadership culture of the organizations, and as Yuki (as cited in McDermott, Rousseau, & Flood, 2013) reported, shape managerial behaviors. However, a servant leadership style may not be as useful for the retail manager's daily operations with hourly level customer service employees (McDermott et al, 2013). In addition, although an encouraged leadership style in west

cultures, Mittal and Dorfman (2012) identified that cultural groups responded differently to the characteristics of a servant leader.

McDermott, et al. (2013) called for future research to consider the implications of different leadership styles at senior and line manager levels. Based on the perceived effect of servant leadership on employees, in this study I addressed this need for managers to understand the relationship between servant leadership and workers' behaviors. Specifically, I focused on the behaviors of retail customer service employees (RCSE).

Problem Statement

In a competitive retail environment, managers need to retain customer service employees to maximize sales (Goud, Kumar, & Goud, 2014) and reduce employee turnover costs (Park & Shaw, 2013). Data from the Bureau of Labor Statistics (2015) identified that the annual employee retail voluntary turnover rate increased from 26.8% in 2011 to 33.5% in 2014, significantly higher than the 2014 national average of 22%. The general business problem is that retail managers lack leadership competencies that are effective to reduce employee turnover and thus reduce turnover costs. The specific business problem is some retail human resources managers (HRMs) do not know the relationship between servant leadership behaviors and RCSE turnover rates.

Purpose Statement

The purpose of this quantitative correlational study was to examine the relationship between servant leadership behaviors and RCSE turnover rates. The independent variables were the HRMs' observed retail store managers' (RSMs) servant

leadership characteristics: (a) *putting subordinates first,* (b) *helping subordinates grow,* and (c) *empowering subordinates*. The dependent variable is RCSE turnover rates. The target population consisted of HRMs in position for at least 12 months, working for a *Fortune* 500 retailer in the United States.

The implications for positive social change included the potential to enrich the socio-economic situation of the entry-level workforce by remaining employed and growing with the organization, thereby securing economic stability. Another implication for positive social change was the potential that through awareness and training by human resources, the RSMs would develop needed leadership skills. Improved skills in management should result in a better working atmosphere for the employees and advancement opportunities for the managers.

Nature of the Study

I used a quantitative methodology for this study. A quantitative method analyzes specific variables with the purpose of explaining, predicting, or controlling a phenomenon (Field, 2014). Quantitative research is a number driven, rigorous approach, expected to deliver more objectivity and consistency than a qualitative approach (Erlingsson & Brysiewickz, 2013). Qualitative research is interpretative in nature, exploring a phenomenon from the point of view of the participant (Simon & Goes, 2013). A quantitative approach was more appropriate for this research since the intent was to use data to determine if there was relevance and a significant relationship between each of the constructs rather than explore the participants' experiences, which is the intent of a qualitative approach.

The study had a correlational design. With a quantitative correlational study, the researcher identifies the relationship between constructs and defines a predictive model (Green & Salkind, 2014). For this research, I attempted to identify a possible correlation between servant leadership competencies and employee turnover. Experimental and quasi-experimental designs are appropriate when looking for the impact that independent variables have on dependent variables (Campbell & Stanley, 2010). As the intent was to identify the relationship between servant leadership constructs and turnover rates, such experimental or quasi-experimental designs were not appropriate for this application.

Research Question and Hypotheses

The overarching research question is: What is the relationship between the servant leadership characteristics of putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates? The hypotheses are:

$H_0 1$: There is no relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates.

$H_a 1$: There is a relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates.

$H_0 2$: There is no relationship between putting subordinates first and RCSE turnover rates.

$H_a 2$: There is a relationship between putting subordinates first and RCSE turnover rates.

$H_0 3$: There is no relationship between helping subordinates grow and RCSE turnover rates.

H$_a$3: There is a relationship between helping subordinates grow and RCSE turnover rates.

H$_0$4: There is no relationship between empowering subordinates and RCSE turnover rates.

H$_a$4: There is a relationship between empowering subordinates and RCSE turnover rates.

Theoretical Framework

The theory I used as theoretical framework for this study was the servant leadership theory. Greenleaf (1977) developed the servant leadership theory and Ehrhart (2004) and Liden et al. (2008) later extended the theory by identifying the constructs of a servant leadership style. Servant leadership is a leadership style differentiated by the focus on caring and developing employees with an altruistic approach, thereby earning the loyalty of the employees (Greenleaf, 1977). Since followers tend to emulate the servant actions of their leaders, followers display servant behaviors, becoming servant employees as well (Liden, Wayne, Liao, & Meuser, 2013). Ehrhart identified seven constructs within the servant leadership theory: (a) form relationships with followers, (b) empower followers, (c) help followers grow and succeed, (d) behave ethically, (e) demonstrate conceptual skills, (f) put followers first, and (g) create value for others outside of the organization. Liden et al. also identified seven predominant dimensions: (a) emotional healing, (b) creating community value, (c) conceptual skills, (d) helping subordinates grow and succeed, (e) putting subordinates first, (f) empowering subordinates, and (g) behaving ethically. Using three of Liden et al.'s identified

constructs, the independent variables of putting subordinates first, helping subordinates grow, and empowering subordinates of RSMs were used to predict the dependent variable of RCSE turnover rates. As applied to this study, I expected no significant statistical and positive relationship between the predictor variables and the dependent variable, as there is not always a significant difference in the reaction of employees based on various leadership styles (Tebeian, 2012).

Operational Definitions

Empowerment: The confidence employees feel about their abilities that cause proactive behaviors (Mittal & Dorfman, 2012).

Engagement: Engagement refers to an employee's display of high energy and strong involvement on the job (Sardeshmukh, Sharma, & Golden, 2012).

Organizational commitment: The ways in which a company strives to make their employees emotionally invested in their organization (Rizwan, Saeed, Sikander, & Waseem, 2014).

Serving culture: A work environment where employees understand that the priority is to tend to the needs of others and the good of all precedes the need of the individual (Liden, Wayne, Liao, & Meuser, 2013).

Voluntary turnover: When the employee has found alternative employment or a change in conditions and made the decision to leave the employer (Rizwan, Saeed, Sikander, & Waseem, 2014).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are variables considered true without additional verification to enable the researcher to conduct a study (Jannson, 2013). One assumption in this study was that involuntary turnover is necessary for the organization. Only the voluntary turnover rates are included in this study. I assumed that the dependent variables had normal distributions, and the factors define the population, with the population variance and covariance the same across all factor levels. If not for normal distribution, I would have used a nonparametric test. Another assumption was that a score on a variable for any participant was independent of the scores of other participants. With random sampling of RSMs, I assumed that random selection took place, ensuring equal opportunity for all to be selected (Yin, 2014). Lastly, I assumed that the selected HRMs were familiar with the RSMs' behaviors and that the HRMs exhibited honesty when completing the survey.

Limitations

Limitations influence validity by identifying boundaries and constructs that shape the research (Simon & Goes, 2013). One limitation of the study was that only three of seven constructs within the servant leadership rating tool were used as variables for the study. In addition, the survey instrument used a Likert-type scale with seven possible answers that ranged from *strongly disagree* to *strongly agree*. This type of scale was open to the interpretation of the participants, limiting the validity of the results. The subjectivity for each answer interferes with the objectivity of the results (Wilson &

Morgan, 2007). Another limitation was that the HRMs' perception of the retail manager dictated the servant leadership rating assigned. Participants could withdraw at any time; therefore, a limitation was that the results might not be representative of all participants. In addition, a limitation was that not all managers had significant direct interaction with each employee that resigned.

Delimitations

Boundaries for the study are called delimitations. The delimitations are identified to control the outcome and for the study to remain feasible (Ubani, 2015). A noted delimitation was that the business problem limits the scope of the study. The study did not address other variables such as sales, employment status, demographics, employee performance, or engagement level. Another delimitation was that all participants were from the same retailer and from the United States, not from a larger retail population or geography. Lastly, I placed a delimitation on the definition of executive leadership. Although the top leaders at their stores, for the purpose of this study the RSMs were not considered executive leaders.

<div align="center">

Significance of the Study

</div>

This study is of value to the practice of business because it may contribute to the leadership body of knowledge by clarifying if a managers' servant leadership style is effective in reducing RCSE turnover. Leaders at all levels may gain insight by comparing their feelings about the use of certain servant leadership constructs against the findings of this study. Business practitioners will also gain from the study results by being presented with the effect certain servant leadership constructs have on reducing employee turnover

rates and operational costs. This study will also help HRMs recruit leaders with the desired skills and develop leadership skills training programs for retail managers.

This study's implications for positive social change included the potential for employees to (a) remain with the same employer longer, (b) gain opportunities for benefits, and (c) increase advancement opportunities. Also included is the potential for RSMs to grow and advance as they become aware of leadership skills that are effective to retain their employees. This potential for growth and longer-term employment may lead to a more stable local economy and better employee behavior as attitudes towards learning and improved performance change (Tang, Liu, Oh, & Witz, 2013).

A Review of the Professional and Academic Literature

The purpose of this quantitative correlational study was to examine the relationship between servant leadership behaviors and RCSE turnover rates. The main null hypothesis is that there is no relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates. The instrument for the research study was the Servant Leadership Questionnaire developed by Liden et al. (2008). The purpose of this instrument was to assess the level of servant leadership of store leaders as observed by HRMs. The questionnaire consisted of 28 questions, four questions for each of the seven servant leadership constructs (Liden et al., 2008). The seven constructs are (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) empowering, (e) helping subordinates grow and succeed, (f) putting subordinates first, and (g) behaving ethically (Liden et al., 2008). Liden et al. designed the instrument using a 7-point ordinal Likert-type scale ranging from *strongly disagree* to

strongly agree. According to Liden et al. (2008), the construct, putting subordinates first, refers to the ability of the leader to satisfy the work needs of the employees ahead of the leader's own needs and make it known through words and actions. The construct of helping subordinates grow refers to the leader demonstrating intention to help subordinates grow and succeed in their careers by offering support and mentorship for development (Liden et al., 2008). Lastly, *empowering subordinates* refers to the leader encouraging subordinates to handle their own workload and offer solutions (Liden et al., 2008).

Good leadership is needed for a business to succeed (Northouse, 2013) and leadership affects turnover (Hunter et al., 2013). Dike (2012) described good leadership as voluntarily running a business in a way that achieves business goals without expecting or pining for extra compensation or recognition. Leadership can be summarized as the pattern of actions used by an influential individual to affect the behavior of others (Gonos & Gallo, 2013; McDermott et al. 2013). As stated by Smit (2013), responsible leaders are necessary to face the challenges of business operations today. As presented, scholars have been researching leadership behaviors in an attempt to define the components of good leadership.

The vast research on leadership theories started as early as the 1930s using traits to define different styles (Northouse, 2013). Of the theories describing leadership, scholars favor servant leadership as a preferred theory to ensure the health of companies and employees (Parris & Peachy, 2012). According to the *Fortune* 100 best companies to work for in America, many business executives also favor servant leadership as a core

leadership practice (Hunter et al., 2013). Since followers tend to emulate the servant action of their leaders, they become servants as well, benefiting the organization (Liden, Wayne, Liao, & Meuser, 2013). To this end, servant leadership seems appropriate when considering a leadership style that would be effective for retail industries.

RSMs are the leaders in their stores and constantly interact with employees. Managers are the primary contract makers for employees with employees considering that managers represent the company values and are the enforcers of store rules (McDermott et al., 2013). In addition, managers are expected to motivate their sales force and foster a winning environment as they handle performance work to achieve goals (Brown, 2014). However, the servant leadership skills that work well for executives might not be as effective for manager levels as the hourly level employees may not be motivated by the same factors as higher level employees (McDermott et al., 2013), affecting business outcomes including turnover intentions and the associated costs.

There are studies that contradict the notion of service leadership being an effective strategy for managing a diverse workforce in the retail industry (Mittal & Dorfman, 2012). Cultural diversity may cause employees to react differently to a servant leader's style (Ayman & Korbik, 2010; Mittal & Dorfan, 2012). In addition, socio-economic factors such as pay or scheduling may be intervening variables that can affect turnover and are better addressed through other leadership styles (Martin, Sinclair, Lelchook, Wittmer, & Charles, 2012).

Literature Review – Organization and Strategy

In this literature review, I examine the constructs of servant leadership, the common threads with other theories, and the existing literature on engagement and turnover within the retail industry. For this study, I organized the literature review by topics focusing first on the theoretical framework. Servant leadership was the main theory addressed. Next, I reviewed the literature on the main leadership styles covering similarities and differences among the styles. In addition, the literature review includes concern with using any one leadership style with a heterogeneous population. Lastly, I reviewed the literature on engagement and turnover since engagement is closely related to organizational commitment, which affects turnover rates (Rizwan, Saeed, Sikander, & Waseem, 2014).

To ensure a thorough collection of related peer-reviewed articles, I searched various organizations and university databases, including ProQuest, EBSCOhost, and Google Scholar during the span of 2 years. I verified peer review standing through *Ulrich's Periodical Directory* or the journal home page that published the article. Keywords identified as significant included the following: *servant leadership, leadership theories, retail, retention, turnover, customer service,* and *diversity*. In total, I reviewed more than 300 articles and used 98 for this literature review, narrowing down my original findings based on relevancy and age of each article. The majority of the articles reviewed were from peer-reviewed journals, comprising 88% or 87 of the references. Of the included sources, 82% or 80 were published within the last 5 years.

Servant Leadership

Servant leadership is a leadership style differentiated by the focus on caring and developing the employee with an altruistic approach, earning the loyalty of the employees (Greenleaf, 1977). Greenleaf (1977) introduced servant leadership theory, stating that servant leaders care for the employees and the communities more than for their personal interests (Mittal & Dorfman, 2012; Sun, 2013). Accordingly, servant leaders instill a genuine intent of serving the organization, build relationships with their followers, create a fair work environment, and build a sense of community resulting in followers imitating the leader's behaviors and developing stronger relationships among each other, which ultimately benefits the business (Bande et al., 2014; See-Kwong & Zhen-Jie, 2014). The genuine interaction with the leader helps the follower reach maximum potential by improving performance and their organizational commitment (Liden et al., 2008). In addition, as employees are motivated to engage in teamwork for a greater good, they also develop interpersonal ties that improve team outcomes and may reduce turnover (Hu & Liden, 2015).

Interested in better understanding the attributes of servant leaders, scholars engaged in further research to clarify the servant leadership theory. Ehrhart (2004) identified seven constructs within the servant leadership theory: (a) forming relationship with followers, (b) empower followers, (c) help followers grow and succeed, (d) behave ethically, (e) demonstrate conceptual skills, (f) put followers first, and (g) create value for others outside of the organization. Barbuto and Wheeler (2006) also examined the characteristics of servant leader grouping them in five main behaviors: (a) altruistic

calling, (b) emotional healing, (c) wisdom, (d) persuasive mapping, and (e) organizational stewardship. Years later, Liden et al. (2008) gathered seven predominant dimensions as they concluded a study and created a measuring instrument for servant leadership behaviors: (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) putting subordinates first, (e) helping subordinates grow and succeed, (f) empowering subordinates, and (g) behaving ethically.

Erhart (2004) and Liden et al. (2008) agreed that a central dimension of servant leadership is the leader's behavior of putting subordinates first, referring to the nature of the servant leader to satisfy the need of the followers before his own. Barbuto and Wheeler (2006) include the concept of putting others first as part of the altruistic calling dimension. Erhart and Liden et al. also agreed in that the ability of the leader to connect with the follower is one of the servant leadership characteristics that fit the dimension of helping subordinates grow (Liden et al., 2013). By supervisors having the most opportunity to connect with employees (Liden et al., 2013) and to influence behaviors (Drennan & Richey, 2012), leaders can help employees grow and reach their potential (Liden et al., 2008; Hunter et al., 2013).

Emotional intelligence (EI) helps leaders connect (Liden et al., 2008). Liden et al. (2008) considered hiring leaders with high EI a practical application to create a servant leadership culture since EI leads to the ability to listen and show understanding and empathy for the followers. Emotional healing is the servant leadership dimension that contains the characteristics of EI (Barbuto & Wheeler, 2006; Erhart, 2004; Liden et al., 2008). Considering the EI implications, Bande et al. (2014) conducted a quantitative

multi-industry study of 209 salespeople to explore the influence of EI and resilience on salespeople's intention to leave using five of Ehrhart's (2004) identified servant leadership constructs. Bande et al. concluded that developing EI is needed to reduce work stress and sales employees' intention to leave the organization. Emotions can run high as the sales force is pressured to deliver on goals while interacting with customers and suppliers. Therefore, an EI leader has an advantage since the leader possesses the ability to understand how to deal with the emotions in an effective way and the capacity to influence the EI of the sales force (Brown, 2014).

The capacity to understand and influence the follower leads itself to the servant leadership dimension of empowering subordinates since the leader builds confidence and encourages the follower to contribute to the organization (Liden et al., 2008). When the follower is involved in the decision making process, the follower feels in control of the environment, and therefore, more satisfied with the job (Kumar & Sia, 2012). However, Ehrhart (2004) observed that in cultures where employees do not feel a sense of belonging and affiliation, employees were unlikely to contribute feedback and ideas to the organization. Drennan and Richey (2012) stated the importance of satisfying the human need for affiliation and creating a sense of belonging to improve organizational performance. Ehrhart's study consisted of 249 grocery store employees testing the relationship between organizational citizenship behavior and behavior of the leadership. After assessing the leaders' servant leadership constructs on a Likert-type scale from 1 to 5, Ehrhart found that leaders who addressed the need for belonging were most likely to have employees who felt valued, and that worked for the good of their organization.

Based on the studies, Ehrhart, Drenman and Richey, Kumar and Sia, and Liden et al. agree on the importance for leaders to create a sense of empowering and belonging for their employees.

In addition to caring for the employees, caring for the well-being of the community is another relevant servant leadership characteristic commonly referred to as corporate social responsibility (CSR). Christensen, Mackey, and Whetten (2014) differentiated between altruistic and instrumental CSR and what it means to or for the leader. Altruistic CSR refers to CSR activities that are done for a greater good and are not tied to financial performance, as expected of a servant leader (Christensen et al., 2014).

To analyze the influence of CSR on employees, Kelly and Glavas (2014) interviewed 827 dairy employees to understand the employees' perceptions and how it influenced their attitudes and behaviors. Kelley and Glavas discovered that employees considered their work meaningful when their employers displayed good CSR practices, influencing their motivation and intention to stay. Korschun, Bhattacharya, and Swain (2014) also studied the impact of CSR by sampling 221 front line financial customer service employees to assess their response to the employer's CSR efforts and the relationship to customer service and performance. Korschun et al. discovered that employees are moved by CSR efforts when they perceive that their leaders are engaging in CSR activities as well. Moreover, Korschun et al. discovered that when the employees and customers have similar CSR concerns, the customer service behaviors improved.

CSR was also a variable in the quantitative research study conducted by Vlachos, Panagopoulos, and Rapp (2013), in which they analyzed job satisfaction with a sample of

438 manufacturing employees. Vlachos et al. established that charismatic leaders that embrace and communicate CSR efforts to their employees had a positive impact in the employees' satisfaction level, confirming Korschun et al.'s (2014) findings in that the actions of leaders have an important influence on the followers. CSR provides the feeling of a higher, meaningful goal, which drives employees to feel satisfied with their work.

Leaders can use servant leadership competencies such as caring for the followers to break down walls and gain trust from the followers, which in turn increases their level of organizational commitment (See-Kwong & Zhen-Jie, 2013). Trust is a component of the servant leadership dimension of behaving ethically, along with honest and fair leadership behavior (Liden et al., 2013). See-Kwong and Zhen-Jie (2013) investigated the role trust plays as a mediator between servant leadership and organizational commitment by conducting a quantitative study with 177 Malaysian marketing employees. See-Kwong and Zhen-Jie concluded that trust in leaders is essential for organizational commitment and therefore, recommended the adoption of a servant leadership style.

However, despite the benefits, there are still some concerns with the effectiveness of servant leadership. Vlachos et al. (2013) discovered that the employees CSR drive influenced values-driven behaviors but not strategic business behaviors. Another concern is the conflicting evidence tying servant leadership to sales. Jaramillo did not find a correlation between servant leader behaviors and sales performance (Schwepker & Schultz, 2015). However, Schwepker and Schultz found correlation when studied 279 business-to-business salespeople's behaviors.

In addition, Mittal and Dorfman (2012) identified that the servant leadership style might not have the same positive effects across cultural boundaries since cultural groups responded differently to the characteristics of a servant leader. Although all groups valued leaders that exhibit high morals, the culturally heterogeneous groups felt different as it relates to empowerment and selfless behavior of the leader. Lastly, in a study of restaurant workers Carter and Baghurst (2014) discovered that the relationship between employees was more conducive to retention than the relationship between the employee and the servant leader. The conflicting evidence validates the need to consider the effectiveness of servant leadership in retail environments.

Other Leadership Styles

Some aspects of servant leadership overlap with other leadership styles. This is not surprising as leaders develop their style of leadership over time as they gain experience and maturity (Baghurst, et al., 2013). Therefore, I examined other common leadership styles that resonate today as effective for different scenarios.

Transformational leadership theory.

Downton (1973) introduced the term, *transformational,* and McGregor Burns the theory (Northouse, 2013). Transformational leadership refers to the ability of a charismatic leader to transform followers and the business by inspiring and influencing based on personal values (McDermott et al., 2013; Northouse, 2013). The followers believe in their leader and his or her concern for their overall well-being and in return, followers exhibit high-performance level and job satisfaction (Guay, 2013). As with servant leadership, transformational leaders with a high set of values communicate a

positive vision of the business inspiring the followers to align with those values,

ultimately benefiting the business (Guay, 2013; Morhart, Herzog, & Tomczak, 2011).

The transformational leader's ability to communicate with employees allows the leader to

strengthen the organizational culture by influencing employees who are competent and

capable of self-management, need creativity, adaptability, and have a broad set of job

duties (McDermott et al., 2013). However, transformational leadership does not include

an interest in social well-being or putting the employees first, common traits of servant

leaders (Liden et al., 2008).

With today's diverse workforce, company owners benefit from transformational

leaders that can communicate and connect with people of different backgrounds,

encouraging them to work together towards the same goal (Guay, 2013). Pierro, Amat,

and Balanger (2013) conducted two studies to investigate the relationship between

transformational leadership style and affective organizational commitment based on

compliance with soft bases of powers. The first study of 147 Italian state employees was

to provide evidence that transformational leadership affects organizational commitment.

The second study was conducted to replicate the first one with 159 employees from three

different Italian organizations. Both results showed a positive and significant relationship

between the transformational leadership style and the employees' willingness to comply

and commit to the organization (Pierro, Amat, & Balanger, 2013).

Mekraz and Gundala (2016) conducted a related study using a *Fortune* 1000

discount retail chain in the Midwest of the United States. They found a negative and

moderate relationship between retail employee turnover and transformational leadership.

In particular, there was a stronger negative relationship for the constructs of idealized influence (charisma, vision, trust) and inspirational motivation (energy, direction, confidence). Confidence and trust were also relevant factors for servant leaders (Liden et al., 2008; See-Kwong & Zhen-Jie, 2013).

However, a transformational leadership style although preferred by the employees, may not improve performance (McDermott, et al., 2013). Transformational leadership does not work when employees are in different locations since employees are not driven by the charisma of their leader (McDermott et al., 2013). A transformational style is also appropriate for creative and autonomous environments (McDermott, et al., 2013) while transactional leadership may be more effective improving sales force performance (Avolio et al., 1988). Brown (2014) conducted a descriptive analysis of the literature regarding transformational and transactional leadership, to study the impact on the sales performance of employees. Despite the assumption that transformational leadership would produce better sales results through motivation, there was not empirical evidence to support the claim (Brown, 2014).

Transactional leadership theory.

Burns (1978) introduced the concept of transactional leadership, and Bass (1985) expanded the application (Ng & Sears, 2012). The transactional leadership style denotes structure and compliance with leaders adopting a rewards-and-consequence approach based on results (McDermott et al., 2013). The relationship between leader and employee is based on agreed or implicit exchanges or outcomes for performance according to the leader's expectations (Morhart, Herzog, & Tomczak, 2011). A transactional style might

be the right style to lead employees to specific tasks or routines within a compliance environment. A transactional leadership style is effective when the job requirements are clear and set in advance, and the outcome is tangible or compliance based (McDermott et al., 2013). However, transactional leadership style is not effective when employees need to make decisions and work collaboratively to achieve a goal (McDermott et al., 2013). In addition, transactional leadership can have a negative effect on employee engagement and loyalty since motivation stems from compliance and consequences (Morhart et al., 2011). Due to the high social value of the leader, transformational leaders may have an advantage over transactional leaders in managing a diverse workforce by their ability to adopt and implement organic diversity practices that benefit their employees (Ng & Sears, 2012).

To determine if transformational or transactional leadership styles made a difference in the employees' support of an organization, Morhart et al. (2011) surveyed frontline employees from telecommunications and financial services. After administering a survey created to test the effect of both leadership styles within a brand-specific context, the researchers concluded that transformational leadership is more effective than transactional since employees internalize behaviors that are prone to supportive brand behaviors (Morhart et al., 2011). However, McDermott et al. (2013) challenged the existing framework by establishing that transactional styles could be effective in certain situations and environments. According to Bass (1985), transactional leadership is common within the sales environment as the leader drives specific sales goals and rewards for meeting those goals (Brown, 2014).

Leader-member exchange theory.

Dansereau, Graen, Haga, and Cashman (as cited in Northouse, 2013) introduced in the mid-1970s the leader-member exchange theory (LMX), referring to the interaction between leader and follower as a dyadic relationship. Researchers categorized communication as *in-group* or *out-group* based on the relationship that the follower has with the leader. Usually the in-group has a better dyadic relationship with the leader than the out-group (Northouse, 2013). The quality of the relationship helps the employee develop a stronger organizational commitment and get involved in more value-added activities (Farrell, 2012). For example, employees that work day shifts might develop a closer relationship with the leaders than employees working night shifts, thus having more challenging work and developing at a higher rate (Kumar & Sia, 2012). Heterogeneous dyads and groups affect the relationship between leader and follower and the follower's perception of the leader's ability based on the follower's expectations (Aymand & Korabik, 2010). The emphasis on communication, relationship, and growth opportunity resonates with servant leadership; however, LMX does not consider the dimensions of CSR, encouraging servant behaviors, and personal healing (Liden et al., 2008).

LMX is a leadership theory relevant in many countries however, due to Asian's culture of collectivism, LMX is stronger in Western countries (Liden, 2012). Farrell (2012) conducted a quantitative study within a fast food brand in India to investigate if employees that have a more positive relationship with their leaders have more loyalty and stronger identification with the organization, increasing their service attitude and their

civic virtue. Farrell concluded that organizational identification and customer orientations were positively related to the service attitude of the employees however, had no significant relationship to the employees' interest in civic actions. Additionally, Farrell noted that civic virtue may not be of significance for entry-level workers since their routines and work schedules are not conducive to allow for civic activities.

Authentic leadership theory.

The authentic leadership style was first introduced by Terry in 1993 and is still in its formative phase of development (Northouse, 2013). Authentic leadership is a genuine style of leadership in which the leader displays the same behaviors regardless of the environment. Authentic leaders are passionate about their mission, practice what they believe in, and are good at establishing long-term relationships leveraging their authentic self-behaviors (Reed, Vidaver-Cohen, & Colwell, 2011).

Wang and Hsieh (2013) examined the effect of authentic leadership on employee engagement analyzing through multiple regression the data from 386 manufacturing employees in Taiwan. Analyzing supervisor consistency between words and action and the perception of the participants, Wang and Hsieh discovered that both variables had a positive impact on the level of engagement of the individual. In addition, employee trust was positively related to engagement. Wang and Hsieh recommended authentic leaders to display consistent integral behavior, be competent communicators, delegate control, and demonstrate concern for employees. These characteristics are also expected of servant leaders (Erhart, 2004; Liden et al., 2008); however, servant leaders also display CSR and an interest in helping employees grow and succeed.

Spiritually-based leadership theory.

Spiritually-based leadership style attends to the human experience emphasizing areas of perception and productivity such as caring, hope, kindness, goals, and values (Murrel-Jones, 2012). Murrell-Jones conducted a quantitative correlational research study to compare the moral of retail employees and their intent to stay with the organization when working under mainstream leadership versus spiritually-based leadership. Murrell-Jones concluded that there is a significant positive relationship between leadership practices and employee morale, regardless of type of retailer. Murrell-Jones' study offered additional data supporting that leadership plays a significant role in employee morale levels in retail environments with approximately 83.9% of the variation in employee morale been as consequence of variation in leadership practices.

Moreover, caring for other, spiritual, and moral attributes are also considered positive characteristics of servant leaders. As part of his servant leadership study, Beck (2012) analyzed the characteristic of spirituality and discovered that regardless of religion, the leader's spirituality had a significant influence in the leader's leadership style. Barbuto and Wheeler (2006) considered altruistic calling as one of the servant leadership characteristics, defining altruistic as the desire to help others and meet their needs, even if at the expense of your own. Van Dierendonck and Patterson (2015) said that servant leaders display compassionate love for their followers through virtuous behaviors of humility, forgiveness, and altruism.

The Case for a Mixed Leadership Approach

Davila and Elvira (2012) introduced the concept of hybrid leadership. The premise was that individuals need protection and social bonds, but they also need performance processes and productivity expectations to ensure success. Not far from that theory, McDermott et al. (2013) considered that there is not one best leadership style and rather, leaders adapt behaviors based on the situation or the strategic business goals. Brown (2014) agreed citing Mackenzie, Rich and Podsakoff stating that transformational and transactional leadership although different, can co-exist as competencies in a manager, displaying them according to the situations encountered.

To distinguish between the different leadership energies a manager can bring to the team, Monesson (2013) used Schneider's definitions of anabolic and catabolic energy. Anabolic is a positive, constructive, and sustainable energy, while catabolic is stressful and a cause of fear and frustration. Schneider identified seven levels of energy and related behaviors stating that leaders shift within the levels depending on circumstances: victim, fighter, rationalizer, caregiver, opportunistic, visionary, and creator, but should strive for anabolic energy to motivate employees (Monesson, 2013). Lastly, as organization shift to team work streams, traditional leadership styles might not be effective (Hoch, 2014). Through her research, Hoch deposited that shared leadership resulted in greater team performance, primarily in diverse teams.

Leadership styles within diverse environments

Ayman and Korabik (2010) mentioned that leadership traits are not culturally universal and that cultural backgrounds affect the perception of other cultures and the

expectations from leadership. Leaders need to understand how diverse employees view their interaction and develop styles that motivate and do not alienate diverse employees (Ayman & Korbik, 2010). Eagly and Chin (2010) examined the possible reasons for the underrepresentation of diverse groups in leadership roles and touched on the phenomenon of how diverse employees and diverse leaders are changing the traditional leadership styles. Possible reasons for underrepresentation included unconscious stereotyping, perception that desirable leadership traits that are not typical of certain groups, and individuals of diverse group self-doubting their abilities or preferring to act in groups.

Ellemers, Rink, Derks, and Ryan (2012) stated that an ongoing issue is that women leaders are expected to exhibit winning behaviors typically associated with men while displaying desirable female leadership traits. Amatucci and Swartz (2010) further explored this phenomenon by studying the gender behavioral differences of entrepreneurs in negotiations noting that women tend to have less successful outcomes. Similarly, DeCaro, DeCaro, and Bowen-Thompson (2010) attempted to understand why women- and minority-owned businesses do not compete well, being awarded fewer government contracts than other groups. Neither of these studies provides a silver bullet to understand or solve the differences. On the contrary, DeCaro et al. did not prove their theory as related to minorities; and Amatucci and Swartz realized that the social scenario, rather than gender, drove negotiation success.

To consider cultural differences, Pasca and Wagner (2012) explored the experience of 84 professional immigrants attempting to achieve integration into the workplace and their occupational stress, mental health and job satisfaction. There was no

significant difference between participants as it relates to occupational stress and job satisfaction; however, there was a difference in mental health between the two groups. Immigrants displayed more issues of paranoia and somatic distress probably due to adjustment to acculturation and related stressors. Managers need to recognize the additional stressors that might be present for immigrant employees and empathize with their situations to help them overcome the transitional period. Mittal and Dorfman (2012) also studied employees of different cultures and noticed that different cultures assigned different values to servant leaders characteristics, demonstrating that not one style of leadership or one specific attribute is the most important. In Asian countries, leaders maintain social and emotional distance from their followers as a mean to protect their position of status (Liden, 2012). Chinese employees tend to view the employer as extended family (Liden, 2012; Zhou & Miao, 2015); therefore, have a sense of commitment that could be strengthen by the leaders' servant behaviors. Amatucci et al. (2010) and DeCaro et al. (2010) suggested evaluating environments in which leaders operate and focus on providing an inclusive environment that offers same opportunity for success.

As noted through this literary review, a manager's leadership style may need to change based on the environment in which the business is operating (Davila & Elvira, 2012; Khan et al., 2015, McDermott et al., 2013). Leaders need to considerate the employees' cultural diversity (Ayman & Korbik, 2010; Mittal & Dorfman, 2012; VanderPal & Ko, 2014), socio-economic and political factors (Khan et al., 2015; Martin et al., 2012), geographic locations (VanderPal & Ko, 2014), or type of workforce (Avolio

et al., 1988; Brown, 2014; McDermott et al., 2013). Employees and leaders from various backgrounds react differently and utilize different resources when handling conflicts (VanderPal & Ko, 2014). Moreover, in today's global environment virtual managers need competencies such as managerial and cultural agility to be successful and adapt to needs of global employees (VanderPal & Ko, 2014).

Different leadership styles are expected to have different impact on the retention level of the employees (Morhart, Herzog, & Tomczak, 2011). According to Carnegie (as cited in Monesson, 2013), employees that have a positive relationship with their managers are 52% more engaged than their counterparts. Servant, transformational and authentic leadership all put emphasis on moral values and development of the follower (Beck, 2014). Characteristics commonly found in servant leaders such as the ability to build relationships, EI, and conceptual skills affect the performance of the leader and the sales force (Brown, 2014) influencing satisfaction, organizational commitment, and ultimately, business success. However, there is a need for leaders of hourly employees with limited skills that can articulate clear structure and contracts and deliver results (McDermott et al., 2013). There is a need to better understand the effect that servant leadership may have on employees and business outcomes (Hunter et al., 2013). Therefore, the need of this study that reviews if there is correlation between servant leadership characteristics and RCSE turnover rates.

Employee Turnover

Some turnover is beneficial to eliminate non-performers (Park & Shaw, 2013; Wallace & Gaylor, 2012); however, turnover is mostly viewed as undesirable because it

ties significant business resources including advertising the position, training, and the unproductive time of those involved in the hiring process (Wallace & Gaylor, 2012). Turnover affects business profits due to costs associated with time, money, and productivity (Harrison & Gordon, 2014). According to Choo, Rutherford, and Park (2013) the U.S. Census (2010) reported that the U.S. retail industry is experiencing above average turnover rates.

There is extensive research on turnover of sales employees (Bande et al., 2014) with a main concern being the loss of knowledge and productivity when a trained employee leaves (Park & Shaw, 2013). Other negative ramifications of turnover are poor customer satisfaction, loss of profit, limited growth of sales, and bad return on equity (Park & Shaw, 2013; Rizwan et al., 2014). Organization leaders are interested in retaining talented and experienced sales employees (Bande et al., 2014) but lack of evidence on turnover drivers causes senior leaders to develop incomplete retention strategies based on possible misconceptions such as pay based or addressing job dissatisfaction with a *one-size-fits-all solution* (Harrison & Gordon, 2014). Leaders invest large sums in retention strategies aimed to decrease turnover (Wallace & Gaylor, 2012), however; if based on turnover misconceptions, can be costly and ineffective (Harrison, & Gordon, 2014). For example, Oladapo (2014) studied the challenges and successes of talent management programs aiming at retention by conducting a quantitative casual comparative study of 36 organizations. Oladapo confirmed that pay and benefits are not the primary reason given for retention but rather the current employment situation to

include the relationship with the supervisor, work/life balance, work content, career advancement, and trust in senior leadership.

In the past half-century, different ideologies on turnover have evolved (Baghurst, et al., 2013). In a study of voluntary turnover, Park and Shaw (2013) found that organizational performance had a strong negative relation to turnover rates and was even more detrimental in retail full-time employees. Rizwan et al. (2014) arrived at the same conclusion when conducted a study with 166 high and low-level employees. Equating driving for top performance with perception of burnout, Harrison and Gordon (2014) used structural equation modeling to determine if burnout is a mediator in frontline retail employees' intention to quit. Harrison and Gordon found that the employees' sense of control affected their perception of workload, fairness, community, and reward.

To establish if turnover intentions changed with generations, Susmorith, Brown, Scott, and Sitlington (2013) researched the turnover intentions of mining employees in Australia. Susmorith et al. used a self-administered Likert-type survey of 46 questions designed to identify the individual's feelings towards their position, job satisfaction, and intention to leave. They demonstrated a significant difference between baby boomers' and Generation Y's intention to leave, showing that Generation Y miners are more likely to leave their job when their needs are not met.

Trying to establish the factors that affect turnover, Saeed, Waseem, Sikander, and Rizwan (2014) conducted a quantitative linear regression study with 200 participants. They study the impact of organizational commitment, EI, LMX, job performance, and job satisfaction on turnover intention. The results showed a negative correlation between

level of job performance or level of job satisfaction and intention to leave indicating that when the employee is satisfied with their performance, they become satisfied with their job and want to stay. There was also a significant negative relation between LMX and turnover intention signifying the importance of communication flow between managers and employees. Noted is that this study is of limited value since most of the participants were females of Bahawalpur, where cultural constraints might influence their answers. In another attempt to establish turnover factors, Baghurst et al. (2013) analyzed the data collected from 18 HR practitioners working for the government, and found that when employees felt appreciated by their employer, retention increased. Factors listed as signs that employers valued their workers were opportunities for advancement, positive leadership, and job security (Baghurst, et al., 2013).

Leadership and the ability to engage employees continue to rise as a relevant variable affecting turnover intentions. Regardless of the type of retailer, approximately 83.9% of the variation in employee morale is a consequence of a change in leadership practices (Murell-Jones, 2012). Dike (2012) expanded on this concept by stating that the supervisors' character and actions are more important than the branding of the organization and recommended leaders to inspire positivism in their employees to reduce turnover intentions. According to McDermott, et al. (2013) scholars have demonstrated that line managers have a direct influence on employees' perception of the company and influence the beliefs and behaviors of employees. However, as demonstrated by Tebeian's (2012) exploratory quantitative study in Romania, no always there is a significant difference on reaction of employees based on various leadership styles. On the

contrary, the workplace environment and a strong sense of belonging influenced the motivation of the participants and their intention to stay with the organization (Tebeian, 2012).

Employee Engagement and Turnover

Employee engagement is a fundamental to retain employees (Kumar & Sia, 2012). Rizwan et al. (2014) define organizational commitment as the ways in which leaders strives to make their employees emotionally invested in their organization, which is negatively related to voluntary and involuntary turnover. Leaders need to create environments that foster engagement (Bakker, Demerouti, & ten Brummelhuis, 2011) since according to the 2013 Gallup study, 70% of front-line employees do not reach full potential (Korschun, Bhattacharya, & Swain, 2014). In that way, leadership can reduce the turnover intentions of employees (Hunter et al., 2013) because engaged employees tend to have positive emotions, are open to new experiences and have more physical resources, all resulting in better performance (Bakker et al., 2011). When an employee develops an emotional connection with the organization, the employee's attitude toward the customer improves, increasing service levels (Kumar & Sia, 2012). When the employee is satisfied with their performance, they become satisfied with their job and stay (Saeed, et al., 2014). On the contrary, employees not treated well develop negative attitudes and retaliatory behaviors (Derr, 2012). More importantly, an employee that is emotionally engaged feels personally attached to the company (Monesson, 2013).

Wang and Hsieh (2013) studied employee engagement and leadership discovering that employees in Taiwan have affinity for leaders that display high values and the

competency of concern for their employees. In fact, employees' customer service attitudes are directly affected by a managers' leadership style (Kim et al., 2011). The line manager is in direct contact with the employee, conducting performance discussion, coaching, and developing, thus directly affecting the perception of the employees (McDermott et al., 2013).

When Boone, McKechnie, and Swangberg (2011) examined dimensions of job quality and their impact on employee engagement they found that although older workers are more engaged than younger workers, all employees appreciate leader support and recognition, schedule satisfaction, job clarity, and career advancement. Schullery (2013) also conducted a generational study of engagement in the workplace and concluded that although not all generations require the same level of engagement, as leaders replace retiring generations with newer generations, the engagement activities will need to increase to satisfy the need of newer generations and thus reduce turnover. Another age related study is the Tucker's (2014) quantitative research conducted to establish a relationship between job engagement, organizational engagement, and age and work experiences of retail workers. Tucker discovered that job engagement was significantly higher for Gen X and baby boomers than for the millennial generation but organizational engagement was only somewhat higher. The researcher also discovered that there was no significant difference in work experience as a motivator for job or organizational engagement.

Maslow's (1987) hierarchy of needs is a significant motivational theory that needs consideration as it applies well to the retail business. Maslow concluded that humans

fulfilled basic needs first, moving to other desires as the primordial needs are satisfied. The five levels of needs are (a) physiological, (b) security, (c) social, (d) esteem, and (e) self-actualization (Maslow, 1987). According to Maslow, the individual will behave based on his needs, and the behavior will change as needs change. This theory of motivation is key to the understanding of employee motivation. While creating a sense of community, building strong relationships and offering development opportunities are considered motivational for employees (Zhou & Miao, 2014), not all employees will agree. Entry-level employees that have not fulfilled the need for security will be motivated by different factors than the employee looking for esteem or self-actualization. For example, a front-line employee's turnover could reduce if the leader fulfills the employee's social need of weekends off (Martin, Sinclair, Lelchook, Wittmer, & Charles, 2012). Aware of the motivators and complexities to retain a diverse workforce, we need to shape responsible leaders that can face the challenges of businesses in the 21st century (Smit, 2013).

Transition

Within the literature review, I addressed the characteristics that differentiate leadership styles and findings geared to promote one leadership style versus another. I expressed the intention to identify if there was a relationship between servant leadership and RCSE turnover. Therefore, the literature review contained a discussion identifying leadership constructs within each leadership style, recognizing that a particular construct might be typical in more than one leadership style. Since employee turnover is the dependent variable, I reviewed turnover literature to include possible causes as to why

employees leave the organization and the impact that behavior has on organizational goals. Section 1 also included the problem and purpose statement; the nature and significance of the study; and the study assumptions, limitations, and delimitations.

The focus for the next section is the design of the study and my role within it. Covered within are methodology, design, and selection of a sample size. The section also includes the process for acquiring and storing data while following all applicable ethical standards. Section 3 contains a summary of the study including the data, analysis, and findings. After discussing the findings, I conclude Section 3 with the implications of my study for social change and recommendations for future research.

Section 2: The Project

In this section, I cover the different aspects of the study starting with presenting the purpose of the study, my role as the researcher, and the participants included. In addition, within this section I provide a detailed explanation of the research method and design, instrumentation, data analysis, and validity. Lastly, I delineate the steps I took to ensure this was an ethical research study and maintain the confidentiality of the participants.

Purpose Statement

The purpose of this quantitative correlational study was to examine the relationship between servant leadership behaviors and RCSE turnover rates. The independent variables were the HRMs' observed servant leadership characteristics: (a) putting subordinates first, (b) helping subordinates grow, and (c) empowering subordinates. The dependent variable was RCSE turnover rates. The target population consisted of HRMs in position for at least 12 months and working for a *Fortune* 500 retailer in the United States.

This study's implications for positive social change included the potential to enrich the socio-economic situation of the entry-level workforce by remaining employed, secuing benefits, and growing with the organization, thereby securing economic stability. Another implication for positive social change is the potential that through awareness and training provided by human resources, the RSMs will develop their leadership skills. New developed skills should help managers create a better working atmosphere for the employees and improve managers' advancement opportunities.

Role of the Researcher

During the data collection period, the role of the researcher is to provide a thorough data collection process while displaying ethical practices (Simon & Goes, 2013). Researchers should undertake ethical training and abide by the Belmont Report's (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978) ethical standards. The Belmont Report principles emphasize the importance of voluntary participation, beneficence for the participants, informed consent, and the personal ethical responsibility of the researcher (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1978). I completed the National Institute of Health web-based training course, Protecting Human Research Participants, in May 2014 (NIH #1469647) and abided by the requirements. To protect the identity of the participants and keep the information confidential, I provided a code to each survey participant on the e-mail invitation to insert into a specific field on the online survey. The codes were kept on a separate Microsoft Excel drive saved on an USB drive to prevent access though main work databases. The surveys do not have identifiable information and were saved on the same USB drive that will remain in my possession at home.

The researcher must maintain objectivity during the process and verify the validity and reliability of the research design (Yin, 2014). As a human resource professional working at the chosen retailer, I was familiar with the topic having experienced employee turnover while supervising stores in the past. I was also familiar with the participants' span of duties and their connection to RSMs since I held that role

several years ago while working in the field. The HRMs interact regularly with the RSMs, influence their review, and have relevant knowledge as to how the employees perceive the leadership skills of their managers.

The participation in my study was voluntary and participants did not receive payment of any kind for their participation. While I still work for this company, I have no relationship with the participants or their supervisors that would be deemed as a conflict of interest. My current job title does not have influence over their careers or performance reviews.

Participants

The participants for this study were the HRMs of a *Fortune* 500 retailer who evaluated the servant leadership competencies of the RSMs they support. Both HRMs and RSMs were from diverse backgrounds and landed their position through promotions or recruitment. Each HRM supports between eight and 14 RSMs and the employees of the stores and have a working knowledge of the leadership behaviors of each RSM. RSMs supervise stores of 100 to 250 full time and part time hourly employees, with the number of employees dictated by the sales volume. RSMs lead the vision and strategy for their location and are responsible for their employees' perception of their work environment. The HRMs rated the perceived RSMs' servant leader characteristics by answering an electronic survey.

To choose the participants, I started by eliminating HRMs in position for less than a year to increase validity of results since tenure is conducive to the HRMs' familiarity with the behavior of the leaders in their market. Since the HRMs completed the survey

based on their perception of each of their RSM's leadership competencies, I used the same approach eliminating every RSM in position for less than a year. This was to ensure that the RSM was in the role long enough to develop a leadership style and that the HRM had adequate time to become familiar with the RSM. In addition, this exercise ensured that the year's turnover rates of the store happened during the RSM's domain, increasing reliability of the data. Quantitative researchers look for ways to minimize the risk of errors and increase the accuracy of results (Erlingsson & Brysiewicz, 2013). After both eliminations were completed, I conducted a random sampling of HRMs that ensured that the selection was diverse in tenure, store volume, geography, and demographics. With random sampling, every qualified participant has equal or zero chance of being selected (Simon & Goes, 2013). Each HRM completed a survey. The HRM considered the leadership competencies observed of specific RSMs at the RSM's store. To eliminate HRMs' bias selecting RSMs observed, the HRM received surveys for the first RSMs at their location for over 12 months, selected based on numeric order of the RSM's store numbers.

To gain access to the HRMs conducting the survey about the perceived competencies of the RSMs, I leveraged the authorization of the executive vice president of human resources and accessed the participants with an e-mail invitation and cover letter. Cover letters or letters of introduction are recommended to inform stakeholders and entice the participant to complete the survey (Yin, 2014). Due to the nature of my job within human resources (HR), I activated the existing dormant relationship to further this study. The relationship was dormant because I do not directly interact with HRMs.

However, they were aware of my role and as part of the HR's organizational structure, I had the ability to connect with the participants to conduct the research. In the past, my role was that of an HRM; therefore, I was familiar with their role, workload, and scope interaction and influence over the RSMs. E-mail is a common method of communication within the organization and the preferred approach to rekindle the relationship.

Research Method and Design

Research Method

The research objective of this study was to identify whether a significant relationship between servant leadership and RCSE turnover rate exists. The research method selected for this study was a quantitative approach. Through quantitative methodology, researchers collect data and use inferential statistics to analyze the data against theory (Field, 2014). With a quantitative method, researchers can analyze a large amount of data in a short amount of time (Yin, 2014). A challenge with quantitative studies is ensuring that the different elements of the study design link together, are consistent, and complement each other (Simon & Goes, 2013). In a qualitative study, the researcher collects subjective data in the natural setting of the participant, using interpretation and establishing patterns (Erlingsson & Brysiewicz, 2013). For qualitative studies, researchers use methods that include in-depth interviews, group-moderation techniques (Bailey, 2013), and open-ended questions to collect data (Koskei & Simiyu, 2015). A qualitative study may not be easy to replicate (Yin, 2014). A quantitative approach was more appropriate for this research since the intent was to use data to determine if there was relevance and a significant relationship between each of the

constructs rather than explore the specific participants' experiences.

For the study, I collected existing quantifiable data (turnover rates) to correlate to a validated Servant Leadership Survey instrument. A mixed methods research approach was not needed for this study since mixed methods are recommended when the researcher needs to analyze a complicated research question and collect complex data that requires extensive time and different modes of collection (Yin, 2014). The research study did not have the complexity that would require a mixed method approach since I am not asking *how* or *what* but rather if there was a significant relationship between the identified variables.

Research Design

The method selected for this research study was a correlational design. Well-designed studies address the hypothesized relationships between variables (Echambadi, Campbell, & Agarwal, 2006). The purpose of correlational studies is to determine relationship between variables and make statistical predictions to a population (Corner, 2002). In an experimental or quasi-experimental study, the researcher intervenes creating a causation that might change the performance of the variables (Campbell & Stanley, 2010). With a correlational design, the researcher can study constructs of a group and identify if the characteristics vary without intervention (Field, 2014). As I intended to establish if an existing significant relationship between servant leadership and RCSE turnover exists, a correlational design was appropriate for this study.

This correlational design consisted of one dependent variable (customer service employees' turnover rates) and three independent variables. The three independent

variables were (a) putting subordinates first, (b) helping subordinates grow, and (c) empowering subordinates. Using ANOVA and multi-regression analysis, I examined whether the three independent variables, together and separately, significantly relate to employee turnover rates. With ANOVA, the researcher can determine the significant statistical difference among the variables (Field, 2014). With a multiple linear regression analysis, the researcher can use several independent variables to predict the dependent variable (Green & Salkind, 2013) by showing the degree of correlation between variables (Campbell & Stanley, 2010).

Population and Sampling

The population of this study were the 209 HRMs of a *Fortune* 500 retailer in the United States who evaluate the leadership skills of the RSMs they support. Selection criteria included (a) that each HRM be in a leadership position supervising the store for the last 12 months and (b) that the RSMs that they oversaw also have been in position for 12 months. The identified HRM population of a *Fortune* 500 retailer aligned with my overarching research question: What is the relationship between servant leadership characteristics of putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates? Alignment was present since the HRMs evaluated the servant leadership characteristics of the RSMs they support.

Random sampling was the sampling method I used for this research study. With random sampling, members of the population are selected in such a way that every member has the possibility of being selected (Simon & Goes, 2013). The advantages of using random sampling are the elimination of sampling bias, variations, and that the

sample can be generalized to the larger population, thus adding credibility to the study (Field, 2014; Yin, 2014). The disadvantage of random sampling is the need for careful planning to avoid chaos with the sampling (Simon & Goes, 2013).

For purposeful sampling researchers select participants based on specific criteria (Leedy & Ormond, 2013). With cluster sampling, the researcher divides members of the population in groups (Yin, 2014). Although purposeful and cluster sampling would work for the research study, random sampling allowed for increased validity and reliability.

With power analysis, researchers can determine a sample size to achieve a satisfactory statistical power (Field, 2014; Funder et al., 2013; Lakens, 2013; Tabachnick & Rao, 2012). Power is the probability of rejecting the null hypothesis, with a larger sample increasing the power and decreasing the estimation error (Van Voorhis & Morgan, 2007). Cohen (1988) suggested that studies should have a power of 0.8 to detect a true effect of the size in the population (Field, 2014; Funder et al., 2013; Lakens, 2013). To calculate the sample size, I used the formula $50 + 8(m)$, where m = the number of predictor variables (Tabachnik & Fidell, 2007). The general rule of thumb is no less than 50 participants for a correlation or regression study, with the number increasing based on number of independent variables (Van Voorhis & Morgan, 2007). With this formula, the sample size required is $50 + 8(3) = 74$ participants, out of population of 209 HRMs. Following a determined sample size contributed to the validity of the research study (Field, 2014).

Ethical Research

Roberts (2015) posited the need to follow ethical standards and an ethical process, reflecting on the methodology of the research, and the risk of harm to individuals. Before administering the survey, I attained approval number 03-25-16-0477530 from The Walden University's Institutional Review Board (IRB). The IRB reviews submissions to ensure that the proposed study complies with all ethical requirements including risks to the participants, informed consent from the participants, ethical guidelines when working with human subjects, ethical research standards required by Walden University, and U.S. federal regulations (Walden University, n.d.)

The Walden IRB requires confidentiality and informed consent for the participants. Individuals consented to participate on the research study by clicking on the survey link that was included with an e-mail invitation. Even after completing the survey, participants could e-mail a request to withdraw from participation in the study. Participants did not receive incentives for their participation. Each participant received a confidentiality agreement (Appendix A). The researcher should ensure that the participation or results of the research do not create unwanted consequences of any nature (Yin, 2014). I protected the privacy and confidentiality of all the participants and the retailer by using a code system for survey collection, saved information onto an USB drive, and did not discuss or publish their identities. The data collected for the study will remain in my possession at all times, secured in a protected storage file for a minimum of 5 years. After the 5 years of storage as requested by Walden University, I will destroy the data using current software for permanent data deletion.

Instrumentation

The instrument for the research study was the Servant Leadership Questionnaire developed by Liden et al. (2008). The purpose of this instrument was to assess the level of servant leadership of participating RSMs. The questionnaire consisted of 28 questions, four questions for each of the seven servant leadership constructs (Liden et al, 2008). The seven constructs are (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) empowering, (e) helping subordinates grow and succeed, (f) putting subordinates first, and (g) behaving ethically. Liden et al. (2008) designed the instrument using a 7-point ordinal Likert-type scale ranging from strongly disagree to strongly agree. For the study, I analyzed the results of the questions that aligned with the servant leadership constructs of empowering, helping subordinates grow and develop, and putting subordinates first.

I considered other instruments such as Barbuto and Wheeler's (2006) Servant Leadership Questionnaire, Reed et al.'s (2011) Executive Servant Leadership Scale, and Hunter et al.'s (2013) Follower Sales Behavior Measure. The survey instrument designed by Barbuto and Wheeler (2006) is well designed and provides supportive face validity at 80% acceptance, predictive validity through correlations, and rater reliability of .82 to. 92. I did not choose this instrument for my study because of the weakness in the persuasive mapping category within the survey. The questions are similar to one another and are not conducive to meaningful information.

For the Executive Servant Leadership Scale, Reed et al. (2011) reviewed different leadership styles concentrating in the ethical dimension of leadership behaviors. Reed et

al. combined 55 measures based on previously developed servant leadership instruments

and filtered based on those concerning top leadership. Although a well-developed scale, it

was not appropriate for this study since store managers, although leaders within their

stores, are not top executives. On the contrary, one reason for the study was to establish if

the same servant leadership characteristics that have proven beneficial for executives are

also of significant importance for retail store managers to develop.

Hunter et al. (2013) have vast servant leadership experience and a current a

relevant instrument developed in 2013. However, the Follower Sales Behavior Measure

(Hunter, et al., 2013) was not appropriate for my study. With this instrument, the

researcher measures the employees' perception of servant leaders by the sales and service

behaviors of the employees, instead of the leader's behaviors.

Sendjaya, Sarros, and Santora (2008) developed a preliminary instrument to

measure servant leadership behaviors. Sendjaya et al. determined six dimensions to

measure with 35 items. I chose against using this instrument for two reasons: length (35

items) and the spiritual dimension. The *transcendental spirituality* dimension has a

religiousness section with significant weight for that dimension. I abstained from

religious implications for my study. At the same time that Sendjaya et al. were

developing their scale, Liden et al. (2008) were developing the instrument of choice for

my study.

Liden et al.'s (2008) instrument was a better choice for my study. Some of the

considerations reviewed to choose Liden et al.'s instrument were (a) it was more recent

than Barbuto and Wheeler's (2006), (b) was developed taking into consideration other

known instruments, (c) the constructs are well differentiated, (d) did not put emphasis on religion, (e) the questions are clear and concise, and (f) did not require permission to use (see Appendix C). Liden et al,'s instrument is commonly used in servant leadership research. Hunter et al. (2013) used Liden et al.'s instrument to create their own Followers Sales Behavior Measure instrument. Liden et al. (2013) altered the previously created instrument (Liden et al., 2008) to create the shorter version for their most recent study.

To administer the instrument, I e-mailed a survey link with a cover letter to each of the selected HRMs. HRMs completed the 28 question survey online, rating each question by assigning a number that coincides with the Likert-type rating that represents their perception of the RSMs leadership competency. Once completed, I had access to the data through Survey Monkey® (2012). Scores for each construct within the survey were determined by calculating the mean of the scores for the four related questions. A higher score would indicate a greater presence of the servant leadership trait within the participant (Liden et al., 2008).

Included on Appendix B is the survey instrument. Liden et al. (2008) do not require permission to use the instrument for education and research (see Appendix B). The instrument is an observer-report instrument however, the questions are written with the observer as the subordinate. To fit my study, I minimally changed Liden et al.'s original survey instrument verbiage by replacing the word "my" with the word "the" since an HRM, not subordinates, completed the survey. For example, "my manager is always honest" was changed to "the manager is always honest."

Validity and Reliability of the Instrument

Internal validity testing is used to ensure that the instrument meets the minimal standard needed to conduct an interpretable study (Campbell & Stanley, 2010). Liden et al. (2008) established the seven predominant servant leadership dimensions and used recognized scale development methods to develop the instrument. For content validity, Liden et al. conducted an exploratory factor analysis pilot study with a large student sample. With content validity, the researcher demonstrates if the items on the instrument cover all the factors that need to be addressed (Simon & Goes, 2013). For the seven dimensions, the researchers compiled the four highest-ranking items for a total of a 28-item scale. Construct validity refers to the accuracy of the instrument (Yin, 2014). To validate the scale, Liden et al. conducted a confirmatory factor analysis using an organizational sample. Exploratory and confirmatory factor analysis supported the seven dimensions, thus providing evidence of construct validity.

Reliability refers to the ability to replicate the use of the instrument in future research (Yin, 2014). Liden et al. (2008) conducted two research phases and used two independent samples. The similarity of outcomes confirmed the strength of this instrument and its ability for replication. In addition, with at least three items per dimension, the researchers ensured that the questionnaire covered the requirement for internal consistency reliability (Liden et al., 2008).

Data Collection Technique

For this study, I used two data collection processes: (a) structured company record reviews, and (b) a self-administered questionnaire. The use of self-administered

questionnaires is common as a survey method when conducting quantitative studies (Field, 2014). When addressing the participant through email, the email should contain ethical information regarding privacy and confidentiality (Yin, 2014) and when the survey is expected back (Simon & Goes, 2013). The data collection process started by sending an email invitation to participate to each selected HRM that included (a) a cover letter with the URL to access the survey(s), (b) the intent to protect the participants' privacy and confidentiality, and (c) the timeline for returning the survey.

The participants' leader received an e-mail explaining the participants' involvement, the timeline, and the company executive's authorization to conduct the study. All participants received an e-mail reminder of the survey after 5 days and 10 days from the invitation e-mail. A thank you note to each participant followed after receiving the completed survey. A disadvantage of this collection technique is that participants may not answer the e-mails or may send an incomplete survey. Advantages include the ability to survey a large number of participants at a low cost and the possible quick turnaround of completed surveys.

The raters accessed the questionnaire instrument via Survey Monkey ® (SurveyMonkey, 2012). Survey Monkey® is a convenient online survey software tool. The advantage of using this tool includes the ability to collect data in a short amount of time and at no significant cost (SurveyMonkey, 2012). In addition, Survey Monkey®'s Universal Resource Locator provides easy access for the participant, improving the probability of completing the survey. Scores were averaged by construct as well as in their totality. The HRMs had up to 21 days to complete and return the survey. The

retailer's HR department personnel retained all applicable turnover data by location and provided it after appropriate authorization.

Data Analysis

The research question for this study: What is the relationship between servant leadership characteristics of putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates?

$H_0 1$: There is no relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates.

$H_a 1$: There is a relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates.

$H_0 2$: There is no relationship between putting subordinates first and RCSE turnover rates.

$H_a 2$: There is a relationship between putting subordinates first and RCSE turnover rates.

$H_0 3$: There is no relationship between helping subordinates grow and RCSE turnover rates.

$H_a 3$: There is a relationship between helping subordinates grow and RCSE turnover rates.

$H_0 4$: There is no relationship between empowering subordinates and RCSE turnover rates.

$H_a 4$: There is a relationship between empowering subordinates and RCSE turnover rates.

The three independent variables are of an ordinal scale nature as for each the measure is a 7-point Likert-type scale. For this study, I used multiple linear regression analysis, ANOVA, and the Pearson correlation coefficient factor to analyze the variables and produce inferential statistics based on the data of the completed surveys. I did not use surveys with missing data for this analysis and disqualified any survey identified as affected by a violation of the assumptions. With inferential statistics, the researcher predicts an outcome that will remain true for different populations (Simon & Goes, 2013). Using multiple regression analysis, a study can indicate the combined correlation of the dependent variable to the independent variables (Field, 2014). Using the ANOVA test, I compared the variance between the mean of the three variables to determine the significance of the differences among the variables (Green & Salkind, 2013). By adding the Pearson correlation coefficient (r), the analysis can indicate the significance of the relationship between the variables (Simon & Goes, 2013).

ANOVA testing was more appropriate than t-test because this study had multiple variables. It was also more suitable than ANCOVA and canonical correlation because I was not comparing two different groups or considering variation due to an additional source. Another correlation analysis not suitable for my study was differential analysis. A differential analysis is used when analyzing subgroups. I used the predictive analytic software SPSS to analyze the data. SPSS is a user-friendly tool used to analyze data utilizing a variety of statistical tests (Green & Salkind, 2013).

Study Validity

Achieving internal and external validity is a goal of researchers. Internal validity refers to the ability of the study to be interpreted after the experiment. Since this is a nonexperimental correlation study, threats to internal validity are not applicable. On the contrary, threats of statistical conclusion validity are of concern. There are three conditions that can affect statistical conclusion validity: (a) reliability of the instrument, (b) data assumptions, and (c) sample size.

The instrument for this study was Liden et al.'s (2008) Servant Leadership Scale for which the Liden et al. tested reliability by surveying two different population samples. By not deviating from the survey and testing constructs already developed within it, I protected the reliability of the instrument. Although only three of the seven constructs are utilized for my study, to ensure validity by eliminating variations, the participants answered all questions on the instrument. After completing data collection, I extracted the data relevant to my study.

Assumptions that could affect validity if not followed are identifying outliers, equality of variances, and normality. Assumptions may result in Type 1 or Type 2 errors. Type 1 error happens when the researcher accepts a null hypothesis that should have been rejected. Type 2 errors occur when the researcher rejects a null hypothesis that should have been accepted (Field, 2014).

A larger sample size increases the power and decreases the estimation error (Van Voorhis & Morgan, 2007). I used power analysis to calculate the needed sample size for an 80% probability of correctly rejecting the null hypothesis. In addition, by using

random sampling, I improved the external validity of the study since the sample consisted

of a heterogeneous group of managers within a large geographic area. External validity is

a term used to confirm that the study results can be extended to other populations

(Campbell & Stanley 2010).

Transition and Summary

In Section 2, I restated the purpose of this study and explained my role as the

researcher and my commitment to an ethical research process. In addition, Section 2

included detailed information about the participants, research method and design,

population sampling, and data collection. I also discussed the steps taken to improve

validity and reliability of the study.

Section 3 begins with the purpose statement and research question. The section

also contains a summary of the study including the data, analysis, and findings. After

discussing the findings, I conclude the section with the implications of my study for

social change and recommendations for future research.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this quantitative correlational study was to examine the relationship between servant leadership behaviors and RCSE turnover rates. Using multiple linear regression, I attempted to identify a possible relationships between servant leadership competencies and employee turnover. The dependent variable was RCSE turnover rates. The three independent variables were (a) putting subordinates first, (b) helping subordinates grow, and (c) empowering subordinates.

The main null hypothesis was that there is no relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates. The main alternative hypothesis was that there is a relationship between putting subordinates first, helping subordinates grow, empowering subordinates, and RCSE turnover rates. The null hypothesis was not rejected and the alternative hypothesis was rejected. The servant leadership behaviors evaluated did not significantly predict turnover.

Presentation of the Findings

In this section, I provide descriptive statistics for the variables and the multiple regression analysis. In addition, I discuss my findings, and conclude with a summary and recommendations for future research. To address the possible influence of assumption violations, I used bootstrapping with a sample of 2,000 and presented the bootstrapping 95% interval when appropriate.

Descriptive Statistics

From a total of 83 returned surveys, five were eliminated through disqualifiers. Thus, 78 participants qualified and were included in the descriptive statistics of the study variables (Table 1) and 74 answered all the questions. The average voluntary turnover of CSRE was 45%. The average rate for the grow category was 5.63, empower was 5.42, and first was 5.56. Mapping back to the Likert-like scale on the instrument, all three categories rated near half point between *slightly agree* (5) and *agree* (6).

Table 1

Means and Standard Deviations for Quantitative Study Variables (N = 78)

		Statistic	Bootstrap			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Turnover	Mean	.45	.000	.02	.42	.49
	SD	.16	-.002	.02	.13	.19
Grow	Mean	5.63	.003	.12	5.38	5.86
	SD	1.06	-.012	.10	.85	1.24
Empower	Mean	5.43	-.001	.12	5.18	5.65
	SD	1.05	-.012	.13	.79	1.28
First	Mean	5.56	.002	.11	5.35	5.78
	SD	.99	-.012	.09	.82	1.14

Note. Bootstrap results are based on 2,000 bootstrap samples

Due to the proximity of the answers, I examined the descriptive statistics for the other categories within the instrument (Table 2). Conceptual skills was 5.98, ethics was 6.23, emotional healing was 6.07, and community was 5.90. All of the remaining categories rated near *agree* (6) on the scale, higher than the variables of the study and

with smaller standard deviations. The analysis confirms my selection of the variables for

the study. The categories selected (grow, empower, and first) produced more variability

of answers or perceptions on behaviors of managers.

Table 2

Means and Standard Deviations for Remaining Categories in the Survey (N=78)

		Statistic	Bootstrap			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Conceptual	Mean	5.99	.000	.10	5.78	6.17
Skills	*SD*	.89	-.008	.09	.69	1.06
Ethics	Mean	6.23	.000	.10	6.03	6.41
	SD	.88	-.015	.11	.65	1.07
Emotional	Mean	6.07	-.002	.10	5.86	6.26
Healing	*SD*	.93	-.012	.12	.68	1.16
Community	Mean	5.90	.000	.11	5.67	6.09
	SD	.97	-.010	.09	.80	1.14

Note. Bootstrap results are based on 2,000 bootstrap samples

Test of Assumptions

The evaluation included preliminary analyses to test assumptions of

multicollinearity, outliers, normality, linearity, homoscedasticity, and independence of

residuals. Bootstrapping, using 2,000 samples enabled combating the influence of

assumption violations. The assumptions were met and no serious violations were noted.

To test whether there was collinearity in the data, I calculated the variance

inflation factor (VIF) and tolerance statistics (Table 3). The test indicated no significant

violations (grow: tolerance = .44, VIF=2.30; empower: tolerance = .38, VIF = 2.62; first: tolerance = .31, VIF = 3.23). In addition, multicollinearity was evaluated by examining the correlation coefficients among predictor variables. As depicted in Table 4, Eigenvalues were properly distributed among dimensions. Lastly, the data met the assumption of independence of residuals with a Durbin-Watson value of 1.88. With Durbin-Watson values close to 2, there are no serious violations noted (Field, 2014).

Table 3

Variability of Study Predictor Variables

Variable	Collinearity	Statistics
	Tolerance	VIF
Grow	.44	.2.30
Empower	.38	2.61
First	.31	3.23

Note. *N* = 74. Dependent Variable: Voluntary Turnover

Table 4

Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Grow	Empower	First
	1	3.96	1.00	.00	.00	.00	.00
	2	.021	13.86	.98	.04	.09	.03
1	3	.012	18.37	.01	.74	.46	.00
	4	.007	24.41	.01	.22	.45	.97

Note. *N* = 74. Dependent Variable: Voluntary Turnover

Inferential Results

To answer the research question, Is there a relationship between servant leadership behaviors of store managers and RCSE turnover rates, I used nonexperimental multiple linear regression and the Pearson correlation coefficient factor. The study consisted of determining if three independent variables, together and separately, significantly relate to employee turnover rates. Standard multiple linear regression, $\alpha = .05$ (two-tailed), calculated the significance that the servant behaviors (independent variables) of putting employees first, empowering employees, and helping employees grow and develop had in influencing turnover rates. The dependent variable was the turnover rate of CSRE. A Pearson correlation (r) determined whether relationships existed between the dependent and independent variables. There were no independent and dependent variables in correlation.

Main hypothesis. The main null hypothesis was that putting subordinates first, helping subordinates grow, and empowering subordinates would not predict RCSE turnover rates. The main alternative hypothesis was that putting subordinates first, helping subordinates grow, and empowering subordinates would predict RCSE turnover rates.

For this study, the multiple regression equation was:

$$Y = a + B_1 X_1 + B_2 X_2 + B_3 X_3 + e$$

Where:

Y = Predicted turnover rate of CSRE

A = the constant or intercept

X_1 = helps employees grow

X_2 = empowers employees

X_3 = puts employees first

Applying the multiple regression equation, if $Y < a + B_1 X_1 + B_2 X_2 + B_3 X_3$, the increase in dependent variables will inversely affect Y, reducing the turnover rate and rejecting the null hypothesis. The model equation using the values shown on Table 5 is:

turnover = .455 - .003(grow) - .012 (empower) + .014 (first)

The model as a whole was not able to significantly predict turnover, $F(3,74) = .071$, $p = .98$, $R^2 = .003$ (Table 6).

Table 5

Regression Analysis Summary for the Predictor Variables

Model		Unstandardized Coefficients		Standardized Coefficients		Bootstrap		
		B	Std. Error	Beta	Sig. (2-tailed)	95% Confidence Interval		
						Lower	Upper	
1	(Constant)	.455	.114		.000	.257	.696	
	Grow	-.003	.027	-.018	.920	-.059	.069	
	Empower	-.012	-.029	-.076	.685	-.079	.036	
	First	.014	-.034	.083	.674	-.059	.076	

Note. Bootstrap results are based on 2,000 bootstrap samples

Table 6

ANOVAᵃ

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	.01	3	.00	.07	.98ᵇ
	Residual	2.02	74	.03		
	Total	2.03	77			

[a] Dependent Variable: Voluntary Turnover

[b.] Predictors: (Constant), First, Grow, Empower

The R^2 (.003) value indicated in Table 7 indicated that approximately less than 1% of change in turnover is a variability of the linear combination of the predictor variables (putting employees first, empowering employees, and growing and developing employees). The final regression model showed that none of the independent values significantly contributed to turnover predictions. Putting employees first (beta = .083, *p* = .692), empowering employees (beta = -.076, *p* = .685), and growing and developing employees (beta = -.018, *p* = .917), all had *p* values significantly higher than .05; therefore, not having statistical significance on turnover. Thus, the null hypothesis was not rejected.

Table 7

Model Summary

Model	*R*	*R* Square	Adjusted *R* Square	Std. Error of the Estimate
1	.053ᵃ	.003	-.038	.16527

[a.] Predictors: (Constant), First, Grow, Empower

Note. Dependent Variable: Voluntary Turnover

Secondary hypotheses. The study analysis included Pearson correlation to establish if each of the independent variables (put subordinates first, grow and develop subordinates, and empower subordinates) had a significant relationship to turnover. The second hypothesis was there was no relationship between putting subordinates first and RCSE turnover rates. The alternative hypothesis was that there is a relationship between putting subordinates first and RCSE turnover rates. The positive slope for first (0.14) as a predictor of turnover indicated that turnover could increase in proportion by about 1.4% for a 1-point increase in first. However, the p-value of .692 indicates that subordinates first has no significant correlation to turnover rate.

Continuing to test servant leadership behaviors individually, the third hypothesis was that there was no relationship between helping subordinates grow and RCSE turnover rates. The alternative hypothesis was that there was a relationship between helping subordinates grow and RCSE turnover rates. The negative slope for grow (-.003) as a predictor of turnover indicated that turnover could decrease in proportion by less than 1% for a 1-point increase in grow. However, the p-value of .917 indicated that helping subordinates grow has no significant correlation to turnover rate.

The last hypothesis was that there was no relationship between empowering subordinates and RCSE turnover rates. The alternative hypothesis was that there was a relationship between empowering subordinates and RCSE turnover rates. The negative slope for empower (-.012) as a predictor of turnover indicated that turnover could decrease in proportion by about 1% for a 1-point increase in empower. However, the p-

value of .685 indicated that empowering subordinates had no significant correlation to turnover rate.

Table 8 depicts the Pearson correlation analysis. The analysis identified if the coefficient is close to +1 or -1, indicating a close relationship between variables and the direction of that relationship (Field, 2014). All independent variables exhibited medium positive correlation to each other with values between zero and 1. All independent variables, individually, showed a minimal correlation to turnover with values close to zero.

Table 8

Pearson Correlation Coefficients Among Study Predictor Variables

Variable	Turnover	*SD*	Grow	Empower	First
Turnover	1.00		-.01	-.02	.01
Grow	-.01	.47	1.00	.66	.74
Empower	-.02	.42	.66	1.00	.77
First	.01	.47	.74	.77	1.00

Note. N = 78. No significance identified between independent variables.

Analysis summary. The purpose of this quantitative correlational study was to examine the relationship between servant leadership behaviors and RCSE turnover rates. Using nonexperimental multiple linear regression and the Pearson correlation coefficient factor, I examined whether the three independent variables, together and separately, significantly relate to employee turnover rates. The three independent variables were (a)

putting subordinates first, (b) helping subordinates grow, and (c) empowering subordinates. The evaluation included preliminary analyses to test assumptions of multicollinearity, outliers, normality, linearity, homoscedasticity, and independence of residuals. Bootstrapping, using 2,000 samples, enabled combating the influence of assumptions violations. The assumptions were met, and no serious violations were noted. The model as a whole was not able to predict turnover, $F(3,74) = .071$, $p = .98$, $R^2 = .003$. The null hypothesis was not rejected, and the alternative hypothesis was rejected. In addition, the analysis exposed that none of the independent variables (first beta = .083, $p = .692$, empower beta = -.076, $p = .685$, grow beta = -.018, $p = .917$) significantly contributed to turnover predictions. The store managers' servant leadership behaviors evaluated, whether together or separate, did not significantly RCSE turnover rates.

Theoretical conversation on findings.

The theoretical framework used for the study was the servant leadership theory (Greenleaf, 1977) based on the assumption that the caring and altruistic approach of the leader could earn the loyalty of the employees. *Fortune* 100 companies listed servant leadership as a core business value (Hunter et al., 2013). Since followers tend to emulate the servant actions of their leaders and become servant as well (Liden et al., 2013), servant leadership seemed appropriate for retail environments. However, there is disagreement regarding the usefulness of servant leadership in the retail industry. A servant leadership style may not be as useful for retail front-line managers to motivate and retain employees (McDermott, 2013). Reducing employee turnover is essential to reduce operational costs in retail (Martin et al., 2012) and minimize impact on sales

(Ferreira & Almeida, 2015). Thus, using three of Liden's (2008) identified constructs for servant leadership, I attempted to establish if there was a relationship between the servant leader behaviors of RSM and RCSE turnover rate.

The study conducted did not establish a relationship between servant leadership behaviors of retail managers and the turnover of RCSE. The results were consistent with Martin et al.'s (2012) study that concluded that socio-economical factors, like pay and scheduling, affect the employees' intention to leave and are better addressed through other leadership styles. In addition, employee culture and background affects the employees' perception of the leader's servant leadership behaviors (Ayman & Korbik, 2010; Mittal & Dorfan, 2012). Since entry-level retail positions tend to be highly diverse, such diversity might affect the reaction to a servant leadership style.

For the study, I also evaluated the individual relationship that the constructs of putting employees first, grow and develop employees, and empower employees had on retail turnover rates. The results demonstrated no significance in how any of the constructs affected turnover. Maslow's (1987) theory supports the phenomenon by explaining that employees are motivated differently depending on their level of need. Entry-level employees are lower in Maslow's pyramid. Retail employees probably have to fulfill basic needs such as shelter. They may not be motivated by servant leaders' behaviors that are congruent with needs higher in Maslow's pyramid such as esteem and self-actualization.

Applications to Professional Practice

This study was of value to the practice of business because it may contribute to the leadership body of knowledge by clarifying if a retail managers' servant leadership style is effective in reducing RCSE turnover. Leaders at all levels may gain insight by comparing their feelings about the use of certain servant leadership constructs against the finding of this study. Business practitioners will also gain from the study results by learning that servant leadership constructs have no significant effect on reducing retail employee turnover rates and thus, operational costs. This study may also help HR professionals recruit leaders with the desired skills and develop leadership skills training programs that are more relevant to the needs of retail managers. Retail managers lead entry level employees that may be more motivated by other leadership behaviors than those typical of servant leaders. Servant leadership is an excellent leadership style commonly used by CEOs and at higher levels of the organization (Hunter et al., 2013 & McDermott et al., 2013). However, the motivation that drives professionals to satisfaction and tenure with the company, as discovered in this study, may not be as impactful for a retail employee. Retail employees, due to socio-economic reasons or working conditions, may be driven by other tangible factors like pay and benefits, promotion opportunities, schedules, and job security. Although engaged by altruistic feelings, the decision to stay or leave may stem from pragmatic reasons. In addition, the retail environment is busy and fast-paced, filled with short and quick interactions rather than prolonged, thoughtful conversations. With a large ratio of employees to managers, a servant leader may not have the time to develop the rapport that would lead employees to stay based on

emulating the leader or believing in the leader's intentions. Servant leader behaviors might successfully drive employee morale, but not drive employee commitment or decision to stay.

Implications for Social Change

Leaders may realize that one leadership style does not apply to all levels and types of employees. Through awareness and training, the retail manager may develop needed leadership skills for their current situation, creating a better working atmosphere for employees. Managers' new skills may have implications for positive social change including the potential for employees to (a) remain with the same employer longer, (b) gain opportunities for benefits, and (c) increased advancement opportunities. Also included is the potential for retail managers to grow and advance as they become aware of leadership skills that are effective to retain their employees. This potential for growth and longer-term employment may lead to a more stable local economy and better employee behavior as attitudes towards learning and improved performance change (Tang, Liu, Oh, & Witz, 2013).

Recommendations for Action

This study provided information suitable to recommend actions. Store managers face many challenges, including high turnover, as they try to run profitable retail stores (Mekraz & Gundala, 2016). When HR professionals recruit talent or develop leadership training for store managers, they should consider not the most popular leadership style, but the more applicable skills for a retail environment. As evidenced in this study, servant leadership skills may not be the most relevant for store managers leading entry-level

customer service employees. In the study, servant leadership behaviors such as putting the employees' interests first, growing and developing employees, and empowering employees did not have a significant effect in the turnover rates of the retail stores evaluated. Based on the findings of this research study, HR should determine the leadership skills that are effective to lead in retail environments, recruit based on the identified skills, and develop the appropriate training material for the store managers. I intent to disseminate the results of this study through a future article submitted to a scholarly journal.

Recommendations for Further Research

A limitation of the study was that only three of seven constructs within the servant leadership rating tool make the variables for the study. Future research could consider all constructs as variables and analyze if specific constructs or the overall servant leader score can be related to turnover rates. Another limitation was that the HRMs' perception of the retail manager dictates the servant leadership rating assigned. Future research could consist of employees rating their managers' servant leadership behaviors and include questions related to current employees' intention to leave.

A third limitation was whether the managers had significant direct interaction with each terminated employee to affect their decision to leave. Future research could add validity by extracting turnover for only those employees directly supervised by the manager for a specific period. A fourth limitation was that all the managers belonged to the same retailer. Future studies could broaden the scope to include managers from various retailers. Lastly, future research could compare variables of two different

leadership styles or various diverse factors of the population against turnover data to determine if leadership styles yield different turnover results for diverse populations.

Reflections

The experience during the DBA doctoral study process has been one of growth and reflection. There is vast research on leadership theories and agreement on the need for leaders to engage the workforce and optimize sales. There are also many points of views on the success of different leadership styles. The literary review provided the platform to analyze in depth different leadership styles and compare the studies made by scholars before me. The more I searched, the more it became evident that there is not one perfect solution for great leadership. Among other factors, leadership is dependent of the organization climate. The organizational climate includes various existing jobs, level of education, age, gender, personality of the leaders, levels of satisfaction, and stress factors (Blumberga & Austruma, 2015). The challenge for scholars and business practitioners is finding the best leadership style or combination of leadership skills that will better suit the particular organization and levels within it. Reading about many companies adopting servant leadership as their preferred style (Hunter et al., 2013) sparked my curiosity. I pondered if servant leadership was as applicable at all levels of the organization and if servant leaders have more success retaining retail employees. I also pondered if retail employees are driven by the altruistic intentions of the leader or prefer to have clear, tangible direction solidified by a reward system. Through the literature review on leadership, I also studied motivational factors and causes of turnover to have a better understanding of some of the variables that could be affected by leadership.

I appreciated the opportunity to conduct this study. The research experience challenged my assumptions and expanded my comprehension of research methods and designs. I nurtured admiration and respect for the dedication of scholars and the detailed research they conduct to ensure quality materials for others to build upon. Finally, the research experience provided an enhanced appreciation of the need to apply research principles and standard practices to address important business problems.

Summary and Study Conclusions

In the retail industry, store managers are expected to have the skills to manage all aspects of their stores and remain profitable. Staffing and payroll expenses are challenging, exacerbated by the high turnover rates typical of the industry. To prepare the store managers, the focus is on training for management skills (Mekraz & Gundala, 2016). However, leadership skills are becoming critical, as managers need to learn to lead and motivate in an organizational climate with a highly diverse workforce. Considering the limited resources for recruiting and training, HR professionals need to be cautious of popular overall leadership styles. The recruiting tools and leadership training should focus on the skills that will be most beneficial to engage, motivate and retain a diverse entry-level workforce in a fast-paced, highly transactional environment.

References

Ahearne, M., Haumann, T., Kraus, F., & Wieseke, J. (2013). It's a matter of congruence: How interpersonal identification between sales managers and salespersons shapes sales success. *Journal of the Academy of Marketing Science*, *41*(6), 625–648. doi:10.1007/s11747-013-0333-x

Amatucci, F., & Swartz, E. (2010). Through a fractured lens: Women entrepreneurs and the private equity negotiation process. *Journal of Developmental Entrepreneurship, 16*(3), 333–350. doi:10.1142/S1084946711001872

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current analysis. *Journal of Applied Psychology*, *98*, 268–309. doi:10.1037/a003072

Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist, 65*(3), 157–170. doi:10.1037/a0018806

Baghurst T., Chapman T., & Holmes, P. (2013). Employee job embeddedness: Why people stay. *International Journal of Business Management and Economic Research, 4*(5), 802–813. Retrieved from http://www.ibjmer.com

Bailey, L. (2013). The origin and success of qualitative research. *International Journal of Market Research, 56*(2), 167–184. doi:10.2501/IJMR-2014-013

Bakker, A. B., ten Brummelhuis, L. L., & Demerouti, E. (2011). Work engagement performance, and active learning: The role of conscientiousness. *Journal of Vocational Behavior, 80,* 555–564. doi:10.1016/j.jvb.2011.08.008

Bande, B., Fernandez-Ferrin, P., Varela, J., & Jaramillo, F. (2014). Emotions and salesperson propensity to leave: The effects of emotional intelligence and

resilience. *Industrial Marketing Management, 44,* 142-153.

doi:10.1016/j.indmarman.2014.10.0110019-8501

Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarifications

of servant leadership. *Group Organization Management, 31*(3), 300–326.

doi:10.1177/105960106287091

Barrett, J., & Bourke, J. (2013). Managing for inclusion: Engagement with an aging

workforce. *Employment Relations Record, 13*(1)*,* 13–24. Retrieved from

http://www.iera.net.au

Beck, C. D. (2014). Antecedents of servant leadership: A mixed methods study. *Journal*

of Leadership & Organizational Studies, 21(3), 299–314.

doi:10.1177/1548051814529993.

Belen, B., Fernández-Ferrín, P., Varela, J., & Jaramillo, F. (2015). Emotions and

salesperson propensity to leave: The effects of emotional intelligence and

resilience. *Industrial Marketing Management, 44*, 142–453.

doi:10.1016/j.indmarman.2014.10.011.

Blumberga, S., & Austruma, S. (2015). Psychological climate, leadership style and

workplace stress at fuel and retail company. *Journal of Business Management, 9,*

56–62. Retrieved from hhtp://www.jbm.com

Boone, J. B., Mckechnie, S., & Swanberg, J. (2011). Predicting employee engagement in

an age diverse retail workforce. *Journal of Organizational Behavior*, *32*(2), 172–

196. doi:10.1002/job.681

Brown, C. (2014). The effects of emotional intelligence and leadership style on sales

performance. *Economics Insights- Trends and Challenges, 66*(3), 1–14. Retrieved

from http://www.economicinsights.com

Campbell, D. T., & Stanley, J. (2010). *Experimental and quasi-experimental designs for

research* (Laureate Education, Inc., custom ed.). Mason, OH: Cengage Learning.

Carter, D., & Baghurst, T. (2014). The influence of servant leadership on restaurant

employee engagement. *Journal of Business Ethics, 124*, 453–464.

doi:10.1007/s10551-013-1882-0

Chattaraman, V., Gilbert, J. E., Kwon, W., & Shim, S. I. (2012). Virtual sales associates

for mature consumers: Technical and social support in e-retail service

interactions. *Clothing and Textiles Research Journal, 30*, 232–248.

doi:10.1177/0887302X12456903

Cho, Y. N., Rutherford, B. N., & Park, J. (2013). The impact of emotional labor in a retail

environment. *Journal of Business Research*, *66*, 670–677.

doi:10.1016/j.jbusres.2012.04.001

Christensen, L., Mackey, A., & Whetten, D. (2014). Taking responsibility for corporate

social responsibility: The role of leaders in creating, implementing, sustaining, or

avoiding socially responsible firm behaviors. *Academy of Management

Perspectives, 28*(2), 164–178. doi:10.5465/amp.2012.0047

Davila, A., & Elvira, M. M. (2012). Humanistic leadership: Lessons from Latin America.

Journal of World Business, 47(2012), 548–554. doi:10.1016/j.jwb.2012.01.008

DeCaro, F., DeCaro, N., & Bowen-Thompson, F. O. (2010). An examination of

  leadership styles of minority business entrepreneurs: A case study of public

  contracts. *Journal of Business and Economic Studies, 16*(2), 72–78. Retrieved

  from http://www.nbea.us

Derr, C. L. (2012). Ethics and leadership. *Journal of Leadership, Accountability and*

  Ethics, 9(6), 66–71. Retrieved from www.na-

  businesspress.com/JLAE/DerrCL_web9_6_pdy

Dike, D. W. (2012). Changes in the roles of supervisors in managerial leadership

  theories: An historical perspective. *International Journal of Management, 29*(3),

  189–194. doi:79369395

Drennan, F., & Richey, D. (2012). Skills-based leadership: The first-line supervisor part

  I. *Professional Safety, 57*(2), 59–63. Retrieved from http://www.asse.org

Dzuranin, A. C., Shortridge, R. T., & Smith, P. A. (2012). Building ethical leaders: A

  way to integrate and assess ethics education. *Journal of Business Ethics, 115,*

  101–114. doi:10.1007/s10551-012-1371-x

Eagly, A. H., & Chin, J. L. (2010). Diversity and leadership in a changing world.

  American Psychologist, 65(3), 216–224. doi:10.1037/a0018957

Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-

  level organizational citizenship behavior. *Journal of Personnel Psychology, 57,*

  61–94. doi:10.1111/j.1744-6570-2004.tb02484.x

Ellemers, N., Rink, F., Derks, B., & Ryan, M. K. (2012). Women in high places: When

  and why promoting women into top positions can harm them individually or as a

group. *Research in Organizational Behaviors, 32*, 163–187.

doi:10.1016/j.riob.2012.10.003

Erlingsson, C., & Brysiewicz, P. (2013). Orientation among multiple truths: An

introduction to qualitative research. *African Journal of Emergency Medicine, 3,*

92–99. doi:10.1016/j.afjcm.2012.04.005

Ferreira, L. C., & Almeida, C. B. (2015). Employee turnover and organizational

performance: A study of the Brazilian retail sector. *Brazilian Business Review,*

12(4), 27–56. Retrieved from http://www.bbronline.com.br

Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Vazire, S., & West, S. G.

(2013). Improving the dependability of research in personality and social

psychology recommendations for research and educational practice. *Personality*

and Social Psychology Review, *18*(1) 3–12. doi:1088868313507536

Gonos, J., & Gallo, P. (2013). Model for leadership style evaluation. *Management:*

Journal of Contemporary Management Issues, 18(2), 157–168. Retrieved from

http://www.efst.hr/management

Goud, V. M., Goud, V. R., & Kumar, M. G. (2014). Employee engagement practices in

organized retail outlets (An empirical study with respect to Kurnool Town).

Global Journal of Finance Management, 6, 697–700. Retrieved from

http://www.ripublication.com

Green, S., & Salkind, N. (2013). *Using SPSS for Windows and Macintosh: Analyzing and*

understanding data. Boston, MA: Pearson

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate*

power and greatness. Mahwah, NJ: Paulist Press

Guay, R. P. (2013). The relationship between leader fit and transformational leadership. *Journal of Managerial Psychology, 28*(1), 55–73. doi:10.1108/02683941311298869

Harrison, S., & Gordon, P. A. (2014). Misconceptions of employee turnover: Evidence based information for the retail grocery industry. *Journal of Business & Economics Research*, *12*(2), 145–152. Retrieved from http://www.cluteinstitute.com/ojs/index.php/JBER/article/view/8528/8535

Hoch, J. (2014). Shared leadership, diversity, and information sharing teams. *Journal of Managerial Psychology, 29*(5), 541–564. doi:10.1108/JMP-02-2012-0053

Hu, J., & Liden, R. (2015). Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness. *Academy of Management Journal, 58*(4), 1102–1127. doi:10.5465/amj.2012.1142

Hunter, M., Neubert, M., Perry, J., Witt, L., Penney, L., & Weinberger, E. (2013). Servant leaders inspire servant followers: Antecedents and outcomes for employees and the organization. *Leadership Quarterly*, *24*(2), 316–331. doi:10.1016/j.leaqua.2012.12.001

Jansson, N. (2013). Organizational change as practice: A critical analysis. *Journal of Organizational Change Management, 26*(6), 1003–1019. doi:10.1108/JOCM-09-2012-0152

Jaramillo, F., Bande, B., & Varela, J. (2015). Servant leadership and ethics: A dyadic examination of supervisor behaviors and salesperson perceptions. *Journal of*

Personal Selling and Sales Management, 35(2), 108–124.
doi:10.1080/08853134.2015.1010539

Kelley, K., & Glavas, A. (2014). The effects of perceived corporate social responsibility on employee attitudes. *Business Ethics Quarterly, 24*(2), 165–202. doi:105840/beq20143206

Khan, M., Khan, I., Qureshi, Q., Khan, R., Jan, F., & Khan, A. (2015). Diversity in the leadership style: A global view. *Journal of Information and Knowledge Management, 5*(1), 48–52. Retrieved from http://www.iiste.org

Kim, Y., Lee, D., Lee, Y., & Son, M. H. (2011). Do emotions play a mediating role in the relationship between owner leadership styles and manager customer orientation and performance in service environment? *International Journal of Hospitality Management, 30,* 942–952. doi:10.1016/j.ijhm.2011.02.002

Korschun, D., Bhattacharya, C. B., & Swain, S. D. (2014). Corporate social responsibility, customer orientation, and the job performance of frontline employees. *American Marketing Association, 78,* 20–37. Retrieved from http://www.AMA.org

Koskei, B., & Simiyu, C. (2015). Role of interviews, observation, pitfalls and ethical issues in qualitative research methods. *Journal of Educational Policy and Entrepreneurial Research, 2*(3), 108–117. Retrieved from http://www.jeper.org

Kumar, R., & Sia, S. K. (2012). Employee engagement: Explicating the contribution of work. *Journal of Labour Studies, 37*(1)*,* 31–43. doi:10.1177/0258042x1103700104

Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science:

    A practical primer for t-tests and ANOVAs. *Frontiers in Psychology*, *4,* 863.

    doi:10.3389/fpsyg.2013.00863

Lazo, A., & Strider, S. H. (2015). Preparing students to be ethical decision makers.

    International Journal of Research in Social Sciences, 5(1), 388–409. Retrieved

    from http://www.ijrma.us

Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design* (10th

    ed.). Upper Saddle River, NJ: Pearson Education.

Li, A., & Tan, H. (2013). What happens when you trust your supervisor? Mediators of

    individual performance in trust relationships. *Journal of Organizational Behavior,*

    34(3), 407–425. doi:10.1002/job.1812.

Liden, R. (2012). Leadership research in Asia: A brief assessment and suggestions for the

    future. *Asia Pacific Journal of Management, 29,* 205–212. doi:10.1007/s10490-

    011-9276-2

Liden, R., Wayne, S., Liao, C., & Meuser, J. (2014). Servant leadership and serving

    culture: Influence on individual and unit performance. *Academy of Management*

    Journal, 56(6), 1434–1452. doi:10.5465/amj.2013.0034

Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Development of a

    multidimensional measure and multilevel assessment. *Leadership Quarterly, 19,*

    161–177. doi:10.1016/j.lequa.2008.01.006

Martin, J., Sinclair, R., Lelchook, A., Wittmer, J., & Charles, K. (2012). Non-standard

    work schedules and retention in the entry-level hourly workforce. *Journal of*

Occupational and Organizational Psychology, 85, 1–22.

doi:10.1348/096317910x526803

Maslow, A. (1987). *Motivation and personality* (3rd ed.). New York, NY: Harper &
Row.

McDermott, A., Conway, E., Rousseau, D., & Flood, P. (2013). Promoting effective
psychological contracts through leadership: the missing link between HR strategy
and performance. *Human Resource Management, 52*(2), 289–310.
doi:10.1002/hrm.21529

Mekraz, A., & Rao Gundala, R. (2016). Leadership style and retail store performance: A
case study of discount retail chain. *Journal of Business and Retail Management
Research, 10*(2), 1–10. Retrieved from http://jbrmr.com

Mittal, R., & Dorfman, P. (2012). Servant leadership across cultures. *Journal of World
Business, 47*, 555–570. doi:10.1016/jjwb.2012.01.009

Monesson, E. (2013). The benefits of an anabolic culture: Understanding your leadership
style and its effect on employees. *CPA Practice Management Forum, 9*(8), 10–12.
Retrieved from http://www.PRCounts.com

Morhart, F., Herzog, W., & Tomczak, T. (2011). Turning employees into brand
champions: Leadership style makes a difference. *GFK-Marketing Intelligence
Review, 3*(2), 35–43. Retrieved from http://www.degruyter.com

Murrell-Jones, M. L. (2012). A spiritually based leadership approach in the retail
environment to assist with the challenges of employee morale and retention.

Journal of Business and Retail Management Research, 7(1), 1–11. Retrieved from http://www.jbrmr.com

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1978). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Bethesda, Md.: Author

Ng, E. S., & Sears, G. (2012). CEO leadership styles and the implementation of organizational diversity practices: Moderating effects of social values and age. *Journal of Business Ethics, 105*(2012), 41–52. doi:10.1007/s10551-011-0933-7

Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage Publications.

Oladapo, V. (2014). The impact of talent management on retention. *Journal of Business Studies Quarterly, 5*(3), 20–36. Retrieved from http://www.jbsq.org

Park, T., & Shaw, J. D. (2013). Turnover rates and organizational performance: A meta-theories, research, and future directions. *Annual Review of Psychology, 60*(1), 421–449. doi:10.1146/annurev.psych.60.110707.163621

Parris, D., & Peachey, J. (2012). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics, 113*(3), 377–393. doi:10.1007/s10551-012-1322-6

Pasca, R., & Wagner, S. L. (2012). Occupational stress, mental health and satisfaction in the Canadian multicultural workforce. *Social Indicators Research, 109,* 377–393. doi:10.1007/s11205-011-9907-5

Pierro, A., Raven, B., Amato, C., & Belanger, J. (2013). Bases of social power, leadership styles, and organizational commitment. *International Journal of Psychology, 48*(6), 1122–1134. doi:10.1080/00207594.2012.733398

Rao, U. (2012). Concepts in sample size determination. *Indian Journal of Dental Research, 23*(5), 660–664. doi:10.4103/0970-9290.107385

Reed, L., Vidaver-Cohen, D., & Colwell, S. (2011). A new scale to measure executive servant leadership: Development, analysis, and implications for research. *Journal of Business Ethics, 101*, 415–434. doi:10.1007/x10551-010-0729-1

Rizwan, M., Saeed, I., Sikander, S., & Waseem, M. (2014). The relationship of turnover intention with job satisfaction, job performance, leader member exchange, emotional intelligence and organizational commitment. *International Journal of Learning and Development, 4*(2), 242–256. doi:10.5296/ijld.v4i2.6100

Roberts, L. (2015). Ethical issues in conducting qualitative research in online communities. *Qualitative Research in Psychology, 12*(3), 314–325. doi:10.1080/14780887.2015.1008909

Sardeshmukh, S. R., Sharma, D., & Golden, T. D. (2012). Impact of telework on exhaustion and job engagement: A job demands and job resources model. *New Technology, Work & Employment, 27*(3), 193–207. doi:10.1111/j.1468-005X.2012.00284.x

Schullery, N. M. (2013). Workplace engagement and generational differences in values. *Business and Professional Communication Quarterly, 76*(2), 252–265. doi:10.1177/1080569913476543

Schwepker, C. H., & Schultz, R. J. (2015). Influence of the ethical servant leader and

ethical climate on customer value enhancing sales performance. *Journal of

Personal Selling and Sales Management, 35*(2), 93–107.

doi:10.1080/08853134.2015.1010537

See-Kwong, G., & Zhen-Jie, B. L. (2013). The influence of servant leadership towards

organizational commitment: The mediating role of trust in leaders. *International

Journal of Business and Management, 9*(1), 17–25. Retrieved from

http://www.ccsenet.org/ijbm

Sendjaya, S., Sarros, J., & Santora, J. (2008). Defining and measuring leadership

behavior in organizations. *Journal of Management Studies, 45*(2), 402–424.

doi:10.111/j.1467-6486.2007.00761.x

Simon, M. K., & Goes, J. (2013). *Dissertation and scholarly research: Recipes for

success.* Seattle, WA: Dissertation Success, LLC.

Smit, A. (2013). Responsible leadership development through management education: A

business ethics perspective. *African Journal of Business Ethics, 7*(2), 45–51.

doi:10.4103/1817-7417.123078

Sun, P. (2013). The servant identity: Influences on the cognition and behavior of servant

leaders. *Leadership Quarterly, 24,* 544-557. doi:10.1016/j.lequa.2013.03.008

Susomrith, P., Brown, A., Scott, G., & Sitlington, H. (2013). Generational differences

and Fly-In-Fly-Out (FIFO) employee turnover. Retrieved from

http://ro.ecu.edu.au/ecuworks2013/244

Tabachnik, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). New

York, NY: Pearson

Tang, C., Liu, Y., Oh, H., & Witz, B. (2013). Socialization tactics of new retail employees: A pathway to organizational commitment. *Journal of Retailing, 90*(1), 63–73. doi:10.1016/j.jretail.2013.11.002

Tebeian, A. (2012). How to improve employee motivation and group performance through leadership-conceptual model. *Annals of the University of Oradea, Economic Science Series, 21*(1), 1092–1097. Retrieved from http://www.anale.steconomiceuoradea.ro/en/

Tucker, H. G. (2014). *Age and work experience influence on job and organizational engagement in the retail sector* (Doctoral Dissertation, University of Michigan). Retrieved from http://search.proquest.com/docview/1611246480?accountid=31567

Van Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics, 128,* 119–131. doi:10.1007/s10551-014-2085-z

Van Voorhis, C. R. W., & Morgan, B. L. (2007). Understanding power and rules of thumb for determining sample sizes. *Tutorials in Quantitative Methods for Psychology*, *3*(2), 43–50. Retrieved from: http://tqmp.org

VanderPal, G., & Ko, V. (2014). An overview of global leadership: Ethics, values, cultural diversity and conflicts. *Journal of Leadership, Accountability and Ethics, 11*(3), 166–179. Retrieved from http://www.na-businesspress.com/JLAE

Vlachos, P. A., Panagopoulos, N. G., & Rapp, A. A. (2013). Feeling good by doing good:

Employee CSR-induced attributions, job satisfaction, and the role of charismatic leadership. *Journal of Business Ethics, 118,* 577–588. doi:10.1007/s10551-012-1590-1

Wallace, J., & Gaylor, K. (2012). A study of the dysfunctional and functional aspects of voluntary employee turnover. *SAM Advanced Management Journal, 77*(3), 1–9. Retrieved from http://www.SAM-Advanced-Management_Journal.com

Wang, D., & Hsieh, C. (2013). The effect of authentic leadership on employee trust and employee engagement. *Social Behavior & Personality: An International Journal*, *41*(4), 613–624. doi:10.2224/sbp.2013.414

Ubani, T. O. (2015). *Nurse-physician communication tools to enhance use of nursing evidence-based protocols.* (Doctoral dissertation, Walden University). Retrieved from http://www.walden.edu

Yin, R. K. (2014). *Case study research: Design and methods*. Washington, DC: Sage Publications

Zhou, Y., & Miao, Q. (2014). Servant leadership and affective commitment in the Chinese public sector: The mediating role of perceived organizational support. *Psychological Reports: Psychology and Marketing, 115*(2), 381–395. doi:10.2466/01.21.PRO.115c23z4

Appendix A: Confidential Agreement

CONFIDENTIALITY AGREEMENT

Name of Signer: Beatriz Rodriguez

During the course of my activity in collecting data for this research: Leadership Competencies and Turnover, I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: _(signature)_   **Date:** 11/9/2015

Appendix B: Survey Instrument and Permission

Servant Leadership Scale
Version Attached: Full Test
PsycTESTS Citation:
Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant Leadership Scale [Database record].
Retrieved from PsycTESTS. doi: http://dx.doi.org/10.1037/t04900-000
Instrument Type:
Rating Scale
Test Format:
Responses are scaled from 1 (strongly disagree) to 7 (strongly agree).
Source:
Supplied by author.
Original Publication:
Liden, Robert C., Wayne, Sandy J., Zhao, Hao, & Henderson, David (2008). Servant leadership: Development of a
multidimensional measure and multi-level assessment. The Leadership Quarterly, Vol 19(2), 161-177. doi:
10.1016/j.leaqua.2008.01.006
Permissions:
Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher.

Servant Leadership
Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership:
       Development of a multidimensional measure and multilevel assessment.
       Leadership Quarterly, 19, 161-177.
****
****
Section A. In the following set of questions, think of
_____, your immediate supervisor or manager
(or team leader); that is, the person to whom you report directly and who rates your
performance. If the person listed above is not your immediate supervisor, please notify a
member of our research team.
Please select your response from Strongly Disagree = 1 to Strongly Agree = 7 presented
below and enter the corresponding number in the space to the left of each question.
****
****

Strongly Disagree Disagree Slightly Disagree Neutral Slightly Agree Agree Strongly Agree
        1   2   3   4   5   6   7

_____1. My manager can tell if something is going wrong.

_____2. My manager gives me the responsibility to make important decisions about my job.

_____3. My manager makes my career development a priority.

_____4. My manager seems to care more about my success than his/her own.

_____5. My manager holds high ethical standards.

_____6. I would seek help from my manager if I had a personal problem.

_____7. My manager emphasizes the importance of giving back to the community.

_____8. My manager is able to effectively think through complex problems.

_____9. My manager encourages me to handle important work decisions on my own.

_____10. My manager is interested in making sure that I achieve my career goals.

_____11. My manager puts my best interests ahead of his/her own.

_____12. My manager is always honest.

_____13. My manager cares about my personal well-being.

_____14. My manager is always interested in helping people in our community.

_____15. My manager has a thorough understanding of our organization and its goals.

_____16. My manager gives me the freedom to handle difficult situations in the way that I feel is best.

_____17. My manager provides me with work experiences that enable me to develop new skills.

_____18. My manager sacrifices his/her own interests to meet my needs.

_____19. My manager would not compromise ethical principles in order to achieve success.

2

_____20. My manager takes time to talk to me on a personal level.

_____21. My manager is involved in community activities.

_____22. My manager can solve work problems with new or creative ideas.

_____23. When I have to make an important decision at work, I do not have to consult my manager first.

_____24. My manager wants to know about my career goals.

_____25. My manager does whatever she/he can to make my job easier.

_____26. My manager values honesty more than profits.

_____27. My manager can recognize when I'm down without asking me.

_____28. I am encouraged by my manager to volunteer in the community.

Item Key

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering: our items
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and. Item #3 is adapted from Ehrhart, PPsych, Spring, 2004
4, 11, 18, 25	Servant Leadership Putting subordinates first. Items #11 and #18 adopted from Barbuto & Wheeler, paper under review at G&OM.

5, 12, 19, 26	Servant Leadership: Behaving. Item #5 is adapted from Ehrhart, PPsych, Spring, 2004.
6, 13, 20, 27	Servant Leadership: Emotional healing
7, 14, 21, 28	Servant Leadership: Creating value for the community. Item #7 is adopted from Ehrhart, PPsych, Spring, 2004

Servant Leadership Scale

Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multilevel assessment. *Leadership Quarterly, 19*, 161-177.