

2020

Mediating Effect of Transformational and Servant Leadership on Perceptions of Management Bullying

Wilsa Desir
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Walden University

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Wilsa Desir

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Walden University
2020

Abstract

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Management Bullying

by

Wilsa Desir

MBA Walden University, 2003

BA, Iona College, 1995

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial/Organizational Psychology

Walden University

September 2020

Abstract

Bullying by workplace organizational leadership will continue to present challenges until organizations adopt tools to identify feasible policies, programs, and solutions that can bridge the gap between oppressed employees and their organizations. The purpose of this quantitative cross-sectional study was to examine the effects of transformational and servant leadership on organizational commitment and the mediating effect of management bullying in the workplace. The investigation was guided by the 3-component model (TCM) of organizational commitment, Burns's conceptual framework on transformational leadership, and Greenleaf's theory on servant leadership. Survey data were collected from 134 participants recruited via social media and snowball sampling. Results from multiple regression analyses indicated no significant relationships for transformational leadership regarding the TCM model and bullying. Findings also showed no significant effect of servant leadership on normative commitment and bullying. However, servant leadership was found to have a significant impact on affective and continuance commitment. Findings may influence leaders' practices and organizational culture as servant or transformational behaviors are adopted and applied leading to positive social change.

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Dedication

I dedicate this dissertation to one of my biggest supporters, the late Gregory Coad. Thank you for being present and encouraging when I wanted to give up. Thank you for listening to my thoughts when I felt discouraged to continue in this journey. Thank you for taking me out to countless dinners after receiving good grades and for believing in me until the end. I miss you so much and know that wherever you are, you will always be my greatest cheerleader.

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Finally, as I write these final few sentences, I joyfully acknowledge God, who played a key role in inspiring my learning and giving me the strength to keep going despite life challenges and traumas that I experienced during this process. I have always felt your unconditional support and love and would not have been able to finish this journey without your impact. Last, I would like to thank my doctoral cohorts, whom I have befriended and will forever be linked with. I thank each one of you guys for your enormous contributions to this journey.

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Chapter 1: Introduction to the Study

Negligent practices from leaders of organizations contribute to bullying behavior and perceived organizational support of it (Brunetto, Xerri, Shacklock, Farr-Wharton, & Farr-Wharton, 2016). Researchers have supported the idea that servant leadership and transformational leadership are sound models with competitive advantages for positive outcomes (Dussault & Frenette, 2015; Dust, Resick, & Mawritz, 2014; Effelsberg, Solga, & Gurt, 2014; Gotsis & Grimani, 2016). Transformational leadership and servant leadership are thought to reduce bullying behavior by promoting desired methods of achieving organizational commitment (Dussault & Frenette, 2015; Gigliotti & Dwyer, 2016). The leadership strategies of both approaches create a work environment of satisfied employees who exhibit loyalty to their organizations (Bayram & Dinç, 2015; Chiniara & Bentein, 2016; Mathieu, Lacoursière, & Raymond, 2015). This suggests that transformational and servant leadership styles are effective strategies for enhancing employee satisfaction and productivity, and they can be implemented to positively affect employee attitudes as well as leadership effectiveness against bullying.

This study was designed to examine the dimensions of transformational and servant leadership's influence on organizational commitment using the three-components (affective, normative, and continuance) model. I examined the direct effects of both leadership styles, as well as the mediating effect of workplace bullying for transformational and servant leadership. Shurbagi (2014) suggested that the use of transformational and servant leadership styles had significantly influenced employees' intention to remain with their organization, which was reflected in low employee

turnover and higher performance rates. Employees reported feeling high levels of job satisfaction, trust in their leaders, and a sense of spirituality; in addition, they became more creative, showed significant growth, and worked hard to meet organizational objectives (Chen, Zhu, and Zhou, 2015). Finally, they were inspired to be servant or transformational followers (Caillier, 2016; Chan & Mak, 2014a, 2014b; Chiniara & Bentein, 2016; Halaychik, 2014; Jamalullail et al., 2014; K. E. Khan, Khan, & Chaudhry, 2015; Ling, Lin, & Wu, 2016).

This chapter includes the background of the present study. It also delineates the problem statement, purpose of the study, research questions, hypotheses, theoretical foundation, nature of the study, analytical strategies, term definitions, assumptions, scope, sources of the information, and limitations. It further provides an outline of the subsequent chapters. Most importantly, it clarifies the potential impact of this study for fostering social change.

Background

Organizations look for more effective ways to address the chaos, turbulence, and challenges that result from a bullying style of leadership (Bame, 2017; Bayram & Dinç, 2015; Bellé, 2014). The need to address this obstacle is becoming a major component of many organizations (Namie & Namie, 2014). The importance of creating and ensuring organizational commitment leading to positive organizational performance cannot be overstated (Chiu and Ng, 2015). For decades, the business environment has continued to produce leaders who lacked the skills needed to lead effectively (Bendell & Little, 2015). Too many leaders resorted to bullying tactics to control, dominate, and shape their

organizational culture (Beakley, 2016; Bowling, Camus, & Blackmore, 2015).

ArunKumar (2014) implied that employees are an organization's most important resource and should be considered the root of organizational quality and success. Employees need to be led by leaders capable of effectively guiding and engaging followers (Cho and Kim, 2014). The positive effects of transformational leadership and servant leadership have been noted in several studies (N. Allen, Grigsby, & Peters, 2015; Boer, Deinert, Homan, & Voelpel, 2016; Caillier, 2016; Carter & Baghurst, 2014; Chan & Mak, 2014a, 2014b). Research suggested that followers who perceive their leaders as either transformational or servant leaders define their organizations as highly effective (Garcia-Guiu, Moya, Molero, & Moriano, 2016; Ghasabeh, Reaiche, & Soosay, 2015; Gigliotti & Dwyer, 2016; Effelsberg, Solga, and Gurt, et al., 2014).

Mittal (2015) stated that leaders who are perceived as highly aligned with transformational leadership enhance employee productivity, and employees under this leadership style report feeling inspired by their leaders. Employees tend to develop and progress within the organization and usually feel more engaged and satisfied when employers show concern about their growth (Deichmann and Stam, 2015). Research has shown transformational leadership is highly effective at developing and meeting individual needs (Greasley & Bocârnea, 2014; Hoch, Bommer, Dulebohn, & Wu, 2018; Indrayanto, Burgess, & Dayaram, 2014; Khan, 2015b). Men (2014) also claimed that the transformational model of leadership demonstrates the ability to create compassionate business models that are far removed from leadership bullying.

Servant leadership offers a unique approach that is considered a new leadership style focused on individuals through service, stewardship, and trust rather than using models driven by control, procedures, and unethical organizational attitudes ((Newman, Schwarz, Cooper; Dutta and Khatri, 2017; Flynn, Smither, and Walker, 2016). & Sendjaya, 2015). The servant model adopts the idea that to sustain and develop positive ethics in employee attitudes, leaders must exemplify good moral behavior in their leading style, (Ozyilmaz & Cicek, 2015; Russell, 2016). Otero-Niera, Varela-Neira, and Bande (2016) suggested that the servant model fosters a sound workplace environment that operates as a bully-free zone and maximizes employee satisfaction. The leadership approach is considered to be more humanitarian and has been shown to be one of the better approaches to leadership (Brown & Bryant, 2015). Therefore, it is crucial for organizations to incorporate positive leadership styles like servant leadership to operate a healthy workplace (Irving and Berndt, 2017).

Beakley (2016) described workplace bullying as a pattern of continuous malicious behavior perceived as being intended to harm, control, or intimidate employees to achieve task goals. Namie and Namie (2000) argued that such behavior can be damaging, humiliating, and demoralizing while creating a hostile work environment. Brunetto et al. (2016) suggested that bullying tends to alter work tasks, making them harder to accomplish. Bullying also isolates the targeted individuals and promotes a negative organizational culture. Although scholars have done an excellent job addressing the current challenges with leadership bullying (Michel, Newness, & Duniewicz, 2015; I. Q. Muhammad, Amran, & Khalid, 2014; Namie & Namie, 2000, 2014; Palanski, Avey, &

Jamalullail, Che Fuzlina, Hazita, and Samsidah, , 2014), Woodrow and Guest (2017) showed that organizations continue to suffer because leadership bullying styles are left unchecked. Businesses have lost productivity with increasing turnover, absenteeism, and low commitment among employees. This issue has been shown to be devastating to modern workplaces and should serve as an alarm indicating the need for additional exploration (Jiang and Gu, 2016).

In the current study, I assumed that the servant and transformational leadership styles are the ideal for effective leadership to help guide employees. Both the servant and transformational leadership approaches offer opportunities to bring about real change in organizations. Both types of leaders are said to generate high levels of listening, demonstrate consideration for employees, aim at empowering employees, produce a high level of trust, serve as good role models, delegate responsibilities effectively, and influence their employees to positively contribute to the organization's goals (P. G. Allen et al., 2016). The ideology of servant and transformational leadership suggests that both models contribute to the urgent need for identifying a leadership conceptual framework that can clarify characteristics that differ from bullying behavior (Bame, 2017; Beakley, 2016; Brunetto et al., 2016). I examined the mediating effect of bullying on the three components of organizational commitment for both transformational and servant leadership.

Problem Statement

The pervasive and ongoing issue of bullying by members of a workplace's organizational leadership will continue to present challenges until organizations gain the

necessary tools to identify feasible policies, programs, and solutions that can successfully bridge the gap between oppressed employees and their organizations (Al-Ansi, Rahardjo, & Prasetya, 2015; Bhindi & Duignan, 1997). Researchers have applied servant leadership concepts to identify their usefulness in promoting desirable leadership principles (C. A. Ali, 2016). Likewise, transformational leadership theory has been applied to influence the objectives of both employees and organizational leaders (P. G. Allen et al., 2016; Dutta & Khatri, 2017). However, there has been little research on the relationship between leadership models and bullying, specifically how management bullying influences employees' organizational commitment (Boer et al., 2016). Amponsah-Tawiah and Mensah (2016) described organizational commitment as a positive bond between employees and their organizations. Gotsis and Grimani (2016) demonstrated the idea that employees who are committed to their organizations are typically friendlier, feel safer, and tend to be more productive due to the lack of intimidation as a bullying tactic. Motivated employees reported a sense of belonging and said they felt respected, supported, and empowered; they also reported having positive management in the workplace (Yousef, 2016).

Despite making efforts to inspire productive organizational behavior, many businesses continue to employ workplace bullying as a management style (I. Q. Muhammad et al., 2014). For example, Rai and Agarwal (2018) found that ongoing workplace bullying, and intimidation tactics are employed as a means of employee motivation across many organizations. To date, no study has addressed transformational leadership and servant leadership and their impacts on employee perceptions of

workplace bullying or the deterrence of management bullying behavior. I examined the styles of transformational and servant leadership to assess the differential impact of the two leadership styles, both of which are significant predictors of organizational performance outcomes (Green, Rodriguez, Wheeler, & Baggerly-Hinojosa, 2015; I. Q. Muhammad et al., 2014) and linked to organizational effectiveness. I examined which of the two leadership styles is more predictive of participants' affective, continuance, and normative commitment using N. J. Allen and Meyer's (1996) measures. Servant and transformational leadership styles have been examined for mediation effects of management bullying, following Baron and Kenny's (1986) framework, to assess the strength of the mediating effects, if any, and in turn the impact that servant and transformational leadership has on employees' commitment across the three-component (TCM) model.

Purpose of the Study

The purpose of this study was to compare the servant and transformational leadership styles to determine whether there was a difference in the rate of perceived bullying in organizations based on the leadership style most commonly used, and whether bullying mediated the relationship between leadership style and organizational commitment. The goal was to identify the impact, if any, of the two leadership approaches on perceptions of organizational bullying. The results of the study may help organizations modify their leadership approach and philosophy to reduce the perception and occurrence of bullying in organizations.

Research Questions and Hypotheses

This study was designed to evaluate the direct effects of servant and transformational leadership on organizational commitment, as well as the mediating effect of workplace bullying for both leadership styles. I used the approach delineated by Baron and Kenny (1986) to evaluate the combinations of predictor, mediating, and predicted variables. The research questions followed the steps in the Baron and Kenny (1986) approach. This resulted in a series of research questions for each of the three elements of organizational commitment in the Meyer and Allen (1991) model:

RQ1: Does transformational leadership influence employee perception of affective commitment?

H_01 : Transformational leadership style does not significantly predict employee perception of affective commitment.

H_a1 : Transformational leadership style significantly predicts employee perception of affective commitment.

RQ2: Does transformational leadership style predict bullying perceptions?

H_02 : Transformational leadership style does not significantly predict employee perception of bullying.

H_a2 : Transformational leadership style significantly predicts employee perception of bullying.

RQ3: Does bullying predict employee perception of affective commitment?

H_03 : Bullying does not significantly predict employee perception of affective commitment.

H_{a3}: Bullying significantly predicts employee perception of affective commitment.

RQ4: Does servant leadership influence employee perception of affective commitment?

H₀₄: Servant leadership style does not significantly predict employee perception of affective commitment.

H_{a4}: Servant leadership style significantly predicts employee perception of affective commitment.

RQ5: Does transformational leadership style predict bullying perceptions?

H₀₅: Servant leadership style does not significantly predict employee perception of bullying.

H_{a5}: Servant leadership style significantly predicts employee perception of bullying.

RQ6: Does bullying predict employee perception of affective commitment?

H₀₆: Bullying does not significantly predict employee perception of affective commitment.

H_{a6}: Bullying significantly predicts employee perception of affective commitment.

RQ7: Does transformational leadership influence employee perception of normative commitment?

H₀₇: Transformational leadership style does not significantly predict employee perception of normative commitment.

H_a7: Transformational leadership style significantly predicts employee perception of normative commitment.

RQ8: Does transformational leadership style predict bullying perceptions?

H_o8: Transformational leadership style does not significantly predict employee perception of bullying.

H_a8: Transformational leadership style significantly predicts employee perception of bullying.

RQ9: Does bullying predict employee perception of normative commitment?

H_o9: Bullying does not significantly predict employee perception of normative commitment.

H_a9: Bullying significantly predicts employee perception of normative commitment.

RQ10: Does servant leadership influence employee perception of normative commitment?

H_o10: Servant leadership style does not significantly predict employee perception of normative commitment.

H_a10: Servant leadership style significantly predicts employee perception of normative commitment.

RQ11: Does transformational leadership style predict bullying perceptions?

H_o11: Servant leadership style does not significantly predict employee perception of bullying.

H_{a11} : Servant leadership style significantly predicts employee perception of bullying.

RQ12: Does bullying predict employee perception of normative commitment?

H_{o12} : Bullying does not significantly predict employee perception of normative commitment.

H_{a12} : Bullying significantly predicts employee perception of normative commitment.

RQ13: Does transformational leadership influence employee perception of continuance commitment?

H_{o13} : Transformational leadership style does not significantly predict employee perception of continuance commitment.

H_{a13} : Transformational leadership style significantly predicts employee perception of continuance commitment.

RQ14: Does transformational leadership style predict bullying perceptions?

H_{o14} : Transformational leadership style does not significantly predict employee perception of bullying.

H_{a14} : Transformational leadership style significantly predicts employee perception of bullying.

RQ15: Does bullying predict employee perception of continuance commitment?

H_{o15} : Bullying does not significantly predict employee perception of continuance commitment.

H_a15: Bullying significantly predicts employee perception of continuance commitment.

RQ16: Does servant leadership influence employee perception of continuance commitment?

H₀16: Servant leadership style does not significantly predict employee perception of continuance commitment.

H_a16: Servant leadership style significantly predicts employee perception of continuance commitment.

RQ17: Does transformational leadership style predict bullying perceptions?

H₀17: Transformational leadership style does not significantly predict employee perception of bullying.

H_a17: Transformational leadership style significantly predicts employee perception of bullying.

RQ18: Does bullying predict employee perception of continuance commitment?

H₀18: Bullying does not significantly predict employee perception of continuance commitment.

H_a18: Bullying significantly predicts employee perception of continuance commitment.

Theoretical Framework

Servant leadership theory (Greenleaf, 2002) and transformational leadership theory (Burns, 1978) provided the theoretical foundation for this study. Prior researchers used both theories to empower leaders to explore their humility and become more selfless

leaders who commit to a lifelong goal of inspiring other individuals' professional and organizational growth (P. G. Allen et al., 2016). Both models can guide leaders in developing a more genuine desire to lead and serve for the common good of employees, customers, organizations, and communities. The theories were used to understand employees' standpoints and perspectives, which Washington, Sutton, and Sauser (2014) agreed is necessary for discouraging bullying in the modern workplace.

Nature of the Study

I used a quantitative cross-sectional survey design to determine the similarities and differences between the transformation and servant leadership styles in their prediction of organizational commitment and the mediating role of workplace bullying. Snelson (2016) argued that the primary differences between the two styles lies with the focus of the leaders. The transformational leader's primary goal is the organization, while the servant leader's main priority is the employees' well-being (Jit, Sharma, and Kawatra, 2016; Maula-Bakhsh and Raziq, 2016). To the degree that employees associate management bullying with the practice of servant leadership and transformational leadership, the survey was designed to indicate which leadership style has the lesser impact on bullying.

Transformational and servant leadership were the independent variables. Organizational commitment, which consists of the three subfactors of affective, normative, and continuance commitment, was the dependent variable. Workplace bullying was the mediator to indicate the extent that perception of each leadership style affects the TCM model.

Employees who perceive that leaders have either transformational or servant characteristics may be more likely to have organizational commitment, and those employees will be less likely to perceive management bullying as part of their leaders' behavior. The Multifactor Leadership Questionnaire (MLQ) and the Servant Leadership Questionnaire (SLQ) were used to determine which leadership style had a greater impact on employee perception of bullying. Positive employee perceptions of their leaders should lead to positive outcomes. Previous research revealed that transformational (Boer et al., 2016) and servant (L. C. Smith, Nichols, Green, & Sun, 2016) leaders who exhibited positive leadership skills helped their employees to create a good working culture that promoted strong organizational commitment.

Management bullying was a mediating variable of the different ratings that existed between servant and transformational styles. The Negative Acts Questionnaire—Revised (NAQ-R) was implemented to measure the exposure of employees to bullying behavior by superiors. The leadership styles showing lower exposure to bullying were expected to show better positive correlation with the TCM. Kakoulakis et al. (2015) affirmed that the NAQ-R is supported for measuring social exclusion, such as bosses withholding information to affect performance. The current study population was employees from all types of backgrounds and across numerous organizations.

I used SurveyMonkey and snowball sampling strategies to collect data from study participants. Wood (2005) showed that SurveyMonkey is being used increasingly to collect data. Snelson (2016) stated that this method is more useful for researchers who have an interest in studying populations that are hard to reach. Because isolating servant

and transformational practices in some organizations is difficult, this study qualified as having a hard-to-reach population and benefited from online data collection.

I examined the level of servant leadership using the SLQ developed by Barbuto and Wheeler (2006) and validated by L. C. Smith et al. (2016), and the level of transformational leadership using the MLQ developed by Bass and Avolio (1995) and validated by Tsuno and Kawakami (2014). The TCM of organizational commitment as developed by Allen and Meyer (1996) and validated by Yousef (2016) was used to assess the differences between the two leadership styles and the mediating effect of bullying on organizational commitment.

The data collection questionnaire was designed to measure the variables in this study. The questionnaire had all four elements of the SLQ, MLQ, and NAQ-R and the measures of organizational commitment, along with researcher-designed demographic items. No identifying information was collected, and responses were anonymous.

The participants were required to state whether they were employed full-time, and they had to have been employed for at least 1 year to identify their leaders' style of leadership accurately. Participants also disclosed whether they had a direct supervisor and were asked their industry (e.g., manufacturing) and sector (e.g., nonprofit) to describe the sample. Snowball sampling techniques allowed for a wider range of methods to locate subjects, with the goal of identifying more organizations with servant and transformational leadership.

Definitions

This section offers operational definitions to clarify the meanings of frequently used terms in this study.

Leadership: Leadership refers to people who are in charge and their style of leading. Leaders tend to value the development of their followers and act authentically toward their followers. Both followers and leaders join together for one purpose, namely to improve the positive workplace culture (Mittal, 2015).

Management bullying: Managers who adopt a commanding style of leadership have a higher chance of being viewed as bullies. This style of leadership is characterized by leadership practices that place subordinates in positions where they feel uncomfortable and inadequate, create events that make subordinates feel sad or angry, and tend to involve negative emotions that are ongoing for a long period of time (Glambek, Matthiesen, Hetland, & Einarsen, 2014).

NAQ-R; The NAQ-R (Einarsen et al., 2003; Notelaers, van der Heijden, Hoel, & Einarsen, 2018) measures 22 potential bullying behaviors that are likely to occur in the workplace. Some of these behaviors include employees being ignored or excluded, constant criticism of their work and effort, and being yelled at or subjected to spontaneous anger. The scale includes three major factors: personal bullying, work-related bullying, and physically intimidating bullying. Respondents rate their experience based on the last six months, using a 5-point Likert scale ranging from “never” to “daily.”

Organizational commitment: Organizational commitment refers to employees’ level of commitment to an organization. According to Allen and Meyer (1996),

organizational commitment plays a crucial role in whether an employee stays with the organization and works passionately toward achieving its objectives. When commitment is achieved, it helps predict employee satisfaction, employee engagement, job performance, and positive dedication to the assigned tasks. The TCM comprises three components of organizational commitment. Allen and Meyer asserted that the TCM Employee Commitment Survey is effective for measuring affective, normative, and continuance commitment. Affective commitment refers to employees' emotional attachment to the company. Continuance commitment refers to the employee's intention to remain with the organization due to the investment the employee has made in the organization. Finally, normative commitment refers to an employee's loyalty or obligation to stay in the organization.

Servant leadership: This term was coined by Greenleaf (1970). The servant leader's main purpose is to serve. Servant leaders tend to have an authentic feeling for leading and make good decisions that show their ability to develop and advance their employees, who are also inspired to become servant leaders. The SLQ defines employees' perceptions of their servant leaders. The SLQ measures the characteristics of altruistic calling, persuasive mapping, emotional healing, wisdom, and organizational stewardship (Barbuto & Wheeler, 2006). Dartey-Baah and Ampofo (2015) asserted that the traditional form of leadership involves exercising power to achieve goals, whereas Gigliotti and Dwyer (2016) affirmed that servant leaders share power and help followers to perform at their highest possible level.

Transformational leadership: This term was introduced by Burns (1978). Burns explained that transformational characteristics can be observed when leaders and followers work together to advance one another for a higher level of motivation. Transformational leadership is a style of leadership that aims at ensuring positive changes in the followers. Others tend to view the transformational leader as being charismatic, enthusiastic, and passionate. Transformational leaders tend to be extremely involved with the overall process and focused on their employees' success. Bass and Avolio (1995) developed the MLQ that helped to inspire most of the work in that area. Bass (1985) identified four major components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership is one of the most influential approaches (Mencil, Wefald, and van Ittersum, 2016).

Assumptions

At the beginning of this study, several assumptions were present. The first assumption was that every individual had a direct supervisor. I also assumed that subordinates would answer the questions honestly. I assumed that the research participants would take their time, read the instructions carefully, and understand the questions as intended in the survey design. If the questions were read and understood incorrectly, undesired responses would present a situation in which the study outcome would be influenced and compromised. I also assumed that the participants who chose to participate would be interested in this study; therefore, they would show support by patiently taking their time. To assess the assumptions, data were monitored for

consistency during the analysis phase. To achieve a high rate of survey responses, only one survey instrument that was easy to use and could be administered on the Internet was employed. If enough responses were not returned due to a lack of interest in the survey, this may have negatively affected the outcome of the study.

I also assumed that individuals from organizations struggling with moral and ethical issues would be more likely to embrace servant and transformational leadership as an effective leadership style. An important assumption was that transformational and servant leadership characteristics would show a positive relationship with the TCM model, and bullying leadership would negatively mediate the two leadership styles. I also assumed that one of the leadership styles would show a greater effect with the TCM model. These assumptions directed the design of the research toward regression analysis.

Scope and Delimitations

For this cross-sectional study, I examined employees' perceptions based on the leadership style they had experienced, focusing on servant leadership and transformational leadership. Another focus was whether bullying mediated the relationship between perceived organizational commitment and the relationships between transformational and servant ideologies. The scope of participation was based on individuals working under a direct supervisor. This sampling was important to ensure the responses reflected the superiors' leadership styles. The study focused on professional and nonprofessional employees, regardless of work background, to capture data from multiple types of organizations. The research findings may face challenges in terms of generalizing for businesses outside of the United States because the data were limited to

U.S. employees. In addition, some states may have been excluded if participants from these states could not be reached. Furthermore, this study focused on only two types of leadership, namely transformational and servant leadership, which have been identified in the literature as ethical, moral, valuable, and bringing effective change to many organizations (Barth-Farkas & Vera, 2014; Belias & Koustelios, 2014; Chen et al., 2015).

Limitations

This study had several limitations. First, this research was limited to U.S. employees with access to the Internet. It did not include employees who were unable to gain access online because the survey was conducted online. In addition, I excluded employees working outside the United States. Therefore, findings may not be generalizable to all types of organizations. In the identified population, this research focused on subordinates working under a servant or transformational leader. Collecting data may have posed a challenge because participants with a servant or transformational style of leadership may have been rare. Because this population was hard to reach, the findings may not represent the overall population. This sampling technique only concerned the servant or transformational style of leadership; as a result, findings may not be comparable to other styles of leadership.

Significance

This study may shed light on management bullying by comparing how transformational leadership and servant leadership encourage respectful interactions between leaders and staff. This fundamental concept may contribute to social change by improving leadership in organizations and making them more respectful of people. The

study was important and unique, and was designed to address bullying by superiors, which often arises from issues of low organizational commitment in the TCM model (see I. Q. Muhammad et al., 2014). This study was the first to compare servant leadership with transformational leadership by assessing the ratings of organizational commitment and measuring the perception of employees within the context of each leadership style. While filling a gap in knowledge of how to successfully deter management bullying practices in various organizations, this study may add to existing knowledge of both leadership styles. This study may also contribute to the cultivation of servant and transformational leadership as a way of developing healthier organizations and improving employees' perceptions of organizational commitment in the United States. Finally, this study may provide a strong foundation for leaders to understand and learn the principles essential to building a strong organizational culture that is modeled after both leadership styles.

Social Change

Duckworth (2015) suggested that social issues affect society as a whole, calling for corporate social responsibility. These issues relate to those organizations facing ethical and moral issues concerning bad behavior from superiors. Those struggles include job satisfaction, low employee creativity, low work performance, and a high level of turnover and corrupt organizations relating to workplace bullying (Wan, QinXuan, & Li-Ping, 2017a). The current study objective in working towards social change included the opportunity of discovering valuable knowledge that would help with developing leadership behavior through the application of positive leadership models, recognized in the literature as servant and transformational, for a kinder, more engaged, and more

spiritual business environment (Van Winkle, Allen, DeVore, & Winston, 2014; X. Wang, Ma, & Zhang, 2014).

All organizations bear some level of responsibility to enhance human ethics, engagement, and healthier system thinking, which are recognized as three of the eight important aspects of social change for Walden University organizations. These organizations, especially those that use human support as one of their main resources, should view positive leadership practice as a major consideration. The servant and transformational principle addresses employee wellness, human ethics, leadership competence, innovation, positive practices, employee engagement, and spirituality, and fosters a sound workplace (Aritz & Walker, 2014; Liden, Wayne, Liao, & Meuser, 2014; Neeraj & Rajib, 2017; Wallace, Randolph-Seng, Hayek, Haden, & Atinc, 2017; Zwingmann et al., 2014). Society may benefit from the dimensions and practice of servant and transformational leadership, as research shows these leadership styles contribute to workplace development through positive interactions between leaders and staff (Mittal, 2015; Peng et al., 2016). This important concept can contribute to social change in all types of organizations that are struggling to move away from toxic work cultures, which are pointed out by scholars and academics to be troublesome across organizations (Valentine, Fleischman, & Godkin, 2016a, 2016b; L.-Q. Yang, Caughlin, Gazica, Truxillo, & Spector, 2014; Yam, Fehr, Keng-Highberger, Klotz, & Reynolds, 2015). Promoting a caring business atmosphere that demonstrates urgency for building transformational or servant leaders may inspire others and encourage employee loyalty that results in healthy organizations and strong performance.

Summary

I examined the relationship between servant leadership and transformational leadership and the mediating effect of management bullying on the three-component model of organizational commitment. The transformational and servant leadership styles were viewed as positive leadership models. The desire to fulfill this need prompted me to examine whether the two styles of leaderships were mediated by bullying behavior. The background, statement of the problem, and purpose of the study showed the relevance for completing this study. In addition, the research questions and hypotheses gave support to the conceptual foundations, offering a better understanding of the scope of the study.

The second chapter provides an extensive literature review relating to the key variables, which are transformational leadership, servant leadership, management bullying, and organizational commitment. This chapter also provides a comprehensive presentation of the theoretical foundation. In addition, I describe the gap identified in the literature and the rationale for this study.

Chapter 2: Literature Review

Researchers have defined supervisor bullying as employees' perceptions of the degree to which supervisors demonstrate aggression toward their employees and the effect such behavior has on employees and the organization (Wan, QinXuan, & Li-Ping, 2017b; Webster, 2016). Many studies have addressed insider bullying engaged by either a supervisor or a coworker, and findings have indicated that bullying often leads to higher job dissatisfaction, low organizational commitment, and turnover. (Bowling et al., 2015; Desrumaux, Machado, Vallery, & Michel, 2016; Einarsen et al., 2016; Eriksen, Skogstad, Rørvik, Lande, & Nielsen, 2016; Laschinger & Fida, 2014; Laschinger & Nosko, 2015; Lewis, Megicks, & Jones, 2016; Namie & Namie, 2014; Valentine et al., 2016b).

Abusive supervision is defined as the subordinate perception of the extent to which supervisors engage in or display hostile behavior such as verbal or nonverbal abuse, withholding information, or creating an uncomfortable work environment for employees (Harvey, Harris, Gillis, & Martinko, 2014). Even though efforts have been made to inspire positive organizational behavior, many supervisors continue to practice workplace bullying as a way of intimidating employees to meet organizational goals (Bame, 2017). There are multiple theories of leadership, ranging from transactional to transformational. These different theories or approaches to leadership have not been contrasted or compared across all three components of the TCM model to determine which leadership approach or approaches are related to perceptions of bullying.

The purpose of this quantitative cross-sectional study was to examine relationships between two approaches to leadership and the incidence of workplace

bullying, specifically to determine whether servant or transformational leadership approaches are correlated with lower reported perceptions of workplace bullying (see Aggarwal & Ranganathan, 2016). If one approach to leadership is related to lower levels of bullying, it would suggest a direction for organizations interested in reducing bullying and possibly other negative workplace behaviors. I also examined the impact that characteristics of servant and transformational leadership, along with perceptions of bullying, have on the experiences and views of employees, and how those elements correlate with employees' rating across affective, continuance, and normative commitment scales. This study may help to identify employees' performance using the TCM model based on their perception of their immediate supervisors and to assess the viewpoints of employees about their leaders. Research showed that employee perceptions have a significant impact on the overall level of organizational commitment (De Sousa & van Dierendonck, 2014; Goswami, Nair, Beehr, & Grossenbacher, 2016; Jaiswal & Dhar, 2015; Johnson, 2015b; Jaramillo, Bande, & Varela, 2015; Kalidass & Bahron, 2015). The intent of the current study was to increase knowledge of how transformational and servant leadership approaches may impact resistance to bullying.

I begin this chapter by outlining the literature search strategy. I identify the databases that were searched to gather peer-reviewed publications. The theoretical foundation upon which this study was based is discussed, following by the review of the literature in four major areas: transformational leadership styles, servant leadership styles, organizational commitment, and bullying. Finally, a summary is provided that illustrates the main themes and key points presented in this chapter.

Literature Search Strategy

A number of databases from the Walden University library, Google Scholar search engine, and other search engines such as Yahoo and Google were used to search for scholarly literature pertaining to my research topic. I searched the databases under Psychology (PsychInfo, Academic Search Premier, SocIndex, ProQuest Central, Business Complete Source, ERIC, and Education Research Complete) to locate most of my peer-reviewed journal articles, focusing on those published within the last 5 years. Some historical topics and informative contributions made it necessary to go back more than 5 years to locate crucial materials. Despite locating a large volume of information on transformational leadership, organizational commitment, and workplace bullying, there was limited information on servant leadership and management bullying. I found even less information on transformational and servant leadership and bullying when combining the key terms.

Transformational and servant leadership styles may offer some recourse against organizational practices of bullying behaviors and provide some suggestions on how to reduce bullying practices, especially since transformational or servant leadership behavior can reduce the likelihood of bullying (Bendell, and Little, 2015). The works of Dussault and Frenette (2015), Woodrow and Guest (2017), and Chiniara and Bentein (2016) offered contributions of how to improve employees' perception of their leaders. Servant leaders demonstrate competence to improve and sustain a relationship with a subordinate by shifting focus from their own interests to their subordinate's interests (Cate and Beal, 2015). In the same way, transformational leaders offer valuable

accommodations in exchange for subordinate services (Y.-F. Yang, 2014). I suggest that both leadership styles have a significantly negative relationship with bullying practices, reflecting a more positive correlation across the TCM model.

Google Scholar revealed the most up-to-date peer-reviewed journal articles. I was able to locate several articles, particularly on servant leadership, in cross-sectional studies. The Google and Yahoo searches also increased my chances of finding relevant articles to fit my study design. I initially focused on the historical development of servant and transformational leadership theory to establish the theoretical foundation for this study. My main focus was on peer-reviewed articles that included cross-sectional study designs and identified the theoretical framework. Also, the articles I aimed for focused on the topic of transformational leadership and how it affects workplace satisfaction, job commitment, spirituality, trust, creativity, organizational citizenship, and employee performance. I also found several articles on workplace bullying and how transformational leadership helped to minimize bullying practices. The key search terms for all searches included transformational leadership, servant leadership, organizational commitment, management and workplace bullying, job satisfaction, employees' perception of a transformational or servant leader, servant, transformational, and workplace bullying. I was able to gather enough evidence and a large body of literature to satisfy the goal of this study.

Theoretical Foundation

Leadership has been a topic of research for decades (Hui, Law, & Chen, 1999; Ilies, Wagner, & Morgeson, 2007; Liden, Sparrowe, & Wayne, 1997). Leadership began

gaining prominence after the traumatic effect of World War II. Wolf (1974) cited the work of Barnard as one of the earliest contributions to leadership literature. Barnard (as cited in Wolf, 1974) defined *organization* as a cooperative system, which explains morality and responsibility based on individual, unique views that contribute to individuals' behavior as leaders and to their organizations. Barnard's (as cited in Wolf, 1974) contribution gave rise to leadership that could be viewed from a social and psychological perspective, helping to establish a base of interest for other researchers to explore the theoretical aspects of leadership.

The early work achieved in leadership studies during the 20th century refers to leaders as an essential aspect of organizations because leaders are considered the main actors to empower groups of people. As the 20th century came to an end, leadership studies evolved from trait-based approaches toward servant leadership as a new empirical theory (Sipe & Frick, 2015) and transformational leadership as a modern theory (Jain & Duggal, 2015; Waldman & Balven, 2015). The two styles of leadership were used to identify personality traits; behavioral action, which includes high ethics, moral behavior, and positive orientation (Avolio et al., 2014); and leadership approaches that differentiate effective leaders from ineffective leaders (Effelsberg et al., 2014; Gutierrez-Wirsching et al., 2015). The prominent leadership styles, namely servant and transformational, were studied to understand the characteristics that enable leaders to be instrumental to the success of their subordinates and their organizations (O'Boyle, Murray & Cummins, 2015). These forms of leadership promote positive actions that incorporate

transformational and other modern forms of leadership, like servant leadership, in multiple organizational cultures today.

Employee Perceptions of Leadership

The field of leadership has received a substantial research attention throughout the years (Aritz & Walker, 2014; Basford, Offermann, & Behrend, 2014; Jit, Sharma, & Kawatra, 2016; Jiang & Chen, 2018; Joo & Nimon, 2014; Khalili, 2016). Scholars have begun to consider the mediating process, where the focus of leadership research has changed to look more closely at the impact of leadership approaches on followers (Sokoll, 2014; Wang, Ma, & Zhang, 2014). Work by Bellé (2014) suggested that leaders might influence followers through their leadership abilities to reach self-sufficiency and organizational goals. The morals, values, and ethical consideration leaders make salient are ways that they may gain their followers' trust and have significant influence on subordinates. Muhammad and Kuchinke (2016) agreed that leaders whose leadership style was viewed positively by subordinates have affected employees' behavior, generating rapid innovations under their leadership to turn their ideas into reality. Transformational and servant practices are confirmed by the literature to influence employee loyalty and encourage employees to attain performance levels beyond expectations, leading to individuals' growth and development (ArunKumar, 2014; Garcia-Guiu, Moya, Molero & Moriano, 2016; Lapointe & Vandenberghe, 2015). Lapointe and Vandenberghe (2015) "describe[s] leadership as a process by which subordinates are influenced by their leaders which inspire them to share their vision and goals to successfully accomplish tasks in returns, [and] the organization becomes more

cohesive and coherent” (p. 441). Similarly, Nanjundeswaraswamy and Swamy (2014) saw leadership as a process by which leaders effortlessly gain the voluntary participation of their followers as a way of meeting organizational goals. The leader delegates and influences followers to actively participate and carries out certain tasks for the greater good of the organization.

Every leader adopts a different view and behavior in leading their followers. This is called leadership style Çelik, Dedeoglu, and Inanir, 2015). Nwankwoala (2014) described leadership styles as a certain pattern, a consistent set of behavior and structures that demonstrate task-oriented leaders and considerations having to do with relationship-oriented leaders. Memon (2014) defined leadership styles as a leader’s style or ways of giving direction, influencing people, and implementing plans. The leader uses a certain approach and certain mannerisms to lead the team or organization. This knowledge has researchers searching for the most effective leadership styles (Bottomley, Burgess, & Fox, 2014; Brownlee-Turgeon, 2016; Chen, Lin, & Chang, 2014; Donahoe & Kelloway, 2014; Effelsberg, Solga, & Gurt, 2014; Gatling, Kang, & Kim, 2016; Gowdy, 2015; Yigit & Buzkurt, 2017; Zareen, Razzaq, & Mujtaba, 2015). Among these styles were transformational and servant leadership (Allen, Moore, Moser, Neill, Sambamoorthi, & Bell, 2016; Peterlin, Pearse, & Dimovski, 2015; Salem, 2015; Salmasi & Bohlooli, 2014; Sendjaya, 2015; Sepahvand, Pirzad, & Rastipour, 2015; Shurbagi, 2014).

Transformational Leadership Theory

Leaders have the authority to make a positive difference both in an organization and in their employees’ lives (Arokiasamy, Kanesan, Ahmad, & Aziah, 2016;

MacKinnon, Fairchild, & Fritz, 2007; Memon, 2014; Tichy & Ulrich, 1984). The principles of Bass's (1985) transformational theory, in the workforce, can improve organizational capabilities such as trust, honesty, and good working habits. Burns (1978) originally states that leaders have the platform to transform their employees' perceptions by altering their way of thinking, values, and expectations, and getting employees to see the vision of the company. Ahmad and Rainyee's (2014) work showed that the qualities that the leader demonstrated and communicated were the main catalysts for the change. Bass's (1985) main contribution to Burns (1978) original concept was describing the psychological mechanisms and providing ways of measuring the efficacy of Bass's transformational leadership theory. Bass and Riggio (2006) were more interested in the extent to which a leader was able to influence followers. The traits that followers in a leader include trust, honesty, and other qualities that fostered loyalty. As a result, leaders were able to psychologically transform the followers, directing them to successfully perform tasks, while the leaders are seen as positive role models.

Bass (1985) knew that a leader has the power to influence followers but wanted to know the extent to which followers can be influenced. Bass work suggested that followers were loyal to their leaders based on their overall qualities of individual consideration, intellectual stimulation, inspiration, and idealized influence. According to Top, Akdere, and Tarcan (2015), the stronger those qualities are, the greater respect, trust, and loyalty followers have for their leaders. Thus, the leaders transform the followers, because of the followers viewing the leader as a role model. The leader can than assume a transactional leadership style such as directing followers to complete their

tasks while at the same time being viewed as a transformational leader by followers, which reportedly stimulates job satisfaction and organizational commitment, improving job performance (Al-Ansi, Rahardjo, & Prasetya, 2015; Demirtas & Akdogan, 2015; Mathern, 2016; Rowold, 2005; Emmanuel & Hassan, 2015; Gillet & Vandenberghe, 2014; Gitoho, Muchara, & Ngugi, 2016; Gyensare, Anku-Tsede, Sanda, & Okpoti, 2016; Karavardar, 2014; Tse & Chiu, 2014). Researchers show that job commitment is one of the most important factors that a leader should thrive to establish for the very survival of the organization (Paksoy, Soyer, & Çalik, 2017; Park, Christie, & Sype, 2014; Peng, et al., 2016; Pinho, Rodrigues, & Dibb, 2014; Ramírez Solís & Baños Monroy, 2015; Sabella, El-Far, & Eid, 2016; Saha, 2016; Schulkers, 2017; Shonubi et al., 2016).

Definition of Transformational Leadership

Bass (1985) saw transformational leadership as having the following characteristics: Transformational leaders must exhibit individual consideration—leaders are required to pay close attention to the needs of their followers. Leaders are expected to act as role models, mentors, and teachers to positively develop and influence followers along the way. Muhamad, Hassan, Harman, Abdul, and Majid (2015) suggested that transformational leaders demonstrated the behavior of listening and developing their own way of thinking in their followers. Barth-Farkas and Vera (2014) suggested that the transformational leader should be seen as a coach and advisor who guides subordinates toward becoming fully actualized, as opposed to demonstrating their power over subordinates, which scored low on the transformational leadership model. A leader who models the facets of idealized consideration will take the time to learn about what

motivates employees, such as the employees' hopes and dreams (Kelloway, Turner, Barling, and Loughlin, 2012).

Second, the transformational leader must exhibit intellectual stimulation—the leader seeks idea from followers and encourage them to share, contribute, learn, and be an independent thinker. The transformational leader may work closely with their employees to develop new and different solutions in solving common problems and conducting work in new ways. Leaders tend to challenge old and dated assumptions and introduce more modern traditions and processes. They tend to stimulate employees to be creative and innovative. With transformational leadership, employees are encouraged to challenge their own values and beliefs as well as those of their leaders and organization. Employees are fully supported as they look to new approaches and develop innovative ways of managing organizational issues. This leadership style promotes independent thinking while actively engaging in problem solving (Chan and Mak, 2014a; Dartey-Baah and Ampofo, 2015; Dussault and Frenette, 2015; Gilbert, Horsman, and Kelloway, 2014 and Higgins, 2015).

Next, the transformational leader must exhibit inspirational motivation—the followers see the leader as a teacher. The transformational leader demonstrates behavior that facilitates a feeling of optimism and displays a commitment to the overall organizational visions and goals (Bakker, Pemeuruti, Sleebos, & Maduro, 2014; Brandt, Laitinen, & Laitinen, 2016; Breevaart, Del Carmen Triana, Richard, & Yücel, 2017; Gokce, Guney, & Katrinli, 2014; Hetland et al., 2015; Higgins, 2015; Kopperud et al., 2014). They give value and meaning to the work of employees through the act of

inspirational and positive influence (Muhamad et al., 2015). Balaji and Krishnan (2014) referred to transformational leadership as empowering, particularly within an employee's social environment. Transformational leaders who exhibit charismatic leadership can implement expressive language that is emotionally appealing and conveys a clear vision that speaks to the value and needs of their employees (Kelloway et al., 2012).

Lastly, the transformational leader must exhibit idealized influence—the leader transitions to a role model, demonstrating the ideal traits of honesty, trust, enthusiasm, and zeal to move forward. The transformational leader must model behavior that results in employees' admiration, respect, and trust. Leaders adopt a consistent style and then become dependable in the eyes of their employees. Leaders take risks and put the employees' interests first, because of the leader's conviction. They tend to take a strong position on different issues, present what is valuable to them, and demonstrated their trustworthiness. Transformational leaders tend to be admired as role models with loyalty, confidence, and pride, aligned with their employees toward a common goal (Bass, 1998).

The focus of the transformational leader is to help subordinates to share their vision (Bank, McCauley, Gardner, & Guler, 2016). The transformational leader can encourage employees to retain and pursue leadership roles while demonstrating a sense of ownership that cultivates employees' investment in the organization (Ahmad, Abbas, Latif, & Rasheed, 2014; Lanaj, Johnson, & Lee, 2016; Top, Akdere, & Tarcan, 2015; Tyssen, Wald, & Heidenreich, 2014). The transformational leader's interest (Burns, 1978) is to reshape followers' perceptions by helping them to reprioritize their needs. Bass (1998) explained this from the viewpoint of lower maintenance to higher-level self-

actualization needs that are shown to be in line with Maslow's (1943) hierarchy of need. This speaks to the idea that "leaders and followers hold one another to higher levels in regard to motivation and morality" (Burns, 1978, p. 20).

Burns (1978) and Bass (1985) agreed that transformational leadership and its resultant employee satisfaction can help boost employees' maturation and skills, allowing for a greater sense of belonging. Employees were more receptive to change and gain a greater willingness to work towards achieving goals that were vital to the companies' survival. Research asserts that this style of leadership proved to be more effective than other modern styles at improving employee satisfaction and effort and increasing morality in the workplace (D. M. Hassan & Hatmaker, 2015; Hassan, Wright, and Yukl, 2014). The influence of transformational leadership on employee performance was said to have a positive and important effect on employees' overall job performance and satisfaction (Bayram & Dinç, 2015; Dabke, 2016; Engelen, Gupta, Strenger, & Brettel, 2015; Hamstra et al., 2014; Ho, 2016; Ishaq & Khalid, 2014; Kyoung, 2014; Maas, Seferiadis, Bunders-Aelen, & Zweekhorst, 2014; Nohe, & Hertel, 2017). The transformational style tends to lead with openness and trusts. For that reason, Chi and Huang (2014) agreed that this form of leadership should be used in all organizations. Project managers advised to utilize more transformational leadership to lead complex and challenging projects (Bronkhorst, Steijn, & Vermeeren, 2015). The key is to challenge or coach employees in redirecting their thinking into new ways of performing their jobs (Bass, 1985). Leaders tend to encourage these traits and allow employees to act with a certain degree of independence as opposed to giving constant instructions.

Transformational leaders build trust between upper leaders and followers. This approach can ideally minimize fear and discomfort between management and employees. Leaders must know their employees to the point of getting employees to trust the process by validating their needs, which in turn encouraged healthy communication, employee commitment, and job satisfaction (Holstad et al., 2014; Tsai & Huang, 2008).

Researchers agreed that implementing a transformational leadership style can help transcend organizations not only in the United States but also other countries (Bass, 1998). Avolio (2005) suggested that transformational leadership can be taught, learned, and practiced. The transformational leader's interest is to implement changes in the overall organizational mission and structure and influence followers to complete their tasks without questions. Followers can infuse their energy into strong performance as both the leader and followers raise each other to higher moral standards and motivate each other to succeed.

Transformational leaders aimed to guide their followers beyond using reward and punishment (Breevaart, Bakker, Hetland, Demerouti, Olsen, & Espevik, 2014; Cekuls, 2015; Frieder, Wang, & Oh, 2018). Transformational theory was first given a name by James Downton in 1973, but it fully developed when Burns (1978) published his work on the topic. Burns wanted to shift the concept of transactional theory toward focusing on exchanging reinforcement practices between leaders and employees. Bass (1985) expanded on transformational leadership by suggesting that the model should be looked at as a continuum of transactional and laissez-faire theories, as opposed to three separate theories. Bass also agreed that leaders may sometime lead their followers using all three

models: transactional, laissez-faire, and transformational. Bass has described this form of leadership as influential and encouraging autonomy and individual self-interest for the good of the organization. Employees can be coached and mentored to increase their awareness of organizational goals as opposed to just their interests. Antonakis and House (2014) refer to the transformational leadership model as good and effective leadership.

Research

Research has shown that transformational leadership is associated with a positive attitude among employees (Azeem & Akhtar, 2014; Breevaart, Bakker, Pemeurouti, Sleebos, & Maduro, 2014; Bronkhorst, Steijn, & Vermeeren, 2015; Dartey-Baah & Ampofo, 2015; Enage, Bentor, & Ebio, 2016; Gilbert, Horsman, & Kelloway, 2014; Muhamad, Hassan, Harman, Abdul, & Majid, 2015; Schmitt, Den, & Belschak, 2016) and can be used to transform organizations to achieve organizational objectives (Basham, 2012; Hong, Shin, & Horoguchi, 2017; Muhamad et al., 2015). Boer, Deinert, Homan, and Voelpel (2016) supported this view by suggesting that the presence of a transformational leader enhanced job commitment and satisfaction among employees. Birasnav (2014) found that transformational leaders can demonstrate positive behavior, which in turn inspires employees to achieve higher levels of performance with respect to organizational goals. Effelsberg, Solga, and Gurt (2014) believed that the action and attitude of the transformational leader spills over and helps shape the way employees feel about their work and organization. A leader's action may influence behavior and the positive ethical examples they set stimulate employee engagement. For example, the work of Men (2014) pointed out that transformational leaders have a "knack" for

communicating face-to-face with employees, which found to be associated with employee satisfaction.

Çekmecelioğlu and Özbağ (2016) further suggested that when leaders show support, understanding, and compassion for their subordinates, employees were more likely to invest in their leader's goal and be focused on achieving tasks. Çekmecelioğlu and Özbağ (2016) implied that the first four dimensions of the transformational leader are positively linked to influencing individual creativity and intellectual stimulation, which are strongly connected to the development and cultivation of employee achievement. McCleskey (2014) noted that the search for positive leadership has been ongoing for the past 100 years. Even today, scholars must continue to conduct in-depth research on the development of organizational culture and outcomes with respect to leaders and followers, as the two elements continue to be a present and future challenge for leaders.

Moreover, the literature showed that transformational leadership has a positive influence on organizational commitment when employees perceive their leaders as supportive and demonstrate competency at their jobs. (Ali, Farid, & Ibrarullah, 2016; Chiu & Ng, 2015; Fabi, Lacoursière, & Raymond, 2015; Fard & Karimi, 2015; Ghasabeh, Reaiche, & Soosay, 2015; Iqbal, Tufail, & Lodhi, 2015; Shim, Jo, & Hoover, 2015; Wang, Ma, & Zhang, 2014; Vandenberghe, 2014; Yang, 2016). Transformational leaders are able to empower employees and are major predictor for enhancing job satisfaction among employees (Han, Seo, Li, & Yoon, 2015; Lu, Lu, Gursoy, & Neale, 2016; Mittal, 2015; Nasra & Heilbrunn, 2015; Peachey, Burton, & Wells, 2014; Rowold et al., 2014; Shurbagi, 2014; Tse & Chiu, 2014). Furthermore, Han et al. (2015) agreed

that organizational commitment and empowerment boost employee knowledge and overall attitude with respect to promotion of teamwork. The transformational leadership literature showed, when this outcome obtained, employee morale and job performance increased (ArunKumar, 2014; Azeem & Akhtar, 2014; Boer, Deinert, Homan, & Voepel, 2016; Çekmeciioğlu & Özbağ, 2016; Effelsberg & Solga, 2015; Ghulam, Muhammad, & Abul, 2016; Habib, Aslam, Hussain, Yasmeen, & Ibrahim, 2014; Hanaysha, 2016; Haque & Aston, 2016; Jain & Duggal, 2015; Pallas, 2016; Patiar & Wang, 2016; Rao & Abdul, 2015). Yang (2014) showed that job satisfaction and organizational trust are two major variables (among others) to consider when improving employee loyalty in an organization. Yang also highlighted trust as a major factor for improving employee satisfaction. Indrayanto, Burgess, and Dayaram (2014) agreed with Yang and stated that trust and commitment were necessary elements in supporting a model of transformational leadership that enhances performance. Research has also shown that the perception employees have of transformational leaders is critical to job satisfaction and employee commitment. Employees will likely commit to the company and achieve organizational objectives. (Belias & Koustelios, 2014; Gulluce, Jamalullail, Che, Fuzlina, Hazita, & Samsidah, 2014; Kaygin, Kafadar, & Atay, 2016; Lee & Cho, 2018; Mercurio, 2015; Njoroge, Gachunga, & Kihoro, 2015; Para-González et al., 2018; Patiar & Wang, 2016; Peachey, Burton, & Wells, 2014). Ashikali and Groeneveld (2015) asserted that transformational leaders who can successfully promote diversity gain employees' affective commitment. This was because this style of leadership is key to enhancing positive energy in terms of engagement, creativity, support, and individual coaching.

(Choi, Tran, & Park, 2015; Gillet & Vandenberghe, 2014; Irefin & Mechanic, 2014; Iqbal, Long, Fei, & Bukhari, 2015). If employees feel satisfied, they were more likely to stay with the company, which made it a key strategy for enhancing and maintaining efficiency within an organization (Top, Akdere and Tarcan, 2015). Bellé (2014) believed that job satisfaction started with the immediate supervisor in an employee's environment. The transformational leader wants the employee to be satisfied, leading to organizational performance. Bellé (2014) tested 128 nurses and used transformational leadership as the mediating model. He found that those nurses working under the transformational leader performed much more effectively than the control group under a beneficiary contact or self-persuasion group style of leadership. This research is evidence of the importance of having effective leaders, as well as of the need for employees to have a positive perception of their managers with respect to exemplifying and supporting ethical behavior within the organization (Effelsberg, Solga, & Gurt, 2014).

Because organizational commitment directly affects the behavior of an employee in terms of contribution to the organization, (Ahluwalia & Preet, 2017; Kakakhel, Khan, Gul, & Jehangir, 2015; Khan, 2015a; Khan, Naseem, & Masood, 2016; Kim, Eisenberger, & Baik, 2016), Top, Akdere, and Tarcan (2015) called for all organizations to begin adopting a work culture that is consistent with job satisfaction, organizational commitment, and trust. The researchers above, argued that transformational leadership is an appropriate model for support and positive communication, which Asgari, Rad, and Chinaveh (2017) noted was a strong indicator of job satisfaction and employee commitment. Kastenmüller, A., Greitemeyer, Zehl, Tattersall, George, Frey, and Fischer,

(2014) supported the idea that transformational leadership has a positive impact on job satisfaction. When comparing transactional leadership against transformational leadership, the latter was shown to be a greater predictor in capturing employees' overall satisfaction. Employee commitment tended to follow three types of commitments: affective, normative, and continuance. Research by Ashikali and Groeneveld (2015) suggested that affective and normative commitment tended to be the most common. However, for the purpose of this research all three-commitment models were implemented. The literature contains countless studies that agree with the notion that transformational leadership leads to a positive connection for both the employee and the organization (Arzi & Farahbod, 2014; Asiedu, Sarfo, & Adjei, 2014; Çekmecelioglu & Özbağ, 2016; Effelsberg, Solga & Gurt, 2014; Men, 2014; Osman & Siti Fatimah, 2014; Veiseh, Mohammadi, Pirzadian, & Sharafi, 2014). Effelsberg, Solga, and Gurt (2014) saw transformational leadership as an engagement concept, encouraging a willingness to engage in pro-organizational behavior. There are many questions as to how it works, as well as interest in using concepts from already existing theories and other unique views to examine if the expansion of ideas resulting from transformational dimensions is actually contributing to the desired outcome. The relationship between workers and supervisors shaped the culture of the organization and in turn impacts organizational commitment (Athar, Shahzad, Ahmad, & Ijaz, 2016; Navickaite, Daciulyte, & Urbanovic, 2015; Shim, Jo, & Hoover, 2015).

Dust, Resick, and Mawritz (2014) suggested that research on the relationship of workers and their transformational leaders is needed. Such research would be particularly

valuable because a transformational leader able to empower subordinates, which tends to have effects across the organization. A study by Deichmann and Stam (2015) stated that the transformational leader was importance in generating new ideas and changes that benefit the organization. Studies like Alvare, Lila, Tomas, and Castillo (2014), took into consideration the perception of employees towards their work environment using the principles of transformational leadership, important for maximizing effectiveness and efficiency in organizations. For instance, a study by Teh, Pihie, Asimirin, and Foo (2015) found that transformational leadership is a significant contributor to a teacher's self-efficacy. The teacher's efficacy level showed at $M=3.83$, $SD=0.381$, which was considered high. Similarly, Ayoko and Chua's (2014) study revealed that transformational leadership showed a positive relationship with team efficacy. Boer, Deinert, Homan, & Voelpel (2016) found that a transformational leadership style creates outcomes that are beneficial to employee commitment and satisfaction. These studies suggested that a transformational leader who demonstrated consideration and supported positive behavior might lead to increased organizational commitment (Top et al., 2015). Assessing transformational leaders against employees' performance showed that dimensions of transformational leadership result in positive organizational commitment, supporting the view that a manager's style of leadership significantly enhances performance (Amin, Kamal, & Sohail, 2016; Almutairi, 2016; Awais, Malik, & Qaisar, 2015; Jain & Dungal, 2015; Noraazian & Khalip, 2016; Yudiawan, Setiawan, Irawanto, & Rofiq, 2017). Porter (2015) agreed that the three-base component model may yield new insights into how transformational leadership can impact the work environment.

Collectively, the studies discussed above demonstrated that there is significant interest in understanding how the application of the principles of transformational leadership can enhance work satisfaction, spirituality, and job performance by achieving commitment towards one's job. (Almutairi, 2016; Campbell & Hwa, 2014; Hughes, 2016; Nasser, Mohammed & Anas, 2016; Porter, 2015; Sun, Chen, & Zhang, 2017; Wang, Xu, Sun, & Lu, 2019; Yousef, 2016). This study will draw from Bagheri, Sohrabi, and Moradi's (2015) concept using the MLQ, which was examined based on a panel of ten expert members for construction validity.

Servant Leadership Theory

Greenleaf introduced servant leadership theory beginning in 1970 (Greenleaf, 1970). He introduced a series of essays that included the servant as leader, the institution of a servant (Greenleaf, 1972a), and trustees as servants (Greenleaf, 1972b). Those essays introduced a new way for individuals to think about leadership. Washington, Sutton, and Sauser (2014) concluded that servant leadership is a form of leadership practice where the servant leader valued employees and placed the wellbeing of the employees over their own self-interest. Servant referred as a practice of authenticity that aim at developing and building people and their community, and a shared power between the leaders and followers for the greater good of all employees, the organization, and those being served by the organization (De Sousa & van Dierendonck, 2017).

Servant leadership style stands out from other modern leadership styles for its service- and follower-oriented (Greenleaf, 1972a, 1972b, 1977; Laub, 1999). This style places the needs of followers over the needs of the organization (Greenleaf, 1977) and

focused more on people's well-being to better meet organizational goals. Spears (2005), who is recognized as an expert in servant-leadership theory, affirmed that servant leaders have helped strengthen many organizations and the communities that they serve.

Definition of Servant Leadership

Greenleaf conceived the theory of servant leadership in 1970 after working for AT&T for many years and realizing that authoritarian leadership did not work (Spears, 2005). As a result, Greenleaf retired and started the Greenleaf Center for Servant Leadership (Greenleaf, 1970). Greenleaf's essays (1970, 1972a, 1972b, 1979) suggested that he was inspired by a man named Leo who accompanied and served a cohort of men in their travels. Leo cared for their everyday needs, but he eventually left, leaving the men feeling lost and not knowing what to do without him. As a result, they discontinued their travels. Greenleaf determined that Leo's servant attitude altered the men's thinking about Leo until they saw him as their leader (Greenleaf, 1977, 1979). Greenleaf apply this new-found knowledge not only in his everyday personal life but also in his business life. Through this understanding, he gained the insight that leaders are not born or created. Instead, they learned and grew based on their service and not through personal gain. Greenleaf expected a leader to want to ensure that followers' highest needs are being met. Greenleaf (1979) believed that leaders would become healthier, wiser, and more autonomous as they became more like servants and began putting employees, community, and customers first, thus promoting togetherness and shared power. Spears (2010) agreed that servant leadership is becoming a guiding philosophy for many organizations. Spears referred to servant leadership as an emerging leadership paradigm

for the 21st century and offered ten dimensions of servant leadership (healing, conceptualization, stewardship, trust, growth, persuasive mapping, foresight, listening and empathy).

Patterson (2003) and Sendjaya, Sarros and Santora, (2008) asserted that servant leadership is like transformational leadership. But Barbuto and Wheeler (2006) agreed that servant stands alone based on the leaders demonstrating: Altruism, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Servant leadership style is seen as a: mindset, a paradigm, a style of leading that illustrates the understanding that leadership is not the sole responsibility of the leaders but rather emerges from both the leader and the follower attributions (Spears, 2005; Spears, 1994).

Barbuto and Wheeler (2006) shared insight regarding the five dimensions listed below of servant leadership: An *Altruistic* calling describes a leader's conscious choice to serve selflessly and willingly. Leaders expresses an authentic form of leadership that places the interests of their subordinates before their own for the sole reason of meeting the needs of followers.

Servant leaders initiate *emotional healing* as they have the ability and insight of recognizing the need and, as a result, can start the healing process of the organization. The leaders allow followers to feel safe by creating a safe environment for followers to voice their feelings and concerns. This is especially helpful for followers who have been exposed to bullying, trauma, or hardship.

Servant leaders must also demonstrate *wisdom* that speaks to their ability to observe and gain knowledge from the work environment. The leader can assess how the work environment affects individuals to make a prediction of future outcomes.

The servant leader must demonstrate *Persuasion*: A servant leader should have no desire to seek power and status. Instead, servant leaders should seek to uplift those they manage. This element is a major factor that distinguishes the servant leader from more traditional, authoritarian models. The servant leader can envision and map issues, allowing both the organization and employees to function adequately, which in turn allows better and greater opportunity for the organization to thrive. Leaders can use sound reasoning and encourage employees to achieve their career goals.

The servant leader must demonstrate *stewardship*: CEOs, staff, and trustees were committed to running an institution for the greater good of society. They feel obligated to serve and help others and value openness and persuasion more than they value control. Leaders can encourage and help an organization to contribute to society through outreach programs to help the organization participate in social change. The servant should develop honest relationships with other businesses and institutions. Based on these qualities, Chiniara and Bentein (2016) questioned whether these traits were innated or can be taught and implemented throughout organizations. Researchers showed that leaders can learn to become servant leaders through relationship building, positive feedback, engagement, trust, spirituality, and commitment (Bucci & Lewis, Assegai, 2019; 2016; Cho & Kim, 2014; Turkey, 2018; Chughtai, 2016; De Sousa & van

Dierendonck, 2017; Dearth & West, 2014; Gutierrez-Wirsching et al., 2015; Staats, 2015).

Since Greenleaf (1970) introduced servant leadership in an organizational context, several interpretations of the model offered by other researchers (L. C. Spears, 1995; Spears & Lawrence, 2004; Russell & Stone, 2002; Wong & Page, 2003). The definition of servant leadership, provided earlier, was chosen for this study from Barbuto and Wheeler's (2006) interpretation of servant leadership. The five elements above captured the new morality from Greenleaf (1970), who claimed this new way of leading shows true leaders having a servant nature and having a strong desire to serve others for the sake of their employees' well-being and the greater good of society.

Research

The research of Brown and Bryant (2015), Chen, Zhu, and Zhou (2015) and Neubert, Hunter, and Tolentino (2016) showed that servant leadership is a promising theory and represents a people-oriented approach. Servant leadership has been shown to positively relate to employee satisfaction. Despite the lack of consensus (Berger, 2014; Green, Rodriguez, Wheeler, & Baggerly-Hinojosa, 2015; Ponton & Focht, 2015; Tischler, et al., 2016; Trastek, Hamilton, & Niles, 2014; VanMeter, Chonko, Grisaffe, & Goad, 2016; Washington, Sutton, & Sauser, 2014), servant leadership believed to represent a holistic, multi-level approach worth exploring from all angles (Bambale, 2014; Boden, 2014; Cater & Beal, 2015; ; Focht & Ponton, 2015; Green, Rodriguez, Wheeler, & Baggerly-Hinojosa, 2015; Liden, Panaccio, Meuser, Hu, & Wayne, 2014;; Reed, 2015; Shirin, 2015; Van Dierendonck & Patterson, 2015b). Coetzer, Bussin, and

Geldenhuis (2017) conducted an international literature review on servant leadership, found servant leadership characteristics competent and supported. The result showed support for eight servant leadership characteristics: humility, courage, authenticity, altruism, integrity, listening, accountability, and compassion. The systematic review conducted by Coetzer et al. found those dimensions to build relationships, empowerment, stewardship, positive outcomes, and compelling vision as the core of a sound organization. Barbuto and Gottfredson (2016) argued that the servant leadership style was vital to incorporate to capture the interest of top millennial talents. However, Coetzer et al. and Eva et al. (2018) noted that further research is required with respect to many aspects of servant leadership. A study by Davis (2017) concurred, noting that there is a need to conduct more studies from the perspective of the follower. His study conducted a review of the literature and found that dimensions such as trust, commitment, and the leadership style of servant leaders tended to produce servant followers. Chan and Mak (2014b) found that trust was one of the key factors connecting servant leaders to followers while also promoting job satisfaction. Kashyap and Rangnekar (2016) shared a similar view, stating that while the style of servant leadership influenced the level of trust, it is not enough to maintain employee satisfaction. Leaders were greatly influenced by the opinions their subordinates have of them, such that servant leadership shown to be a crucial mechanism for winning the trust of employees. A study by Van Winkle, Allen, DeVore, and Winston (2014) showed that when a servant leader leads an organization, a follower feels positively empowered. Flynn, Smither, and Walker (2016) asserted that servant leadership is a strong predictor influencing employee effectiveness. These results

added support to current servant leadership claims regarding the traits that were named vital to a servant leader. Flynn et al. agreed that perceptions based on a leader's performance needs to be explored further. Gigliotti and Dwyer (2016) asserted that as the concept of servant leadership become more mainstream in the literature, scholars and practitioners should consider conducting more studies not only from the servant leader perspective, but also from the perspective of individuals influenced and empowered by the servant leadership style.

The available studies show a positive relationship between servant leadership and employee commitment. (Bambale, 2014; Chiniara & Bentein, 2016; Coetzer, Bussin, & Geldenhuys, 2017; Cook, 2015; Davis, 2017; Du Plessis, Wakelin, & Nel, 2015; Ekinci, 2015; ; Focht & Ponton, 2015; Insley, Laeger, Ekinci & Sakitz, 2016; Jung & Yoon, 2016; Newman, Schwarz, Cooper, & Sendjaya, 2015; Reed, 2015; Washington, Sutton, & Sauser, 2014). Servant leadership has been found to be universal and valuable in all cultures, with few limitations in applying the model to organizations with challenges (Amah, 2015). The work of Carter and Baghurst (2014) showed that servant leadership is positively related to organizational commitment. Carter and Baghurst have shown servant leaders to be more concerned with employee satisfaction and customer service, while creating a sound work culture where employees and leaders work in a united fashion. This form of leadership reported to promote employee loyalty. Carter and Baghurst also reported that participants were more engaged and committed to their workplace when it was perceived being guided by servant leaders. Similarly, work by Kashyap and Rangnekar (2016) showed that servant leadership was negatively related to

turnover intention and partially mediated by trust. Rivkin, Diestel, and Schmidt (2014) assessed job demands, job resources, work engagement, and employee burnout to evaluate employee and leader relationships with respect to the servant leadership style. Rivkin, Diestel, and Schmidt study showed that job resources and employee engagement have positive correlations with servant leadership.

Unsurprisingly, past studies demonstrated that there is a negative relationship between burnout and a servant leadership style (Gowdy, 2015; Hassan, Wright, & Yukl, 2014; & Krog, & Govender, 2015). Lapointe and Vandenberghe (2015) showed that normative commitment and affective commitment were positively related to servant leadership while being negatively related to antisocial behavior. Otero-Niera, Varela-Neira, and Bande (2016) revealed a link between servant leadership and organizational performance. Similarly, Greenleaf Center for Servant Leadership, (2016) found that members of an organization were more likely to report feeling supported if the management of an organization follows a servant leadership style. Equally, research by Ali (2016) implied that a servant leadership style is empowering through positive feedback. It showed a negative connection with negative feedback. Employees who reported that their jobs were meaningful showed a direct connection to organizational commitment. Van Dierendonck, Stam, Boersma, de Windt, and Alkema (2014) assessed the relationship of organizational commitment to servant leadership. Van Dierendonck et al. have asserted that servant leaders work hard at meeting the needs of employees, which in turn promotes employee commitment. Lapointe and Vandenberghe (2015) agreed with the above studies that show that servant leadership has a positive relationship with

affective, normative, and other types of commitments such as perceived sacrificial commitment, meaning that employees recognized the hard work that their superior demonstrates to better support their needs. As a result, job performance shows a positive relationship with employee commitment. Researchers show that employees who report feeling committed to their organization, show improvements in job satisfaction, performance, attitude, and innovation. Employees also demonstrate more autonomous behaviors while at work (Donia, Raja, Panaccio, & Wang, 2016; Hanse, Endurmazir, 2019; Harlin, Jarebrant, Ulin, & Winkel, 2016; Gutierrez-Wirsching, Mayfield, Mayfield, & Wang, 2015; Li, Early, Mahrer, Klaristenfeld, & Gold, 2014; Nwankwoala, 2014; Panaccio, Henderson, Liden, Wayne, & Cao, 2015).

Another dimension of servant leadership is trust. Mayer, Davis, & Schoorman (1995) aimed at minimizing risk to reduce the need for maintaining trust using control mechanisms. Studies such as those by De Sousa and van Dierendonck (2017) and DeConinck and DeConinck (2017) emphasized the importance of factors that build trust, such as valuing employees, psychological empowerment, and understanding employees. DeConinck and DeConinck believed that recognizing and implementing these factors would help employees thrive in the work environment. Beck (2014) supported this finding by asserting that a servant leader has a positive effect and influence on followers by building trust in the workplace. De Sousa and van Dierendonck (2016) found that the core principle of servant leadership can be seen through key factors like empowerment, humility, stewardship, and accountability, all of which are based on the foundational concept of trust.

A study by Gotsis and Grimani (2016) explored the servant leadership philosophy, based on the idea that this leadership style is inclusive and able to promote diversity among employees, while allowing them to feel a sense of belonging. Gotsis and Grimani reported servant leadership leaders can thrive while facilitating a diverse environment. Ling, Lin, and Wu (2016) argued that the servant style of leadership is a “trickle-down effect from top to bottom.” Ling et al. stated that the top leader tends to influence the middle leader and as a result, frontline employees tend to begin to demonstrate service-oriented behaviors, resulting in improved work performance. Williams et al. (2017) and Jaramillo, Bande, and Varela (2015) asserted that servant followers became more creative and showed commitment through a spiritual foundation. Neubert and Halbesleben (2015) took this view even further, by noting that a body of literature has identified religion and spirituality as two new components that have a positive influence on attitude and enhance job satisfaction and organizational commitment. Khan, Khan, and Chaudhry (2015) supported this view, referring to servant leadership as being unique from other models, as such leaders view themselves as a servant first because they implemented religious elements into their leadership style. Brown and Bryant (2015) embraced this view, as they suggested that leaders see themselves as servants and aim to put the needs of their subordinates first. This practice, Burch, Swails, and Mills (2015) also agreed, puts a strong emphasis on workplace spirituality. Greasley and Bocârnea (2014) believed that spirituality exists in every area in our lives, including the workplace. Viewed through a spiritual lens, an effective leader following the principles of servant leadership would also demonstrate humility.

Song, Park, and Kang (2015) noted that knowledge sharing is a major attribute of servant leadership. The servant leader influences team performance through knowledge sharing, which drives the sales performance for the company. Sipe and Frick (2015) argued that a servant leader is successful at gaining employee loyalty because they have a natural love for people. For example, a study by Halaychik (2014) found that when servant leadership dimensions were implemented in a struggling library, staff were able to redeem, revamp, and reshape the function of the library, which then led to better service for the community. Servant leaders tend to put the needs of the employees first, while demonstrating compassion, integrity, humility, and empathy. Servant serve with a higher sense of purpose, with the aim of bringing success to the organization. Russell (2016) recognized this type of leadership style as representing a system of reciprocal gain and benefit for both followers and the leader. Russell suggested that as leaders satisfied the overall needs of followers, they in turn would serve the leaders and be completely committed to the needs of the organization. Palumbo (2016) challenged this view, by suggesting that servant leadership may not be a proper fit for a non-profit organization. Palumbo believed that this style of leadership seems to hinder the growth of such organizations, as leaders were often undermined, resulting in little change within the organization. However, other studies contradicted that view (Brohi, Jantan, Sobia, & Pathan, 2018; Burg-Brown, 2016; Cook, 2015; De Sousa & van Dierendonck, 2017; Dutta & Khatri, 2017; Urbonas, Kubiliene, Kubilius, & Urboniene, 2015; Flynn, Smither, & Walker, 2016; Gutierrez-Wirsching, Mayfield, Mayfield, & Wang, 2015; Liden, Halaychik, 2014; Wayne, Liao, & Meuser, 2014; Flynn, Smither, & Walker, 2016),

instead suggesting that the views of followers are reflected in the self-evaluation of a leader, which in turn is positively related to employee effectiveness and performance. The servant leadership style is seen as a model that leads through the exemplification of moral behavior and through action and engagement. It uses language that captures and motivates subordinates to achieve a particular outcome. Research suggested that the servant leader influence servant followers and create a sound workplace characterized by positive attitudes and growth that takes employees to the next level (Irving & Berndt, 2017; Rivkin, et al., 2014; Rodriguez, 2014; Rodriguez, 2016; Rowold, Borgmann, & Bormann, 2014; Russell, Broomé, & Prince, 2016; Zhao, Liu, & Gao, 2016). Ozyilmaz and Cicak (2015) conducted an earlier study in a for-profit organization and found that servant leaders significantly influence job satisfaction and improve the psychological climate of employees by promoting a positive attitude.

A study by Aij and Rapsaniotis (2016) was concerned with the improvement of quality and efficiency. Aij and Rapsaniotis pointed out that servant leadership and lean leadership styles use tools such as knowledge sharing to successfully lead employees. Both researchers concluded that leadership styles appear to overlap in principle. However, using a servant leadership style provided the opportunity to engage and develop employees into effective and fruitful lean leaders. Malingumu, Stouten, Euwema, and Babyegeya (2016) showed that the style of servant leadership that puts subordinates first fosters citizenship behavior, which will in turn promote creativity. The study also showed employees working in such conditions may take on extra work to benefit the well-being of the organization. Lam (2004) explained that the servant leader must

experience a mind shift, a change that sees the leader and the subordinate in a different manner from other traditional views of leadership. De Sousa and van Dierendonck (2014) agreed that servant leadership affects work engagement and employees' psychological empowerment, even in situations of high uncertainty, such as when two companies are undergoing a merger. Dutta and Khatri (2017) agreed with the research described above, the role of a servant leader is to influence and lead positive behavior, which in turn is likely to change the overall attitude of employees. Among the several authors who have attempted to define and redefine the essence of servant leadership, this study builds upon the work Barbuto and Wheeler (2006), which emphasized the elements of wisdom, emotional healing, foresight, altruistic calling, and stewardship. These dimensions value the involvement of everyone and demonstrate the presence of trust, empowerment, spirituality, self-efficacy, and diversity.

Bullying Leadership Style

Workplace bullying has been a troublesome issue for organizations across the U.S. and will continue to be a necessary matter for consideration (Harvey et al., 2014; Lorber & Skela-Savic, 2014; Mathieu, Neumann, Hare, & Babiak, 2014; Mitchell, Vogel, & Folger, 2015; Muhammad, Amran, & Khalid, 2014; Namie & Namie, 2000; Notelaers et al., 2015; Ritzman, 2016; Trépanier, Fernet, & Austin, 2015). Research shows that bullying has a negative impact on an organization's culture and job satisfaction of its employees, that can likely result to low organizational commitment (Bormann, 2017; Glambek et al., 2014; Lewis, Megicks, & Jones, 2016; Lin & Hsiao, 2014; O'Donnell & MacIntosh, 2016; Tarigan & Ariani, 2015). Although there are several studies on

workplace bullying and leadership styles that hint at servant leadership as a possible deterrent to workplace bullying (De Sousa & van Dierendonck, 2014, 2017; Khan, 2015a; Tang, Kwan, Zhang, & Zhu, 2015), the relationship between servant leadership and bullying is not known. No studies have identified servant and transformational leadership styles as models that can be implemented to discourage bullying in the workplace. Although transformational leadership and the impact of bullying behavior on organizations have been explored, research in that area is limited. This study joins with other conducted research against the occurrence of workplace bullying in the U.S. by taking a unique approach to assess if bullying mediates transformational and servant leadership across the TCM model.

Job satisfaction, employee attitude, absenteeism, and employee turnover have been linked with an individual's experiences and perception in the work environment (N. Ali, Ali, & Ahsan, 2014; Akbar, Sadegh, & Chehrazi, 2015; Islam & Rahman, 2016; Larkin, Brantley-Dias, & Lokey-Vega, 2016; Lee & Cha, 2015; Lin & Liu, 2017; Macintosh & Krush, 2014). Kashyap and Rangnekar (2016) found that employees' perceptions of their jobs play a large role in the employees' satisfaction and motivation. Job perception also has a significant effect on job attitude, which speaks to how an employee is connected and committed to the organization (De Sousa & van Dierendonck, 2014; Maula-Bakhsh & Raziq, 2015; Ozyilmaz & Cicek, 2015). Van Winkle et al. (2014), Markovits, Boer, and van Dick (2014), Mercurio (2015), Moneke and Umeh (2014), Ngang and Raja Hussin (2015), and Ozturk, Hancer, and Im (2014) pointed out that the organizational support system, which is primarily support from supervisors and

colleagues, has been shown to promote job satisfaction, employee engagement, job commitment, and lowers employee turnover and intern absenteeism (Ćulibrk, Delić, Mitrović, & Ćulibrk, Chordiya, Sabharwal, & Goodman, 2017; 2018; Darijani, Soltani, & Pourroostaei, 2014; Fu, 2014; Çelik, Dedeoglu, & Inanir, 2015; Jarka & Ruciński, 2015). Research shows that organizations with strong managerial support systems negatively correlate to job stress, burnout, and job strain (Nwankwoala, 2014; Ullah & Kashif-ur, 2015; Valentine, Fleischman, & Godkin, 2016a). These studies suggested that leaders who can form and demonstrate positive relationships with their subordinates may contribute to high levels of job satisfaction, leading to high commitment levels and increased employee productivity.

This perception of employees and leaders calls for novel approaches to leadership that requires leaders to have a strong desire to help others (Greenleaf, 1970). The servant leadership style, whose main priority is the employees, does not view or treat employees as tools. Rather, leaders are key to valuing and developing employees to bring out their best (Asrar-ur-Haq Muhammad & Kuchinke, 2016; Chan & Mak, 2014b; Gunnarsdóttir, 2014; Salleh, Zahari, Ahmad, Aziz, & Majid, 2015; Shaw & Newton, 2014; Soane, Butler, & Stanton, 2015; Sokoll, 2014; Van Dierendonck & de Sousa, 2016; Varney, 2017; Wang, 2014). Spears (2005, 2010) viewed servant leadership as a strong factor that enhances workplace environments suffering from low morale and poor values. Research showed that followers of servant leaders believe that their leader captures their needs and nurtures their spirits and vision (Greenleaf, 1970; Russell, 2016; Sipe & Frick, 2015;

Stelmokiene & Endriulaitiene, 2015; Washington, Sutton, & Sauser, 2014; Winston & Fields, 2015; Yang, Liu, & Gu, 2017; Yoshida, Sendjaya, Hirst, & Cooper 2014).

Unlike servant leadership, transformational leaders focus on building commitment to organizational objectives. The transformational leader capitalizes on this concept to help empower followers to accomplish those objectives (Brahim, Ridić, & Jukić, 2015; Mesu, Sanders, & Riemsdijk, 2015; Phaneuf, Boudrias, Rousseau, & Brunelle, 2016; Tarsik, Kassim, & Nasharudin, 2014; Van Beveren, Dimas, Lourenço, & Rebelo, 2017; Van Winkle et al., 2014; Vito, Higgins, & Denney, 2014; Wang, Ma, & Zhang, 2014; Weng, Huang, Chen, & Chang, 2015; Yang, 2016). This form of leadership occurs when both the employee's interest and awareness have been expanded, which increased the confidence of employees and produces an outcome of shifting employees from mere existence to achievement and growth (Bass, 1985). Like servant followers, transformational followers are motivated to perform, feel respected by their leaders, obtain a level of trust towards their leaders, and develop loyalty to their leaders.

Both transformational and servant leadership describes people-oriented, moral, and inspirational approaches to leadership (Donia, Raja, Panaccio, & Wang et al., 2016; Effelsberg et al., 2014; Jaramillo et al., 2015; Lapointe & Vandenberghe, 2015; Mahembe & Engelbrecht, 2014; McClellan, 2007; Mitchell, 2015; Mittal & Dhar, 2015; Moriano, Molero, Topa, & Lévy Mangin, 2014; Muterera, Hemsworth, Baregheh, & Garcia-Rivera, 2015; Sun & Wang, 2016; Sun, Xu, & Shang, 2014; van Dierendonck, et al., 2014). Both styles of leadership, strongly advocate for valuing, mentoring, and empowering subordinates (Bronkhorst et al., 2015; Du Plessis, Wakelin, & Nel, 2015;

Mertel & Brill, 2015; Nübold, 2015; Otero-Niera, Varela-Neira, & Bande, 2016; Panaccio et al., 2015; Pradhan & Pradhan, 2015; Rachmawati & Lantu, 2014; Tesfaw, 2014; Trmal, Bustamam, & Mohamed, 2015; Yang, 2014). Some researchers argued that both approaches are rooted in charismatic leadership theory (Graham, 1991; Smith et al., 2004), where leaders can exercise power through their employees' beliefs because the employees identify with the personality of the leaders. As such, employees who are being subjected to a supervisor's purposefully harmful acts of manipulation, passive-aggressive behavior (psychological acts that lack action by the aggressor), physical abuse (which can include withholding behaviors that benefit the organization or intentionally assigning the victim to degrading tasks), verbal abuse (which can include spreading rumors or threatening to isolate the victim), or other aggressive acts are clearly not being supervised by a transformational or servant leaders (Ahmad, Abbas, Bronkhorst Steijn, & Verneeren, 2015; Latif & Rasheed, 2014; Men, 2014; Pitsis, 2010; Rai & Agarwal, 2018; 2017; Rhodes, Pullen, Vickers, Clegg, & Salin & Notelaers, 2017; Sang, Chin, Muhammad, & Owee, 2016; Trépanier, Fernet, & Austin, 2016; Wan., QinXuan & Li-Ping, 2017b; Williams et al., 2017; Megicks & Jones, 2016; Xu, Loi, & Lam, 2015). The two leadership styles, servant and transformational, share the willingness to reward contributions. Such treatment of subordinates by leaders may be reciprocated (Effelsberg et al., 2014; Washington, et al., 2014). This reciprocation suggests that those employees can be more committed to the organization.

Definition of Leadership Bullying

Management bullying exists when there is a power imbalance that intimidates the target individual, keeping the individual from defending him or herself (Wan, QinXuan, & Li-Ping, 2017b). The power imbalance creates fear in the victim while the aggressor continues other actions for a lengthy amount of time (Harvey et al., 2014; Valentine et al., 2016b; Woodrow & Guest, 2017). Although bullying can be top-down (boss-subordinate), horizontal (peer-peer), or bottom-up (subordinate-boss), the most common bullying is top-down, as the opportunity for supervisors to bully subordinates using aggression to intimidate the victim has a higher rate of occurrence in the work environment (Muhamad et al., 2015; Yam, Fehr, Keng-Highberger, Klotz, & Reynolds, 2015; Yang, Caughlin, Gazica, Truxillo, & Spector, 2014). Kelloway (2017) suggested that organizations tend to adopt a culture based on the leader's personality and style of leadership. Continuing workplace aggression eventually causes other leaders and employees to behave inappropriately, which can create a culture of workplace bullying (Keashly & Nowel, 2010; Namie & Lutgen-Sandvik, 2010). The Workplace Violence Research Institute estimated that \$36 billion per year of U.S. business expenses include medical care, loss of productivity, loss of valued employees, and psychiatric care (Workplace Violence Research Institute, 2012). The estimated cost for staff bullied is reported between \$30,000 and \$100,000 (Johnston, Phanhtharath, & Jackson, 2010) and includes low job satisfaction, low staff morale, employee absenteeism, and employee turnover (Diakiw, 2009; Greenbaum, Mawritz, & Piccolo, 2015; Jiang & Gu, 2016; Jiang, Wang, & Lin, 2016; Johnston et al., 2010; Workplace Bullying Institute, 2012;).

The Workplace Bullying Institute (Namie & Namie, 2014) reported that 82% of individuals who have been bullied and exposed to bullying have lost their jobs as these employees are reported to have anxiety and require time away to cope with the emotional and physical impact of their experiences (Cascardo, 2011).

Transformational and servant leadership approaches can potentially transform a work environment into one that thrives on antibullying behavior, since both leadership styles are people-oriented and concerned with progress and development (De Sousa & van Dierendonck, 2014; Liden, Wayne, Liao, & Meuser, 2014; Malingumu, Stouten, Euwema, & Babyegeya, 2016; McCann, Graves, & Cox, 2014; Mencl, Wefald, & van Ittersum, 2016; Metwally, El-bishbishy, & Nawar, 2014; Mhatre & Riggio, 2014). These values can shift and enhance the personal values of followers because their needs are being fulfilled. The transformational leader supports the vision and goals of the organization, while the servant leader aims to serve followers and provide the support they need to meet their work and personal goals (Bronkhorst et al., 2015; Schneider & George, 2011).

Research

Dr. Gary and Dr. Ruth Namie devoted over two decades of research to this issue and founded the Workplace Bullying Institute (WBI) in 1997. This foundation has become a global hub and has helped many other practitioners and scholars to further their research on workplace bullying. The WBI was founded and developed after Dr. Namie herself experienced workplace bullying by another female supervisor and realized that there was no specific entity in the United States that manages such abusive practices

(Namie & Namie, 2014). The campaign to raise awareness about bullying began in California. This was the result of many years of documenting the cases of victims exposed to bullying. Bully tends to cause low self-efficacy and creativity, particularly among female victims. Managers are able to either prevent or permit bullying practices. In that regard, managers who adopt a poor style of leadership often exhibit a poor standard of ethics/values. This promotes an environment where misconduct positively affects job satisfaction including the structure, finances, mental health, and the overall culture of the organization (Carroll & Lauzier, 2014; Einarsen, Skogstad, Rørvik, Lande, & Nielsen, 2016; Eriksen, Høgh, & Hansen, 2016; Høgh et al., 2016; Koh, 2016; Valentine, Fleischman, & Godkin, 2016b; Wan, QinXuan, & Li-Ping 2017a). At present, bullying behavior is an ongoing phenomenon with no agreed-upon definition (Pastorek, Contacos-Sawyer, & Thomas, 2015; Pilch & Turska, 2015; Rai & Agarwal, 2017), and a direct method to deter bullying has not been articulated.

This study will observe servant and transformational leadership dimensions when a difference of power exists, for the purpose of evaluating whether bullying mediates the two leadership approaches against the TCM model. Organizational commitment is important because human commitment can boost organizational activities and play a crucial role in determining success (Ahluwalia & Preet, 2017; Ahmad & Rainyee, 2014; Al-Ansi, Rahardjo, & Prasetya, 2015; N. Ali, Ali, & Ahsan, 2014; Alkahtani, 2015; Asgari, Rad, & Chinaveh, 2017; Asiedu, Sarfo, & Adjei, 2014; Athar, Shahzad, Ahmad, & Ijaz, 2016). The transformational and servant leadership approaches have been found to improve the attitude of employees and their work behavior (Davenport, 2015; De

Clercq, Bouckennooghe, Raja & Matsyborska, 2014; DeSensi, 2014; Hanse et al., 2016; Hoch, Bommer, Dulebohn, & Wu, 2018; Malik, Javed, & Hassan, 2017; Maula-Bakhsh & Raziq, 2016; Mesu, Sanders, & Riemsdijk, 2015; Miao, Newman, Schwarz, & Xu, 2014; Priyanka, 2017; Tuckey, Li, & Chen, 2017). This study drawn on subordinates' perceptions using positive forms of behaviors, such as the servant and transformational leadership style, to bring awareness to positive aspects of leadership in order to isolate and discourage any toxic practices that result in bullying behavior. For instance, researchers have noted that human resources departments have taken on a bigger role in dealing with bullies and their victims. Human resources departments saw the need to put in place policies, guidelines, and definitions to respond to complaints of bullying. This implementation is important because perpetrators of workplace bullying tend to stay with an organization while the victims tend to leave. When bullying practices are implemented, which mostly affect women, it forms the culture of the organization. This is because long-lasting bullies who are in privileged positions exert power and are often unsatisfied with the poor opportunities for advancement, one of many reasons superiors bully their subordinates (Ariza-Montes, Muniz, Leal-Rodríguez, & Leal-Millán, 2014; Bame, 2017; Fox & Cowan, 2015; Glambek et al., 2014; Harvey, Harris, Gillis, & Martinko, 2014; Hauge, Skogstad & Einarsen, 2009; Koh, 2016; Mathieu, Neumann, Hare, & Babiak, 2014; Webster, 2016). Beakley (2016) agreed that workplace mistreatment in the form of bullying is continuing to increase dramatically. Woodrow and Guest (2017) noted that bullying can take many forms, including undermining, aggressive behavior, mobbing, emotional abuse, assignment of excessive workloads to

subordinates, assigning tasks that may be irrelevant to one's job, making use of humiliating tactics, assigning degrading tasks, interpersonal conflict, and victimization by a supervisor (Glambek et al., 2014). This behavior tends to persist over time and victims are subjected to frequent negative acts by their supervisors because of the presence of a formal imbalance of power (Glambek, Matthiesen, Hetland, & Einarsen, 2014). Glambek et al. (2014) suggested that this form of management may cause an employee to become disengaged and leave the organization to escape such treatment.

A study by UNISON (1990) found that 40% of participants from a survey design were exposed to and had experienced bullying by a supervisor. Namie and Namie (2014) reported that in 89% of their studies, participants perceived their leaders as bullies. Both studies showed a problem with leaders behaving in a destructive and abusive manner towards their subordinates. A more recent study showed that 80% of perceived bullying was by a supervisor or a superior (Einarsen, Mikkelsen, Hoel, Zapf, & Cooper, 2003; McDonald et al., 2016). Even more recent research has found that when hostility and aggressive behavior is present in the workplace, a supervisor is shown to have a deviant relationship with subordinates. This form of leadership may cause a subordinate to "hold back" during a disagreement and behave in a "numb" manner with a superior.

Unfortunately, this can bring about stress, negative work outcomes, burnout, high turnover, and negative impacts on employee wellness and commitment levels, because of the perception of poor support from management. In such situations, employees often report mental exhaustion, depression, and unproductive work behavior (Beakley, 2016; Brunetto, Xerri, Shacklock, Farr-Wharton, & Farr-Wharton, 2016; Devonish, 2017;

Laschinger & Fida, 2014; Lewis, Megicks, & Jones, 2016; Michel, Newness, & Duniewicz, 2015; Tsuno & Kawakami, 2014). Collectively, these findings suggest that most bullying behavior involves a superior and can be classified as a situation involving an abusive or bullying supervisor. Research indicates that promoting positive behavior is significant and can be implemented through positive leadership, namely transformational leadership (Akbar, Sadegh, & Chehrazi, 2015; Allen, Grigsby, & Peters, 2015; Alvarez, Lila, Tomas, & Castillo, 2014; Amin, Kamal, & Sohail, 2016; Antonakis & House, 2014; Avolio, Sosik, Kahai, & Baker, 2014; Larkin, Brantley-Dias, & Lokey-Vega, 2016; Mackey et al. 2014; Palanski, Avey, & Jiraporn, 2014; Priyanka, 2017; Shurbagi, 2014). Lapointe and Vandenberghe (2015) showed that bullying is absent in workplaces in which leadership by managers had servant dimensions. In such workplaces, there was a positive relationship between servant dimensions and affective, normative, and continuance commitment among employees. For example, Halaychik (2014) implemented the servant leadership themes in the context of a library's staff to expand, revitalize, and reform the library to better lead followers and in turn meet the needs of the community. Likewise, Caillier (2016) noted that transformational leadership was negatively correlated with turnover intentions and that employees showed more desirable attitudes regarding the goal of the organization.

Michel, Newness, and Duniewicz (2015) argued that an organization has the responsibility of ensuring employees remain loyal by protecting employee well-being, demonstrating positive leadership behavior, and maintaining a positive attitude among subordinates with respect to their interactions with leaders. This speaks to the importance

of leaders being charismatic and transparent, demonstrating trust and respect, and having the ability to empower individuals through positive interaction. Schwepker and Schultz (2015) and Peachey, Burton, and Wells (2014), see transformational and servant leadership as falling under the reverse definition of management bullying, with the potential to positively impact employee and organizational commitment. Luo, Marnburg, and Law (2017) showed that positive leadership styles have a direct or indirect effect on organizational commitment among subordinates. Mathieu, Lacoursière, and Raymond (2015) suggested that a perception of positive leadership fosters work commitment and fostering positive leadership that contributes to higher levels of job satisfaction and lower levels of employee turnover. Mohamed (2016) noted that an active leadership style (such as the transformational style) correlated strongly with organizational commitment. This lends support to the idea that a leader's style of leadership strongly affects an employee's level of work performance, physical environment, and organizational commitment (Alkahtani, 2015; Arzi & Farahbod, 2014; Claar, Jackson, & TenHaken, 2014; Fu & Deshpande, 2014; Sow, 2015; University of Western Ontario, 2014; Veličković et al., 2014; Wadhwa & Verghese, 2015; Wang, Tsai, Lei, & Lai, 2016).

The perspectives of followers in each system with regard to the mediation of bullying represent a primary difference between the servant and transformational leadership styles (Baron & Kenny, 1986; Li, Shang, Liu, & Xi, 2014; Liden, Wayne, Liao, & Meuser, 2014). This difference may directly affect organizational commitment on the part of employees (Greenleaf Center for Servant Leadership, 2016). In contrast, the primary focus of transformational leadership is the goals of the organization (Dussault

& Frenette, 2015; Li, Lin, & Tien, 2015; Liang, Chang, & Chih-Wei Lin, 2017). This approach tends to empower followers to build commitment and to achieve organizational objectives. However, both approaches promote an environment of growth, self-efficacy, trust, vision, respect, integrity, and delegation, and aim to foster positive leadership behavior (Dussault & Frenette, 2015; Jaramillo, Bande, & Varela, 2015). These two leadership styles are expected to be similar with respect to how they interact and show consideration for individual needs. However, both leadership models stand alone and may enhance creativity and innovation to lift up morale and the spirit of followers (Hoch, Bommer, Dulebohn, & Wu, 2018; Le & Lei, 2018; Li, Zhao, & Begley, 2015; Koesmono, 2014; Krog & Govender, 2015). Both styles of leadership consider factors such as values, norms, and attitudes. These leadership styles empower followers to discourage bullying behavior on the part of leaders. Research showed that the authenticity demonstrated by positive leaders sparks commitment towards their organizations (Madden, Mathias, & Madden, 2015; Xiong, Lin, Li, & Wang, 2016; Yahaya & Ebrahim, 2016; Yamazakia & Petchdee, 2015; Yates, 2014; Yousef, 2016; Zatzick, Deery, & Iverson, 2015; Zhang, Lee, & Wong, 2016; Zhu & Akhtar, 2014; Zopiatis, Constanti, & Theocharous, 2014). Also, Farooq, Payaud, Merunka, and Valette-Florence (2014) reported that when an organization takes responsibility for CSR and organizational commitment, employee perception tends to link with organizational trust, which in turn affects positive outcomes.

Summary

Chapter Two includes several studies that define and provide an overview of transformational and servant leadership and discusses how the two leadership styles affect organizational commitment and bullying behavior in the workplace. The studies from Sokoll (2014) and Wang et al. (2014) identified servant and transformational leadership as strong models for businesses and their correlation to organizational commitment. Other studies revealed that the two leadership styles strongly link to job satisfaction as models of shared leadership, with a primary goal of developing people for the greater good of the organization.

Organizational commitment has been conceptualized using different approaches. In one conceptualization, organizational commitment, a multidimensional concept, includes three components: affective, the emotional attachment; continuance, the cost of leaving the organization; and normative, the moral obligation to stay with the organization (Meyer & Allen, 1990).

Bullying behavior in the workplace has been identified as a major obstacle to growth, as bullied employees tend to lack motivation. When bullying occurs, the organization's overall progress is negatively impacted, and it fails to achieve the growth that is vital for positive performance (Trépanier, Fernet, & Austin, 2015; Wan, QinXuan & Li-Ping, 2017a). Servant and transformational leadership styles are instrumental in deterring bullying behavior, as leaders who practice these styles have the capacity to prioritize the needs of the organization and the needs of employees (Van Dierendonck, et al 2014).

Chapter Three will include a detailed review of the methodology used to address the research questions. An overall review of the design and a rationale will be presented. Also included will be a discussion of the methodology, population characteristics, sample description, sampling approach, and sampling size to draw inferences about the target population. Analyses of power dynamics, demographics, and procedures for recruiting participants are important to ensure a close resemblance of the sample to the population and to accurately report study results. A discussion of instruments and materials will be included to provide in-depth details about how the variables included in this study are hypothesized and measured. A data analysis will be undertaken in chapter three to apply logical techniques and draw inductive inferences from the data. Also, data cleaning is critical to examine each hypothesis and address all research questions included in this study. Ethical considerations and confidentiality will be discussed to address norms for standards of conduct that clearly differentiate between ethical and unethical behavior. Finally, assessing threats to validity is crucial to disclose and minimize any potential problems and make inferences relating to cause and effect.

Chapter 3: Research Method

I begin this chapter by discussing the chosen design and its rationale. The second section addresses the methodology in detail. For example, I describe participants, the sampling strategy, the justification for choosing the selected sampling strategy, the number of participants, and the criteria that all participants were required to meet. I also explain the recruitment procedure, including saturation and sample size. In addition, the five instruments that were used to form the survey for this study are discussed. Those instruments included the MLA, the Affective Commitment Scale, the SLQ, the NAQ-R, a demographic survey, and the SurveyMonkey to collect data from participants regarding their perceived leadership style. Finally, threats to the study's validity are explained.

The purpose of the study was to examine employees' perceptions of the rate of bullying based on their supervisors' leadership styles (servant or transformational), and whether bullying mediates the relationship between leadership style and organizational commitment. Azeem and Akhtar (2014) asserted that there is a relationship between the two leadership styles and the three dimensions of organizational commitment: affective, normative, and continuance. Regarding the mediation effects, I investigated which leadership style showed a higher or lower effect on employees' perception of workplace bullying, which may negatively or positively affect the TCM model.

Research Design and Rationale

The objective of this cross-sectional study was to test the mediating effect of perceptions of management bullying. This research was one of the few studies to treat the mediating effect of bullying as one of the explanatory factors of low performance across

the TCM model. The cross-sectional design was appropriate for this descriptive, observational study that allowed for the measurement of the different variables and the examination of their interrelationships. This design offered a quick and simple way for amassing data quickly, while a longitudinal would have required data to be collected from the same people over time.

McCusker and Gunaydin (2014) noted that the quantitative method is appropriate for study objectives similar to mine. Quantitative methodology allowed me to collect numerical data and use them to statistically examine relationships between the study's variables within the chosen population. In contrast, qualitative methodology would have allowed for data to be collected from textual or narrative sources (see McCusker & Gunaydin, 2014). However, my purpose did not align with qualitative methodology.

The decision to employ a quantitative cross-sectional approach was consistent with similar prior research. Several quantitative studies have shown that workplace bullying often correlates with poor organizational commitment, which has a demonstrated association with undesirable leadership styles (Astrauskaite, Notelaers, Medisauskaite, & Kern, 2015; Dussault & Frenette, 2015; Tuckey et al., 2017; Woodrow & Guest, 2017). In addition, researchers used quantitative methods for examining the relationship between specific leadership styles and workplace bullying (Antonakis & House, 2014; Dussault & Frenette, 2015; McCusker & Gunaydin, 2014). The servant and transformational leadership styles were selected as the foundation for this research because there was evidence in the literature that the two styles had a low correlation with management bullying (Astrauskaite et al., 2015; Dussault & Frenette,

2015; Tsuno & Kawakami, 2014). Evidence has also shown that a quantitative method could be used to measure data collected through a cross-sectional design, and the findings could be used to make generalizations across the different groups represented in this study (Coetzer et al., 2017; Smith et al., 2016). Recent research on workplace bullying included a cross-sectional design for examining low job satisfaction according to bad values through an ideology of subordinate bullying and unmet needs, which has shown to be destructive toward organizational commitment across the TCM model (Tsuno & Kawakami, 2014).

I also looked at Walden University alumni and other researchers who used quantitative cross-sectional research designs for their studies, and found that they used most of the instruments used in my study (see Boateng, 2014; Gregory, 2016; Piong, 2016). For example, Boateng (2014) conducted a quantitative case study using the MLQ with a 5-point scale for rating observed leaders' behavior to see how administrators from the university perceived themselves as having transformational leadership characteristics. Gregory (2016) conducted a quantitative correlational study to assess whether leaders from a bank showed strong servant leadership characteristics using the SLQ. Gregory used two quantifying survey instruments, one for self-reporting the leaders' perceived level of servant and emotional intelligence, and the second to assess followers' perception of their leaders having servant leadership characteristics. Schwepker and Schultz (2015) also used a quantitative correlational design to assess the perception of sales employees who were being guided by servant leaders. Employees reported feeling valued with high behavioral performance to their organization, which also affected their

overall organizational commitment across the TCM model (Schwepker & Schultz, 2015). Because I intended to examine the relationship between two independent variables (the transformational and servant leadership styles), a dependent variable (employees' commitment), and a mediating variable (management bullying), quantitative methodology was appropriate (see Snelson, 2016).

Methodology

I used a cross-sectional design. The goal of this study was to assess the practice of the servant and transformational leadership styles by assessing employees' perception of the three component models. I endeavored to determine whether the mediating variable, management bullying, played any role between the servant or transformational leadership styles and organizational commitment by causing the adoption of affective, normative, or continuance measures. A quantitative cross-sectional design was appropriate for contributing to research in the servant and transformational leadership field.

Population

The population of interest for this study included employed adults in organizations who had a direct supervisor. Participants were required to know enough information or be familiar with their supervisor's leadership style. This was because they were required to answer general questions about their supervisors' performance, task-related involvement, engagement level with employees, interpersonal skills, and decision-making skills. Several approaches were used to recruit participants. First, I used social media to recruit participants through a link posted on my Twitter, Instagram, LinkedIn, and Facebook pages asking people to forward the link to other working adults, per a

snowball sampling technique. Second, to broaden the potential sample, I used LinkedIn groups to target working professionals such as social workers, school staff, businesspeople, technology professionals, or related workers. Using several approaches to recruit participants was important to obtain a diverse sample of working adults.

Sampling and Sampling Procedures

I planned to select participants from various work backgrounds targeting their supervisors' leadership styles. I use a strategy that involved targeting social media sites (Jiang, Luo, & Kulemeka, 2016) with a link to SurveyMonkey. This approach was crucial for recruiting participants, since participants who experienced the servant or transformational styles of leadership were a difficult population to reach (Valerio et al., 2016). Only individuals worked under their direct supervisor for at least one year were included. Participants who did not have at least 12 months working under a direct supervisor had their survey eliminated from analysis. Participants had to show that their leaders demonstrate servant or transformational styles of leadership, while responses that indicated other styles were discarded. Questions on the SLQ survey showed each participant's perceived leader style of their supervisor. Pinnington's (2011) suggested that servant and transformational leadership practices were hard to find, particularly servant leadership. In addition to using the SurveyMonkey software, snowball sampling, Instagram was used to reach as many professionals and working participants as possible (Valerio et al., 2016). The snowball sampling and Instagram approach allowed me to reach an entire group that would be otherwise outside the sampling plan. It also allowed me to obtain a larger, more diverse sample.

Sample Size

The purpose of this study was to examine any potential correlation with the two leadership styles (transformational and servant leadership) between the dependent variable of organizational commitment and mediating variable of management bullying. Identifying the sample size was necessary to properly obtain an adequate sample that would represent the targeted population (Emerson, 2015). To determine the sample size, three elements were considered: statistical power, or the probability that any true relationship would be identified between the variables; alpha, which denotes the rejection region; and effect size, showing the strength of the relationship. A smaller alpha would allow this study to reject the null hypotheses, thereby producing greater power. An alpha of .05 is most used for ensuring a 95% chance that the correct sample size will be presented (Granaas, 1999; Schmidt & Hunter, 1997; Simon, 1999). Effect size is calculated by dividing the mean difference by the standard deviation. Previous work has used this calculation to obtain the proper sample size (CheckMarket, 2016).

Power Analysis

For this study, I set the G*Power and alpha levels at the standard level accepted by behavioral research at .80 power (Cohen, 1992; Hauge, Skogstad, Einarsen, 2010; Hauge et al., 2009; Hoel et al., 2011). Cohen's (1988) strength of correlation was utilized to characterize each of the various correlations into three specific categories, as follows: weak, $r < 0.3$; moderate, $0.3 \geq r < 0.5$; and strong, $r \geq 0.5$. There are limited research showing a direct effect between the two leadership styles. However, some studies have considered each leadership style in relation to organizational commitment, work

satisfaction, and low engagement associated with bullying (Azeem & Akhtar, 2014; ÇelİK, Dedeođlu, & İnanir, 2015; Davis, 2017). The correlation coefficient for these studies ranged from $r = .97$ (Duru et al., 2017) to $r = .34$ (Yang & Caughlin, 2017) and $r = .57$ (Van Winkle et al, 2014), with an average of $r = 0.30$ (Franz et al, 2009) Similarly, this study sought to achieve acceptable strength. To do so, the coefficients of the mediator $\beta = 0.91$, which is the change in the regression used for this study where X (independent variable) indirectly affect Y (dependent variable) through M (Mediating variable). To determine the relationship (MacKinnon, Fairchild and Fritz, 2007). An alpha level of .05, a power level of .80, and considering the independent variables for group number (servant and transformational leadership), a sample size of 128 were recommended by the statistical calculator. The sample size of 128 or larger suggested by the Mediator, alpha and Power was utilized. G*Power for analysis showed an output of (f) 2.6814657 and generated an actual power of 0.8.

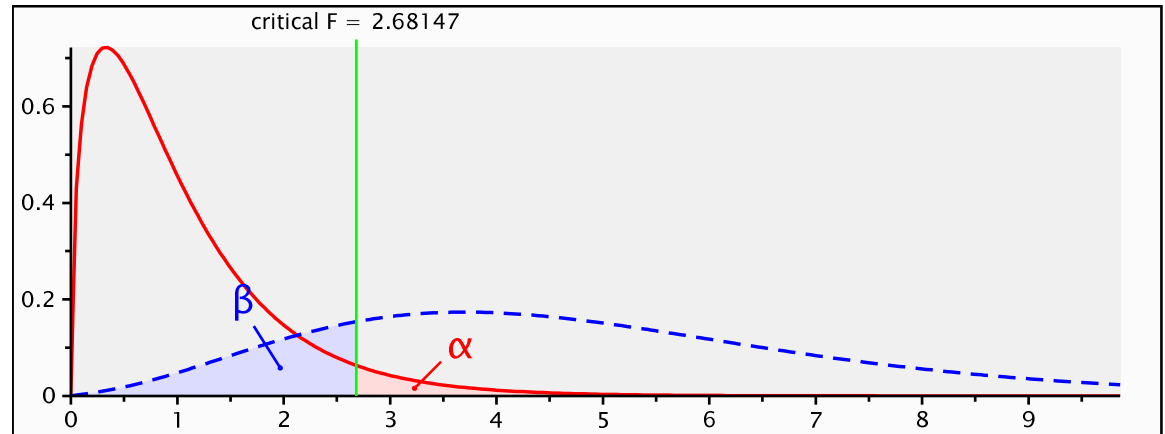


Figure 1. Power as a function of sample size.

Demographics

One of the inclusion criteria for participating in the study was the ability to access the survey online using the link given in the targeted social media sites. Additionally, participants had to be at least 18, or older, and they had to have at least one year of experience working directly under the same supervisor. All participants had to consent to participate of their own free will after the researcher made available all disclosures pertinent to the study. This was done by adding a disclosure document alongside the link to SurveyMonkey.

After receiving feedback from each survey, I initially reviewed the responses against the demographic-related questions to screen which participants met the inclusion criteria (see Appendix E). Participants that did not meet the criteria were discarded. This ensured that only the questionnaire responses of participants who met the inclusion criteria were used for the analysis phase of the study. The questionnaire responses were then sorted out based on the employees' perceptions of the transformational leadership or servant leadership characteristics.

Procedure for Recruitment of Participants

SurveyMonkey, an online data collecting website, collected the data for this study. A link was posted on several social media platforms like Instagram, Facebook, LinkedIn and Twitter. An informed consent process was posted, discussing the purpose of the study and participants' their rights. Participants had to opt-in to participate in the survey. I used my personal network of employed individuals age 18 or older to participate in the survey. I posted a public message in SurveyMonkey, Instagram, Facebook, LinkedIn, and Twitter in my contact list asking adults, working individuals to take part in the study by going to the link provided on the social media platforms. LinkedIn groups used to target working professionals. Snowball sampling was also utilized by asking participants to pass the link to their co-workers, family, friends, and acquaintances who met the one-year supervision requirement.

Instruments and Materials

The survey used to collect data comprised several measures. First, a demographic assessment collected demographic information about each participant, to describe the sample obtained. Next, employees' perceptions of their immediate supervisors were measured using two instruments: The Multifactor Leadership Questionnaire, was used to assess the transformational leadership style and the short version of the Servant Leadership Questionnaire. A measure of commitment assessed how committed participants reported feeling toward their organization. The three-component model (TCM) organizational commitment model was measured using three scales: the affective commitment scale (ACS), the normative commitment scale (NCS), and the continuance

commitment scale (CCS). The last measurement was the Negative Acts Questionnaire-Revised (NAQ-R) survey, which measured employees' perceptions to assess whether organizational commitment was enhanced if the practice of workplace bullying was reduced. The hope was that those employees who identified as having a boss who utilized either the transformational or the servant leadership style would report low or negative perception of bullying by their boss.

Multifactor Leadership Questionnaire

The Multifactor Leadership Questionnaire (MLQ), which was originally developed by Avolio, Bass, and Jung (1995), was used to measure transformational leadership. The MLQ 5x short form was selected for implementation in this study because the MLQ has provided accurate results with both field and laboratory research into transformational and other modern leadership models (Shurbagi, 2014).

The MLQ 5X short form is the latest version of the MLQ and includes 45 items; the *5X long* form includes 63 items (Bass & Avolio, 2004). Bass and Avolio (2004) indicate that the longer version is less beneficial for academic research, and therefore recommend researchers use the shorter version. As a result, the MLQ 5x short form was used in this study. There are two different versions of the shorter format. One format includes the leaders' ratings of themselves, and the other is the rater form that allows subordinates to rate their leaders (Bass & Riggio, 2006). The focuses of this study is the assessment of employee perception and views of their leaders, making it more beneficial to use the rater form.

The *5X short* form contains 45 items specifically oriented to identify nine distinct leadership constructs. Of the nine constructs, five were identified as characteristics of transformational leadership: (a) idealization influencing attributes, (b) idealization influence behavior, (c) inspirational motivation, (d) intellectual stimulation, and (e) individual consideration, which was implemented in this study for measuring transformational leadership (see appendix A). The MLQ is relevant for this study because it has specific characteristics that influence its followers. In addition to the five general components, the transformational measure has three moral aspects: the moral characteristics of the leader, the leaders' ethical values, and the leader's ethical social choices, which Bass (1985) agreed are the strongest attribute of the transformational leader. All 45 items were added to obtain an overall transformational leadership scale. The MLQ scores derived by summing all items included in the scale. The total divided by the number of items presented in the scale. This process will help describe individual leaders that show behavior strongly indicating transformational factors.

The MLQ 5X short form requires participants to rate their leaders using the items responded to using a 5-point Likert-type scale, where 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree. A score based on the average of all items making up each scale was computed.

Reliability

To demonstrate reliability, three different approaches were considered; specifically, the internal reliability (Cronbach's alpha), interrater agreement (ICC), and test-retest reliability calculated. For this study, the Cronbach's alpha was chosen.

According to Avolio et al. (1995), for the MLQ-5X, each subscale measured for internal consistency; overall, it shows acceptable internal consistency, with a Cronbach's alpha of 0.70. Considering that the nine leadership scales contain just four indicators, Cortina (1993) contended that the consistency can be rated as very good (range, 0.55–0.99). Next, the interrater agreement was measured concerning each of the nine subscales. James, Demaree, and Wolf (1984) agreed that the ICC is adequate for measuring the interrater agreement. James et al., (1984) noted that the interrater agreement is strong, considering that multiple employees observed and reported the same type of response regarding their supervisor's leadership style. The study showed that each of the nine leadership scales was acceptable or high ($.74 < ICC < .97$). Finally, the test–retest reliability was implemented as an attempt to make estimations. One research assesses a group of 17 managers twice and looked at both interval points and times within 3 months distance from each other. The results showed that the test–retest reliabilities were acceptable and significant, ranging from 0.32 to 0.70 (Avolio & Bass, 2004; Bass & Avolio, 2000).

Avolio et al. (1995) showed that transformational factors are highly correlated, with an average correlation of $r = 0.83$. Furthermore, the transformational scales showed strong correlation, with an average for contingent reward of 0.71. These researchers concluded that both the transformational scales and contingent reward are active and demonstrate positive leadership forms. They also confirmed Shamir's (1995) argument that the transformational scale shows consistency in building organizational trust, dependency, and consistency in the perception of leaders by their followers. Alsayed, Alsayed, Motaghi, & Osman al. (2012) also noted that other studies showed

transformational leadership to be consistent, with reliability in the range of 0.83–0.95 when using a sample of 201 employees. These researchers highlighted a more recent study that included a sample of 102 employees working at a public hospital in Mexico. Alsayed et al. showed the construct reliability was 0.98 for transformational scale, as it performed well and showed an internal consistency at .69 across the different measured constructs.

Validity

Confirmatory factor analyses (CFAs) were performed to examine the factorial validity of the MLQ-5X. I used earlier research to test different competing models that have been employed by other researchers. Avolio and Bass (2004) showed that the MLQ-5X's nine-factor model was supported, with results in the range of 0.27–0.78. The German translation of the MLQ-5X also fitted the nine-factor model significantly, making the nine factors of the transformational, transactional, and non-leadership valid in German-speaking countries (Rowold, 2004b). This result confirmed the validity of the MLQ-5X model to be fit. Avolio and Bass (2004) showed the results of the intercorrelations of the nine leadership scales, agreeing that the transformational factors are highly intercorrelated. The MLQ-5X subscales were further explored by presenting their intercorrelations using the study's sample against those reported for the MLQ by Bollen (1989) and Antonakis, Avolio, & Sivasubramaniam. (2003). The results showed minor variations, illustrating that the intercorrelations for the raters were comparable to the results from other studies' samples around the world.

Avolio et al. (1995) noted that the MLQ 5X was also tested using the confirmatory factor analysis method and 1,395 participants' data gathered by 9 independent researchers. Avolio et al. used a two-factor model (active and passive leadership), a three-factor model (transformational, transactional, and non-leadership), and a nine-factor model, which was the main model that the MLQ 5X was designed to embody. They noted that the “models showed improvement as the one-factor model progressed to the two-factor model and again as the three-factor model progressed to the nine-factor model” (Avolio et al., 1995, p. 25). Such improvement has been shown in various guides that are used in structural equation modeling (SEM).

The MLQ-5X is referred to as the standard instrument for observing a range of transformational and transactional leadership behaviors. Another instrument has been developed to assess different aspects of transformational leadership, namely the transformational leadership inventory (TLI). To test its convergent validity, both the MLQ-5X and TLI were administered to subordinates to evaluate the respective leadership styles of employees' superiors. The scale of the MLQ-5X showed high and significant convergent validity with the TLI ($.22 < r < .79$), thereby supporting the validity of the MLQ-5X.

Servant Leadership Questionnaire

The Servant Leadership Questionnaire (SLQ) is an instrument used in academic research due to its ability to assess the servant leadership of individuals in comparison to the servant leadership of an organization (Barbuto & Wheeler, 2006). Greenleaf (1977) is the father of servant leadership, while Wheeler (2012) coined the term “servant

leadership” to describe the idea that leaders must first serve their followers before meeting their own needs. Greenleaf conceived of the idea of servant leadership after reading Herman Hess’s novel, *Journey of the East*.

In the present study, servant leadership was measured using Barbuto and Wheeler’s (2006) 28-item questionnaire. A version of the servant leadership rater instrument was implemented, because the scale was created to measure five servant leadership characteristics: (a) altruistic calling, (b) emotional healing, (c) wisdom, (d) persuasive mapping, and (e) organizational stewardship. The Servant Leadership Questionnaire contains 28 questions rated on a 5-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree. The questionnaire contains two different versions, referred to as the “rater version” and the “self-rater version.” For this study, the rater version was implemented and distributed to all participants (see Appendix B). The scoring of the SLQ used the average sum of the Likert Scale scores using each of the 28 SLQ subscales. Then the total was divided by the number of items on the scale to find the mean of each scale.

Barbuto and Wheeler (2006) described altruistic calling as a leader’s inner desire to lead others with the intention of making a positive difference in their lives. These leaders tend to put the needs and interests of their employees first; they always aim to maintain or improve their employees’ well-being (Cronbach’s alpha value; $\alpha = .82$). Emotional healing describes the servant leaders’ commitment to nurture their employees’ spiritual recovery; they demonstrate the skills necessary to guide employees through hardships or traumas to a path of healing. In turn, employees feel safe about sharing their

personal and professional issues with their leader ($\alpha = .91$). The servant leader must demonstrate wisdom by being aware of their surroundings and having a practical mindset. Leaders who embody wisdom will pick up on cues through their ability to observe accurately; they have an anticipatory nature. Leaders that have a high level of persuasive mapping skills can use sound reasoning, applying critical thinking from a solid mental framework. These leaders can successfully map issues and cast visions of larger possibilities, while influencing others to invest in and visualize the goals and future of the organization ($\alpha = .87$). Leaders with a high level of organizational stewardship can guide an organization in making positive contributions, such as community development programs and outreach programs. Assuming social responsibility is important to the leader and the organization. Leaders who demonstrate high organizational stewardship foster a spirit of community in the organizational culture, leaving a positive legacy ($\alpha = .89$).

The SLQ items mentioned above showed internal consistency coefficients for all subscales of the SLQ. All subscales were highly satisfied at ($\alpha > .70$). Even though the subscale for persuasive mapping was good, Mahembe and Engelbrecht (2013) agreed that deleting item would likely increase the Cronbach's alpha value for the subscale from 0.87 to 0.89. Because Barbuto and Wheeler (2006) wanted to obtain the original factor of the SLQ, the item was preserved. Since the present study is interested in defining the dependent variables, Barbuto and Wheeler's scale is reliable to use because the measurements of most of the dimensions are valid.

There are two different versions of the SLQ: the rater version and the self-rater version. The rater version is the most appropriate for the present study due to its ability to measure the followers' perceptions of their leaders' leadership style. Barbuto and Wheeler's (2006) SLQ consists of various servant leadership elements, and it is designed to focus on a workplace setting. As such, no adjustments are necessary for its application in the present study.

Reliability

Barbuto and Wheeler (2006) sought to determine the psychometrics of the SLQ. The questionnaire was administered to 80 community leaders and 388 participants from state-wide professional organizations. The collected data underwent exploratory factor analyses. Twenty-three items loaded primarily on five factors, namely: Altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The internal consistency reliability ranged from .89 to .95 for these constructs. In addition, the dimensions correlated well with each other. Seven of 10 items that were correlated showed a score above .50, with five being higher than .60. Confirmatory analysis was performed for the five factors using Linear Structural Relations (/LISREL). A good fit was reported between the factor structure and data. The reporting of the psychometric and conceptual information on the SLQ led to the decision to use the SLQ as a measure of servant leadership in this study (Barbuto & Wheeler, 2006). The SLQ shown to be capable of assessing the servant leadership behavior of individuals, rather than measuring the effective servant leadership level in the organization (Barbuto & Wheeler, 2006).

Barbuto and Wheeler (2006) used Statistical Package for the Social Science (SPSS) software to analyze the data from the SLQ. As seen above, the reliabilities of the subscales ranged from .82 to .92 (Barbuto & Wheeler, 2006). The rater version of the SLQ categories showed a mean item score ranging from 2.58 to 3.24. Barbuto and Wheeler (2006) showed that the standard deviations for the rater version were consistent across the five categories, ranging from 0.73 to 0.97. Mahembe and Engelbrecht (2013) agreed that the structure of the SLQ was good, and its performance was strong for all the validity criteria; they agreed that the instrument is valuable for future research.

Liden et al. (2014) conducted a study using a large real estate company with 178 participants. Liden et al. compared the short and the long rater version of the two scales. The study showed the correlation between the two version as .97. Confirmatory factor analyses were implemented on the short version scale. The study showed a single factor measured by the seven items. Reliability was at .87, which the researchers agreed showed a satisfactory internal reliability, as .70 or above holds as acceptable.

Validity

Barbuto and Wheeler (2006) examined three types of validity for the SLQ; specifically, they assessed the convergent, discriminant, and predictive validity to illustrate the strength of the SLQ questionnaire. To establish validity, 388 participants were required to respond to seven leader-member questions from the LMX-7. The five servant leadership subscales were correlated with the LMX-7 in the range of .55–.73. The participants also completed 16 transformational leadership questions using the MLQ-5X. The five subscales of the servant leadership questionnaire were correlated with the

transformational score, which ranged from .25–.34, to establish discriminant validity. Finally, the predictive validity was established by running correlations from the three scores derived from the MLQ-5X. The participants' ratings were weakly correlated. The subordinates' ratings of servant leadership were shown weakly correlated with extra efforts, at .16–.27. However, they correlated moderately with participants' satisfaction with their leaders, at .23–.43, as well as leader effectiveness, at .27–.55. Mahembe and Engelbrecht (2014) and Mahembe et al., (2013) conducted a CFA using structural equation modeling (SEM), which helps in explaining patterns of covariance between observed variables in terms of relationships hypotheses based on the measurement and structural model (Diamantopoulos & Siguaw, 2000). Diamantopoulos and Siguaw (2000) sought to evaluate the SLQ's construct validity. The study aimed at assessing if it would be possible to confirm the constitutive meaning and factor structure originally developed by Wheeler (2006). For the RMSEA, values of $<.05$ show a good fit, while those between .05 and 0.08 suggest reasonable model fit (Diamantopoulos & Siguaw, 2000). In Hair et al.'s (2010) and Kelloway's (1998) studies, the measurement and structural model exhibited adequately fit with the data, at .064–0.07. Based on the results, when compared to a baseline model, both the measurement and structural model measured at >0.90 , indicating a good fit (Hair et al., 2010; Kelloway, 1998).

To test the validity of the SLQ, Mahembe and Engelbrecht (2014) applied Confirmatory Factor Analysis (CFA) to the first and second order factors to confirm the relationship between the observed variables containing five other latent variables. The SLQ was confirmed to have sufficient construct validity. All the subscales included a

number of items to prove the credibility of the latent servant leadership dimension. The second order CFA affirmed that the five servant leadership dimensions strongly contributed to the total servant leadership construct. The results revealed that for both the first and second order CFA data have a reasonable fit with the model. Mahembe and Engelbrecht also assessed individual factor loadings to further confirm the construct validity of the SLQ instrument. They used standardized testing, which is said to have greatly contributed to the scientific selection and development of leaders in education in South Africa (Mahembe & Engelbrecht, 2014). Servant leadership helps facilitate a service ethic that influences authentic leadership, which incorporates team development and team building. Out of all the subscales, persuasive mapping ranked the lowest at 0.55. My study confirmed that the SLQ has reasonable construct validity. This outcome supports Sun and Wang's (2009) claim that the construct validity of the five items of the SLQ can be implemented in different cultural contexts.

In sum, Barbuto and Wheeler (2006) considered the servant leadership construct and sought to validate its measurement using exploratory factor analysis, CFA, construct validity, convergent validity, discriminative validity, and predictive validity. These steps helped in clarifying the construct validity and reliability concerning the dimensions of empirical work on servant leadership (Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008; Searle & Barbuto, 2011; Sendjaya, Sarros, & Santora, 2008). Barbuto and Wheeler (2006) described, identified, and confirmed the five dimensions of servant leadership, which comprise of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship that have been implemented for this study.

Three-Component Model of Employee Commitment Survey

The revised TCM employee commitment survey is a standardized instrument that measures three concepts: Affective Commitment Scale (ACS), Normative Commitment Scale (NCS), and Continuance Commitment Scale (CCS). Each one of these scales are scored individually, can be used to identify employees' commitment level within their organization. It is an 18-item instrument, with each of the components having six items (Meyer & Allen, 2004). The items are responded to using a 5-point Likert-type scale, where 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree. The score for each 18 items scale was calculated to obtain a sum score using the Likert Scale. Then the overall score was divided by the 18 items of the TCM model to address individuals' perceptions of their leaders in using the rating scale. For the affective and continece commitment scales, the main difference between the original and revised versions of the survey is the number of items. In the normative commitment scale, the main difference between the original and the revised versions was that the latter focused on participants' feelings of obligation to stay with their organization, while the original survey also included basic questions about the employees' commitment. The original survey may require interpretation of one or more of the subsets of questions (University of Western Ontario, 2014).

I used all 18 items, focusing on all three of the components of the TCM model (see Appendix B). If an employee found to be committed under the leadership of a servant or transformational leader, those employees would share characteristics of dedication to their job and organization. The outcome would show in employees drive to

do well for themselves and the organization across the TCM model. Some of the questions were revised by Meyer and Allen (2004) to encourage each participant to read each question carefully and attentively.

Reliability

To show its reliability, Meyer and Allen (1997) eventually shortened the original TCM Employee Commitment Survey from eight to six items for each type of commitment. Both the original and the revised versions showed coefficient alpha values in the range of .77–.88 for affective commitment, .65–.86 for normative commitment, and .69–.84 for continuance commitment (Meyer & Allen, 1990; Meyer & Allen, 1997; Meyer, Irving, & Allen, 1998; Somers, 1998; Somers & Birnbaum, 1998). The Meyer and Allen OCS instrument included in this study's survey was employed by many prior researchers (see Jenkins, 1947; Powell & Meyer, 2004; Meyer & Allen, 1997; Somers, 1998). Meyer and Allen (1997) asserted that the reliability of the OCS instrument might be low when implemented for employees who worked for their organization for less than 1 year. This study required employees to have at least 1 year of experience working for their organization and supervisor.

Allen and Meyer (1996) used the test–retest reliability design to identify whether the TCM would produce consistent scores over time. In Allen and Meyer's test–retest correlations, all the measures were within an acceptable range (.53 to .94). But other studies obtained a Cronbach's alpha value of 0.90 in their studies (S. Tayyab, 2007; Tayyab & Riaz, 2004) of Pakistan employees. Wasti (2005) showed an alpha of 0.94 from his study in Turkey.

Validity

To demonstrate the validity of the TCM model, Wong and Tong (2014) applied an exploratory factor analysis based on the principle components analysis (PCA) approach, using an eigenvalue greater than 1 with factor loading of each item greater than 0.50. An exploratory factor analysis treats the measured variables as individual factors. The loading of ACC, NC, and AC showed item values greater than 0.50. In addition, 12 out of 18 items (67%) had a loading value > 0.7 . According to Wong and Tong (2014), the results showed a high level of construct validity of the data.

Hackett, Bycio, and Hausdorf (1994) and Dunham, Grube, and Castaneda (1994) supported the TCM's components, namely affective, normative, and continuance commitment, showing separate dimensions for all three. Cohen (1996) implemented confirmatory analysis to confirm the discriminant validity of affective commitment, career commitment, and continuance organizational commitment. Cohen showed that the three Allen and Meyer scales for job involvement—career commitment, work involvement, and Protestant work ethic—were empirically distinct (Cohen, 1996). The affective commitment was found to be the strongest and most reliable and valid dimension of the TCM model (Allen & Meyer, 1996; J. P. Meyer & Herscovitch, 2001; Meyer et al., 2002), with the greatest content and face validity (Meyer et al., 1990; Dunham et al., 1994). Meyer et al. (2002) showed correlations with affective commitment by conducting a meta-analysis; they reported the corrected correlations of all three components, with the absence of Absenteeism (.15, .05, and .06), performance (.16, .06, and .07), and organizational citizenship behaviors (.31, .24, and .01). Meyer

and Allen (2004), Myers, Becker, and Van Dick., (2006), and Meyer and Herscovitch, (2001) supported these results.

Somers (1998) showed that affective and normative commitment correlated positively with employee turnover. The continuance low alternative subscale correlated negatively with career commitment. The continuance commitment personal sacrifices subscale correlated positively with career commitment. Likewise, Meyer's and Allen's (1990) results showed that affective commitment correlated positively with organizational socialization on six different types of programs, and negatively with being in an innovative role orientation, after just six months of working for the organization.

Negative Acts Questionnaire-Revised

This study used the Negative Acts Questionnaire-Revised (NAQ-R) in the English version, which is a revised version of the Negative Acts Questionnaire (NAQ) (Einarsen et al., 2009) (see Appendix D). The NAQ-R could assess hostile acts against an employee (e.g., spreading gossip and rumors), assess conduct considered hostile behavior towards an employee (withholding crucial information), as well as assess direct physical or verbal abuse (Einarsen et al., 2009). The instrument contained 22 questions and put in place a threshold of four or more affirmative answers to indicate that employees were being subjected to workplace bullying. Higher scores were indicative of greater levels of hostility in the workplace. The creators of the questionnaire reframed the revised version to avoid using any wording like "bullying" or "harassment." Instead, participants were directed to identify any experiences with bullying behavior directly from their

supervisors or managers (Einarsen & Hoel, 2001; Einarsen et al., 2003; Nielsen et al., 2008).

The NAQ-R scale consisted of three main components that measured personal bullying, work-related bullying, and physically intimidating bullying. For example, items listed in the NAQ-R rated the level of frequency of bullying experienced for the past six months for each of the negative acts using the five-point Likert scale: (1) Never, (2) Now and then, (3) Monthly, (4) Weekly, and (5) Daily. The NAQ-R provided frequency data for each of the 22 negative behaviors and the overall score, which could range from 22 (respondent never experienced any of the 22 negative behaviors) to 110 (respondent experienced all of the 22 behaviors daily). The data could be utilized in various ways. For example, a researcher could appoint a cut-off criterion, such as experiencing at least two negative acts on a weekly basis over the past six months (Mikkelsen & Einarsen, 2001). A cut-off score could also be used statistically to differentiate among respondents showing different levels of exposure to bullying using Latent Class Cluster analysis (LCC). The NAQ-R said to be validated, and it was implemented by several countries (Hogh et al., 2011; Jiminez et al., 2007; Salin, 2008). The instrument had well established validity and reliability, and it was also most used behavioral scale in bullying research.

Reliability

Einarsen et al. (2009) showed the Cronbach's alpha for the 22 items included in the NAQ-R survey at .90. Myeongjun, Stouten, Euwema, and Babyegeya (2016) assessed the NAQ-R reliability while examining specific characteristic of workplace bullying in

Korea with a sample of 1,314 participants. The Cronbach's alpha for the Negative Acts Questionnaire-Revised (NAQ-R) was .93.

Macied and Goncalves (org.) conducted a study in Brazil using two samples. One sample consisted of workers at different types of organizations and another sample consisted of bank workers. The reliability coefficient obtained through internal Cronbach's alpha combining both samples (n=1,026) had a score of .90. Macied and Goncalves (org) agreed that this result showed an extremely high internal consistency. A correlation was observed among the total sum for the 22-item scale and a question regarding bullying. The Pearson's correlation coefficient was 0.49 ($p < 0.01$). This might suggest that feeling bullied could be correlated to reporting the frequency of the negative acts.

Kakoulakis et al. (2015) asserted that studies conducted in Norway showed internal consistency from Cronbach's alpha of .63 to .90. Kakoulakis et al. agreed that the NAQ-R was largely being used in many organizations in the UK for the purpose of organizational research. The NAQ-R had high internal consistency even after it was translated in many different cultures (Einarsen et al., 2009; Nielsen et al., 2011L; Giorgi, Arenas, Leon-Perez. 2011; & Tsuno, Tsuno & Kawakami, 2014). The NAQ=R psychometric properties were well established (Einarsen et al., 2009; Nielsen et al., 2012).

To test the construct validity of the NAQ-R, Lee et al. (2016) used instruments that measured multiple items, including the NAQ and the French version of the Leymann Inventory of Psychological Terror (LIPT), to derive an instrument containing 45 items

that measured the experience of bullying. The researchers conducted factor analysis and extracted three factors (personal Bullying, work-related bullying, and physically intimidating bullying) measuring stress, anxiety, depression, and self-esteem levels that described 56.5% of the total variance. The 45 items ranged from 0.48 to 0.85 loading on their respective factors. The results showed positive correlation between bullying and low self-esteem ($r = -0.364$), stress ($r = 0.406$), anxiety, and depression ($r = 0.389$). The individuals who experienced a greater amount of bullying at work reported higher levels of stress and anxiety, and lower levels of self-esteem.

Einarsen et al. (2009) used data from the United Kingdom (UK) from a sampling of 5,288 respondents and showed validity for the NAQ scale. The NAQ-R was found to correlate with self-labeled bullying, and it could be used to measure mental health and the psychological characteristics of a work environment, which demonstrated good construct validity. Einarsen (1999) confirmed that all item loadings (personal bullying, work-related bullying, and physically intimidating bullying) were found to exceed .70. This showed that the scale had a good fit, and it could also be measured as a single-factor scale. The correlations between those factors were high, at .96 for personal bullying and work-related bullying, .89 for work-related and physically intimidating bullying, and .83 for personal bullying and physically intimidating bullying. To detect the frequency of exposure to bullying, Einarsen et al. (2009) used a 5-point Likert scale to show how often the respondents had experienced bullying over a six-month period. The scale could be used to distinguish between different groups to identify and assess the severity and frequency of bullying. Respondents were not required to see themselves as a target to

measure the prevalence of bullying. The scale could measure minor to more severe forms of bullying. It could also be used jointly with a self-labeling question (Einarsen et al., 2009).

For this study, I used a 5-point Likert-type scale where 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree to show how participants view their transformational or servant leader demonstrates bullying behavior. The average sum of the three factors of the NAQ-R were computed and divided by the number of single items to identify bullying exposure, if any.

Data Analysis Plan

The participants' responses were analyzed using the SPSS statistical program (version 23.0) following Baron and Kenny's (1986) guidelines to test for mediation, as detailed in the research questions. I examined the effect of the independent variables on the dependent variables, the mediator on the dependent variables, and the combined impact of the independent and mediator variables on the dependent variables.

The variables may mediate the relationship between the independent and dependent variables, as it was expected that the independent variable (servant leadership) behaved like an intervened variable may affect the dependent variable. Also, the mediator variable may behave like a process variable instead of an intervening variable. Another scenario is that the independent variables may not affect the dependent variable when considered in conjunction with the mediator variable. In that case, the mediating variable was considered a causal model. "Servant (measured by the SLQ model) and Transformational Leadership" (measured by the MLQ model) were the independent

variables. “Organizational Commitment” (measured by the TCM model) was the dependent variable. “Management Bullying” (measured by the NAQ-R model) was the mediator variable. The purpose of the data analyses was to assess the relationship among the independent, dependent, and mediator variables. (Imai, Keele, & Tingley, 2010; James & Brett, 1984).

Multiple regression analyses were implemented to measure the relationship of the mediating variable, to the dependent variable. James and Brett (1984) suggested that regression analysis allowed researchers to make prediction on future outcomes focusing on the significant value of the *t*-test for each predictor. Each predictor must make a significant contribution to how well the model predicts the outcome, or it is removed from the model (Field, 2009). Multiple regression analyses would help with assessing the degree of the predicted values versus the degree of the observed values. Using a multiple linear regression would allow the researcher to use numerous independent variables to make predictions based on the dependent variables (James & Brett, 1984).

Data Cleaning

Using the approach put forth by Van den Broeck, Cunningham, Eckels, and Herbst (2005), the SPSS program was applied throughout the data cleaning process. This step was carefully done, as it would significantly affect the final statistical results. The data cleaning process was guided by the initial plan of the data analysis based on the research design phase. Consistent checking and treatment of missing responses was conducted to identify the data that was out of range, that was logically inconsistent, or

that had extreme values. Assigning a suitable value that was neutral or inputted for missing responses when necessary was important to minimize their adverse effects.

Ethical Considerations

Upon obtaining Walden University Institutional Review Board (IRB) approval, the process for data collection began. A link to the survey was posted on the selected social media platforms. Prior to opening the survey, an informed consent agreement was included as a first step in the online flow to explain the nature of the study as well as its anonymity and confidentiality. All participants were given the right to not participate or to withdraw from the study without penalties or questions. Once participants indicated their consent to take part in the study, they would automatically be taken to the beginning of the survey. Participants who failed to indicate their agreement were not be able to participate in the survey.

Confidentiality

All participants were informed that the data collected would always remain confidential. No personal identification was collected. Research participants would not be subjected to harm, and the dignity of all participants was maintained. Deception or exaggeration of the aims and objectives of the research were avoided. The survey was administered by SurveyMonkey. All participants had the option to not complete the survey. All data collected electronically using a password on a protected screen was blocked from any external interference.

Research Questions and Hypotheses

This study was designed to evaluate the direct effects of servant and transformational leadership on organizational commitment, as well as the mediating effect of workplace bullying for both leadership styles. The approach delineated by Baron and Kenny (1986) used to evaluate the combinations of predictor, mediating, and predicted variables. The research questions followed the steps in the Baron and Kenny (1986) approach. This resulted in a series of research questions for each of the three elements of organizational commitment in the Meyer and Allen (1991) model.

RQ1: Does transformational leadership influence employee perception of affective commitment?

H_01 : Transformational leadership style does not significantly predict employee perception of affective commitment.

H_a1 : Transformational leadership style significantly predicts employee perception of affective commitment.

RQ2: Does transformational leadership style predict bullying perceptions?

H_02 : Transformational leadership style does not significantly predict employee perception of bullying.

H_a2 : Transformational leadership style does not significantly predict employee perception of bullying.

RQ3: Does bullying predict affective commitment?

H_03 : Bullying significantly predicts employee perception of affective commitment.

H_{a3}: Bullying does not significantly predict employee perception of affective commitment.

RQ4: Does servant leadership influence employee perception of affective commitment?

H₀₄: Servant leadership style does not significantly predict employee perception of affective commitment.

H_{a4}: Servant leadership style significantly predicts employee perception of affective commitment.

RQ5: Does transformational leadership style predict bullying perceptions?

H₀₅: Servant leadership style significantly predicts employee perception of bullying.

H_{a5}: Servant leadership style does not significantly predict employee perception of bullying.

RQ6: Does bullying predict affective commitment?

H₀₆: Bullying significantly predicts employee perception of affective commitment.

H_{a6}: Bullying does not significantly predict employee perception of affective commitment.

RQ7: Does transformational leadership influence employee perception of normative commitment?

H₀₇: Transformational leadership style does not significantly predict employee perception of normative commitment.

H_a7: Transformational leadership style significantly predicts employee perception of normative commitment.

RQ8: Does transformational leadership style predict bullying perceptions?

H_o8: Transformational leadership style significantly predicts employee perception of bullying.

H_a8: Transformational leadership style does not significantly predict employee perception of bullying.

RQ9: Does bullying predict normative commitment?

H_o9: Bullying significantly predicts employee perception of normative commitment.

H_a9: Bullying does not significantly predict employee perception of normative commitment.

RQ10: Does servant leadership influence employee perception of normative commitment?

H_o10: Servant leadership style does not significantly predict employee perception of normative commitment.

H_a10: Servant leadership style significantly predicts employee perception of normative commitment.

RQ11: Does transformational leadership style predict bullying perceptions?

H_o11: Servant leadership style significantly predicts employee perception of bullying.

H_{a11} : Servant leadership style does not significantly predict employee perception of bullying.

RQ12: Does bullying predict normative commitment?

H_{o12} : Bullying does not significantly predict employee perception of normative commitment.

H_{a12} : Bullying significantly predicts employee perception of normative commitment.

RQ13: Does transformational leadership influence employee perception of continuance commitment?

H_{o13} : Transformational leadership style does not significantly predict employee perception of continuance commitment.

H_{a13} : Transformational leadership style significantly predicts employee perception of continuance commitment.

RQ14: Does transformational leadership style predict bullying perceptions?

H_{o14} : Transformational leadership style significantly predicts employee perception of bullying.

H_{a14} : Transformational leadership style does not significantly predict employee perception of bullying.

RQ15: Does bullying predict continuance commitment?

H_{o15} : Bullying significantly predicts employee perception of continuance commitment.

H_a15: Bullying does not significantly predict employee perception of continuance commitment.

RQ16: Does servant leadership influence employee perception of continuance commitment?

H₀16: Servant leadership style does not significantly predict employee perception of continuance commitment.

H_a16: Servant leadership style significantly predicts employee perception of continuance commitment.

RQ17: Does transformational leadership style predict bullying perceptions?

H₀17: Transformational leadership style significantly predicts employee perception of bullying.

H_a17: Transformational leadership style does not significantly predict employee perception of bullying.

RQ18: Does bullying predict continuance commitment?

H₀18: Bullying significantly predicts employee perception of continuance commitment.

H_a18: Bullying does not significantly predict employee perception of continuance commitment.

Threats to Validity

The validity of a study reflects the soundness of the research and how well it maximizes both the internal and external validity (Liden et al, 2014). This section will discuss threats to external and internal validity of this study. Identifying potential threats

will allow for a close estimation of the certainty in making inferences or whether this study can be repeated successfully in another study or situation.

The generalizability of the results maybe threatened, assuming a significant difference exists between the respondents and the non-respondents to the survey. This threat was minimized by making the survey widely available to employed adults through social medial links. When the study was complete, the demographics of the participants were compared to the demographics of working adults in the U.S. from the Bureau of Labor Statistics (BLS), to provide a comparison of the design to ensure external validity. Finally, the measures used had demonstrated reliability and validity, and had been subjected to international reviews to develop both the concept and the survey items (Barbuto & Wheeler, 2006; Bass & Avolio, 1995; Einarsen et al., 2009; Meyer & Allen, 2004).

A study that demonstrates high internal validity means that the researcher has eliminated all possible threats to the study design (Van Dierendonck & Nuijten, 2011). Those threats include history, maturation, testing, instrumentation, regression, selection, and mortality. Most of these were controlled for by the cross-sectional nature of the research design.

In this quantitative study, I ensured that these threats involving regression, selection, maturity, and participants did not occur to the internal validity. As participants reported experiencing transformational or servant leadership styles, those experiences had to have taken place within the past six months and could not have matured during the research. The participants were required to follow a simple process online to complete the

survey. A link appeared in all my social networks inviting people to participate. People could forward the link to their employed friends and family. Data was collected in a short period of time and participants were required to complete the survey only once, with no pre-testing phase. All these steps were taken to ensure internal validity.

Summary

The cross-sectional research design was implemented in this study for the purpose of accessing perceptions of subordinates working under a transformational or servant leader. The research questions guiding this study compared employees' attitude or performance against the TCM model and assessed if bullying mediates the transformational or servant model across the TCM model. An invitation to the survey was disseminated to all my social media sites, with a link to the web-based survey. Data was collected and analyzed using SPSS. Participants remained anonymous and were protected from harm. Institutional Review Board (IRB) approval was required before beginning the process of data collection.

Chapter 4: Results

This chapter addresses the survey results and the data analysis that was used to answer the research questions. The purpose of this quantitative cross-sectional study was to examine the relationship between the two independent variables, servant leadership and transformational leadership. I evaluated the impact of transformational and servant leadership on organizational commitment using the three components of affective, normative, and continuance commitment as the dependent variables. The mediating variable, management bullying, was used to assess the effect and degree by which it alters the impact of the two leadership styles across the commitment model.

The first part of the chapter presents the data collected and provides a recap of the research questions, hypotheses, and descriptions of the instruments used, including TMC, NAQ-R, MLQ, and SLQ. The second part of the chapter presents the data analysis and the backgrounds of the supervisors through participants' perceptions. The final section presents the statistical technique that was used when analyzing the data. Data analyses were conducted by following Baron and Kenny's (1986) step-by-step method to answer the research questions.

Data Collection

Data were conducted from July 2019 to November 2019. Of the 171 responses collected, 134 were usable for analyses, exceeding the minimum sample size by 15. Twenty-seven participants were eliminated for reporting having leaders with no servant and transformational characteristics. Ten respondents had missing or extreme values, so their responses were deleted. This process, according to Tuckey et al. (2017), is more

practical than adding missing values. The revised questionnaires, along with the commitment instruments, were listed in one survey with a total of 121 questions. The maximum duration of survey completion was 15 minutes. The demographic questions were listed at the end of the survey after the series of assessment questions. Participants were first given the MLQ questions, followed by the SLQ, TCM, and the NAQ-R questions.

Descriptive and Demographic Characteristics of the Sample

The participants were asked eight demographic questions as part of the survey. The reason for including these questions was to gain a more comprehensive understanding of the sample. In addition, those questions were chosen to aid in future studies and subsequent analyses. The eight demographic questions are discussed below.

Respondent age was measured using age ranges. The ages of the respondents ranged between 18 and 64 years, indicating that the age of the respondents was spread out. Most respondents' ages were 35–44 years, and the smallest number of respondents came from the 55–64 years group. In terms of education, 3.0% of the respondents had an educational level lower than a high school degree, 14.9% had high school diploma or GED, 9.7% attended college but did not have a degree, 9.7% had an associate's degree, 35.8% had a bachelor's degree, and 26.1% had a graduate degree. Most of the respondents held a bachelor's degree, followed by those with a graduate degree.

Next, the participants were asked to report their years of employment under the same supervisor in an organization. All 134 (100%) respondents worked under the same supervisors for 1 year or more, suggesting that these participants stayed with the same

supervisors long enough to understand their style of leadership. In terms of gender, 72 (53.7%) of the participants were male, and 60 (45.5%) were female. Two participants chose not to report their gender but were retained for analyses because such information would not impact the analyses.

The data for this study were collected through the SurveyMonkey site. My social media sites were used to invite participants working in diverse organizations. The final sample included 134 participants, of whom 128 (95.5%) had access to online services both at home and at work. Only 6 (4.5%) said they did not have access to online services at home and at work, and may have taken the survey in a public library, through their mobile phone, or through a device other than a computer at home or at work.

In addition, the respondents reported being employed in diverse organizations. Out of the total respondents, 30 (22.4%) worked in manufacturing firms, 27 (20.1%) worked in nonprofit organizations, 49 (36.6%) worked in for-profit organizations, and 28 (20.9%) respondents worked in private firms. In terms of the social media site where respondents linked to the survey, 59 (44.0%) used LinkedIn, 26 (19.4%) used Instagram, 16 (11.9%) used Twitter, and 33 (24.6%) used Facebook.

Furthermore, participants were prompted to answer questions about their profession. Results showed that 11 (8.2%) were social workers, 18 (13.4%) were school staff, 41(30.6%) were in the business field, 33 (24.6%) were employed in the technology sector, and 31 (23.1%) had other professional job titles. Data concerning participants' profession were collected from LinkedIn to distinguish between different professions and obtain a diverse sample.

Descriptive Statistics of the Study Variables

The study measures are summarized in Table 1 and briefly described in the following paragraphs. The MLQ scale was used to measure the degree to which the respondents perceived their leader as someone with transformational leadership traits. The mean value on this measure was 3.46 ($SD = .19$). Most of the respondents moderately agreed that their leaders possess a transformational leadership style. The SLQ was used to measure the degree to which the employees perceived their leaders as having a servant style of leadership, and the average for this measure was 3.6 ($SD = .38$). Respondents moderately agreed that their leaders possess some traits of servant leadership. The tripartite model of commitment measures includes three components. The mean for affection commitment was 4.1 ($SD = .44$). This implied a low response toward the affective commitment. For normative commitment, the average score was 4.1 ($SD = .51$), implying moderate responses toward normative commitment. The continuance commitment measured had an average of 3.5 ($SD = .35$), indicating that most of the respondents agreed with the statements about normative commitment. Lastly, the NAQ-R was used to measure workplace bullying with a mean value of 1.1 ($SD = .15$), which implied that on average the respondents observed negative acts.

Table 1

Study Variable Descriptive Statistics and Internal Consistency Reliability Estimates

Variable	Mean	SD	Alpha	Number of items
Transformational leadership	3.5	.19	.728	45
Servant leadership	3.6	.38	.899	28
Affective commitment	4.1	.44	.723	6
Normative commitment	4.1	.51	.762	6
Continuance commitment	3.5	.35	.484	6
Negative Act Questionnaire-revision	1.1	.15	.670	22
Commitment (combined affective, normative, and continuance)	3.9	.34	.784	18

Although the sample included a diverse group of respondents representing a variety of age groups, work backgrounds, organization affiliations, and gender, the sample did not represent every individual who may have transformational or servant leaders from all 50 states across the United States. As such, these results are not generalizable and cannot reflect all U.S. citizens' perceptions of their leader.

Results

Reliability Analysis

The reliability of the study measures is presented in Table 2. The table shows that the items for Transformational Leadership (Cronbach's alpha = .728) and Servant

Leadership (Cronbach's alpha = .889) were reliable constructs because the corresponding Cronbach's alpha values were greater than 0.7. In addition, the overall commitment scale is shown to be reliable, with Cronbach's alpha = .784. The commitment construct can be divided into three dimensions: Affective Commitment, Continuance Commitment, and Normative Commitment. The Affective Commitment (Cronbach's alpha = .723) and Normative Commitment (Cronbach's alpha = .762) showed enough reliability, but the Continuance Commitment (Cronbach's alpha = .484) did not. In the case of the NQA-R, the mediator variable (Bullying) was borderline reliable, with a Cronbach's alpha of 0.670.

Table 2

Pearson Correlations Among Study Measures

1 Transformational Leadership	r	1					
	r	-.006	1				
2 Servant Leadership	p	.950					
	r	.112	.283	1			
3 Affective Commitment	p	.197	.001				
	r	.072	.161	.693	1		
4 Normative Commitment	p	.409	.064	.000			
	r	.134	.055	.182	.204	1	
5 Continuance Commitment	p	.122	.524	.035	.018		
	r	.052	-.084	-.036	-.063	.070	1
6 Bullying	p	.554	.336	.680	.466	.421	
	r	.132	.225	.852	.879	.527	-.024
7 Commitment	p	.129	.009	.000	.000	.000	.785

Research Questions and Hypotheses

The cross-sectional research questions were addressed using regression analysis. The mediating effect of bullying on the relationships among transformational leadership, servant leadership, and the commitment subscales was evaluated. To assess mediation, the following steps were taken according to The Baron and Kenny (1986) method:

1. Independent variable significantly predicts the dependent variable.
2. Independent variable significantly predicts the mediator.

Independent variable and mediator are entered in regression model predicting the dependent variable. Complete mediation is present when the independent variable no longer influences the dependent variable after the mediator has been controlled and all the above conditions are met. Partial mediation occurs when the independent variable's influence on the dependent variable is reduced after the mediator is controlled.

Mediation Effect of Bullying on Transformational Leadership and Affective Commitment

The first set of analyses test the mediation effect of bullying on the relationship between transformational and leadership and affective commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ1: Does transformational leadership influence employee perception of affective commitment?

H_01 : Transformational leadership style does not significantly predict employee perception of affective commitment.

H_a1 : Transformational leadership style significantly predicts employee perception of affective commitment.

RQ2: Does transformational leadership style predict bullying perceptions?

H_02 : Transformational leadership style does not significantly predict employee perception of bullying.

H_a2 : Transformational leadership style does not significantly predict employee perception of bullying.

RQ3: Does bullying predict affective commitment?

H_{03} : Bullying significantly predicts employee perception of affective commitment.

H_{a3} : Bullying does not significantly predict employee perception of affective commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between transformational leadership and affective commitment. The results showed that transformational leadership is not a significant predictor of affective commitment, ($df = 132, t = 1.298, \beta = .112, p = .197 > .05$). Table 3 shows, transformational leadership is not a significant predictor of bullying ($df = 132, t = 0.593, \beta = .052, p = .554 > .05$). Similarly, bullying is not a significant predictor of affective commitment ($df = 132, t = -0.413, \beta = -.036, p = .680 > .05$). Therefore, H_{01} , H_{02} , and H_{03} are rejected, and there is not a significant mediating effect.

Mediation Effect of Bullying on Servant Leadership (Affective Commitment)

The second set of analyses test the mediation effect of bullying on the relationship between servant leadership and affective commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ4: Does servant leadership influence employee perception of affective commitment?

H_{04} : Servant leadership style does not significantly predict employee perception of affective commitment.

H_{a4} : Servant leadership style significantly predicts employee perception of affective commitment.

RQ5: Does transformational leadership style predict bullying perceptions?

H_{o5} : Servant leadership style significantly predicts employee perception of bullying.

H_{a5} : Servant leadership style does not significantly predict employee perception of bullying.

RQ6: Does bullying predict affective commitment?

H_{o6} : Bullying significantly predicts employee perception of affective commitment.

H_{a6} : Bullying does not significantly predict employee perception of affective commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between servant leadership and affective commitment. The results showed that servant leadership is a significant predictor of affective commitment ($df = 132, t = 3.394, \beta = .283, p = .001 < .05$) but not of bullying ($df = 132, t = -0.966, \beta = -.084, p = .336 > .05$). Similarly, the NAQ-R data showed that bullying is not a significant predictor of affective commitment ($df = 132, \beta = -.030, t = -0.413, p = .680 > .05$). Therefore, H_{o4} is rejected but H_{o5} and H_{o6} are not rejected. There is not a significant mediating effect, however, there is a negative relationship between servant leadership and employee perceptions of bullying.

Mediation Effect of Bullying on Transformational Leadership (Normative Commitment)

The third set of analyses test the mediation effect of bullying on the relationship between transformational leadership and normative commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ7: Does transformational leadership influence employee perception of normative commitment?

H_07 : Transformational leadership style does not significantly predict employee perception of normative commitment.

H_a7 : Transformational leadership style significantly predicts employee perception of normative commitment.

RQ8: Does transformational leadership style predict bullying perceptions?

H_08 : Transformational leadership style significantly predicts employee perception of bullying.

H_a8 : Transformational leadership style does not significantly predict employee perception of bullying.

RQ9: Does bullying predict normative commitment?

H_09 : Bullying significantly predicts employee perception of normative commitment.

H_a9 : Bullying does not significantly predict employee perception of normative commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between transformational leadership and normative commitment. The results showed that transformational leadership is not a significant predictor of normative commitment ($df = 132, \beta = .072, t = 0.829, p = .409 > .05$) or of bullying ($df = 132, t = 0.593, \beta = .052, p = .554 > .05$). Similarly, the results showed that bullying is not a significant predictor of normative commitment ($df = 132, t = -0.774, \beta = -.064, p = .440 > .05$). Therefore, Ho7, Ho8, and Ho9 are rejected, and there is not a significant mediating effect.

Mediation Effect of Bullying on Servant Leadership (Normative Commitment)

The fourth set of analyses test the mediation effect of bullying on the relationship between servant leadership and normative commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ10: Does servant leadership influence employee perception of normative commitment?

H_0 10: Servant leadership style does not significantly predict employee perception of normative commitment.

H_a 10: Servant leadership style significantly predicts employee perception of normative commitment.

RQ11: Does transformational leadership style predict bullying perceptions?

H_0 11: Servant leadership style significantly predicts employee perception of bullying.

H_{a11} : Servant leadership style does not significantly predict employee perception of bullying.

RQ12: Does bullying predict normative commitment?

H_{o12} : Bullying does not significantly predict employee perception of normative commitment.

H_{a12} : Bullying significantly predicts employee perception of normative commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between servant leadership and normative commitment. The results showed that servant leadership is not a significant predictor of normative commitment ($df = 132, t = 1.870, \beta = .161, p = .064 > .05$) or of bullying ($df = 132, t = -0.966, \beta = -.084, p = .336 > .05$). Similarly, bullying is not a significant predictor of normative commitment ($df = 132, t = -0.731, \beta = -.060, p = .466 > .05$). Hence, H_{o10} , H_{o11} , and H_{o12} are rejected, and there is no significant mediating effect.

Mediation Effect of Bullying on Transformational Leadership (Continuance Commitment)

The fifth set of analyses test the mediation effect of bullying on the relationship between transformational leadership and continuance commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ13: Does transformational leadership influence employee perception of continuance commitment?

H_{o13} : Transformational leadership style does not significantly predict employee perception of continuance commitment.

H_{a13} : Transformational leadership style significantly predicts employee perception of continuance commitment.

RQ14: Does transformational leadership style predict bullying perceptions?

H_{o14} : Transformational leadership style significantly predicts employee perception of bullying.

H_{a14} : Transformational leadership style does not significantly predict employee perception of bullying.

RQ15: Does bullying predict continuance commitment?

H_{o15} : Bullying significantly predicts employee perception of continuance commitment.

H_{a15} : Bullying does not significantly predict employee perception of continuance commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between transformational leadership and continuance commitment. The results showed that transformational leadership is not a significant predictor of continuance commitment ($df= 133, t = 1.558, \beta = .134, p = .122 > .05$) or of bullying ($df= 132, t = 0.593, \beta = .052, p = .554 > .05$). Similarly, bullying is not a significant predictor of continuance commitment ($df= 133, \beta = .045, t = 0.807, p = .421 > .05$). Therefore, H_{o13} , H_{o14} , and H_{o15} are rejected, and there is not a significant mediating effect.

Mediation Effect of Bullying on Servant Leadership (Continuance Commitment)

The sixth set of analyses test the mediation effect of bullying on the relationship between servant leadership and continuance commitment. To evaluate this relationship three regression analyses are conducted. To find mediation, all three analyses must reject the null hypothesis.

RQ16: Does servant leadership influence employee perception of continuance commitment?

H_0 16: Servant leadership style does not significantly predict employee perception of continuance commitment.

H_a 16: Servant leadership style significantly predicts employee perception of continuance commitment.

RQ17: Does transformational leadership style predict bullying perceptions?

H_0 17: Transformational leadership style significantly predicts employee perception of bullying.

H_a 17: Transformational leadership style does not significantly predict employee perception of bullying.

RQ18: Does bullying predict continuance commitment?

H_0 18: Bullying significantly predicts employee perception of continuance commitment.

H_a 18: Bullying does not significantly predict employee perception of continuance commitment.

The following regression results were obtained when testing for the mediating effect of bullying on the relationship between servant leadership and continuance commitment. The results showed that servant leadership is a significant predictor of continuance commitment ($df= 132, t = 0.638, \beta = .055, p = .524 > .05$). However, servant leadership showed a negative significant predictor of bullying ($df= 133, t = -0.966, \beta = -.084, p = .336 > .05$). Similarly, bullying showed a negative significant predictor of continuance commitment ($df= 133, t = 0.80, \beta = .045, p = .421 > .05$). Therefore, Ho16 is rejected but Ho17 and Ho18 are accepted. No mediating effect was noted. The results are summarized on table 3 that shows there is not a significant mediating effect of bullying for any of the predictors.

Table 3

Regression Summary for the Evaluation of the Research Questions with Bullying as Mediator

Path Independent variable → Dependent Variable	β^*	t	df	p
Transformational leadership → Affective Commitment	.112	1.298	132	.197
Transformational leadership → Bullying	.052	.593	132	.554
Transformational leadership + Bullying → Affective Commitment	.114	1.317	131	.190
	-.042	-.482	131	.631
Servant leadership → Affective Commitment	.283	3.394	132	.001
Servant leadership → Bullying	-.084	.966	132	.336
Servant leadership + Bullying → Affective Commitment	.282	3.358	131	.001
	-.012	-.146	131	.884
Transformational leadership → Normative Commitment	.072	.829	132	.409
Transformational leadership → Bullying	.052	.593	132	.554
Transformational leadership + Bullying → Normative Commitment	.075	.866	131	.388
	-.067	-.774	131	.440
Servant leadership → Normative Commitment	.161	1.870	132	.064
Servant leadership → Bullying	-.084	-.966	132	.336
Servant leadership + Bullying → Normative Commitment	.156	1.810	131	.073
	-.050	-.583	131	.561
Transformational leadership → Continuance Commitment	.134	1.558	132	.122
Transformational leadership → Bullying	.052	.593	132	.554
Transformational leadership + Bullying → Continuance Commitment	.131	1.515	131	.132
	.063	.731	131	.466
Servant leadership → Continuance Commitment	.055	.638	132	.524
Servant leadership → Bullying	-.084	-.966	132	.336
Servant leadership + Bullying → Continuance Commitment	.062	.707	131	.481
	.075	.862	131	.391

* β = standardized regression coefficient

Summary

This chapter restated the purpose of the cross-sectional study and summarized the analyses of all research questions that were explored. The strategy used for data collection was explained including details on the interpretation of the data and the demographic features of the sampling. The results of data collection, data analysis, and null hypotheses observed in the study were discussed. Analyses on both leadership styles were summarized.

This chapter assessed the degree to which the mediating variable (bullying) alters the relationship of servant and transformational leadership across the TCM model. Results concerning the entire sample indicated that transformational leadership shows a negative relationship with bullying, however, non-significant. Additionally, servant leadership had a positive, non-significant relationship with bullying. Servant leadership was positively significantly associated with affective commitment but not significantly correlated with normative or continuance. Regarding transformational leadership, there were no significant associations with affective, normative, or continuance commitment. Overall, the analyses show that there is no mediation. The three dimensions of the commitment scale did not achieve a significant correlation with transformational leadership styles therefore, accepting the null hypotheses.

Chapter 5: Discussion, Conclusions, and Recommendations

A quantitative, cross-sectional study was conducted to examine the effect of transformational leadership and servant leadership on affective, normative, and continuance commitment, as mediated by perceptions of bullying. The goal was to examine their similarities and differences by looking at their prediction of organizational commitment and the role played by the mediating variable: bullying. Research has shown that transformational leadership is concerned with the organization (Dabke, 2016; Dartey-Baah & Ampofo, 2015), while servant leadership mainly focuses on employees' well-being (Davenport, 2015). I was interested in examining the degree to which employees perceive management bullying as part of their transformational and servant leaders' behaviors and practices. To gain access to and recruit participants in various geographical locations in the United States, an online survey instrument was administered using Survey Monkey.

The main objective of this study was to examine employees' perceptions of their transformational and servant leaders based on their experiences. A secondary objective was to examine whether bullying mediates the effects of leadership style on organizational commitment. To ensure that individuals could accurately report their supervisor's leadership style, I recruited individuals who had been working under the same supervisor for at least 1 year. The sampling plan was to recruit professionals and nonprofessionals from all types of work backgrounds.

The results of the study showed that employees' perception of their immediate supervisor's servant leadership style had some impact on commitment. However, the

mediation analysis for the research questions did not show a mediating effect of bullying. Transformational leadership showed no relationship with bullying. In addition, the results indicated that transformational leadership did not have a significant relationship with affective, normative, or continuance commitment. Results indicated that employees' perception of their immediate supervisor as having servant characteristics was correlated negatively with bullying behavior. Also, servant leadership was correlated negatively with normative commitment but showed a positive relationship with affective and continuance commitment. The null hypothesis was accepted for normative commitment but was rejected for affective and continuance commitment. Findings indicated that the absence of bullying in the practice of a servant leader correlated positively with the affective and normative commitment.

Interpretation of the Findings

The results of the statistical analyses are discussed below. Data were gathered and analyzed to determine whether bullying alters the two leadership styles (transformational and servant leadership) and how the two leadership styles affect servant and transformational relationships across the TCM.

Transformational Leadership and Affective Commitment

None of the relationships addressed in the first three research questions were significant. The results showed no impact of transformational leadership on bullying or affective commitment, or of bullying on affective commitment. This is not consistent with the results from previous studies that showed transformational leadership showing a significant negative relationship with affective commitment (Nohe & Hertel, 2017). The

current study findings indicated that transformational leadership has no impact on affective commitment. Findings from prior studies showed employees who perceived their leaders to have transformational attributes reported no emotional attachment to their organizations (Ashikali & Groeneveld, 2015; Demirtas & Akdogan, 2015; Hong et al., 2017).

However, in the current study transformational leadership did show a significant negative relationship with bullying. This result is consistent with prior studies that showed that transformational characteristics help to limit bullying practices (S. Ali, et al., 2016; Alkahtani, 2015; Astrauskaite et al., 2015; Bormann, 2017; Bowling et al., 2015). Results from the current study suggesting that as bullying decreases, there is a corresponding increase in affective commitment, which has been supported by other studies (Ashikali & Groeneveld, 2015; Chordiya et al., 2017; Del Carmen Triana et al., 2017).

Servant Leadership and Affective Commitment

The current study's results indicated that servant leadership has no impact on bullying or that bullying impacts affective commitment, as addressed in Research Questions 4, 5, and 6. In contrast to transformational leadership, the results showed that servant leadership has a positive significant relationship with affective commitment. The study's outcome is consistent with those of most studies on the influence of servant leadership, which indicated that employees' feelings of emotional attachment to their organization tend to have a positive impact on performance at both the employee and organizational levels, and this impact affects continuance commitment (Aysegui, 2019;

DeConinck & DeConinck, 2017; Endurmazir, 2019; Gowdy, 2015; Turkey, 2018). The current findings indicated that servant leadership positively affects employees' overall attitudes, a finding that was also supported by other studies (Van Dierendonck & de Sousa, 2016; Van Winkle et al., 2014). In addition, the finding of a negative correlation between servant leadership and bullying, albeit nonsignificant, may underline the value of positive communication between servant leaders and employees. This notion is supported by similar studies that showed that possessing servant leadership traits is an important factor in reducing bullying (Bambale, 2014; Piong, 2016; Rivkin et al., 2014). Current findings also indicated that bullying does not impact affective commitment; this result is consistent with those from previous studies showing the significant negative relationship between bullying and affective commitment (Schulkers, 2017; Turkey, 2018; Vandenberghe, 2014). Overall, current results showed a significant negative relationship with the mediating variable bullying.

Transformational Leadership and Normative Commitment

None of the relationships for Research Questions 7, 8, and 9 were significant. The results showed that transformational leadership has no impact on either bullying or normative commitment, and bullying does not affect normative commitment. This outcome was surprising, as normative commitment showed no significant positive relationship with transformational leadership. The findings were in accordance with those from several previous studies (Alkahtani, 2015; J. H. Wang et al., 2016; Yudiawan et al., 2017), suggesting that a large number of employee report feeling a low sense of obligation toward their organization. One explanation for this result could be the

perspective of millennial-generation workers who range in age from 18 to 30. As Aruna and Anitha (2015) suggested, Generation Y (millennial) employees have no loyalty toward their organizations, as they are still figuring out life and have needs that are different from prior generations. Positive experiences under supervisors may not be enough to impact millennial employees' trustworthiness.

As expected, current results indicated that transformational leadership did not significantly predict bullying. This finding supports that of Dussault and Frenette (2015) and the overall prediction by Astrauskaite et al. (2015) that a transformational leadership style has no association with bullying. Other finding showed bullying does not mediate normative commitment. This suggest that, under a transformational supervisor, employees report having a sense of obligation toward their organizations. Research has argued that employees tend to feel a sense of loyalty and obligation to their organization working under a transformational supervisor when normative commitment is high (Bowling et al., 2015; Dussault & Frenette, 2015; Gulluce, Kaygin, Kafadar, & Atay, 2016).

Servant Leadership and Normative Commitment

None of the relationships outlined in research questions 10, 11, and 12 were significant. The results showed t servant leadership has no impact on either bullying or normative commitment, and bullying has no effect on normative commitment. The study's results suggested that most employees do not show a sense of obligation to stay with the organization, despite reporting that their leaders showed servant leadership traits. This points to the limited research, specifically by Sow (2015), arguing that normative

commitment may not be associated with reduced employee turnover. The study results showed that employees who did not experience bullying by their supervisors perceived their leaders to possess servant leadership traits, also suggested by other studies, such as those of Tischler et al. (2016), Van Dierendonck (2015), and Van Winkle (2014). The study result found no significant relationship between bullying and perceived normative commitment. This may suggest that employees who positively associate their organization with normative commitment are likely to reciprocate with feelings of devotion and a sense of obligation toward the organization (Trépanie et al., 2015; Tuckey, 2018; Valentine et al., 2016a, 2016b).

Transformational Leadership and Continuance Commitment

None of the relationships for research questions 13, 14, and 15 were significant. The results showed transformational leadership has no impact on either bullying or continuance commitment, and bullying has no impact on continuance commitment. The results did not support the limited research showing that transformational leadership has a negative significant relationship with continuance commitment (Mathern, 2016). Another outcome suggested that employees who worked under a transformational leader reported that their leaders showed no bullying behaviors. The study did not find any relationship between perceived transformational traits and bullying. Research by Dussault and Frenette (2015) concluded that employees who view their leaders as transformational have high levels of job satisfaction and low levels of absenteeism and employee turnover. This may be attributed to the absence of bullying behaviors by managers against employees. The results showed no significant relationships between

bullying and commitment type. One possibility could be, because bullying showed no indication of mediating transformational leadership, may have led to both transformational and continuance commitment acting independent of each other while reducing bullying behaviors (Donahoe & Kelloway, 2014; Dussault & Frenette, 2015; Dust, Resick, & Mawritz, 2014).

Servant Leadership and Continuance Commitment

The study's results indicate that servant leadership has no impact on bullying or that bullying impacts continuance commitment, as examined in Research Questions 16, 17, and 18. Unlike transformational leadership, servant leadership showed a positive significant relationship with continuance commitment. This result is in line with many researches that showed that leaders with servant traits increased continuance commitment (Bame, 2017; Davis, 2017). Servant leader also showed a negatively relation with bullying supporting Amah (2015) ideas that leaders with servant traits can positively guide their employees. The study results found a negative significant relationship with bullying and continuance commitment. The finding support that of Atharet et al., (2016) and Aysegui, (2019) showing continuance commitment as a positive link with a sound workplace while promoting low turnover.

The results of this study showed that servant leadership has a positive significant relationship with affective and continuance commitment. However, none of the relationships concerning the mediating variable of bullying were significant. This study found no impact of servant leadership on bullying, no impact of transformational

leadership on the commitment model as well as bullying or bullying on the commitment model.

Limitations of the Study

The aim of this study was to examine the dimensions of servant and transformational leadership demonstrated by supervisors across the TCM model and to examine whether bullying alters either or both leadership styles in terms of affective, continuance, and normative commitment. One limitation of the study was the internal reliability of the commitment model, showing low internal reliability. This necessitated reversing some negatively worded items to achieving an alpha above .70. The NAQ-R did not need to be recoded. The scale showed a medium reliability of .670 above the .600 reliability Hair et al. (2014) showed in the exploratory research. Individually, continuance commitment showed a reliability of .484, which means low reliability. However, affective and normative commitment showed high internal reliability above 7.0 after recoding. A possible reason for the commitment survey measuring low reliability levels is that the participants failed to comprehend the way some items in the scale were worded, so these needed to be reverse scored. Some items on the commitment scale were also long and could have been difficult to understand for some respondents.

This study only considered the perceptions of subordinate employees using the MLQ and SLQ, which are self-report instruments. The perspectives of supervisors about their own style of supervision were excluded from the study. In this regard, the results may be biased. Asking questions about one supervisor could have been challenging for some staff. The survey was administered anonymously to ensure security and safety on

the part of the participants, some respondents could still have felt intimidated about providing accurate responses to the web-based survey.

A major restriction of the study is the inability to show true generalizability. The study was limited in different ways. The study design targeted multiple organizations across the US. However, the study did not confirm the participants' states or regional area. In that regard, I was unable to confirm that data were drawn from all 50 states. The participants were not randomly selected. Instead, the researcher used a convenience sampling method that allowed the participants to self-select to participate in the study. This method limits the generalizability of the findings such that they are only suggestive of the target population.

Another limitation is restricting the study to include only employees who are working under a servant or transformational leader. I assumed that any style of authentic leadership, such as servant and transformational leadership, will be similar in practice to other authentic leadership styles. However, a generalization cannot be made about other authentic leadership styles and their practices because of the unknown differences.

Finally, all participants came from the researcher's social media site, with the snowballing method being used, and was only limited to United States employees. This design did not include all employees from all walks of life, although it intended too. This limits the generalizability of the results; the findings cannot be used on employees in other countries or on all individuals because of the significant differences that may characterize various cultures and races. Considering the results of the study as suggestive

for other populations should be done very carefully because of these gaps and differences.

Recommendations

Basing on the outcomes of the study, the researcher makes several recommendations. First, it is recommended that this study be replicated for nonprofit organizations, particularly the social service professions. The results are potentially important to this field, particularly those relating to the issues of employee dissatisfaction, absenteeism, high rates of turnover, and bullying, which seem to be dominant issues within the social service field and nonprofit organizations (Bame, 2017; Birasnav, 2014). Second, replicating this study targeting other fields outside of social service and nonprofit organizations will give way to examining a larger and more diverse employee population that is being subjected to bullying and experiencing a high rate of turnover.

This study confirmed that servant leadership and transformational leadership have a negative significant relationship with bullying behavior. The results also showed that the TCM model is negatively correlated with bullying. Surprisingly, although bullying failed to mediate transformational and servant leadership, both leadership styles showed a negative significant relationship with normative commitment. However, servant leadership had a positive significant relationship with affective and continuance commitment, whereas transformational leadership correlated negatively with all measures of the TCM model. Future research can assess why transformational leadership correlated negatively across the TCM model and servant leadership correlated negatively with

normative commitment but not with affective and continuance commitment. This may be explained by other studies that investigate the commitment model, possibly excluding all negatively worded items from the scale for a more in-depth understanding. Third, the sample size may have been too small, not allowing for a wider range of audience to participate, which could have included a more diverse sample.

The results clearly showed that bullying does not mediate servant or transformational leadership style, and it has a negative relationship with the commitment model. Looking at it from a theoretical viewpoint, future research might assess whether trust mediates the relationship between transformational leadership, servant leadership, and the three component dimensions (affective, continuance, and normative commitment). It may be helpful to look at millennials and assess their values and factors that are important to them in the workforce. It appears that Millennials does not have a true appreciation for authentic leadership styles but rather would be more motivated by other elements in need of exploring. This study answered a research call to examine a gap in how servant leadership and transformational leadership are related to organizational commitment. Hence, trust has been identified in several studies (Asgari et al., 2016; Awais et al., 2015; Du Plessis, 2015) as one of the main dimensions of both servant and transformational leadership promoting employees' loyalty and job satisfaction, it would be interesting to see how the two leadership styles, trust, and TCM model relate to or are linked to each other.

Implications for Practice

The research findings confirmed that servant leadership and transformational leadership are predictors for limiting bullying behaviors by supervisors on subordinates. The researcher documented the issues with employees' dissatisfaction, high rate of turnover, absenteeism, and disengagement that may contribute to bullying. Organizational commitment was examined as a potential way through which employees across the United State can positively connect with their organizations. This study showed that if the element of bullying is absent or low, employees who perceive their supervisors to have transformational or servant leadership traits may view their organization as a positive workplace. This study did not prove perceived transformational leadership style increases employees' organizational commitment. The study result showed that high organization commitment reduces employees' perception of bullying by management. Linden et al. (2014) argued that servant leadership has positive benefits for organizations. Although perceived servant traits showed no relationship with bullying, it showed a positive interaction with affective and continuance commitment. In the same way, Almutairi (2016) argued that transformational leadership tends to increase the achievement of organizational goals (Ahmad et al., 2014; Akbar, 2015; Ali, 2016; Cekuls, 2015) and perceived organizational support.

Thus, the finding of this study provided a review one may agree to be perplexed. As reported, transformational relationship did not have a significant positive relationship with the commitment model. Transformational leadership and the commitment model showed a negative significant relationship. Transformational and the commitment model

showed no mediating relationship with bullying. This study showed no mediating relationship for transformational leadership. On the other hand, servant leadership showed a positive significant relationship with affective and continuance commitment. This result agreed with Wallace et al., (2017) arguing when servant traits is high, perceived continuance and affective commitment increases. Servant leadership showed a negative significant relationship with normative commitment. Like transformational, servant leadership showed no mediating relationship with bullying. The two leadership styles also showed a negative significant correlation with each other despite their similarities in nature. Organizations that adapt the commitment model, transformational style and particularly servant styles training would benefit for the greater good of their employees and the future of the organization that speaks to a healthy and balance work approach.

Conclusion

Transformational and servant leadership can be effective for all organizations struggling with morals, ethics, turnover, and poor cultural values among stakeholders (Akbar et al., 2015; Bame, 2017). This research has provided insight and understanding into authentic leadership traits related to transformational and servant leadership. The results showed that perceived leadership traits, employees' views on the commitment model, employees' feelings about their leaders can influence their growth and commitment. This study also contributes to extending the knowledge and further development of servant leadership theory. Servant leadership remains an underexplored theory, as it relates to research on workplace bullying. Authentic leadership practices and

workplace bullying are some of the most pressing issues facing employees, organizations, and their stakeholders today. The work provided and information gleaned from this study not only shows significant implications for theory and practice, but also opportunities for many organizations to transform their work culture to effect positive social change across diverse settings.

Social implication was discussed based on the findings of this study. Leaders who have authentic leadership styles such as transformational and servant leadership has a direct impact on positive organizational practices and behavior. This study revealed that affective, normative and continuance scales directly impact the culture of the organization in most cases, while boosting a sound workforce. Although the study provided meaningful insights, further research should seek to gain a deeper understanding of not only how the two leadership styles relate or link with the TCM scale but also expand on other factors such as trust as a mediator in order to look for a connection among the three scales while observing other meaningful influences such as millennials and how their perspectives impact the TCM model.

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Appendix A: Sample Items From the Multifactor Leadership Questionnaire Form 5X

Short

These questions are well established and measure transformational leadership. The MLQ is provided in both Self and Rater forms. The Rater form is used to measure leadership. The leadership style shown below allows you to get a sense of your own belief about your leadership. Participants are asked to respond to the items using the 5-point Likert Scale.

Key:	1= Strongly disagree	2 = Disagree	3 = Neither disagree nor agree	4 = agree	5 = Strongly agree
------	----------------------	--------------	--------------------------------	-----------	--------------------

Transformational Leadership Styles

- 1. Provides me with assistance in exchange for my efforts1 2 3 4 5
- 2. Re-examines critical assumptions to question whether they are appropriate.....1 2 3 4 5
- 3. Fails to interfere until problems become serious1 2 3 4 5
- 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.....1 2 3 4 5
- 5. Avoids getting involved when important issues arise1 2 3 4 5
- 6. Talks about their most important values and beliefs
1 2 3 4 5
- 7. Is absent when needed
1 2 3 4 5
- 8. Seeks differing perspectives when solving problems
1 2 3 4 5
- 9. Talks optimistically about the future
1 2 3 4 5
- 10. Instills pride in me for being associated with him/her
1 2 3 4 5
- 11. Discusses in specific terms who is responsible for achieving performance targets1 2 3 4 5
- 12. Waits for things to go wrong before taking action1 2 3 4 5
- 13. Talks enthusiastically about what needs to be accomplished1 2 3 4 5
- 14. Specifies the importance of having a strong sense of purpose1 2 3 4 5
- 15. Spends time teaching and coaching1 2 3 4 5

- 16. Makes clear what one can expect to receive when performance goals are achieved
 1 2 3 4 5
- 17. Shows that he/she is a firm believer in “If it ain’t broke, don’t fix it.”
 1 2 3 4 5
- 18. Goes beyond self-interest for the good of the group
 1 2 3 4 5
- 19. Treats me as an individual rather than just as a member of a group
 1 2 3 4 5
- 20. Demonstrates that problems must become chronic before taking action
 1 2 3 4 5
- 21. Acts in ways that builds my respect 1 2 3 4 5
- 22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures1 2 3 4 5
- 23. Considers the moral and ethical consequences of decisions1 2 3 4 5
- 24. Keeps track of all mistakes 1 2 3 4 5
- 25. Displays a sense of power and confidence 1 2 3 4 5
- 26. Articulates a compelling vision of the future.....
 1 2 3 4 5
- 27. Directs my attention toward failures to meet standards
 1 2 3 4 5
- 28. Avoids making decisions
 1 2 3 4 5
- 29. Considers me as having different needs, abilities, and aspirations from others
 1 2 3 4 5
- 30. Gets me to look at problems from many different angles
 1 2 3 4 5
- 31. Helps me to develop my strengths1 2 3 4 5
- 32. Suggests new ways of looking at how to complete assignments1 2 3 4 5
- 33. Delays responding to urgent questions1 2 3 4 5
- 34. Emphasizes the importance of having a collective sense of mission1 2 3 4 5
- 35. Expresses satisfaction when I meet expectations1 2 3 4 5
- 36. Expresses confidence that goals will be achieved
 1 2 3 4 5
- 37. Is effective in meeting my job-related needs
 1 2 3 4 5
- 38. Uses methods of leadership that are satisfying
 1 2 3 4 5

39. Gets me to do more than I expected to do
1 2 3 4 5
40. Is effective in representing me to higher authority
1 2 3 4 5
41. Works with me in a satisfactory way1 2 3 4 5
42. Heightens my desire to succeed1 2 3 4 5
43. Is effective in meeting organizational requirements1 2 3 4 5
44. Increases my willingness to try harder 1 2 3 4 5
45. Leads a group that is effective1 2 3 4 5

Appendix B: Servant Leadership Questionnaire

Instructions: Select two people who know you in a leadership capacity, such as a coworker, fellow group member, or subordinate. Make two copies of this questionnaire and give a copy to each individual you have chosen. Ask them to indicate, using the following 5- point scale, the extent to which they agree or disagree with the following statements as they pertain to your leadership. In these statements, “he/she” and “him/her” are referring to you in a leadership capacity.

Key:	1 = Strongly disagree	2 = Disagree	3 = Neither disagree nor agree	4 = Agree
	5 = Strongly agree			

1.	Others would seek help from him/her if they had a personal problem.	1	2	3	4	5
2.	He/She emphasizes the importance of giving back to the community.	1	2	3	4	5
3.	He/She can tell if something work related is going wrong.	1	2	3	4	5
4.	He/She gives others the responsibility to make important decisions about their own jobs.	1	2	3	4	5
5.	He/She makes others' career development a priority.	1	2	3	4	5
6.	He/She cares more about others' success than his/her own.	1	2	3	4	5
7.	He/She holds high ethical standards.	1	2	3	4	5
8.	He/She cares about others' personal well-being.	1	2	3	4	5
9.	He/She is always interested in helping people in the community.	1	2	3	4	5
10.	He/She is able to think through complex problems.	1	2	3	4	5
11.	He/She encourages others to handle important work decisions on their own.	1	2	3	4	5

12.	He/She is interested in making sure others reach their career goals.	1	2	3	4	5
13.	He/She puts others' best interests above his/her own.	1	2	3	4	5
14.	He/She is always honest.	1	2	3	4	5
15.	He/She takes time to talk others on personal level.	1	2	3	4	5
16.	He/She is involved in community activities.	1	2	3	4	5
17.	He/She has a thorough understanding of the organization and its goal.	1	2	3	4	5
18.	He/She gives others the freedom to handle difficult situations in the way they feel is best.	1	2	3	4	5
19.	He/She provides others with work experiences that enable them to develop new skills.	1	2	3	4	5
20.	He/She sacrifices his/her own interests to meet others' needs.	1	2	3	4	5
21.	He/She would not compromise ethical principles in order to meet success.	1	2	3	4	5
22.	He/She can recognize when others are feeling down without asking them.	1	2	3	4	5
23.	He/She encourages others to volunteer in the community.	1	2	3	4	5
24.	He/She can solve work problems with new or creative ideas.	1	2	3	4	5
25.	If others need to make important decisions at work, they do not need to consult him/her.	1	2	3	4	5
26.	He/She wants to know about others' career goals.	1	2	3	4	5
27.	He/She does what he/she can to make others' jobs easier.	1	2	3	4	5
28.	He/She values honesty more than profits.	1	2	3	4	5

Appendix C: Commitment Scales

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are working please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below.

- 1 = strongly disagree
- 2 = disagree
- 3 = neither disagree nor agree
- 4 = agree
- 5 = strongly agree

Revised Version (Meyer, Allen, & Smith, 1993)

Affective Commitment Scale

1. I would be very happy to spend the rest of my career with this organization 12345.
2. I really feel as if this organization's problems are my own 12345.
3. I do not feel a strong sense of "belonging" to my organization 12345.
4. I do not feel "emotionally attached" to this organization 12345.
5. I do not feel like "part of the family" at my organization 12345.
6. This organization has a great deal of personal meaning for me 12345.

Continuance Commitment Scale

1. Right now, staying with my organization is a matter of necessity as much as desire 12345.
2. It would be very hard for me to leave my organization right now, even if I wanted to 12345.
3. Too much of my life would be disrupted if I decided I wanted to leave my organization now 12345.
4. I feel that I have too few options to consider leaving this organization 12345.
5. If I had not already put so much of myself into this organization, I might consider working elsewhere 12345.
6. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives 12345.

Normative Commitment Scale

1. I do not feel any obligation to remain with my current employer 12345.
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now 12345.

3. I would feel guilty if I left my organization now 12345.
4. This organization deserves my loyalty 12345.
5. I would not leave my organization right now because I have a sense of obligation to the people in it 12345.
6. I owe a great deal to my organization 12345.

Appendix D: Negative Acts Questionnaire- Revised

The following behaviours are often seen as examples of negative behaviour in the workplace. Over the last six months, how often have you been subjected to the following negative acts at work?

Please circle the number that best corresponds with your experience over the last six months:

1	2	3	4	5
Never	Now and then	Monthly	Weekly	Daily

1) Someone withholding information which affects your performance	1	2	3	4	5
2) Being humiliated or ridiculed in connection with your work	1	2	3	4	5
3) Being ordered to do work below your level of competence	1	2	3	4	5
4) Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1	2	3	4	5
5) Spreading of gossip and rumours about you	1	2	3	4	5
6) Being ignored or excluded (being 'sent to Coventry')	1	2	3	4	5
7) Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	1	2	3	4	5
8) Being shouted at or being the target of spontaneous anger (or rage)	1	2	3	4	5
9) Intimidating behaviour such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	1	2	3	4	5
10) Hints or signals from others that you should quit your job	1	2	3	4	5
11) Repeated reminders of your errors or mistakes	1	2	3	4	5
12) Being ignored or facing a hostile reaction when you approach	1	2	3	4	5
13) Persistent criticism of your work and effort	1	2	3	4	5

14) Having your opinions and views ignored	1	2	3	4	5
15) Practical jokes carried out by people you don't get on with	1	2	3	4	5
16) Being given tasks with unreasonable or impossible targets or deadlines	1	2	3	4	5
17) Having allegations made against you	1	2	3	4	5
18) Excessive monitoring of your work	1	2	3	4	5
19) Pressure not to claim something which by right you are entitled to (e.g. sick leave, holiday entitlement, travel expenses)	1	2	3	4	5
20) Being the subject of excessive teasing and sarcasm	1	2	3	4	5
21) Being exposed to an unmanageable workload	1	2	3	4	5
22) Threats of violence or physical abuse or actual abuse	1	2	3	4	5

23. *Have you been bullied at work? We define bullying as a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying.*

Using the above definition, please state whether you have been bullied at work over the last six months?

- No (continue at question?)
- Yes, but only rarely
- Yes, now and then
- Yes, several times per week
- Yes, almost daily

24. If your answer to the previous question was «Yes», please tick the appropriate box(es) below to state who you were bullied by:

- My immediate superior
- Other superiors/managers in the organisation
- Colleagues
- Subordinates

Customers/patients/students, etc.
Others

25. Please state the number and gender of your perpetrators:

Male perpetrators _____

Female perpetrators _____

NAQ-R – Negative Acts Questionnaire-Revised
© XXX XXX & XXX, 2009

Appendix E: Top of Form

1. Which category below includes your age?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

2. Gender

- Male
- Female

3. What is your highest level of school you have completed or highest degree you have completed.

- Less than high school degree
- High school degree or GED
- Some college but no degree
- Associate degree
- Bachelor's degree
- Graduate degree

4. How long you have been working under the same supervisor?

- Self-manage
- Under a year
- One year or more

5. Do you have online access at home, work or both"

- Yes
- No

6. What type of organization do you work for?

- Manufacturing
- Non-Profit

Profit

Private

7. Which social media used to take the survey?

LinkedIn

Instagram

Twitter

Facebook

8. What is your profession or related group

Social Service

School Staff

Businessmen

Technology Professional

Other _____

Appendix F: Approval to Use the MLQ Instrument

Wilsa Desir

To. www.mindgarden.com, nfo@mindgarden.com

April 07, 2019

Company: Mind Garden Company

Associate Professor, Leadership Studies: University of Nebraska-Lincoln, NE 68583-0709

Mind Garden, Inc.

707 Menlo Avenue, Suite 120

Menlo Park, CA 94025 USA

Multifactor Leadership Questionnaire by Bernard M. Bass and Bruce J. Avolio.

My name is Wilsa Desir and I am a doctoral student at Walden University. I am completing my dissertation on. explore employees' perceptions based on the leadership style they have experienced, focusing on servant leadership and transformational leadership. I would like your permission to use your instrument in my study.

Material to be used: Instrument to measure perceived management bullying.

Referenced: Bass, B. M., & Avolio, B. J. (1995). *MLQ multifactor leadership questionnaire, leader form, rater form, and scoring*. Palo Alto, CA: Mind Garden.

This permission will encompass the continued efforts in the completion and publication of this dissertation and future amendments or revisions to this work. Your signing of this letter is verification that you own the rights to the material to be used in this study.

If the provisions provided in this letter are accurate and acceptable, please sign below and return via email. If you have any additional conditions, please include them at the bottom of this form.

Thank you so much for your time and consideration in this matter.

Sincerely,

Wilsa Desir, MS

XXX@rocketmial.com

Signature

Date

Comments: _____

Letter from Mind Garden Company/www.mindgarden.com

Effective date is May 14, 2019 for:

Wilsa Desir

The Remote Online Survey License is a data license for research purposes only. This license grants one permission to collect and disclose (a) item scores and scale scores, (b) statistical analyses of those scores (such as group average, group standard deviation, T-scores, etc.) and (c) pre-authorized sample items only, as provided by Mind Garden, for results write-up and publication.

The instrument items, directions, manual, individual report, group report, and any other descriptive information available through Mind Garden is the intellectual property of the copyright holder and can be used only with purchase or written permission from Mind Garden.
added 13 September 2018

Verify at: file:///C:/Users/XXX/Desktop/mindgarden.pdf

Appendix G: Approval to Use Servant Leadership Questionnaire Instrument

April 07., 2019

Dear Dr., XXX

My name is Wilsa Desir. and I am a doctoral student at Walden University. I am completing my dissertation on compare servant and transformational leadership styles to determine if there is a difference in the rate of perceived bullying in organizations based on the leadership transformational or servant leadership style, I would like your permission to use your instrument in my study.

Material to be used: Instrument to measure employees' perception of their leadership style.

Referenced:

Barbuto, J. E., Jr., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management, 31*(3), 300-326.

This permission will encompass the continued efforts in the completion and publication of this dissertation and future amendments or revisions to this work.

If the provisions provided in this letter are accurate and acceptable, please respond via email with your approval. If you have any additional conditions, please let me know.

Thank you so much for your time and consideration in this matter.

Sincerely,

Comments: Tue 4/30, 2:22 PM

You have permission to use the SLQ.

Dr.XXX

XXX, Jr. (Jay)

Director, Center for Leadership

Professor of Organizational Behavior

Mihaylo College of Business & Economics

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Appendix H: Approval to Use TCM Employee Commitment Survey Instrument

A. Desir <XXX@waldenu.edu>
To: University of Western Ontario

April 07., 2019

The University of Western Ontario
1151 Richmond Street
London, Ontario, Canada, N6A 3K7

Dear Dr., XXX

My name is Wilsa Desir. and I am a doctoral student at Walden University. I am completing my dissertation on compare servant and transformational leadership styles to determine if there is a difference in the rate of perceived bullying in organizations based on the leadership transformational or servant leadership style, I would like your permission to use your instrument in my study.

Material to be used: Instrument to measure employees' perception of their leadership style.

Referenced:

Allen, N. J., & Meyer, J.P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252-276.

This permission will encompass the continued efforts in the completion and publication of this dissertation and future amendments or revisions to this work.

If the provisions provided in this letter are accurate and acceptable, please respond via email with your approval. If you have any additional conditions, please let me know.

Thank you so much for your time and consideration in this matter.

Sincerely,

Wilsa Desir, MS
XXX@rocketmail.com

Comments: _____ Sat 5/4/2019
2:36 PM

Dr. / The University of Western Ontario

Hello Wilsa,

I am sorry you have had difficulty with this...I just searched my inbox and see no previous email from you. Possibly it went astray.

In any case, thank you for your interest in using the Three-Component Model (TCM) Employee Commitment Survey in your research. You can get information about the measure, a Users' Guide, and the measure itself at:
<http://employeecommithment.com/>

For academic / research purposes, please choose the Academic Package. (There is no charge for this package.) I wish you well with your research!

Best,
XXX

Appendix I: Approval to Use Servant Leadership Questionnaire Instrument

A. Desir <XXX@waldenu.edu>
To: XXX@uib.no

April 07, 2019

XXX@psysp.uib.no

Dear Dr., XXX

My name is Wilsa Desir. and I am a doctoral student at Walden University. I am completing my dissertation on compare servant and transformational leadership styles to determine if there is a difference in the rate of perceived bullying in organizations based on the leadership transformational or servant leadership style, I would like your permission to use your instrument in my study.

Material to be used: Instrument to measure employees' perception of their leadership style on management bullying.

Referenced:

Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, 23(1), 24-44.
doi:10.1080/02678370902815673

This permission will encompass the continued efforts in the completion and publication of this dissertation and future amendments or revisions to this work.

If the provisions provided in this letter are accurate and acceptable, please respond via email with your approval. If you have any additional conditions, please let me know.

Thank you so much for your time and consideration in this matter.

Sincerely,

Wilsa Desir, MS
XXX@rocketmail.com

Comments: _____ Tuesday, April 23,
2019 12:26:09 AM

Letter from XXX. /XXX@psysp.uib.no

Dear Wilsa Desir,

Thank you for your interest in the Negative Acts Questionnaire!

My name is Oystein Hoprekstad, and I am writing to you now on behalf of Professor Staale Einarsen, as his research assistant.

We will grant you the permission to use the scale on the condition that you accept our terms for users found in the word-file attached in this e-mail. Please fill this in and return. One of our terms is that you send us your data on the NAQ with some demographical data when the data is collected. These will then be added to our large Global database which now contains some 50.000 respondents from over 40 countries. Please send them as soon as your data is collected. A SPSS database is attached to this mail in the NAQinfo file.

I have attached the English version of the NAQ-R, a SPSS database, psychometric properties of the questionnaire and the articles suggested on our website. Please use the Einarsen, Hoel and Notelaers article (2009) in Work and Stress as your reference to the scale. I have also attached a book chapter on the measurement of bullying where you find information on the one item measure. Please note that the zip file also contains the information needed to use the short version of the questionnaire (the SNAQ). Please use the Notelaers, Van der Heijden, Hoel and Einarsen (2018) article in Work and Stress as your reference to the short version of the scale.

If you have any questions, please do not hesitate to contact me directly.

Best regards

XXX, Research Assistant

On behalf of

Professor XXX

Bergen Bullying Research Group

Getting too much email from

<XXX@uib.no>? You can unsubscribe

Dear Wilsa,

Thank you for sending us the completed form, and all the best of luck with your project!

Best regards

XXX

Appendix J: Invitation to Participate Email

RE: "Participate who are 18 years old and older working under a direct supervisor for at least one year"

Dear potential participants,

In an effort to research how Mediating Effect of Transformational and Servant Leadership on Perceptions of Management Bullying, doctoral candidate Wilsa Desir at Walden University is conducting a research study, The Impact of servant leadership on organizational commitment. Your participation with completing these survey questions will help organizations to understand the impact of both leadership styles. Completing these survey questions will take approximately 40 minutes to complete. Also, please feel free to pass the link to anyone who is interested in taken the survey.

You can access the surveys by clicking the link below.

Survey link: _____

The answers you provide will be kept anonymous and confidential to be used solely for the purposes of this research study.

If you have questions or are having difficulties accessing or submitting these surveys, please contact me by email at: XXXr@waldenu.edu.

Your participation and completion of these survey is important and appreciated.

Sincerely,

Wilsa Desir

Wilsa Desir
Doctoral Candidate
Walden University
XXXr@waldenu.edu

Appendix K: TWEET

Calling all employees who work directly under a supervisor for at least one year or over:
Online survey “The Impact of transformational and servant leadership on organizational”.
Additionally, please feel free to pass the survey link to a family member, co-worker, or a friend who meet the above criteria and interested taken the survey.

Visit link: <https://www.surveymonkey.com/.....>

Appendix M: CITI Program Completion Certificate

Completion Date 11-May-2019 Expiration Record ID 31525299

This is to certify that:

Wilsa Desir

Has completed the following CITI Program course:

Student Researchers (Curriculum Group) Student Researchers (Course Learner Group) 1
- Basic Course (Stage)

Under requirements set by:

Walden University

Verify at file:///C:/Users/XXX/Desktop/Citi%20Certification.pdf

Appendix N: Permission to use Multifactor Leadership Questionnaire

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Published by Mind Garden, Inc., www.mindgarden.com www.mindgarden.com

To Whom It May Concern, The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased: Multifactor Leadership Questionnaire The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden.

The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test. Citation of the instrument must include the applicable copyright statement listed below. Sample Items: As a leader I talk optimistically about the future. I spend time teaching and coaching. I avoid making decisions. The person I am rating.... Talks optimistically about the future. Spends time teaching and coaching. Avoids making decisions Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media. Published by Mind Garden, Inc.

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

F