



Servant-Leadership Perception and Job Satisfaction among Saudi Food and Drug Authority Employees: A Correlational Study

by

Ph. Baleegh A. Al-Yousef

A Dissertation Presented to Faculty of Public Health & Health Informatics, King Saud bin
Abdulaziz University for Health Sciences in collaboration with the University of
Liverpool, Liverpool School of Tropical Medicine (LSTM)
In partial fulfillment of the requirements for the award
of the Masters Degree of Health Systems
and Quality Management

May 2012

Supervisor: Dr. Khaled Al-Surimi

ABSTRACT

Background: Leadership is a process of influence between leaders and subordinates where a leader attempts to influence the behaviour of subordinates to achieve the organisational goals. Success in achieving the organisational goals and objectives depends on the leaders of the organisation and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employees' job satisfaction. Servant leadership seeks to identify and meet followers' needs, and promote their success and well-being through a follower-centric, generative approach to leadership. Recently, the servant leadership style has gained more credibility and support by virtue of the scholars of Greenleaf, the founder of servant leadership theory. Although there are numerous studies and researches conducted on servant leadership studies, which support the positive influences of servant leadership on individuals' job satisfaction in a variety of organisations, servant leadership and its relation to job satisfaction has not been addressed for different types of organisations in Saudi Arabia context, particularly in the case of the non-for-profit organisations such as the Saudi Food and Drug Authority (SFDA).

This study is the first of its kind to test the construct validity of the OLA questionnaire in Saudi Arabia context

Aims: The main purpose of this research study is to assess the perception of servant leadership and determine the extent to which job satisfaction is correlated with perception of the servant leadership principle among Saudi Food and Drug Authority (SFDA) employees.

Methodology: By using multilevel employee ratings from the Organizational Leadership Assessment (OLA), as developed by Laub (38), a sample of 268 employees working in SFDA in different positions voluntarily participated and completed the OLA survey.

Results: The results of this study, through using a Pearson correlation test, found a statistically significant, positive, and substantial relationship between the perception of

servant leadership and job satisfaction among the SFDA employees; these results resemble those of all previous studies conducted in this aspect.

Data analysis revealed that SFDA employees perceived well the servant leadership principles and all constructs of servant leadership mean scores were within the average score of OLA standard scores. Further data analysis showed strong correlation between the level of job satisfaction of SFDA employees and all of the six constructs of servant leadership of **0.817**. Additionally, the result from the simple linear regression model for the Servant Leadership and Job Satisfaction by **ANOVA** was $r=.817$ and $r^2=.668$, $F= 535.820$, $p=<.001$. The significance value of **P** at 0.000 was derived from the model, indicating the significance between the two variables.

For the perception of servant leadership and the level of job satisfaction in regards to SFDA employees' positional level, data analysis showed that the level of job satisfaction of Top Management was strongly correlated to all six constructs of servant leadership. Top Management had a correlation of **.904**, Middle Management had a correlation of **.790**, while the Front-Line employees produced a correlation of **.807**, and the data by **ANOVA** yielded a result of $r=.821$ and $r^2=.674$, $F= 274.194$, $p=>.001$. The significance value of **P** at 0.000 was derived from the model, indicating the significance between variables.

Conclusion: Finally, the study results revealed that SFDA represented in this study was at level 4 (Positively Paternalistic Organization). This level is referred to as Moderate Health organization.

The empirical data collected during the present study indicated a strong positive relationship and could be used to develop leadership training programmes based on servant leadership principles and remove the barriers that impede the practice of servant leadership style. Additionally the data support the idea that the practice of servant leadership principles can increase the health of an organisation.

ACKNOWLEDGMENTS

Praise and Thanksgiving to ALLAH before anything and after anything

For the strength, courage, and wisdom that “Allah” gave me to complete my thesis and the lengthy journey toward this degree.

then thanks follow to

My whole family, firstly my mother who always pray for me, and then to my precious wife and my children for the continuous support, time, and encouragement they give me to read for this degree.

and my gratitude to

Specifically, I would like to offer my thanks to Dr. Khaled Al-Surimi for his patience and the time he spent helping me grow and learn at the highest level and for his mentoring, coaching, encouragement, and guidance.

I would like to thank the 268 individuals in SFDA who completed the OLA survey and contributed to the success of this study.

I also would like to thank my peers who helped me grow and increase my learning over the past two years.

Further, I would like to thank many of the faculty and staff at KSU-HS and LSTM, especially Dr. Gamal Mohammed who helped with prompt responses to questions which is committed to providing an outstanding learning atmosphere for learners.

Finally, to all people inside and outside the SFDA, who made it possible through their active collaboration.

I am eternally grateful.

TABLE OF CONTENTS

ABSTRACT	2
ACKNOWLEDGMENTS	4
TABLE OF CONTENTS	5
LIST OF TABLES	8
LIST OF FIGURES	8
ABBREVIATIONS	8
CHAPTER ONE: INTRODUCTION	9
1.1 Background and Justification	9
1.2 Importance of the Study	11
1.3 Statement of the Problem	12
1.4 Aim and Objectives	13
Specific Objectives:	13
Secondary Objectives:	14
1.5 The Context of the Study	14
1.6 Research Questions and Hypothesis	15
Research Hypotheses	15
1.7 Study Structure	16
CHAPTER TWO: LITERATURE REVIEW	17
Section One: Chapter Overview	18
Section Two: Servant Leadership Overview	20
2.2.1 Leadership the Concept, Importance and Theories	20
2.2.2 Servant Leadership	23
2.2.3 Characteristics of Servant Leadership	27
Section Three: Job Satisfaction Overview	32
2.3.1 Job Satisfaction Definition	32
2.3.2 Job Satisfaction Concept	33
2.3.3 Job Satisfaction Determinants	34
Section Four: Servant Leadership and Job Satisfaction.	35

<i>Servant Leadership and Job Satisfaction in Healthcare</i>	37
Section Five: Chapter Summary and Conclusion	39
CHAPTER THREE: RESEARCH METHODOLOGY	40
3.1. Chapter Overview	40
3.2. Study Conceptual Framework	40
<i>Research Hypotheses</i>	40
3.3. Study Design	42
3.4. Study Setting/Area	44
3.5. Study Population Description	44
3.6. Sample Size Calculation	44
3.7. Sample Size and Sampling Methods	45
3.8. Study Instrument	45
3.9. Research Process	46
3.10. Study Pilot	46
3.11. Data Collection Methods, Instruments Used, Measurements	47
<i>Instrument Validity and Reliability</i>	47
3.12. Data Analysis	49
<i>Data Management and Analysis Plan:</i>	49
<i>Data Analysis:</i>	51
3.13. Ethical Considerations:	51
3.14. Study Scope and Limitations	52
<i>Study Scope</i>	52
<i>Limitations</i>	52
CHAPTER FOUR: STUDY RESULTS	53
4.1 Overview	53
4.2 Study Respondents' Profile	53
4.3 Instrumentation	54
4.3.1 Perception of Servant Leadership	55
4.3.2 Servant Leadership and Job Satisfaction	58
4.3.3 Regression Analysis of Servant Leadership and Job Satisfaction	59
4.4 Organisational Leadership Type	61
4.5 Overall Summary	61

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS	62
5.1 Overview	62
<i>Perception of Servant Leadership and Jobs Satisfaction</i>	62
<i>Servant Leadership Perception, Job Satisfaction and Managerial Position Level</i>	63
5.2 Recommendations	63
5.3 Study Limitations	64
5.4 Study Implications	64
5.5 Conclusion	65
REFERENCES	66
APPENDICES	78
Appendix 1: Informed Consent Form.....	78
Appendix 2: Study Respondent Profile Form	80
Appendix 3 : Laubs' OLA, Questionnaires	81
Appendix 4 : Laub OLA, Questionnaires Constructs	85
Appendix 5 : Laub's Six Organization Levels	87
Appendix 6 : The first OLA, Questionnaires Answered by SFDA Participant.....	89
Appendix 7 : SFDA Approval to Conducts the Study.....	94
Appendix 8 : Jim Laub's Approval to Use OLA Instrument in the Study	95

LIST OF TABLES

Table 1	Previous Research Studies and the Field in which they were Conducted.	18
Table 2	Sample Size Distributed Based on the Employee's Levels.	45
Table 3	Overall Perception of Servant Leadership.	49
Table 4	Organisation Categories and OLA Score Ranges .	50
Table 5	Study Respondents Profile of SFDA Employees.	54
Table 6	Servant Leadership Perception Among SFDA by the Six OLA Constructs.	55
Table 7	Distribution of Servant Leadership Perception Among SFDA by the Six Constructs and managerial Position Level.	56
Table 8	Job Satisfaction Level Comparing with SFDA Positional Level.	57
Table 9	Pearson Coefficient of Perceived Servant Leadership and Job Satisfaction.	58
Table 10	Pearson Coefficient of Perceived Servant Leadership and Job Satisfaction Comparing with SFDA Positional Level.	59
Table 11	Regression of Servant Leadership with Job Satisfaction.	59
Table 12	ANOVA of Servant Leadership with Job Satisfaction.	59
Table 13	Coefficients of Servant Leadership with Job Satisfaction.	60
Table 14	Regression of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees.	60
Table 15	ANOVA of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees.	60
Table 16	Coefficients of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees.	61
Table 17	Laub's Six Organisation Levels, Categories, and OLA Score Ranges.	61
Table 18	Comparison of the SFDA Scores with Previous Studies OLA Tool.	63

LIST OF FIGURES

Figure 1	The Current Study Framework.	19
Figure 2	The current Study Variables.	42
Figure 3	The Sequence Designed to Analyse The Collected Data.	49
Figure 4	SFDA Average Scores in the Six OLA Constructs.	56
Figure 5	Distribution of Average Scores of servant leadership dimensions/constructs by the managerial Position Level.	57

ABBREVIATIONS

KSA : Kingdom of Saudi Arabia
 SFDA : Saudi Food and Drug Authority
 OLA : Organisational Leadership Assessment

CHAPTER ONE: INTRODUCTION

1.1 Background and Justification

Due to globalisation and rapid changes in all aspects of life, organisations seeking success must realise that human resources have become the most important factor in ensuring success, through optimising the efficiency and the effectiveness of both leaders and employees in order to achieve goals and objectives. Barnett (1) redefined leadership as a process by which one individual influences others towards the attainment of group or organisational goals, and where the organisation support related to leadership behaviour could lead to job satisfaction (2).

Leadership fundamentally is about directly influencing the employees as well as the process to achieve the organisation's goals, which, without appropriate employees' efforts and proper leadership commitment, might lead organisations to fail (3). Leadership style according to Mosadeghrad (4) can be seen as a series of behaviours, attitudes, characteristics, and skills based on the individual himself, the organisational values, leadership interests, and the reliability of employees in different situations. Research has shown that no one leadership style is ideal for every situation since a leader may have knowledge and skills to act effectively in one situation but may not in another (4). Thus, effective leaders must behave differently in the face of change (5), and, using appropriate leadership styles, can affect employees' job satisfaction, commitment, and productivity at the same time (5).

Some researchers (5, 6) stated that most leadership theories such as path-goal, charismatic, and transformational theories of leadership did not clearly focus at the strategic level, but instead focused on motivating followers. In the same vein, many studies have been conducted to determine the impact of type of leadership on employee performance and how leadership style might influence employees to improved organisational outcomes (5, 7).

Lin (8) stated that the leadership style, environment, individual demographic background, and interpersonal relationships could influence the employees' job

satisfaction. Likewise, Hannay and Northam (9) concluded that job satisfaction is recognised as an important component for the success of any organisation, and is one of the main factors that measures leadership's effectiveness (10).

A number of studies (11-15) found that there is correlation between the leadership style and employees' job satisfaction, and this correlation affects and influences the organisational performance.

Although hundreds of researchers have studied the linking of conventional leadership style with job satisfaction during the last 50 years, studying the effect of servant leadership and its role of motivation and job satisfaction has been ignored for many years (16). Moreover, some scholars (17-20) have considered that the servant leadership style is ineffective, which has contributed to limiting the development of this approach and its effectiveness for many years. This conception has been scrapped by other researchers (21), who concluded that the conventional leader seeks to become motivated to lead others, while the servant leader is more motivated to serve rather than to lead others.

Some studies on servant leadership have explored this concept among the different types of organisations including healthcare facilities, and it increasingly became a more instrumental and widely used approach to enhance the growth of individuals and the organisational leadership in many ways (17, 22).

The servant leadership approach is unlike traditional leadership, which exercises a top-down hierarchical style (23, 24). Instead the servant approach places more emphasis on listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community, and encouraging the use of ethical and moral behaviour perspectives, to empower leadership (25-27).

During the last 30 years, many empirical studies have been conducted to investigate the relationship between job satisfaction and servant leadership style, starting with Spector (28) who pointed out that the perception of employees about the servant leadership contributed in raising their job satisfaction. Likewise, Thompson (29) and Drury (16) stated that the traits of servant leadership might yield positive results and higher levels of job satisfaction.

1.2 Importance of the Study

Within the environment of globalisation and an increasingly liberalised world, management of organisations usually aims to develop a relationship between the organisation and employees to ensure the continuity of their workforce, especially the skilled and technical disciplines, through developing creativity and motivation in individuals that is reflected in their effort and performance, and encouraging job satisfaction and feelings of belonging among employees.

Most organisations, whether government or business entities, spend more money and time in training management on the new leadership concept in order to enhance and create great leaders who are able to drive organisations' success. Ramnarayan (30) indicated that leadership today is critical for government organisations, and is considered the heart of good governance, since without effective leaders, organisations cannot open channels for communications with internal and external customers.

Effective leaders must utilise all the factors that can improve performance and achieve sustainable goals and strategies. Freeman (31) explained that the reward of servant leadership is captured in that 'the mission of servant leadership is important in today's social, political, and economic climate because there seems to be a dearth of great leadership in the United States and on international landscapes' (p. 7). It is important, therefore, to identify factors that have formalised and defined what effective leadership is.

Aforementioned, it is clear that the recent leadership theories have been built upon past leadership research, and as the marketplace becomes more complex, more effort should be expended to find the proper leadership model that fits every situation. It is, however, clear that currently there is no one-size-fits-all approach to leadership. Kipp (32) stated that the great leaders today face more challenges than great leaders of the past due to increasing diversity and globalisation.

Since the beginning of the twentieth century, researchers have defined many leadership models regarding leadership and its effectiveness in the organisations, including for example: Charismatic leadership (33), Transformational leadership and Transactional leadership (34), and Servant leadership (24).

Servant leadership is similar to transformational leadership because servant leaders

are also attempting to meet organisational goals by improving followers' motivation and morality. According to Greenleaf (24), servant leaders are considered those who put the needs of other people first. Thompson (29) concluded that employees working in an organisation where servant leadership principles are promoted enjoy a higher level of job satisfaction. Thompson (29) further stated that one of the determining factors that encourage a high level of organisational commitment is job satisfaction. Other studies (35, 36), have also shown a positive relationship between preferred leadership style and employee job satisfaction. In addition, organisations must recognise the human capital as a critical investment and seek to gain a return on that investment by fully maximising the job satisfaction of employees (9).

1.3 Statement of the Problem

Several research studies, as discussed above, show that organisations using servant leadership attributes could produce more effective and successful leaders. Russell and Stone (22) concluded that servant leadership is an important topic for all types of organisations because this type of leadership offers enhancements to organisational leadership in many ways. Bass (37) stated that, 'The strength of the servant leadership movement and its many links to encouraging follower learning, growth, and autonomy, and suggests that the untested theory in any organization will play a role in the future leadership of that organization' (p. 33).

Laub (38) observed that the perceptions of servant leadership vary among employee levels; however, Thompson (39) did not find any significant difference in perceptions by different employee levels. On the other hand, Covey (40) stated that organisations become more effective and profitable when individuals perform their tasks without continually being monitored, evaluated, corrected, or controlled by superiors. He further claimed that providing training in the principles embodied in servant leadership could assist in establishing this type of working environment.

Numerous researchers (11-15, 41-43) have found a correlation between different styles of leadership and employees' job satisfaction in different types of organisations. Additionally, some (44, 45) asserted that job satisfaction significantly correlates with the organisation's productivity and turnover. In organisations practicing servant

leadership, some studies (29, 38, 46, 47,) found it positively correlated to job satisfaction.

To summarise, the studies cited above were conducted in a western context among different types of organisations. However, to date, and to the best knowledge of the researcher, there are no known studies that have been conducted in Saudi Arabia in general and the Saudi Food and Drugs Authority (SFDA) in particular that assess the perceptions of servant leadership and examine the relationship between servant leadership characteristics and job satisfaction. Therefore, this study aims to assess the perception of servant leadership among SFDA employees and examine the relationship between servant leadership and job satisfaction among SFDA employees, at the organisation's head office in Riyadh, the capital city of the Kingdom of Saudi Arabia (KSA). Moreover, the results of this study will add to the body of empirical research that has examined this relationship worldwide and will contribute to the body of knowledge about leadership, organisational development, and organisational wellness.

For the SFDA, the study results could help demonstrate the importance of servant leadership and could be used as a foundation to support further research in leadership and to develop practical training programmes that enable leaders to enhance their leadership skills, and remove any barriers that impede organisational development and progress. At the same time, it will provide information about job satisfaction level and its determinants among the SFDA employees; and to what extent servant leadership may reveal how servant leadership can motivate the SFDA employees to achieve goals and objectives.

1.4 Aim and Objectives

The overall aim of this study is to assess the perception of servant leadership among SFDA employees and examine if there is a relationship between servant leadership practice and job satisfaction among SFDA employees.

Specific Objectives:

This study aims specifically:

1. To assess the perception level of servant leadership among SFDA employees.

2. To examine the relationship between servant leadership and the job satisfaction of SFDA employees.
3. To assess if there are any differences in the level of servant leadership perceptions and job satisfaction in relation to employees' characteristics

Secondary Objectives:

1. To make recommendations on how to improve leadership practice and job satisfaction among SFDA employees.
2. To provide a conceptual framework for devising a leadership development programme at the SFDA.

1.5 The Context of the Study

The Saudi Food and Drug Authority (SFDA), is an independent not-for-profit governmental organisation. Established in 2004, it reports directly to The President of The Kingdom of Saudi Arabia Council of Ministers. The Authority's objective is to ensure the safety of food and drugs for man and animal, and safety of biological and chemical substances as well as electronic products. Moreover, the main purpose is to regulate, oversee, and control food, drugs and medical devices, as well as to set mandatory standard specifications for these, whether they are imported or locally manufactured. Moreover, the SFDA is in charge of ensuring consumers' awareness on all matters related to food, drugs and medical devices and all related products and supplies. The number of SFDA employees is currently estimated at approximately 857, although this number is expected to increase during the following years. The SFDA Vision is

“...to be the leading regional regulatory authority for food, drugs and medical devices, having professional and excellent services that contributes to the protection and advancement of the health in Saudi Arabia”, and its Mission is “...to ensure the safety of food; the safety, quality and efficacy of drugs; and the safety and effectiveness of medical devices, by developing and enforcing an appropriate regulatory system” (48).

1.6 Research Questions and Hypothesis

1. What is the overall perception of servant leadership among SFDA employees?
2. To what extent are the servant leadership principles being implemented and has affected the job satisfaction level among SFDA employees?
3. To what extent the practice of - servant leadership principles and job satisfaction level differ according to positional levels of SFDA employees.

Research Hypotheses

The *first hypothesis* relates to perception of the servant leadership and job satisfaction in SFDA, while the *second hypothesis* relates to servant leadership and job satisfaction in regards to the positional level among the SFDA employees.

It has been determined that leadership style is one factor that has a large impact on job satisfaction (35). Many researchers found a positive relationship between servant leadership and job satisfaction (29, 38, 46, 49), and as mentioned above, those studies were undertaken in organisational settings other than health care organisations such as the SFDA, and in western countries where culture differs from Saudi Arabian culture. Therefore, this study extends the investigation to the relationship between servant leadership and job satisfaction in a different population and setting than previously examined, based on the following hypotheses:

H1o: There is no significant correlation between the servant leadership perception and the levels of job satisfaction among the employees of SFDA as a not-for-profit governmental organisation in Saudi Arabia (SA).

H1a: There is a positive significant correlation between the servant leadership perception and the levels of job satisfaction among the employees of SFDA as a not-for-profit governmental organisation in SA.

H2o: There is no significant correlation between the servant leadership perception and the levels of job satisfaction according to the positional level among the employees of SFDA as a not-for-profit governmental organisation in SA.

H2a: There is a positive significant correlation between the servant leadership perception and the levels of job satisfaction according to the positional level among the employees of SFDA as a not-for-profit governmental organisation in SA.

1.7 Study Structure

This research study comprises five chapters described as follows.

Chapter One provides a general introduction concerning this research, states the research aims and objectives, and provides a general background about the organisation under study, and the research questions and hypothesis, in addition to study context.

Chapter Two provides a critical review of the literature related to servant leadership perception and job satisfaction, Moreover, it constructs the underpinning theoretical framework needed in order to answer the study questions.

Chapter Three describes the research methodology, describing in detail the methods used.

Chapter Four provides the statistical descriptive results and the results analysis.

Chapter Five concludes this research by suggesting various modifications to the research and providing some areas of improvement, discussing the extent to which the research findings might be generalised, and accordingly assessing whether or not the research questions have been answered. Finally, it provides recommendations for the SFDA concerning the implementation of the research results and findings.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this quantitative study is to assess the perception of servant leadership and to examine the relationship that exists between servant leadership perception and job satisfaction among SFDA employees.

In this Chapter the literature review undertaken aims to summarise the leadership studies in relation to job satisfaction as they are related to the specific elements of the study, presented in the following sections and subsections.

Section one: Chapter Overview includes the framework structure of the literature review aim.

Section two: Servant Leadership Overview

- 1.1. The Concatenation of Leadership Theories
- 1.2. Concept of Servant Leadership
- 1.3. Characteristics of Servant Leadership
- 1.4. Summary of the previous studies that assess perceptions and characteristics of Servant Leadership

Section three: Job Satisfaction Overview

- 3.1. Job Satisfaction Notion
- 3.2. Job Satisfaction determinants, with more focus on the role of leadership in Job Satisfaction

Section four: Servant Leadership and Job Satisfaction.

Section five: Chapter Summary

Section One: Chapter Overview

In this study, the only *independent variable* is the servant leadership. Thus, the literature review focused on servant leadership principles, theories, models, and characteristics. The only *dependent variable* is job satisfaction; therefore, in this regard, the review focused on job satisfaction including important empirical research and findings about job satisfaction. Finally, literature on both servant leadership and job satisfaction was reviewed.

Table 1 shows that a range of studies found a positive correlation between servant leadership and job satisfaction; however most of these studies were conducted in a western context and only limited studies have been undertaken in the Arabic context in general.

Table 1: Previous Research on Servant Leadership and Job Satisfaction

Researchers	Fields	Type
Anderson (49), Girard (50), Miears (46), Stramba (47), Thompson(29, 39), Drury (16), Bowden (36), Rude (2), Van Tessell (51)	Education Field	Service
Laub (38), Ledbetter (52), White (53), Hebert (54), Herbert (55) Hill, (56); Miears (46), Rude (2)	Public Field	Service
Laub (38), Braye (57) Horsman (58), Herbert (55), Ledbetter (52), Beazley (59)	For-profit organisations	Non-Service
Anderson (49), Thompson (29, 39)	Not-for-profit organisations	Religious
Amadeo (60)	HealthCare Organisations	Service
David (61) Rude (2)	Profit organisations	Non-Service

The theoretical framework of this study (Figure 1) simply examines the correlation between servant leadership and job satisfaction in the SFDA as a not-for-profit organisation in an Arabic country such as Saudi Arabia, where no up-to-date research has been conducted to the best knowledge of the researcher.

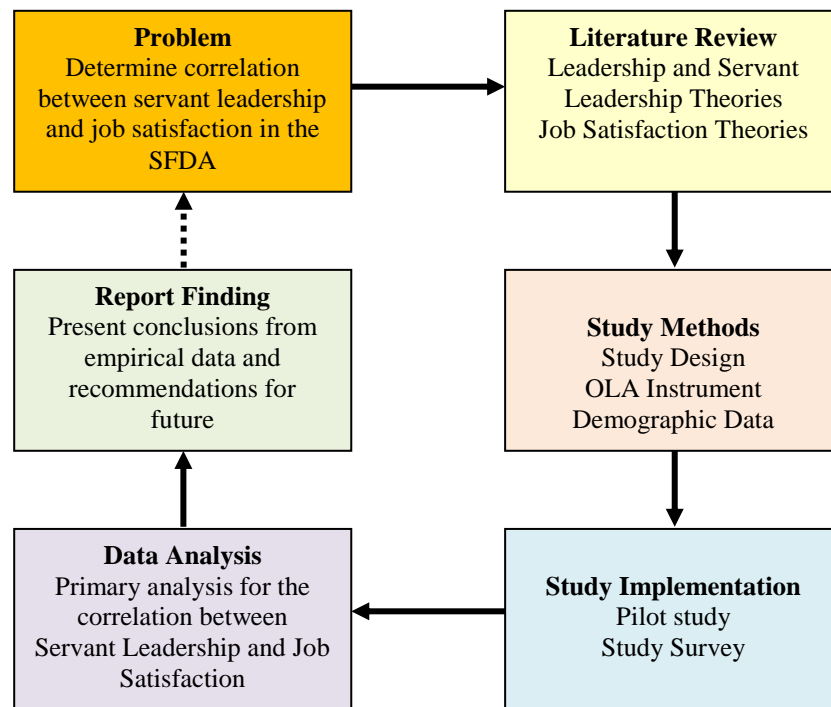


Figure 1: The Current Study Framework

Section Two: Servant Leadership Overview

This section presents a comprehensive review of previous literature on leadership and servant leadership from different timeframes.

2.2.1 Leadership: Concept, Importance and Theories

Since the 1920s, leadership and leaders' attitudes and behaviours have been investigated in depth from a talent to a process, and have been defined variously as an extremely classical autocratic approach to an extremely creative and participative approach by hundreds of researchers. These studies resulted in the introduction of many theories including traits (62, 63) situational interaction, function, behaviour, power, vision and values, charisma, and intelligence as essential components in both leader and leadership concepts (64) emphasising that leadership is a key variable in most studies' outcomes.

In the 1940s and 1950s, research was conducted to understand the leaders and leadership concept (62). A leader was defined as the person who shared goals with employees, and leadership models were categorised in terms of leadership and its effectiveness in the organisational environment, including for example: Charismatic leadership (33), Transformational leadership and Transactional leadership (34), and Servant leadership (27).

As the 1990s approached and the global marketplace became more formalised, the study of leadership became more established (63) and the leadership theories shifted their focus to control and centralisation of power (65). Thus, it is obvious that the recent leadership theories were built upon the past leadership research, and as the marketplace become more complex, more effort is expended to find the proper leadership model that fits every situation, because there is no one-size-fits-all approach to leadership.

Kipp (32) stated that the great leaders today face more challenges than great leaders of the past due to dramatic increases in diversity and globalisation.

In literature, there are plenty of recent studies about leadership, providing a wide range of varying approaches to leadership (66).

Bass (63) provided a valuable overview of the theories and studies that emerged since the 1930s, – and pre-and post-1947 - that related to leadership. His work provides the foundation for a literature review of leadership. In the same study, he reviewed the work of Lewis (67) who indicated that even in communities without institutionalised leaders or rulers there are always leaders who initiate works.

Skipper and Bell (66) asserted that leadership is a complex subject that is influenced by many variables such as roles assumed by leaders and the impact of factors that affect these roles due to the absence of a comprehensive understanding of what constitutes good or effective leadership.

Leadership is defined simply as a dynamic relationship based on common objectives and mutual influence between leaders and followers, in which both are moved to higher moral levels of motivation and development, which help to accomplish the organisation's objectives (68).

Today's employees are more educated and articulate, and less likely to accept commands, as they prefer to be more involved at work (69). Further, most organisations globally, whatever sector they are in, spend money and time in training management on the new leadership concept in order to enhance and create great leaders who are able to drive successful organisations. Ramnarayan (30) indicates that good/strong leadership nowadays is critical for governmental organisations, and considered at the heart of good governance.

Leadership is classified variously by many scholars, as autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transformational, and transactional; and to date, there is no agreement on a particular leadership style that is effective or ideal for every situation (4).

Some researchers (5, 6) stated that although most leadership theories such as path-goal, charismatic, and transformational did not clearly focus on the strategic level, they focused on motivating of followers. In the same vein, many studies conducted to determine the impact of type of leadership on the employees'

performance, and how leadership style might influence employees to improve organisational outcomes (5, 7).

Bass and Avolio (70) and Bass (71) posited that the Transformational and Transactional leadership theory is the most popular in the leadership field, and has been widely researched. Transformational theory suggests that effective leaders are those who demonstrate a charisma that motivates their followers by inspiration rather than exchanges, to achieve outstanding results. Leaders practicing this style motivate followers to reach higher moral levels beyond their self-interest for the good of the group and the organisation (72, 73). On the contrary, the transactional leaders exchange followers' rewards for performance, where the transactional leaders attempt to satisfy and motivate followers by focusing attention on exchanges, through providing a set of rewards and recognition for good accomplishments, which are attractive to their current values and perceptions.

As leadership theories have evolved, research has revealed that servant leadership, ignored for many years, fills the gaps in many leadership models.

According to Bass (63), there is some affinity between transformational leadership and servant leadership. In transformational leadership, followers 'transcend their own self interest for the good of the group, organisation, or society; to consider their longer term needs to develop themselves, rather than the needs of the moment; and to become more aware of what is really important' (p. 53). Similarly, the servant leader's goal as the transformational leader is to encourage followers to work towards the organisation's vision. The difference is that the transformational leaders go beyond the individual needs to focus on the organisation's needs (74).

Smith et al. (75) stated that transformational leaders are seen as role models, since servant leaders, through serving others, emphasise developing and empowering followers, and act as facilitators to help them to achieve the shared vision.

Moreover, many researchers (e.g. 24, 40, 76-78) have reported that servant leadership differs from the transactional model, where the intention of servant leaders is directed towards servicing other and developing what is called moral

leadership. The transactional leaders insist on maintaining subordinates within the organisational hierarchy by direct instruction and based on their personal agenda, rather than on the followers' needs (79).

Stone, Russell and Patterson (80) and Patterson (81) concluded that popular leadership theories such as transformational or transactional leadership focus mainly on the organisation rather than its followers. Subsequently, they supported the servant leadership model because it is follower-focused and explains the altruistic behaviour adopted by the servant leaders.

Leadership, therefore, is a managerial function, that is directed mostly towards people, social interaction, and the process of influencing people to achieve the goals of the organisation (82) through enhancing the workforce skills of interpersonal relationships, motivation, decision making and emotional maturity (83, 84).

Bennis and Goldsmith (85) suggested that the managerial function is fulfilled when leaders create a prosperous environment and show respect to others by listening carefully, while at the same time providing proper training, coaching and feedback, and ultimately rewarding achievements.

As discussed, therefore, it has been proven that servant leadership is more advanced than transformational leadership because servant leaders are also attempting to meet organisational goals by improving followers' motivation and morality, and good leaders must utilise all advanced approaches available to improve performance and achieve sustainable goals and strategies. Freeman (31) explained that the reward of servant leadership is captured in that 'the mission of servant leadership is important in today's social, political, and economic climate because there seems to be a dearth of great leadership in the United States and on international landscapes' (p. 7).

2.2.2 Servant Leadership

This study focuses on servant leadership. Literature shows there has been a growing number of scholars and researchers in the field during the last 10 years (16, 40, 52, 54, 86-117). The earlier empirical studies have contributed to the shift in servant leadership from theory conceptualisation to empirical testing. Researchers suggested that servant leadership is a proper model that could help

overcome many leadership challenges in how it differs from other leadership styles, because of the servant leaders verifying the efficacy and persuading others to apply and practice this approach across a broad spectrum of organisations including healthcare facilities. Brumback (17) and Russell and Stone (22) added that this approach become more widely used to enhance the growth of individuals and organisational leadership in many ways. Greenleaf (118) stated that servant leadership is one of the leadership approaches that has increased in popularity recently because of its focus on improving organisations through culture-building and empowerment; subsequently leading to greater profits for the firm.

In the late 1970s, Robert Greenleaf introduced the philosophy of servant leadership in an attempt to replace the traditional autocratic leadership with a holistic and ethical approach that helps leaders to find their true moral and authority power to lead. At the same time, this approach helps those served to become healthier, wiser, freer, and more autonomous; however, this style has only recently emerged as a result of the support of Greenleaf's scholars and followers (22, 119-121).

Greenleaf (118) suggested that the servant leader is essentially someone who serves the needs of other people while leading, through valuing people, helping people develop their abilities, building communities, displaying authenticity, and providing and sharing leadership. Therefore, this approach focuses on improving followers' motivation and morality, and serving the needs of the followers to meet the goals and objectives of the organisation.

Conceptually, although servant leadership has become dramatically more popular in today's globalised organisations, but it continues to face a lack of empirical support (122).

Barbuto and Wheeler (86) stated that although servant leadership was supported by limited empirical research, there are growing opportunities to explore its effects and outcomes, such as increases in job satisfaction levels. Russell and Stone (22) identified servant leadership functionality and attributes in an attempt to develop this theory, followed by Patterson (81) who expanded this by defining the values on which servant leadership is based, and emphasising that it is an ideal model for

empowerment, total quality, building both team and management, and incorporating ethical service into leadership theories (Spears, 115).

Wong and Don (123) posited that servant leadership is an attitude toward the responsibilities of leadership as much as it is a style of leadership. Thus, the servant leader does not focus primarily on results but rather on the service itself (Greenleaf, 124).

According to Patterson (81), servant leaders are those who serve with a primary focus on the followers while the organisational concerns are peripheral. Likewise, Lubin (125) mentioned that servant leaders primarily focus on individuals' relationship development by placing this relationship above the organisational task or output, and when trust of their followers is acquired, leaders move to other actions that are considered to be in the best interests of the organisation (119).

Barrow and Mirabella (79) suggested that leaders who practice the servant leadership style seek to create an environment in which all employees feel collectively responsible to create an organisation that inspires them. Servant leaders also focus on providing vision, credibility, and trust for followers through ensuring highest priority for served people's needs and higher levels of motivation to become healthier, wiser, truer, more autonomous, and more likely to become servants (22, 24, 122,126), in addition to developing others and helping them to strive and flourish (127).

Parolini, Patterson and Winston (21) concluded that the conventional leader seeks to be motivated to lead others, while the servant leader is more motivated to serve others rather than to just lead them. Hill (56) suggested that servant leaders focus on serving the highest needs of individuals without using their power as a leader to get things done. Instead, they use staff persuasion that generates a more dynamic relationship among the leaders and the staff. Furthermore, servant leaders use their power to inspire followers to practice a more caring attitude, while in contrast, the traditional leaders needed to be inspired in order to lead others (22, 38, 81, 128).

Smith et al. (75) and Wong and Don (123) concluded that servant leaders motivate followers through empowering them to do their best, and act as facilitators

to help them achieve their shared vision.

San Juan (129) explained that the servant leaders lead with integrity, authenticity, and spirituality and apply their power in the form of responsibility and service to face, courageously, any personal and social transformations.

Spears (130) defined servant leadership as a long-term transformational approach for life and work. It encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment. Later, Laub (38) defined servant leadership as understanding and practicing of an approach that places the good of those to be led beyond the leader's self-interest. Northouse (131) defined servant leadership as care of the followers, removing injustice and inequalities in the system, and social responsibility in the life of an organisation.

David (61) concluded that servant leadership has positive benefits for the outcome of the organisations, adding that it empowers and develops followers by increasing the trust among the employees as a positive means to strengthen the organisation.

The Importance of Servant Leadership

Servant leadership as a leadership style should be of interest for today's organisations for its ability to empower people to learn and grow. Greenleaf's servant leadership theory, as adopted by Laub (38) and Spears and Lawrence (119), has been used frequently (over 20 times) since the 1970s in numerous studies (for example: 16, 29, 46, 49, 51, 52, 54, 58, 132-138).

Laub (38) stated that some studies (such as 81, 113, 123 and 139) spear uniqueness among other studies in servant leadership. Other studies (38, 46, 49) conducted in countries other than Arabic countries recommend testing this theory in other cultures. Anderson (49) suggested further research among populations of different cultures, based on race, ethnicity, national origin, and religious background.

Bass (37) posited that the strength of this theory lies in encouraging followers to learn, grow and be independent, and suggests that the untested theory in any organisation will play a role in the future leadership of that organisation. Senge (140) asserted that leaders should choose to serve their workers and help them to be

better prepared to counteract any challenges facing the organisation in the face of rapid world changes, diversity, and globalisation.

Finally, DePree (141) stated that servant leadership is a deeper and better way to lead, but it is never easy.

Servant Leadership Challenges

The servant leadership style is recommended for specific challenges in both study and practice. It provides workers with what they need to accomplish their work, as an approach that helps develop others into fulfilled human beings.

Senge (140) and Buchen (142) believed that servant leaders produce a shared leadership, striking a balance between ego and power in the positional leader. Laub (38) emphasised that the servant leaders use their power to empower those who they lead to work together as partners for the benefit of the community. Sashkin and Sashkin (143) termed this phenomenon ‘prosocial power’, where leaders use authority for the good of others and consequently the organisation. Others (22, 38) believed that developing followers for their personal growth in the first instance will benefit the entire organisation in the long term. Laub (38) termed these phenomena as one of the paradoxes of servant leadership. Stone, Russell and Patterson (80) found that the choice to focus on others first leads to achievement, and that is what distinguishes servant leadership from transformational leadership. Greenleaf (24) suggests that caring for others has moved from personal involvement to something mediated through institutions, which are often large, complex, powerful, impersonal, and sometimes incompetent.

2.2.3 Characteristics of Servant Leadership

Greenleaf (118) formulated the servant leadership theory, and further conceptualised and described many of the servant leadership attributes based on his observations and extensive experience in order to assess an individual’s level of servant leadership, such as vision, trust, listening, empathy, foresight, and persuasion. These characteristics are drawn solely from Greenleaf’s writings, not from any foundational research (29, 113).

Russell and Stone (22) assumed that if servant leadership differs from other leadership style, then it should be able to be distinguishable based on the leaders' characteristics and behaviours. Laub (38, 107) suggested that servant leadership promotes the valuing and developing of people, building community, practicing authenticity and sharing of power, thus offering a leadership style in favour of the organisation and those served by that organisation.

Russell (144, 145) examined the values and attributes of servant leadership from an empirical perspective and concluded that servant leaders have distinct values and attributes that are atypical; these in turn enhance organisational leadership in many ways, which makes it an important topic for all types of organisations.

Spears (146, 147) stated that this style of leadership has acquired thousands of practitioners over the last 25 years. He outlined 10 major observable attributes that indicate the servant leadership principles, which are central to lives and work and important to the development of servant leaders. These are (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualisation, (g) foresight, (h) stewardship, (i) commitment to the growth of people, and (j) building community. Additionally, ethical and moral perspectives have been added later on as components of behaviour to empower servant leadership (25-27).

Spears (147) suggested that to identify the will of the groups requires building trust among followers, and needs an active behaviour of self-discipline and sacrifices by active listening to what is being said with a receptive and attentive inner voice. Jennings (148) added that this behaviour not only provides a medium for sharing concerns but also establishes a strong desire in servant leaders to help followers grow and flourish.

In the same study (147) Spears mentioned that empathy is the way to understand other's perspectives, and that through active listening the empathetic listener demonstrates a full understanding and acceptance of his subordinates and followers. Taylor (149) concluded that the empathetic leader sees and feels things from where the other is standing, which results in building trust between them (Jennings, 148).

Lubin (125) referred to servant leaders' opportunities to influence others in the healing process. Taylor (149) confirmed that healing repairs and restores both emotional and spiritual damage through demonstrating a sincere empathy to people who have broken spirits and suffer from emotional hurts. Therefore, applying the transformational force of servant leadership brings healing to both leaders and followers (147).

Spear (147) further posited that the awareness dimension of servant leadership includes both general and self-awareness; these attributes enable leaders to lead effectively and to understand their own limitations. Lubin (125) suggested that by developing awareness, servant leaders experience an inner disturbance that motivates them for continuous discovering of their surrounding world and to understand in greater depth issues that involve ethics and values.

One of the important characteristics of servant leadership is persuasion. This is a characteristic where servant leaders lead others not with their positional power but by relationship, through listening and convincing (125). This technique promotes a harmony and shared sense of ownership, and helps in convincing others to build consensus and compliance within the groups (147).

The ability to look at the organisational problem from a conceptual perspective and beyond the day-to-day duties is another important characteristic of servant leadership. The servant leader is able to see this big picture, create a visionary concept for the institution and share that vision among their followers as a broad-based system of thinking (147).

Spear (147) concluded that foresight is the attribute that enables servant leaders to understand the past lessons and realities of the present in order to take the proper future decisions. Greenleaf (118) stated that all staff play significant roles in holding their institutions in trust for the greater good of society, where servant leaders serve the needs of others. Thus, stewardship is foresight with trust. Block (78) confirmed that the leaders are not only responsible for their followers, but also for their health and welfare and defines stewardship as holding the institution in trust for the greater good of society.

Servant leadership ultimately fosters growth and development of every individual within the institutions, where servant leaders believe that followers have an intrinsic value beyond their tangible contributions. Taylor (149) mentioned that growth is one of the attributes of the leader who is willing and able to serve through concrete actions to stimulate the personal and professional development of their followers.

According to Greenleaf (124), servant leaders show how to rebuild community as a viable life form for larger numbers of people by demonstrating unlimited liability for a quite specific community-related group. It is about connecting the personal efforts to support the success of the organisation. It promotes sharing and encourages interdependency and vision sharing, which increases followers' acceptance. The result is not only the building of a sense of true community among those who work within the organisation, but also among people in the wider society (40, 78, 118, 140, 150).

Laub (38) recognised the need to assess the level at which employees and leaders perceive the presence of servant leadership characteristics within their organisations. Therefore, he formulated an *operational definition* based on a pre-agreed list of the servant leadership characteristics, which was refined by the experts' panel employed to reiterate the Delphi method. He also reclassified and grouped the 10 attributes of Spears (119) into six key domains or drivers, and then developed the Organizational Leadership Assessment (OLA) instrument. The OLA instrument is a valid and reliable tool for measuring servant leadership perceptions in organisations from the perspective of three positional levels; workforce, managers, and top leaders.

According to Laub (107), the servant leader is the one who learns from people and serves them by displaying a quality authenticity, and cultivating trust and sustained integrity through openness and accountability to others, where the position speaks to responsibility, not value, in healthy organisations. He further stated that servant leaders value people by cultivating faith, trust, and loyalty in them and serving them before serving themselves through active communication and listening receptively in a non-judgmental way. Koehn (151) and Weiss (152)

asserted that a servant leader deals effectively with conflict that could have reduced trust through efficient and effective communication, better team spirit, motivation, and cooperation. Laub (107) further cited that servant leaders strengthen people's growth by offering a continuous learning environment that encourages growth and development, and serve followers by displaying the qualities of building community, through developing soft or interpersonal skills that helps followers to learn to serve each other in the process and to work collaboratively and ultimately value differences. From the other perspective, servant leaders provide leadership to those who are being led through a future-oriented vision and clear goals; while at the same time being innovative and entrepreneurial. The servant leaders as innovative people transcend what, acting to serve the highest needs of others, and changing rules that undermine decision making in organisations (153). Finally, as per Laub (107), the servant leader shares leadership, status, and power by sharing vision, discharging control, and advancing others, which in turn influences the entire organisation and improves levels of job satisfaction.

Section Three: Job Satisfaction Overview

2.3.1 Job Satisfaction Definition

Achieving successful organisational goals and objectives depends mainly on the appropriate leadership style used, which affects productivity due to the employees' levels of job satisfaction. Thus, leadership style should be viewed as a series of managerial attitudes, characteristics, behaviours, and skills based on individual and organisational values, leadership interests, and reliability of employees in different situations (4). According to Hagedorn (154), there is no one model that captures the construct of job satisfaction as a whole, which make it a very complex factor that is highly affected by workplace dynamics. Lund (155) stated that job satisfaction is defined and measured against multiple dimensions or facets both as a global construct and as a concept.

Wofford (156) stated that there are more than 3000 studies on job satisfaction and many theories developed from these, which yielded a number of different definitions for job satisfaction. Some scholars (157, 158) describe job satisfaction as a positive emotional state concerning work or work experience. It represents the degree of the pleasure that the employee derives from their job (159). Others (160, 161) defined job satisfaction as a critical construct, since job dissatisfaction is considered the main reason for leaving a job. Meanwhile, Tang and colleagues (162) defined job satisfaction as the effective response to specific job aspects, or to workplace conditions (163), and as an individual's general attitude towards their job (164). Landy and Conte (165) defined job satisfaction as the extent to which employees are pleased with their jobs, which is measured either as overall job satisfaction, or as a facet of job satisfaction.

Bussing et al. (166) argued that job satisfaction refers to the desires, the needs, the motivations, and the feelings of employees in the working environment as a behaviour, where the better the employees' behaviour, the higher the job satisfaction (167). Therefore, it is a positive emotional state produced from an

individual's job experience (168).

Locke (169) proposed a common definition for job satisfaction, as the pleasurable emotional state resulting from the perceptions an individual has of their job based on important job values; furthermore, it refers to the affective relations of employees to their work roles or an affective response to the job situation, which explores how employees feel about their jobs, thus reflecting to what extent individuals like or dislike their jobs (170).

2.3.2 Job Satisfaction Concept

Generally, job satisfaction refers to emotions that the employee feels in reaction to their job (171, 172).

As a *theory*, the job satisfaction concept was introduced in the 1930s by Hoppock (173) who indicated that the employee's job satisfaction is driven by mental and physical satisfaction that is experienced in the work environment and from the work itself.

As a *concept*, job satisfaction has been widely studied and measured within different occupational areas, including the healthcare industry. Nelson (174) contends that the principal determinant of whether healthcare employees stay or voluntarily quit a job is dissatisfaction status with the employment situation. This satisfaction is graded depending on the difference between the prospective and actual gains from the job (175).

Porter and Lawler (176) differentiated overall job satisfaction into internal and external satisfaction. The internal satisfaction is a result of all factors directly correlated to job satisfaction, such as the sense of success, independence, job rotation, job opportunities, personal development, creativity, and self-respect. External satisfaction, on the other hand, results from all other factors indirectly correlated with job satisfaction such as job environment, interpersonal relations between employees, salaries, and promotion possibilities.

As a *methodology*, job satisfaction is described as an affective reaction of the employees to their jobs, based on a comparison between desired outcomes and actual outcomes (4, 177, 178), where some individuals are always more satisfied with their jobs than others (179). Lin (8) confirmed that the leadership style,

environment, individual demographic background and interpersonal relationships could influence the employee's job satisfaction. Likewise, Hannay and Northam (9) concluded that job satisfaction is recognised as an important component for the success of any organisation, and the main factor that measures the leadership's effectiveness (10).

As a *practice*, studies (11-15) found that there is correlation between the leadership style and employees' job satisfaction and this correlation affects and influences the organisational performance.

2.3.3 Job Satisfaction Determinants

Job satisfaction is generally recognised within both intrinsic and extrinsic job elements, which include aspects of satisfaction such as pay, benefits, promotion, work environments, controlling, organisational practices, and relationships with employees (180). Lewis (67) found that the following factors - competitive payment, autonomy, positive relationships with superior, promotion opportunities, absence of disrespect and disruptive behaviour in the workplace, schedules flexibility, and professionalism - predict job satisfaction, and employees who are satisfied in their job are more likely to be more productive and stable (181, 182).

Some researchers (29, 44, 46, 50, 183) stated that job satisfaction within working contexts is influenced by various factors such as responsibility, achievement, recognition, compensation, and promotion, performance, absenteeism, and mood. Besides, job satisfaction is critical to retaining and attracting well-qualified personnel (184). Additionally, the leadership style has a large impact on job satisfaction (35).

Nihart (185) found that employees' behaviour, autonomy, stress, and non-supportive principals appear to be universal factors within different organisational contexts that contribute to levels of satisfaction or dissatisfaction with the job. McBride (186) stated that investigating job satisfaction among healthcare employees raises similar concerns to the research of job satisfaction in other business sectors.

Section Four: Servant Leadership and Job Satisfaction

Linking the conventional leadership style with job satisfaction has been studied by hundreds of researchers during the last five decades; however studying the effect of servant leadership and its role in motivation and job satisfaction has been largely ignored for many years.

To sum up, servant leadership differs from other leadership models because the servant leader's first goal is to serve and not lead. According to Greenleaf (24), leaders who put the needs of other people first are considered servant leaders. Thompson (29) concluded that employees working in an environment where servant leadership principles are promoted enjoy a higher level of job satisfaction; he further stated that one of the determining factors that encourage high levels of organisation commitment is job satisfaction. Other researchers (35, 36, 183) have also found a positive relationship between preferred leadership style and employee job satisfaction. In addition, organisations must recognise the human capital as a critical investment and seek to gain a return on that investment by fully maximising the job satisfaction of employees (9).

As the founder of servant leadership, Greenleaf emphasised that leadership which focuses on the achievement of goals mainly depends on the individual, leader, or organisation transformation through focusing on serving the highest needs of individuals without using the leader's power to get things done. Instead, this is achieved through staff persuasion, which generates a more dynamic relationship among the leaders and the staff (56).

Servant Leadership which is also known as the Service Model of Leadership emerged from the natural desire to serve. This style of leadership is about changing the ego and redirecting the power to serve societies and people in order to make a positive impact on the lives of others. It is about putting the needs of others before leaders, which facilitates achieving organisational goals (38, 59, 80, 142, 187).

This is why Robert Greenleaf has introduced his philosophy about servant leadership in order to replace the traditional autocratic leadership with a holistic

ethical approach, that helps leaders to find their true moral and authority power to lead, and helps those served to become healthier, wiser, freer, and more autonomous. However, this style has only recently become more instrumental and widely used approach by the support of Greenleaf's scholars and followers (120, 147, 188) who emphasised that through their works.

Later Greenleaf (189) emphasised the great need to focus on research and training for leadership to encourage the switching from greater society to a more institutionalised culture; and without providing training, the leadership in organisations can become more complex, larger, powerful, non-personal, not always competent, and sometimes corrupting.

Anderson (190) studied servant leadership in relation to job satisfaction. He cited that this theory is impractical, since it assumes that those at the helm of affairs are righteous. Therefore, it is weak where those in charge know only an authoritative style of management. His suggestion was built on a few studies (17- 20) that criticised the servant leadership theory as impractical and idealistic, and ineffective for use as a leadership style; Tatum (20) considered it weak; Bridges (19) considered that it adds nothing new to the discourse; Quay (18) considered it countervailing, and Brumback (17) considered it obscure. These views have contributed in limiting the development of this style and its effectiveness for many years.

Some studies (44, 45, 191), on the other hand, have shown that job satisfaction significantly correlates with productivity and organisation turnover. However, the perception of servant leadership as passive and ineffective (20) in non-service-related industries makes it difficult to use this type of leadership style to increase job satisfaction.

Many researchers concluded that servant leadership has a positive impact on job satisfaction; and the more workers perceived servant leadership as a principle within the workplace, the higher the satisfaction experienced in their jobs (16, 29, 38, 46, 49, 50, 55, 58). As mentioned above, however, these studies were conducted in organisational settings other than healthcare organisations, and in western countries where cultures might differ from Saudi Arabian culture.

Ledbetter (52) administered the OLA and found that there is a gap in perceptions between the top leadership and the workforce, and a larger gap between top leadership and management among the leaders of the organisation. Thompson (39) also used the OLA and compared perceptions of servant leadership that existed between administrative levels and two functional areas of a college context, and found a significant difference between the two functional areas.

Laub (38) proposed that different levels of workers would have higher job satisfaction in a servant organisation, which leads to highest levels of ability, enhanced job performance, and greater success for the organisations concerned.

Servant Leadership and Job Satisfaction in Healthcare

In literature, the number of research studies about servant leadership and job satisfaction in the healthcare context is limited. However, some previous studies showed that there is a positive correlation between leadership and the job satisfaction of healthcare providers (4, 184, 192- 201).

In 2009, Certosimo (202) stated that the servant leadership is relevant in modern times and should play an increasing role in government, business, organisations, and the health professions. Likewise, Carol (203) concluded that servant leadership has been identified as a leadership model that correlates with job satisfaction and is appropriate for healthcare environments. Servant leadership positively influences the organisational culture to incorporate spirituality. In addition, servant leadership can foster healthy, satisfying, and positive work environments.

Hospital leaders are beginning to explore servant leadership as an institutional philosophy and operating model (17). William (204) concluded that servant leadership appears to fit hospitals because it provides a theoretical and ethical basis for trustee education. Additionally it has the potential for encouraging hospital employees to become more involved in community leadership, and it is helpful to explore the extent to which servant-leadership tends to encourage continuing employee professional development and a culture of lifelong learning among hospital employees. The use of servant-leadership in programmes relating to personal growth and transformation could be useful to leaders as well as staff, and

contributions to the knowledge base in healthcare leadership education are needed. An attempt was made to understand the origins of, interest in, and commitment to, the concept of servant-leadership for each of the leader participants.

Harold (205) cited that the servant leadership principles can help leaders to frame their decisions towards the quality of services related to both individuals and healthcare communities. According to Mark and Nena (206), servant leadership comprises a set of effective skills that helps in the practicing of healthcare professions. Additionally, it encourages professional growth and improves healthcare services delivery through a combination of multidisciplinary health workers, sharing in decision making, and applying ethics.

Section Five: Chapter Summary and Conclusion

This chapter has summarised the main points and findings from previous studies and research. It identified the gaps in the knowledge that address the perception of servant leadership and its relationship to job satisfaction within different contexts, and found that no studies have been conducted on Saudi Arabia in particular about servant leadership and job satisfaction within any type of workplace, and in particular in the healthcare field.

A substantial body of literature has found a positive correlation between the principles of servant leadership within organisations and the level of job satisfaction among the employees, indicating that servant leadership relates to job satisfaction, and it is possible that these variables are important for effective leadership and the well-being of those organisations.

Although servant leadership and job satisfaction have been examined in many ways and in different contexts, which has proven a positive link between them, the review of the literature shows that there is a need for more empirical research to examine perceptions of servant leadership and how it influences job satisfaction in other workplaces beyond the western organisations' context. Therefore, the current study examines the relationship among servant leadership and the job satisfaction of SFDA employees as a not-for profit organisation in Saudi Arabia.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Chapter Overview

This chapter outlines the research methodology for this current study, comprising the following sections: hypotheses, data collection to test each hypothesis, overall research design, description of the instruments, sample and population, validity and reliability, feasibility and appropriateness, and data analysis.

3.2. Study Conceptual Framework

Chapter 2 presented an overview of historical and contemporary literature that addresses the theoretical construct of servant leadership and job satisfaction. The literature review revealed empirical support for a relationship between servant leadership behaviours and job satisfaction in different contexts and environments, and revealed that the perception of leadership varies according to employees' levels. Many studies have been done to explore the correlation between the perceptions of servant leadership in relation with job satisfaction. Thus, the purpose of this quantitative research is to ascertain the extent to which servant leadership behaviours are perceived and implemented by the employees of the SFDA as the independent variable, and to measure the degree of correlation between the servant leadership and the job satisfaction as the dependent variable among the employees of the SFDA as a not-for-profit governmental organisation in Saudi Arabia.

Research Hypotheses

The results from this study were expected to support one of two hypotheses, each based on a corresponding research question.

Hypothesis 1 - There is no significant correlation between the servant leadership perception and the levels of job satisfaction among the employees of SFDA as a not-for-profit governmental organisation in SA.

Each employee was asked to score the characteristics of servant leadership based on their perceptions of the concept, as well as scoring the level of satisfaction they

felt about their job based on the OLA instrument. The overall score provided a measure of servant leadership criteria in SFDA, which fell into six main areas that encompass the characteristics of servant leader behaviour; values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership, in addition to six questions related to job satisfaction (38).

Data from each employee about the servant leadership perception in SFDA were collected as total construct scores. In addition, data from the same employee were then measured to find correlations with job satisfaction; the higher the perception was scored, the greater the job satisfaction achieved. Because evidence already exists in the literature about the relationship between servant leadership and job satisfaction, this study will add new knowledge to the theory of servant leadership never before tested in a context such as that of Saudi Arabia.

***Hypothesis 2** - There is no significant correlation between the servant leadership perception and the levels of job satisfaction according to the positional level among the employees of SFDA as a not-for-profit governmental organisation in SA.*

Laub (38) anticipated differences in perceptions of servant leadership characteristics related to the level of job satisfaction based on employment level by using the OLA instrument. Thus, this study measured the perceptions of servant leadership characteristics by different positional levels of SFDA employees, comprising (a) full-time top leadership employees (presidents, vice presidents (VP), general managers (GM), assistant VPs, and executive directors); (b) full-time middle management employees (directors and supervisors) and (c) full-time front-line employees, and their relation to levels of job satisfaction.

The SFDA management includes the mid-level administrators - those individuals who manage others and make decisions that affect their work unit, but have little influence outside their area of responsibility. In contrast, those in top leadership make decisions that affect the entire organisation. Top leadership teams provide strategic direction and support the SFDA to reach its overall goals. The categorical data from the three groups were the basis for testing the first hypothesis.

Each of the SFDA employees was asked to rate their feelings toward statements

that describe the behaviour of leaders and managers in their working area and its relation to the level of job satisfaction. These behaviours reflect the characteristics of servant leadership as defined in Laub's (38) study; however, the terms 'servant' or 'servant leadership' were not used in the data collection to avoid sample bias (207).

To test this hypothesis, the OLA instrument was used to score the data gathered from each employee; these scores were then combined as a mean score for servant leadership characteristics and compared by participants' positions. Any significant difference between the categories and the position scores means that a perception gap existed in terms of employee estimation of servant leadership in the SFDA.

This is a quantitative, non-experimental, correlation study survey, designed to assess the perception level of servant leadership, and to examine if any relationship exists among the level of servant leadership behaviours implemented in the SFDA as a 'Not-for-Profit Governmental Authority'; and whether the presence of servant leadership behaviours correlates with job satisfaction among SFDA employees.

Servant Leadership Characteristics as perceived by the SFDA employees represented the independent variable and Job Satisfaction among SFDA full time employees was the dependent variable, as shown in Figure 2 below.

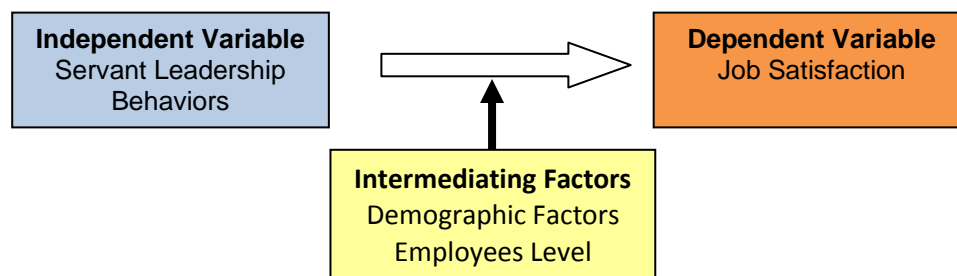


Figure 2: The Current Study Variables

3.3. Study Design

This quantitative, non-experimental correlational study was designed as a cross-sectional one, targeting all SFDA employees to address the research questions.

The Organizational Leadership Assessment (OLA) (38) instrument measures the independent variable of servant leadership as perceived by study participants as

well as the level of job satisfaction - the dependent variable - as self-reported by the same participants. By using this quantitative, correlational research approach, this direction and degree of association between variables can be assured without manipulating the variables (208).

This questionnaire provided a quantitative or numeric description through the data collection process of asking questions of people for their perceptions at one point in time (209), and by employing standardised instruments (38).

Permission was obtained from the OLA to use their copyrighted material. In addition, permission also obtained from the SFDA to distribute the survey to their staff via email (see **Appendices 7 and 8**).

The confidential nature of the research was emphasised in the customised instructions in the cover letter for the combined instrument, comprising the consent form and the questionnaire. All data collected and recorded by the researcher were stored in a secured location. In order to make the survey as anonymous as possible, the researcher did not ask any of the participants to identify themselves. Only demographic items were asked on the questionnaire as self-reported by employees. The questionnaires were uncoded. Since there was no way to know who had responded, email reminders were sent to everyone at one- and two-week intervals, similar to Dillman's (210) recommended follow-up sequence.

According to Babbie (211), the purpose of the survey is to generalise results from a sample to a population, in order to make inferences about some characteristics, attitudes, or behaviour of this population. Since only one organisation was surveyed, generalisability from this convenience sample to employees outside of the target population is not recommended because of the lack of statistical random sampling in various organisations (Creswell, 209). All employees had an equal opportunity to participate. The results of this non-experimental study were intended to contribute to the research in the field of servant leadership. Therefore, finding evidence of correlation between servant leadership and job satisfaction will contribute to future research that may also use these variables.

3.4. Study Setting/Area

The study setting was the Saudi Food and Drug Authority (SFDA). It is an independent not-for-profit governmental organisation established in 2004, and reporting directly to The President of The Kingdom of Saudi Arabia Council of Ministers. The study population is all the SFDA employees. The number of SFDA employees was estimated to be approximately **857** employees at 2011 and they are all male Saudi nationals. This research will be applied only to the SFDA Head Office in Riyadh, Saudi Arabia and the distribution of SFDA employees is as follows: **one** President, **four** VPs, **five** GMs, **59** Executive Directors and Directors, **107** Supervisors and Section Heads, **212** Senior employees, and **469** employees.

3.5. Study Population Description

The general population for this study comprises the total population of employees at the SFDA. Demographic characteristics were included in the survey, to allow inferences and generalisability as well as to analyse relationships between demographics and the study variables of servant leadership behaviours and job satisfaction. Potentially significant demographic variables can lead to determinations of generalisability, if they are similar to the target population, which includes age, level of education, and number of years employed at SFDA. The employees were categorised as working staff, management, and top leadership.

The target population for this study is all full-time SFDA employees based at the authority headquarters in Riyadh, KSA. The sample population is composed of employees in various positions and sectors, such as President's office, Shared sectors, Food sector, Drug sector, Medical Devices sector, and Information Technology sector.

3.6. Sample Size Calculation

The total population of the SFDA at the end of 2011 was **857**. The sample size was calculated to be **265** participants by using the *EpiInfo*. Program. However, the researcher expected a non-response rate of around **50%**. Therefore, the total sample size was calculated by adding the non-response participants. Based on statistical probability, the larger the sample, the lower the likelihood of error (212).

The sample size of SFDA employees was calculated based on the following criteria:

- 1- Expected outcome of perceptions of Servant Leadership is 50% as a conservative value of calculating the sample size, assuming that only 50% of SFDA employees know about this style of leadership.
- 2- 95% confidence level.
- 3- Marginal Error $\pm 5\%$. (worst acceptable error)

Table 2 illustrates the sample distribution among the SFDA employees

Table 2: Sample Size Distributed based on the Employee's Levels

Management Level	No. of Employees	Sample Size proportion	No. of Participants
Top	69	9	24
Middle	107	14	37
Front-line employees	681	77	204
Total	857	100	265

3.7. Sample Size and Sampling Methods

The participants of this study were selected randomly from the study population of full time employees that work in the SFDA. The sampling frame was the list of SFDA employees. By using the Research Randomizer Website (www.randomizer.org), the stratified sampling technique was used to achieve a representative sample according to the levels of hierarchal management, since it will help to ensure sufficient representation of staff employed in top management positions in the SFDA.

3.8. Study Instrument

Laub (38) used a quantitative reliability test to validate OLA, and concluded that the OLA was internally reliable, with an alpha coefficient of .98. This was a three-part Delphi study, which used the expert knowledge of 14 authorities within the field of servant leadership. From the panel of experts naming and rating characteristics of a servant leader, the Servant Organizational Leadership Assessment (SOLA) was constructed. The study comprised a field test of 828

participants from over 40 different organisations, and revealed a positive correlation between servant leadership scores and job satisfaction scores.

The OLA-based questionnaire was designed and customised by using an online survey link (www.freeonlinesurveys.com). It incorporated the informed consent and was distributed to each of the selected participants in the SFDA by internal email. Although implied permission does not carry the equivalent legal weight as a signed form, implied permission is generally acceptable for informed consent if the researcher has no reason to believe participants will misrepresent themselves (190).

3.9. Research Process

In this study, an online survey was chosen as the most convenient method for collecting data. A response rate of 100% was attained from the **268** individuals who agreed to complete the OLA. Although the website was designed to direct participants to the existing site, many employees did not participate in the survey due to heavy work commitments. Although the OLA survey only took an average of 10 minutes to complete, many participants were concerned about how they would account for their time, and many expressed this concern directly.

3.10. Study Pilot

In early April 2012, permission was obtained from the SFDA to conduct a pilot survey to assess the reliability and the validity of the OLA questionnaire and the clarity of questions used in the study, and to obtain feedback on the acceptability of the OLA questionnaires. The purpose of the feedback is to refine any question that may be unclear or ambiguous. The pilot sample of 23 participants from the target population were given a study questionnaire on servant leadership characteristics to determine their perceptions and whether these related to job satisfaction, while ensuring the validity of the questions asked at the same time. Questionnaires were distributed randomly in different sectors, via internal email, and to those in different positional levels at the SFDA. The consent forms were signed by each of the participants in the pilot study to ensure their rights. The pilot survey was run for one day only, and resulted in a response rate of 50% (no reminders were sent out in this case).

3.11. Data Collection Methods, Instruments Used, Measurements

The aim of this quantitative correlational study is to examine to what degree SFDA employees perceived the servant leadership characteristics in the workplace and to what extent these reported perceptions correlated with the job satisfaction levels among the SFDA employees, by using the OLA (38) as a well-known validated questionnaire.

The OLA instrument has been used in many empirical studies and has become a standard tool for measuring servant leadership and job satisfaction within different types of organisation (16, 29, 38, 49, 51, 52, 54, 133).

Laub (38) proposed that there would be a higher level of job satisfaction in a servant leader-led organisation. Therefore, in the current study, the OLA was used to measure perception of 'servant leadership' and 'job satisfaction' at the SFDA at different hierarchical levels of employment. The validated OLA survey instrument employed in this study uses a 5-point Likert-type scale to collect quantifiable data about the perceptions of servant leadership characteristics and job satisfaction among SFDA employees.

The OLA, which was constructed by Laub (38) as an assessment tool to determine the presence of servant leadership characteristics within an organisational setting, has proven to be an effective tool to measure servant leadership within different organisational sets in relation to job satisfaction (29, 51, 133,137).

Instrument Validity and Reliability

The validity of the OLA is concerned with measuring what the constructs are intended to be measure. Laub (38) indicated that the validity of the OLA instrument is strong based on the Delphi study, which was created within a three-phase study composed of a Delphi panel, a pilot study, and a cross-sectional survey applied on a sample drawn from 41 different organisations throughout the world. The Delphi panel comprised 14 recognised experts in the field of servant leadership who were tasked to determine the necessary and essential characteristics of servant leadership. Their expertise resulted in constructing the 60 questions within the OLA instrument.

Laub (38) then grouped the 60 OLA questions into six sub-scales or categories of servant leadership attributes: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership, and six questions for job satisfaction to test the correlation between the perceptions of servant leadership and the level of job satisfaction. These make this instrument important and valid within the research community, thereby providing a common disciplinary vocabulary and research framework to assess both servant leadership and job satisfaction. The findings in this study will be added to those from previous research, and thus add more validation for the OLA.

Laub (38) preferred Cronbach's alpha coefficient for estimating the reliability of OLA data. Reliability is concerned with the consistency of measures. After the field test with 41 different organisations, he reported strong reliability for the OLA with an alpha coefficient of **.98** for the six sub-scores which proved that each of the six dimensions or subgroups of the OLA instrument was considered reliable and qualified to gather quantifiable data on servant leadership in organisations. Additionally, job satisfaction was measured by the six items included in the same instrument. This scale was tested and has been demonstrated to be reliable for measuring general satisfaction with an alpha score of **.81**, where the higher OLA score indicates the greater amount of job satisfaction. The Laub study results indicate a positive significant relationship between servant leadership and job satisfaction with score results at the $p < .01$ level in the Pearson correlation test.

In brief, the selection of the OLA instrument as the data collection tool for this study was considered appropriate to determine both the level of servant leadership perception in the SFDA and job satisfaction. The tool was thus considered the best available to answer the research questions and test the hypotheses, and the reliability and validity of the OLA, as noted above, can contribute to a rigorous study that produces meaningful data which lead to robust analysis and conclusions.

Table 3 shows comparisons for the reliability of the six dimensions of Servant Leadership tested by the OLA instrument by different researchers.

Table 3: Overall Perception of Servant Leadership

	Laub (1999) n=828	Horsman (2001) n=540	Ledbetter (2003) n=138	Miears (2004) n=165
Entire OLA instrument	.9802	.9870	.9814	.987
Values People	.91	.92	.89	.925
Develops People	.90	.94	.88	.936
Builds Community	.90	.91	.89	.919
Displays Authenticity	.93	.95	.90	.935
Provides Leadership	.91	.92	.91	.935
Shares Leadership	.93	.95	.88	.945

Source: OLA group (213)<http://www.olagroup.com/Display.asp?Page=psychometrics>

3.12. Data Analysis

Data Management and Analysis Plan:

The quantitative data analysis is usually represented numerically using tables and graphs, which helps to answer the research question(s) (see Figure 3).

The collected data were entered into the computer using the Software Program for the Social Sciences (SPSS, version 20). Statistical measures, such as mean score and standard deviation, were used to calculate the perception of servant leadership dimensions and job satisfaction. Furthermore, the Pearson correlation test was applied to test the hypothesis between servant leadership and job satisfaction.

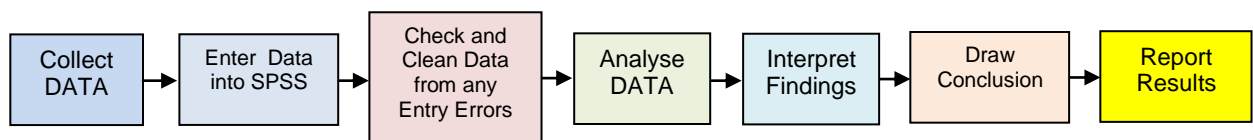


Figure 3: The Sequence Designed to Analyse The Collected Data

The researcher conducted a cross-sectional analysis for the scores indicated on the employee questionnaires. Scores from Laub's (38) OLA provided values on 60 items for servant leadership formalised in six constructs; valuing people, developing people, building community, displays authenticity, shares leadership, and provides leadership, in addition to six items under the job satisfaction category. The researcher entered the data from each participant into SPSS, and the appropriate tests were run to sort data by categories to find any relationship between the independent and dependent variables.

Laub (38) identified six organisational categories (table 4) that illustrate a

progressive degree of servant leadership behaviours as perceived by individuals in any organisation.

Table 4: Organisation Categories and OLA Score Ranges

Organizational Category	OLA Score Ranges
Absence of servant leadership characteristics	060.0-119.4
Autocratic organization	119.5-179.4
Negatively paternalistic organization	179.5-209.4
Positively paternalistic organization	209.5-239.4
Servant-leader organization	239.5-269.4
Servant-minded organization	269.5-300.0

For **Hypothesis 1**, the data were collected from the OLA questionnaire and scored based on perceptions of servant leadership behaviours in the SFDA setting. These were then tabulated by category to determine the level of servant leadership perception and subsequently correlated with a measured level of job satisfaction among SFDA employees.

Data for each one who completed the questionnaire on the perception level of servant leadership characteristics were calculated based on the mean of the total score of the six servant leadership categories of OLA instruments, and compared with the standard calculation representing the organisation's mean OLA score. Each higher level or category indicated a progressively greater level of servant leadership integration in the organisation as perceived by the members of SFDA. Then the mean OLA scores of servant leadership were correlated with the mean of job satisfaction scores generated from the job satisfaction questions of the same OLA instrument.

For **Hypothesis 2**, the data from the OLA on servant leadership and the job satisfaction items were compared by using the mean scores. All employees ranked themselves according to their position in the SFDA (top leadership, management, and workers). Mean scores and standard deviations were calculated for servant leadership and job satisfaction according to the three positional levels and then classified as three categories. The categorical data for comparing the scores of servant leadership across SFDA correlated to job satisfaction by using a Pearson test to identify the relationship between the mean scores on the two variables in order to test the second null hypothesis.

The data analysis included bivariate correlational statistics with Pearson's r to test the hypotheses. Descriptive statistics, including population mean and standard deviation, preceded inferential statistical analysis to determine if the population scores were normally distributed. Parametric statistics such as Pearson's r are dependent upon the assumption of a normal distribution of population scores (214: p. 237). Other assumptions of interval data and independent responses on the instrument were also met. Demographic variables, including the level of position, were analysed based on the one-way analysis of variance (ANOVA). Descriptive statistics of each item provided further analysis of the research data.

Data Analysis:

The Organizational Leadership Assessment (38) was designed to examine the health status of organisations, in addition to measuring six different constructs of servant leadership. Therefore, the proper classification of level of perception of Servant Leadership is selected from **Toxic, Poor, Limited, Moderate, Excellent, and Optimal**, which will either answer or reject hypothesis 1 (as shown in Table 17 and Appendix 5).

The proper relation of servant leadership to Job Satisfaction will be presented by the following dimensions - **Values People, Develops People, Builds Community, Displays Authenticity, Provides Leadership, and Shares Leadership** - which will either show significant or insignificant correlation, to answer hypothesis 2 (as shown in Appendix 4).

3.13. Ethical Considerations:

Formal permission to conduct this study was granted from both the SFDA and King Saud Bin Abdulaziz University for Health Sciences Research and Ethical Committee.

Ensuring confidentiality is a critical component of the research design and process and the researcher has a moral obligation to maintain confidentiality at all times (215). The credible assurance of confidentiality contributes to truthful responses and a greater likelihood of participation (208). Additionally, the ethical issues is also one of the important factors that affects the research process, and

should be taken into consideration in all cases (216). Thus, various considerations include ensuring the confidentiality of the participants' data, and ensuring all participants remain anonymous, unless previously agreed otherwise (212).

Therefore, the potential participants for this study were informed about their privacy, confidentiality, rights, and the ethical commitments in the informed consent form, where the aim of the research was explained, as well as how anonymity would be maintained during the data collection, analysis, and reporting. Survey questionnaires were uncoded and did not include any personal identifiers. Finally, the informed consent forms were stored in a secured location as per the University ethics guidelines.

3.14. Study Scope and Limitations

Study Scope

The scope of this quantitative, correlational study examines the relationship between the perceived servant leadership principles and the level of job satisfaction among SFDA employees. The research was conducted among a random sample of SFDA full-time employees.

Limitations

There are some limitations to this study . First, the study participants are all from one organisation. Second, all employees in SFDA are male, so it would not be possible to determine how women view servant leadership and their level of job satisfaction. Finally, the validity of this study relied heavily on the reliability of the OLA research instrument, which has nonetheless demonstrated a high level of reliability in past studies (29, 38, 46).

CHAPTER FOUR: STUDY RESULTS

4.1 Overview

This chapter presents the results of analysis of the data collected during the present study and concludes with a summary of the findings. The results of this study are presented in two main sections: The first section describes the collected profile about the study participants, and the second section presents detailed statistics from the OLA assessments as they relate to the research questions in this study.

An electronic mail invitation to participate in this study was sent out to all SFDA employees. The study sample size calculated was **265**. The pilot study finding showed that the response rate found 50%. On the other hand the total study population, which is about **857**, was accessible to researcher through email contact. To avoid the expected high non-response rate, the researcher decided to distribute the study questionnaire to the entire study population in order to attain a suitable sample.

4.2 Study Respondents' Profile

Table 5 presents study respondents' characteristics. The highest percentage (70%) of the study respondents were the 'Front line employee' followed by the middle management (20%), and top management (10%). The highest percentage (75%) of the study respondents hold a Bachelor's degree, followed by Master's degree (20%), while only (5%) hold a Doctorate. Furthermore, the highest participation came from the Drug sector employees representing (27.6%), followed by Food sector (27.2%), Medical device sector (23.5%), and finally the Information Technology and Planning sector (14.9%). Participants' age ranged between 21 and 30 years old by (70.1%). More than half (52.9%) of respondents reported they had work experience of less than five years.

Table 5: Study Respondents' Profile of SFDA Employees

DATA	<i>n</i>	%
Positional Level in SFDA		
<i>Top Management</i>	28	10
<i>Middle Management</i>	52	20
<i>Front-line Employees</i>	188	70
Educational Level		
<i>PhD</i>	13	5
<i>Master</i>	55	20
<i>B.Sc</i>	200	75
Area of Job Practice (Sector)		
<i>President Office</i>	6	2.2
<i>Shared Services</i>	12	4.47
<i>Food Sector</i>	73	27.2
<i>Drug Sector</i>	74	27.6
<i>Medical Devices Sector</i>	63	23.5
<i>IT Sector</i>	40	14.9
Age		
<i>21–30</i>	188	70.1
<i>31–40</i>	47	17.6
<i>> 40</i>	33	12.3
Years Employed with SFDA		
<i>0–5</i>	233	86.9
<i>6–10</i>	35	13.1
Total Years of Experience		
<i>0–5</i>	142	52.9
<i>6–10</i>	72	26.9
<i>11–15</i>	18	6.78
<i>16–20</i>	12	4.48
<i>21–25</i>	11	4.1
<i>26–30</i>	8	2.98
<i>> 30</i>	5	1.86

4.3 Instrumentation

According to Laub (38), the OLA is subdivided into six constructs to measure servant leadership perception and one construct to measure job satisfaction, including: (a) values people, (b) builds community, (c) displays authenticity, (d) develops people, (e) provides leadership, (f) shares leadership, and (g) job satisfaction. Each of these constructs consists of a certain number of OLA questions; 10 questions related to 'values people', nine questions related to

‘develops people’, 10 questions related to ‘builds community’, 12 questions related to ‘displays authenticity’, nine questions related to ‘provides leadership’, and 10 questions related to ‘shares leadership’. The other six questions are designed to assess the job satisfaction of participants (see Appendix 4).

Data were collected in this study to answer the following research questions:

1. What is the overall perception of servant leadership among SFDA employees?
2. To what extent are the servant leadership principles being implemented and has affected the job satisfaction level among SFDA employees?
3. To what extent the practice of - servant leadership principles and job satisfaction level differ according to positional levels of SFDA employees.

4.3.1 Perception of Servant Leadership

Servant leadership is the main part of the theoretical framework in this study. Table 6 shows the average score of the six OLA constructs among SFDA employees. The results show that all constructs of servant leadership mean scores in SFDA are within the average score of OLA standard scores, which range between 3.56 to 3.02 (see Table 6 and Figure 4).

Table 6: Servant Leadership Perception among SFDA by the Six OLA Constructs

Construct	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Values People	268	3.30	1.60	4.90	954.00	3.5597	.66980
Develops People	268	3.78	1.00	4.78	829.67	3.0958	.77518
Builds Community	268	3.20	1.40	4.60	894.00	3.3358	.56957
Displays Authenticity	268	3.58	1.00	4.58	847.92	3.1639	.72499
Provides Leadership	268	3.78	1.00	4.78	842.67	3.1443	.72705
Shares Leadership	268	3.70	1.00	4.70	810.50	3.0243	.73355

Figure 4 demonstrates the comparative value of the average SFDA mean score of each of the servant leadership constructs with Laub’s (38) standard scores. The study results showed that, in general, the servant leadership principles are practiced by the SFDA employees and scored within the average OLA standard scores. However, the SFDA has scored below the average regarding ‘develops people’ and ‘shared leadership’ (3.55,3.02 respectively).

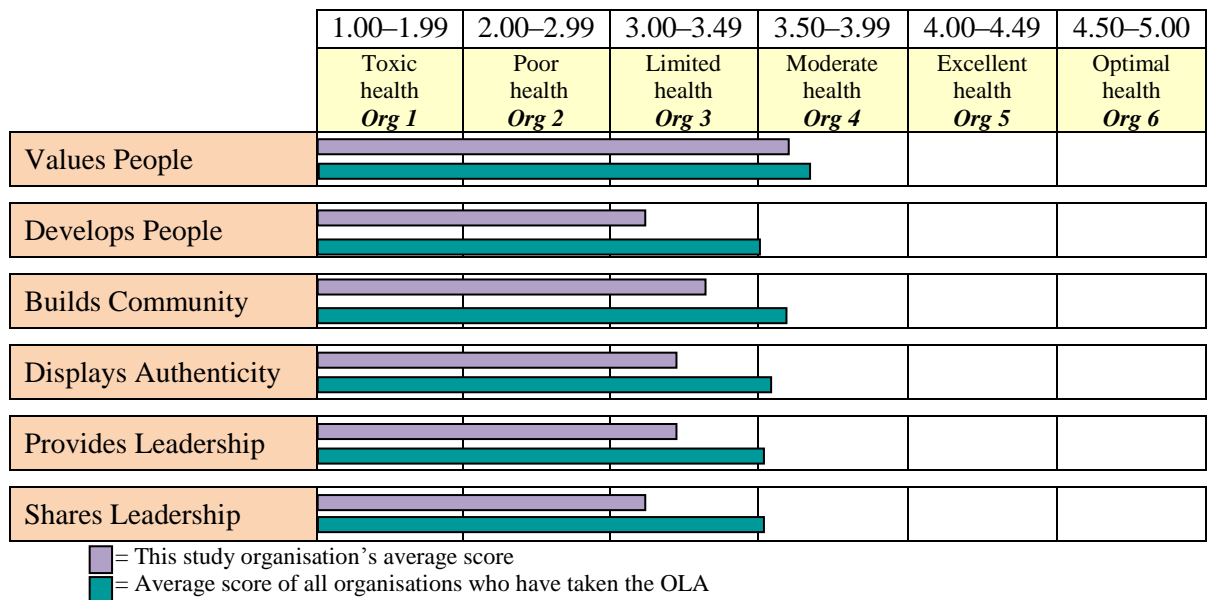


Figure 4: SFDA Average Scores in the Six OLA Constructs

Table 7 indicates there is only a slight difference between the mean scores of Top Management, Middle Management, and Front-line Employees, and the total six constructs of servant leadership mean scores in SFDA (21.50, 18.72, 19.17 respectively). Nonetheless, these differences were still within the average score of OLA standard scores, as shown in Figure 5.

Table 7: Distribution of Servant Leadership Perception among SFDA by the Six Constructs and Managerial Position Level

	Values People	Develops People	Builds Community	Displays Authenticity	Provides Leadership	Shares Leadership	Servant Leadership
Top Management	3.72	3.56	3.56	3.62	3.67	3.37	21.50
Middle Management	3.47	2.99	3.23	3.06	3.04	2.93	18.72
Front-line Employees	3.56	3.06	3.33	3.13	3.09	3.00	19.17

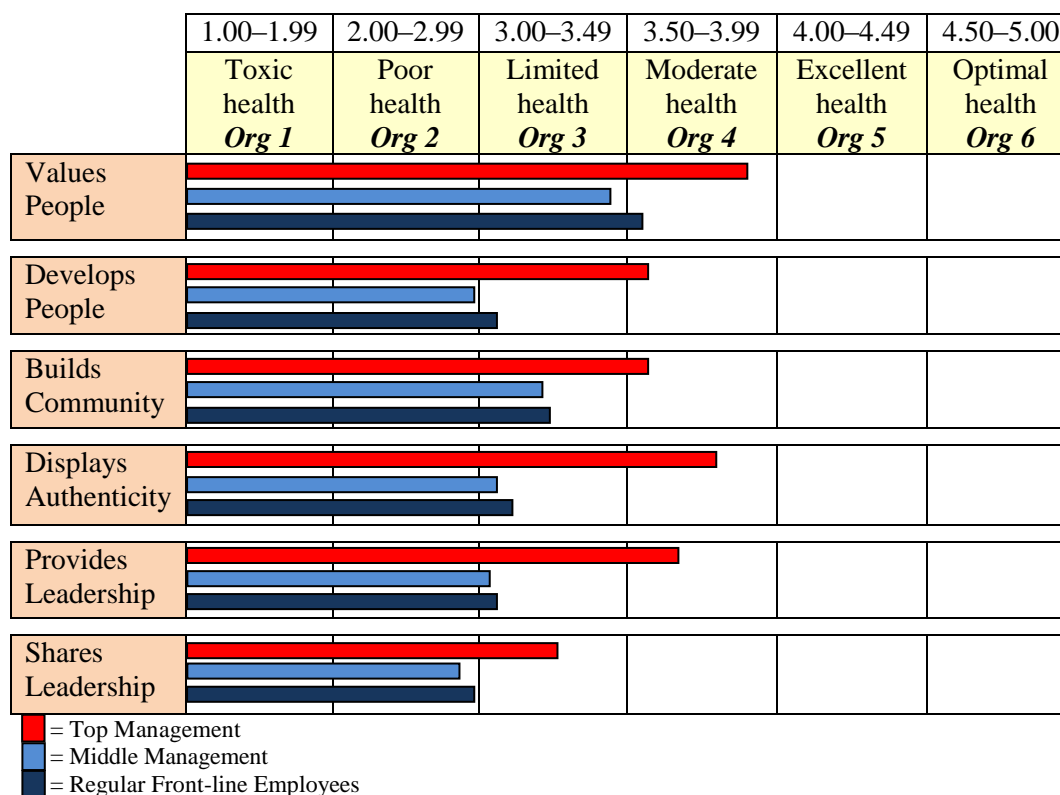


Figure 5: Distribution of Average Scores of Servant Leadership Dimensions/Constructs by the Managerial Position Level

Table 8 indicates there is only a slight difference between the mean scores of Top Management, Middle Management, and Front-line Employees, and the level of job satisfaction mean scores in SFDA (3.87, 3.39, 3.31 respectively). Nonetheless, these differences were still within the average score of OLA standard scores.

Table 8: Job Satisfaction Level Compared with SFDA Positional Level

		Job Satisfaction					
		Mean	Maximum	Minimum	Range	St. D.	Sum
Positional Level	Top Management	3.87	5.00	1.00	4.00	.84	108.50
	Middle Management	3.39	4.67	1.00	3.67	.91	176.17
	Front-line Employees	3.31	5.00	1.33	3.67	.80	623.00

4.3.2 *Servant Leadership and Job Satisfaction*

Data collected from the OLA instrument were analysed to find if there is a relationship between servant leadership and job satisfaction. This was accomplished by correlating each of the six OLA construct scores with the six job satisfaction questions score, then correlating the total OLA six constructs (servant leadership behaviour) mean score with the mean score of job satisfaction by using the Product Moment correlation coefficient. Following Laub (38), as the servant leadership increased the job satisfaction increased.

Study results showed there is a positive correlation between the perception of servant leadership principles and employees' job satisfaction in the SFDA. For example, the level of job satisfaction of SFDA employees was strongly correlated to all six constructs of servant leadership, and strong correlation between servant leadership and job satisfaction of **0.817** was found. On the other hand, Develops People had the highest level of job satisfaction of **0.813**, while Displays Authenticity had the lowest correlation of **0.731**. Furthermore the study results revealed that there was a significant positive correlation between each of the six constructs of servant leadership and the job satisfaction level of the participants ($p = .01$) (see Table 9).

Table 9: Coefficient of Perceived Servant Leadership and Job Satisfaction

N = 268	Values People	Develops People	Builds Community	Displays Authenticity	Provides Leadership	Shares Leadership	Servant Leadership
Job Satisfaction	.804*	.813*	.743*	.731*	.739*	.755*	.817*

*. Correlation is significant at the 0.01 level (2-tailed).

Table 10 indicates a positive correlation between each of the six constructs of servant leadership and the job satisfaction level among positional level of the participants (Top Management, Middle Management, and Front-Line employees). For example, the level of job satisfaction of Top Management was strongly correlated to all six constructs of servant leadership with a score of **.904**, Middle Management had a correlation of **.790**, while the Front-Line employees produced a correlation of **.807**.

**Table 10: Coefficient of Perceived Servant Leadership and Job Satisfaction
Compared with the SFDA Positional Level**

Job Satisfaction	Values People	Develops People	Builds Community	Displays Authenticity	Provides Leadership	Shares Leadership	Servant Leadership
Top Management	.904 [*]	.909 [*]	.795 [*]	.894 [*]	.844 [*]	.881 [*]	.904 [*]
N	28	28	28	28	28	28	28
Middle Management	.766 [*]	.737 [*]	.744 [*]	.752 [*]	.759 [*]	.680 [*]	.790 [*]
N	52	52	52	52	52	52	52
Front-line Employees	.813 [*]	.818 [*]	.738 [*]	.682 [*]	.701 [*]	.756 [*]	.807 [*]
N	188	188	188	188	188	188	188

*. Correlation is significant at the 0.01 level (2-tailed).

4.3.3 Regression Analysis of Servant Leadership and Job Satisfaction

For the **First** null hypothesis, the values for the test were determined using an overall OLA score and an overall OLA job satisfaction score. The result from the simple linear regression model for these two variables by **ANOVA** was $r=.817$ and $r^2=.668$, $F=535.820$, $p<.001$ (see Tables 11 and 12). The significance value of .000 was derived from the model, indicating significance. Table 13 indicates that as the principles of servant leadership increased in the SFDA the job satisfaction increased by **0.175**. Based on this analysis, the first null hypothesis was rejected.

Table 11: Regression of Servant Leadership with Job Satisfaction

R	R Square	Adjusted R Square	Std. Error of the Estimate
.817 ^a	.668	.667	.48580
a. Predictors: (Constant), Servant Leadership			

Table 12: ANOVA of Servant Leadership with Job Satisfaction

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	126.456	1	126.456	535.820	.000 ^b
Residual	62.777	266	.236		
Total	189.233	267			
a. Dependent Variable: Job Satisfaction					
b. Predictors: (Constant), Servant Leadership					

Table 13: Coefficients of Servant Leadership with Job Satisfaction

Coefficients ^a					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.004	.149		.024	.981
Servant Leadership	.175	.008	.817	23.148	.000
a. Dependent Variable: Job Satisfaction					

The *Second* null hypothesis was designed to explore the predictive relationship between overall servant leadership and overall level of job satisfaction in regards to the positional levels of the SFDA employees. The simple linear regression model for these two variables by **ANOVA** yielded a result of $r = .821$ and $r^2 = .674$, $F = 274.194$, $p = >.001$ (see Tables 14 and 15). The significance value of .000 was derived from the model, indicating significance. Table 16 shows generally that the principles of servant leadership increased in the SFDA as the job satisfaction increased. This relation was affected by the positional level of the SFDA employees by **0.079**, and as the positional level moved down, the job satisfaction decreased. Based on this analysis, the second null hypothesis was rejected.

Table 14: Regression of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df 1	df 2	Sig. F Change
.821 ^a	.674	.672	.48234	.674	274.194	2	265	.000
a. Predictors: (Constant), Positional Level, Servant Leadership								

Table 15: ANOVA of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees

ANOVA ^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	127.622	2	63.791	274.194	.000 ^b
Residual	61.652	265	.615		
Total	189.233	267			
a. Dependent Variable: Job Satisfaction					
b. Predictors: (Constant), Positional Level, Servant Leadership					

Table 16: Coefficients of Servant Leadership with Job Satisfaction and Positional Level of SFDA Employees

Coefficients ^a					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.298	.200		1.493	.137
Servant Leadership	.173	.008	.807	23.839	.000
Positional Level	-.097	.044	-.078	-2.199	.029
a. Dependent Variable: Job Satisfaction					

4.4 Organisational Leadership Type

The Organization Leadership Assessment OLA (38) was designed to measure six different constructs of servant leadership (see Table 17). The responses of all 268 participants yielded a mean score of **227.105 (3.96)**. This score indicated that the organisation represented in the present study is a **level 4** organisation, which Laub (38) called **Moderate Health**.

Table 17: Laub's Six Organisation Levels, Categories, and OLA Score Ranges

Organisational Level	Organisational category	Organisational Type	Range	OLA score Ranges
Org 1	Toxic health	Absence of servant leadership characteristics	1.00–1.99	060.0-119.4
Org 2	Poor health	Autocratic organization	2.00–2.99	119.5-179.4
Org 3	Limited health	Negatively paternalistic organization	3.00–3.49	179.5-209.4
Org 4	Moderate health	Positively paternalistic organization	3.50–3.99	209.5-239.4
Org 5	Excellent health	Servant-leader organization	4.00–4.49	239.5-269.4
Org 6	Optimal health	Servant-minded organization	4.50–5.00	269.5-300.0

4.5 Overall Summary

This chapter presented the data collected during this present study. The data were collected using OLA survey instruments to explore two variables: (a) servant leadership and (b) job satisfaction. Primarily, the data revealed a strong positive correlation between the servant leadership and job satisfaction among the employees of the SFDA as a not-for-profit governmental organisation in SA; at the same time, however, that correlation varies in regard to the positional level. Furthermore, it has been proven based on the results, that the SFDA occupies **level 4** (positively Paternalistic Organisation) of Laub's Six Organisation Levels scale. This level is referred to as **Moderate Health**.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This study assessed the perception of servant leadership and examined the relationship between servant leadership and job satisfaction among the employees of the SFDA, as a not-for-profit governmental organisation in the KSA. Several studies have examined servant leadership and the correlation between servant leadership principles and the level of job satisfaction, but all studies were conducted in different workplaces and countries outside Saudi Arabia. This chapter presents the overall summary of the study findings, study conclusion, study limitations and the recommendations.

Perception of Servant Leadership and Jobs Satisfaction

The first research question that guided this study was designed to determine the extent to which the perception of servant leadership principles in the organisation relate to the level of job satisfaction among SFDA employees, as measured by the OLA tool. Similar to other studies using the OLA, the data indicated that a positive correlation does exist between the principles of servant leadership and the level of job satisfaction. This correlation measured ($r=.817$) which falls between a very large and nearly perfect correlation based on Cohen's scale of correlations.

The not-for-profit SFDA organisation, used as the setting in the present study, had an overall similar OLA score compared to other studies that used the OLA which were mostly conducted in different types of organisations (see Table 18). This finding appears to support the idea that servant leadership is correlated to this type of organisation specifically, which is predisposed to implement servant leadership principles. Additionally, the analysis shows that the six servant leadership constructs in the SFDA are within the range of the healthy organisations standard (38).

Table 18: Comparison of the SFDA Scores with previous Studies that used the OLA Tool

Studies using the OLA	n	Mean	Std.
Laub (38)	828	223.79	41.08
Horsman (58)	540	214.74	48.57
Thompson (39)	116	213.73	35.10
Ledbetter (52) test	138	210.52	39.16
Ledbetter (52) retest	138	214.80	36.76
Drury (16)	170	224.65	34.18
Miears (46)	165	211.43	50.67
Anderson (49)	430	247.08	38.85
Van Tassell (51)	166	195.70	50.04
This current study (2012)	268	227.105	46.44

Source: OLA group (213)

Servant Leadership Perception, Job Satisfaction and Managerial Position Level

The second research question was designed to determine the extent to which the job satisfaction among different positional levels of the employees relates to the perceived level of servant leadership principles implemented in SFDA, as measured by the OLA. Data analysis reveals a significant correlation between the level of participants' job satisfaction and their perceived level of servant leadership principles operating in SFDA among different positional levels. Data analysis indicates that the top management had the *highest* scores, followed by middle management then the front-line employees, due to the experience that the top management gained during their career path.

5.2 Recommendations

The results of the current study are consistent with the findings of previous studies that found strong correlations between servant leadership and job satisfaction, as measured by the OLA. Therefore, based on these results, the researcher makes the following recommendations:

- Leaders of the organisation under study should take note of the benefits of implementing servant leadership principles because this type of leadership strongly relates to the increase of the overall health of the organisation, retention of valued employees, and possibly, leadership effectiveness.

- If practical application of servant leadership principles can lead to more satisfied employees, the benefits of this type of employee is that they are more productive, less likely to leave the organisation, and in general, star performers.
- The SFDA leaders should be exposed to the principles of servant leadership and made aware of the benefits of this type of leadership to employees, the organisation and its leaders through special training programmes established for this purpose.
- Since the SFDA is categorised as a **level 4** according to Laub's, which is described as **Moderate Health** (Paternalistic), and since the job satisfaction level is average, leadership in the SFDA should develop and execute an organisational action plan to increase the organisation's health level.
- It is recommended that this study be replicated using a larger sample size, and research should be conducted that examines another related not-for-profit organisation. Results from this type of study could be compared to the results of the present study to determine if there is a significant difference between healthcare employees in different organisation settings.

5.3 Study Limitations

All the employees (100%) in the SFDA, the setting for this current study, are male, and most of them (70.1%) are mature workers who are less than 30 years of age. These respondent profiles may have influenced the results of the present study and limited the generalisation of the findings. There may be differences in perceiving servant leadership in organisations where the profiles are predominately male and the workforce is not made up of a large population of experienced workers. Job satisfaction may also vary according to gender, as well as among less experienced workers, in a healthcare environment.

5.4 Study Implications

The data from the current study revealed a strong positive correlation between servant leadership constructs and job satisfaction. This is an important finding because organisations can implement leadership development programmes that use servant leadership attributes as a foundation to produce potentially more effective,

successful leaders who could increase employees' job satisfaction, individual performance, and organisational commitment. Leaders of the organisation in the present study should examine the level of servant leadership throughout the organisation and start to practice servant leadership principles in order to enhance the overall health of the organisation.

As a result of increasing globalisation, changing workforce dynamics and the need to develop and maintain a competitive edge, leaders of today's organisations must find an effective way to connect to their people, their most valuable asset. Servant leadership principles may be an important factor that relates to job satisfaction. If practical application of servant leadership principles can lead to producing more satisfied employees, the benefit is that this type of employee is one who is more productive, less likely to leave the company, and in general, a star performer. The empirical data collected during the current study, like previous studies, support the idea that the practice of servant leadership principles can increase the overall health of an organisation.

5.5 Conclusion

The empirical data collected during this study could be used to develop leadership training programmes based on servant leadership principles, establish the importance of servant leadership, and remove the barriers that impede the practice of servant leadership. Although servant leadership theory is correlated to living according to basic religious principles, the fact remains that servant leadership principles are strongly correlated to job satisfaction, regardless of the organisation type. Therefore, all types of organisations could benefit from practicing servant leadership.

REFERENCES

- (1) **Barnett, Tim.** *Leadership Theories and Studies, Reference for Business, Encyclopedia of Business* (2nd Ed); 2011. [Online]. Available from:
<http://www.referenceforbusiness.com/management/Int-Loc/Leadership-Theories-and-Studies.html>
- (2) **Rude, W.** *The connection between servant leadership and job burnout*; 2004. [Online]. Available from: <http://www2.twu.ca/cpsy/assets/studenttheses/rudewally.pdf>
- (3) **Kenneth N. T.** *Servant-leadership: an effective model for project management*; 2010. [Online]. Available from:
<http://www.pmi.org/knowledge-center/~media/pdf/surveys/kthompson%20dissertation.ashx>
- (4) **Mosadeghrad, A.M.** *The role of participative management (suggestion system) in hospital effectiveness and efficiency.* Research in Medical Sciences. 2003; 8 (3), 85-9.
- (5) **Fry, L. W.** *Toward a theory of spiritual leadership.* The Leadership Quarterly. 2003; 14, pp 693-727.
- (6) **Bass, B. M.** *Current developments in transformational leadership.* Psychological-Manager Journal. 1999; 3 (1), 5-22.
- (7) **Lok, P. & Crawford, J.** *Antecedents of organizational commitment and the mediating role of job satisfaction.* Journal of Managerial Psychology. 2001; Vol. 16, No. 8, pp. 594-613.
- (8) **Lin, L.C.** *The relationship between manager's leadership style and employee job satisfaction in Taiwan fashion retail department stores*; 2004. ProQuest Digital Dissertations, (UMI 3133651).
- (9) **Hannay, M. & Northam, M.** *Lost-cost strategies for employee retention.* Compensation & Benefits Review. 2000; 32 (4), 65–72.
- (10) **Chen Xiaofeng** *The relationship between manager's leadership style and employee job satisfaction in selected Beijing Computer Software Companies*; 2008. ProQuest Digital Dissertations, (UNI 3304529).
- (11) **Bass, B. M. & Bass, R.** *The bass handbook of leadership: theory, research and managerial applications.* 4e. New York: Free Press; 2008.
- (12) **Emery, C.R. & Barker, K. J.** *The effect of transactional and transformational leadership style on the organizational commitment and job satisfaction of customer contact personnel.* Journal of Organizational Culture, Communication and Conflict. 2007; 11, 77-90.
- (13) **Miller, P. E.** *The relationship between job satisfaction and intention to leave: A study of hospice nurses in a for-profit corporation*; 2007. ProQuest Digital Dissertations, (UMI 3246088).
- (14) **Shore, T. & Thomas, S. & Strauss, J.** *Leader Responsiveness, Equity Sensitivity, And Employee Attitudes And Behavior.* Journal of Business and Psychology. 2006; Vol. 21, No. 2.
- (15) **Chen, J. & Silverthorne, C.** *Leadership Effectiveness, Leadership Style and Employee Readiness.* Leadership and Organizational Development Journal. 2005; 26 (4), 280-288.

- (16) **Drury, S.** *Employee perceptions of servant leadership: Comparisons by level and with job satisfaction and organizational commitment*; 2004. ProQuest Digital Dissertations, (UMI 3146724). [Online]. Available from:
http://www.regent.edu/acad/global/publications/sl_proceedings/2004/drury_servant_leadership.pdf
- (17) **Brumback, G. B.** *The power of servant leadership*. Personal Psychology. 1999; 52 (3), 807-810.
- (18) **Quay, J.** *On becoming a servant leader*. Journal of Management Review. 1997; 9 (4), 712-721.
- (19) **Bridges, W.** *Leading the de-jobbed organization*. In F. Hesselbein, M. Goldsmith and R. Beckhard (Eds.). *The leader of the future*. San Francisco: Jossey-Bass; 1996.
- (20) **Tatum, J. B.** *Meditations on servant-leadership*. In L. C. Spears (Ed.), *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinks*. New York: John Wiley & Sons; 1995.
- (21) **Parolini, J. & Patterson, K. & Winston, B.** *Distinguishing between transformational and servant-leadership*. Leadership & Organization Development Journal. 2009; 30, 274–291.
- (22) **Russell R. F. & Stone A. G.** *A review of servant leadership: Developing a practical model*. Leadership and Organization Development Journal. 2002; 23, 3/4, 145-157.
- (23) **Orenthio, K.** *Committed to serve: A descriptive study of the growing presence of servant leadership within a nonprofit organization*; 2011. [Online]. Available from:
- (24) **Greenleaf, R. K.** *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press; 1977.
- (25) **Clegg, S. & Kornberger, M. & Rhodes, C.** *Business ethics as practice*. British Journal of Management. 2007; 18, 107–122.
- (26) **Spears L. C.** *On Character and Servant-Leadership*; 2003. [Online]. Available from Greenleaf Center for Servant Leadership:
http://www.regent.edu/acad/global/publications/sl_proceedings/2003/sendjaya_development_validation.pdf
- (27) **Greenleaf, R. K.** *Servant leadership*. Mahwah, NJ: Paulist Press; 2000.
- (28) **Spector, P. E.** *Perceived control by employee: A meta-analysis of studies concerning autonomy and participation at work*. Human Relations. 1986; 39 (11), 1005-1016.
- (29) **Thompson, R. S.** *The perception of servant leadership characteristics and job satisfaction in a church-related college*; 2002. ProQuest Digital Dissertations, (UMI 3103013).
- (30) **Ramnarayan, S.** *Work stream Strengthening Leadership in Government Organizations*; 2004. [Online]. Available from:
http://www.cgg.gov.in/workingpapers/ASCI Leadership_Paper.pdf
- (31) **Freeman, A. W.** *Introduction: Focus on family involvement as an extension of servant leadership at Livingstone College*. The Negro Educational Review. 2004; 55 (1), 7-8.
- (32) **Kipp, M.** *Mapping the business innovation process*. Strategy and Leadership. 2001; 29 (4), 37-39.
- (33) **Weber, Max.** *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. Los Angeles: Roxbury; [1905](1998).
- (34) **Burns, J. M.** *Leadership*. New York, NY: Harper & Row; 1978.
- (35) **Applebaum, S. H. & Wunderlich, J. & Greenstone, E. & Grenier, D. & Shapiro, B. & Leroux, D. & Troeger, F.** *Retention strategies in aerospace turnover: A case study*. Career Development International. 2003; 8 (6), 270–282.

- (36) **Bowden, A. G.** *Collaborative leadership in middle schools and teacher job satisfaction: A search for relationship*; 2002. ProQuest Digital Dissertations, (UMI 3045935).
- (37) **Bass, B. M.** *The future of leadership in learning organizations*. Journal of Leadership Studies. 2000; 7 (3), 18-40.
- (38) **Laub, J.** *Assessing the servant organization: Development of the Servant Organizational Leadership (SOLA) instrument*; 1999. ProQuest Digital Dissertations, (UMI 9921922).
- (39) **Thompson, R. S.** *The perception of servant leadership characteristics and job satisfaction in a church-related college*. Unpublished dissertation, Indiana State University, Terre Haute, IN.; 2003.
- (40) **Covey, S. R.** *Principle-Centered Leadership*. New York: Simon and Shuster; 2004.
- (41) **Galup, S. D. & Klein, G. & Jiang, J. J.** *The impact of job characteristics on is employee satisfaction: A comparison between permanent and temporary employees*. Journal of Computer Information Systems. 2008; Vol. 48, No. 4, pp. 58-68.
- (42) **Gerhardt, P. L.** *Exploring transformational and transactional leadership types and customer service success in retail: An effectiveness exploratory case study*; 2006. ProQuest Digital Dissertations, (UMI 3206694).
- (43) **Walumba, F. & Orwa, B. & Wang, P. & Lawler, J.** *Transformational leadership, organizational commitment and job satisfaction*. Human Resource Development Quarterly. 2005; 16 (2), 235-257.
- (44) **Carmeli, A. & Freund, A.** *Work commitment, job satisfaction, and job performance: An empirical investigation*. International Journal of Organizational Theory and Behavior. 2004; 7 (3), 289-309.
- (45) **Michaud, L.** *Turning the tables on employee turnover*. Franchising World. 2000; 32 (4), 18-31.
- (46) **Miears, L. D.** *Servant-leadership and job satisfaction: A correlational study in Texas Education Agency Region X schools*; 2004. ProQuest Digital Dissertations, (UMI 3148083).
- (47) **Stramba, L.** *Servant leadership practices*. The Community College Enterprise. 2003; 9 (2), 103-113.
- (48) **Saudi Food and Drug Authority.** *SFDA: Vision and Mission*. [Online]. Available from: <http://www.sfda.gov.sa/En/Home/Topics/about/>
- (49) **Anderson, K. P.** *A correlational analysis of servant leadership and job satisfaction in a religious educational organization*; 2005. ProQuest Digital Dissertations, (UMI 3162292).
- (50) **Girard, S. H.** *Servant leadership qualities exhibited by Illinois public school district superintendents*; 2000. ProQuest Digital Dissertations, (UMI 99733474).
- (51) **Van Tassell, M.** *Called to serve: Servant-leadership perceptions at a Franciscan sponsored university correlated with job satisfaction*; 2006. ProQuest Digital Dissertations, (UMI 3229492).
- (52) **Ledbetter, D. S.** *Law enforcement leaders and servant leadership: A reliability study of the organizational leadership*; 2003. ProQuest Digital Dissertations, (UMI 3110778).
- (53) **White, S. J.** *Power for public service: Servant leadership and the Virginia Beach quality service system*; 2003. ProQuest Digital Dissertations, (UMI 3082720).

- (54) **Hebert, S. C.** *The relationship of perceived servant leadership and job satisfaction from the follower's perspective*; 2003. ProQuest Digital Dissertations, (UMI 3112981).
- (55) **Herbert, S. C.** *The Relationship of Perceived Servant Leadership and Job Satisfaction from the Follower's Perspective*. Proceedings of the American Society of Business and Behavioral Sciences. 2004; 11 (1), 685-697.
- (56) **Hill, V. A.** *Employee satisfaction and OC: A mixed methods investigation of the effects of Servant Leadership*; 2008. ProQuest Digital Dissertations, (UMI 3320645)
- (57) **Braye, R. H.** *Servant-leadership: Belief and practice in women-led businesses*; 2000. ProQuest Digital Dissertations, (UMI 9981536).
- (58) **Horsman, J. H.** *Perspectives of servant-leadership and spirit in organizations*; 2001. ProQuest Digital Dissertations, (UMI 3010149).
- (59) **Beazley, D. A.** *Spiritual orientation of a leader and perceived servant leader behavior: A correlational study*; 2002. ProQuest Digital Dissertations, (UMI 3049889).
- (60) **Amadeo, Carol. A.** *A Correlational Study Of Servant Leadership And Registered Nurse Job Satisfaction In Acute Health-Care Settings*; 2008. ProQuest Digital Dissertations, (UMI 33350849).Wadsworth; 2007.
- (61) **David, C. J.** *The role of servant leadership in establishing a participative business culture focused on profitability, employee satisfaction, and empowerment*; 2011. [Online]. Available from:
<http://udini.proquest.com/view/the-role-of-servant-leadership-in-pqid:2338016741/>
- (62) **Harrison, B.** *The nature of leadership: Historical perspective & the future*. Journal of California Law Enforcement. 1999; 33 (1), 24-30.
- (63) **Bass, B. M.** *Stogdill's handbook of leadership: Theory, research and managerial applications (3rd Ed.)*. New York: Free Press; 1990.
- (64) **Richards, D. & Engle, S.** *After the vision: Suggestions to corporate visionaries and vision champions*. In J. D. Adams (Ed.), *Transforming leadership*. Alexandria, VA: Miles River Press; 1986.
- (65) **Rost, J.** *Leadership for the twenty-first century*. New York: Praeger; 1991.
- (66) **Skipper, C. O. & Bell, L. C.** *Influences impacting leadership development*. Journal of Management in Engineering. 2006; 22 (2), 68-74.
- (67) **Lewis, W. F.** *Critical-care nurses' job satisfaction and its effect on retention*; 2007. ProQuest Digital Dissertations, (UMI 3258415).
- (68) **Freiberg, K. & Freiberg, J.** *NUTS! Southwest Airlines' crazy recipe for business and personal success*. New York: Bard Press; 1996.
- (69) **Stewart, D. M.** *Handbook of Management Skills (2nd Ed)*. Gower Publishing Co., Aldershot; 1994.
- (70) **Bass, B. M. & Avolio, B. J.** *Improving Organizational Effectiveness through Transforming Leadership*. Thousand Oaks, CA: Sage; 1994.
- (71) **Bass, B. M.** *Leadership and performance beyond expectations*. New York: Free Press; 1985.
- (72) **Jung, D. I. & Yammarino, F. J. & Lee, J. K.** *Moderating role of subordinates' attitudes on transformational leadership and effectiveness: A multi-cultural and multi-level perspective*. Leadership Quarterly. 2009; 20, 586-603.
- (73) **Avolio, B. J., & Bass, B. M.** *Multifactor leadership questionnaire*. Lincoln, NE: Mindgarden, Inc.; 2004.
- (74) **Northouse, P. G.** *Leadership theory and practice (3rd Ed.)*. Thousand Oaks, CA: Sage; 2004.

- (75) **Smith, B. N. & Montagno, R. V. & Kuzmenko, T. N.** *Transformational and servant leadership: Content and contextual comparisons*. Journal of Leadership & Organizational Studies. 2004; 10 (4), 80-91.
- (76) **Kouzes, J. M. & Posner, B. Z.** *The Leadership Challenge* (4th Ed.). San Francisco, CA. Wiley; 2007.
- (77) **Covey, S. R.** *Servant-Leadership from the Inside Out*. In L. Spears, ed. *Insights on Leadership: Service, Stewardship, Spirit, and Servant-Leadership*. New York, NY: John Wiley; 1998.
- (78) **Block, P.** *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler; 1993.
- (79) **Barrow, L. M. S. & Mirabella, J. M.** *An empirical study of other-orientated and rational self-interest leadership approaches*. Journal of Leadership Studies. 2009; 3 (2), 44-54.
- (80) **Stone, A. G. & Russell, R. F. & Patterson, K.** *Transformational versus servant leadership: A difference in leader focus*. The Leadership & Organization Development Journal. 2003; 25 (4), 349–361.
- (81) **Patterson, K.** *Servant leadership: A theoretical model*; 2003. ProQuest Digital Dissertations, (UMI 3082719). [Online]. Available from Servant Leadership Research Roundtable: <http://www.regent.edu/acad/clc/2003ServantLeadershipRoundtable/Russell.pdf>
- (82) **Skansi, D.** *Relations of managerial efficiency and leadership styles – empirical study in Hrvatska elektroprivreda*. D. D. Management. 2000; Vol. 5 No. 2, pp 51-67.
- (83) **Schmid, B. & Adams, J.** *Motivation in project management: The project manager's perspective*. Project Management Journal. 2008; 39 (2), 60-71.
- (84) **Kezar, A.** *Investigating organizational fit in a participatory leadership environment*. Journal of Higher Education Policy & Management. 2001; 23 (1), 85-101.
- (85) **Bennis, W. & Goldsmith, J.** *Learning to lead*. Reading. Massachusetts: Perseus Books; 1997.
- (86) **Barbuto, J. E. & Wheeler, D. W.** *Scale development and construct clarification of servant leadership*. Group and Organization Management. 2006; 31 (3), 300-326.
- (87) **Bekker, C. J.** *Kenotic mysticism and servant leadership in the letters of Clare of Assisi to Agnes Prague*; 2005. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2005/bekker_kenotic.pdf
- (88) **Bekker, C. J.** *The Philippians hymn (2:5-11) as an early mimetic Christological model of Christian leadership in Roman Philippi*; 2006. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2006/bekker.pdf
- (89) **Blanchard, K.** *Foreword: The heart of servant-leadership*. In L. C. Spears & M. Lawrence (Eds.), *Focus on leadership: Servant leadership for the twenty-first*
- (90) **Carroll, A. B.** *Servant leadership: An ideal for non-profit organizations*. Nonprofit World. 2005; 23 (3), 18-21.
- (91) **Cassel, J. & Holt, T.** *The servant leader*. American School Board Journal. 2008; 196 (10), 34-35.
- (92) **Dannhauser, Z. & Boshoff, A. B.** *The relationships between servant leadership, trust, team commitment and demographic variables*; 2006. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2006/dannhauser_boshoff.pdf

- (93) **Dennis, R. S.** *Servant leadership theory: Development of the Servant Leadership Assessment Instrument*; 2004. ProQuest Digital Dissertations, (UMI 3133544).
- (94) **Dennis, R. & Winston, B. E.** *A factor analysis of Page and Wong's servant leadership instrument*. Leadership and Organization Development Journal. 2003; 24 (8), 455-459.
- (95) **Dingman, W. & Stone, A. G.** *Servant leadership's role in the succession planning process*; 2006. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2006/dingman_stone.pdf
- (96) **George, B.** *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey-Bass; 2003.
- (97) **Helland, M.** *Maestro: An Exploration into the Development of a Servant Leader*; 2004. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2004/helland_understanding_development.pdf
- (98) **Schwartz, R. W. & Tumblin, T. F. & Peskin, G. W.** *The power of servant leadership to transform health care organizations for the 21st-century economy*. Archives of Surgery. 2002; 137, 1419-1428.
- (99) **Scroggins, W.** *The relationship between employee fit perceptions, job performance, and retention: Implications of perceived fit*. Employee Responsibilities & Rights Journal. 2008; Vol. 20, No. 1, pp. 57-71.
- (100) **Irving, J. A.** *Servant leadership and the effectiveness of teams*; 2005b. ProQuest Digital Dissertations, (UMI 3173207).
- (101) **Irving, J. A. & Longbotham, G.** *Team effectiveness and six essential servant leadership themes: A regression model based on items in the Organizational Leadership Assessment*; 2006. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2006/irving_longbotham.pdf
- (102) **Irving, J. A. & Longbotham, G.** *Servant leadership predictors of team effectiveness: Findings and implications*. Journal of Business and Behavioral Sciences. 2007a; 15 (2), 82-94.
- (103) **Irving, J. A. & Longbotham, G.** *Team effectiveness and six essential servant leadership themes: A regression model based on items in the organizational leadership assessment*. International Journal of Leadership Studies. 2007b; 2 (2), 98-113.
- (104) **Koshal, J. O.** *Servant leadership theory: Application of the construct of service in the context of Kenyan leaders and managers*; 2005. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2005/koshal_servant.pdf
- (105) **Laub, J.** *From Paternalism to the Servant Organization: Expanding the Organizational Leadership Assessment (OLA) model*; 2003. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2003/laub_from_paternalism.pdf
- (106) **Laub, J.** *Defining Servant Leadership: A Recommended Typology for Servant Leadership Studies*; 2004. [Online]. Available from Servant Leadership Research Roundtable: http://www.regent.edu/acad/global/publications/sl_proceedings/2004/laub_defining_servant.pdf
- (107) **Laub, J.** *From paternalism to the servant organization: Expanding the Organizational Leadership Assessment (OLA) Model*. The International Journal of Servant-Leadership. 2005; 1 (1), 155-186.

- (108) **Liden, R. C. & Wayne, S. J. & Zhao, H. & Henderson, D.** *Servant leadership development of a multidimensional measure and multi-level assessment*. The Leadership Quarterly. 2008; 19, 161-177.
- (109) **McIntosh, T. A. & Irving, J. A.** *Evaluating the Instrumento de Contribución al Liderazgo de Siervo (ICLS) for reliability in Latin America*. The Journal of Virtues and Leadership. 2010; 1 (1), 30-49.
- (110) **Parolini, J. L.** *Effective servant leadership: A model incorporating servant leadership and the competing values framework*; 2004. [Online]. Available from Servant Leadership Research Roundtable:
<http://www.regent.edu/acad/cls/2004SLRoundtable/parolini-2004SL.pdf>
http://www.regent.edu/acad/global/publications/sl_proceedings/2004/parolini_effective_servant.pdf
- (111) **Parolini, J. L.** *Investigating the relationships among emotional intelligence, servant leadership behaviors and servant leadership culture*; 2005. [Online]. Available from Servant Leadership Research Roundtable:
http://www.regent.edu/acad/global/publications/sl_proceedings/2005/parolini_invest.pdf
- (112) **Rennaker, M. A. & Novak, D. A.** *Servant leadership context: A multi-case pilot study*; 2006. [Online]. Available from Servant Leadership Research Roundtable:
http://www.regent.edu/acad/global/publications/sl_proceedings/2006/novak_rennaker.pdf
- (113) **Sendjaya, S.** *Development and Validation of Servant Leadership Behavior Scale*; 2003. [Online]. Available from Servant Leadership Research Roundtable:
http://www.regent.edu/acad/global/publications/sl_proceedings/2003/sendjaya_development_validation.pdf
- (114) **Sendjaya, S. & Sarros, J. C. & Santora, J. C.** *Defining and measuring servant leadership behaviour in organizations*. Journal of Management Studies. 2008; 45 (2), 402-424.
- (115) **Spears, L. C.** *Practicing servant leadership. Leader to Leader*. 2004; 34 (3), 7-11.
- (116) **Washington, R. R. & Sutton, C. D. & Field, H. S.** *Individual differences in servant leadership: The roles of values and personality*. Leadership & Organization Development Journal. 2006; 27 (8), 700-716.
- (117) **Winston, B. E.** *Servant leadership at Heritage Bible College: A single-case study*. The Leadership and Organization Development Journal. 2004; 25 (7), 600-617.
- (118) **Greenleaf, R. K.** *The servant as leader*. Robert Greenleaf Center, Indianapolis; 1970.
- (119) **Spears, L. C. & Lawrence, M.** *Insights on leadership: Service, stewardship, spirit, and servant leadership*. New York, NY: John Wiley & Sons; 1998.
- (120) **Graham, J.** *Servant-leadership in organizations: Inspirational and moral*. Leadership Quarterly. 1991; 2 (2), 105-119.
- (121) **Russell R. F. & Stone A. G.** *A review of servant leadership: Developing a practical model*. Leadership and Organization Development Journal. 2002; 23, 3/4, 145-157.
- (122) **Farling, M. & Stone, A. & Winston, B. E.** *Servant leadership: Setting the stage for empirical research*. Journal of Leadership Studies. 1999; 6, 49-72.
- (123) **Wong, P. T. P. & Don, P.** *Servant Leadership: An Opponent-process Model and the Revised Servant Leadership Profile*; 2003. [Online]. Available from Servant Leadership Research Roundtable:
http://www.regent.edu/acad/global/publications/sl_proceedings/2003/wong_servant_leadership.pdf
- (124) **Greenleaf, R. K.** *The Servant as Leader*. Robert Greenleaf Center, Indianapolis; 1991.

- (125) **Lubin, K.** *Visionary leader behaviors and their congruency with servant leadership characteristic*; 2001. *ProQuest Digital Dissertations*, (UMI 3022943).
- (126) **Pollard, C. W.** *The leader who serves first*. In F. Hesselbein, M. Goldsmith, & R. Beckhard (Eds.), *The Leader of the future: New visions, strategies, and practices for the next era*. San Francisco, CA: Jossey-Bass; 1996.
- (127) **McMinn, T. F. & Jr.** *The conceptualization and perception of biblical servant leadership in the Southern Baptist Convention*; 2001. *ProQuest Digital Dissertations*, (UMI 3007038).
- (128) **Spears L. C.** *Tracing the Past, Present, and Future of Servant-Leadership*. In *Focus On Leadership: Servant-leadership for the Twenty-first Century*. New York, NY: John Wiley and Sons, Inc.; 2002.
- (129) **San Juan, K. S.** *Re-imagining power in leadership: Reflection, integration, and servant-leadership*. *International Journal of Servant-Leadership*. 2005; 1 (1), 187-212.
- (130) **Spears, L. C.** *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers*. New York: Wiley; 1995.
- (131) **Northouse, P. G.** *Leadership theory and practice*. Thousand Oaks, CA: Sage; 2001.
- (132) **Anderson, D.** *Servant leadership in public schools: A case study*; 2006. *ProQuest Digital Dissertations*, (UMI 3242054).
- (133) **Arfsten, D. J.** *Servant leadership: A quantitative study of the perceptions of employees of a Christian-based, for-profit organization*; 2006. *ProQuest Digital Dissertations*, (UMI 3226110).
- (134) **Herbst, J. D.** *Organizational servant leadership and its relationship to secondary school effectiveness*; 2003. *ProQuest Digital Dissertations*, (UMI 3110574).
- (135) **Klamon, V.** *Exploring social enterprise organizational climate and culture*; 2006. *ProQuest Digital Dissertations*, (UMI 3263004).
- (136) **McCann, R. J.** *Servant-leadership in a Catholic charities agency: A case study*; 2006. *ProQuest Digital Dissertations*, (UMI 3239338).
- (137) **Ross, D. B.** *Perceptions of the evidence of a servant leadership culture among educators in the P-12 school system in the North American Division of Seventh day Adventists*; 2006. *ProQuest Digital Dissertations*, (UMI 3234103).
- (138) **Witter, S. R.** *An analysis of the leadership practices of the churches of the Plymouth Brethren movement in the United States*; 2007. *ProQuest Digital Dissertations*, (UMI 3263160).
- (139) **Spears L. C.** *Servant-Leadership: Toward a New Era of Caring*. San Francisco, CA: New Leaders Press; 1994.
- (140) **Senge, P. M.** *Creating learning communities*. *Executive Excellence*. 1997; 14 (3), 17-18.
- (141) **DePree, M.** *Foreword*. In L. C. Spears (Ed.), *Reflections on leadership: how Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers* (pp. ix-x). New York: John Wiley & Sons, Inc.; 1995.
- (142) **Buchen, I. H.** *Servant leadership: A model for future faculty and future institutions*. *Journal of Leadership Studies*. 1998; 5 (1), 125-134.
- (143) **Sashkin, M. & Sashkin, M. G.** *Leadership that matters: The critical factors for making a difference in people lives and organizations' success*. San Francisco: Berrett-Koehler; 2003.

- (144) **Russell, J.** *Exploring the values and attributes of servant leaders*; 2001. ProQuest Digital Dissertations, (UMI 9999498).
- (145) **Russell, R. F.** *A practical theology of servant leadership*; 2003. [Online]. Available from Servant Leadership Research Roundtable:
<http://www.regent.edu/acad/cls/2003ServantLeadershipRoundtable/Russell.pdf>
- (146) **Spears L. C.** *How Robert K Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. New York, NY: John Wiley; 1995.
- (147) **Spears L. C.** *Insights on Leadership: Service, Stewardship, Spirit and Servant-Leadership*. New York, NY: John Wiley; 1997.
- (148) **Jennings, D.** *Those who would lead must first serve: The praxis of servant leadership by public school principals*; 2002. ProQuest Digital Dissertations, (UMI 3049171).
- (149) **Taylor, T.** *Examination of leadership practices of principals identified as servant leaders*; 2002. ProQuest Digital Dissertations, (UMI 3052221).
- (150) **McGee-Cooper, A. & Trammell, D.** *From hero-as-leader to servant-as-leader*. New York: Wiley; 2002.
- (151) **Koehn, D.** *The Nature of and Conditions for Online Trust*. Journal of Business Ethics. 2003; 43 (1/2), 3-19.
- (152) **Weiss, W. H.** *Organizing for quality, productivity, and job satisfaction*. Super Vision. 2006; 67 (2), 3.
- (153) **Useem, M.** *The GO point: When it's time to decide. Knowing what to do and when to do it*. NY: Crown Business; 2006.
- (154) **Hagedorn, L. S.** *Conceptualizing faculty job satisfaction: Components, theories, and outcomes; What contributes to job satisfaction among faculty and staff*. New Directions for Institutional Research. 2000; 105, 5–20.
- (155) **Lund, D. B.** *Organisational Culture and Job Satisfaction*. Journal of Business & Industrial Marketing. 2003; Vol 18 No 3, pp 219–236.
- (156) **Wofford, T. D.** *A study of worker demographics and workplace job satisfaction for employees in a global engineering and construction organization*; 2003. ProQuest Digital Dissertations, (UMI 3083929).
- (157) **Shimizu, T. & Eto, R. & Horiguchi, I. & Obata, Y. & Feng, Q. L. & Nagata, S.** *Relationship between turnover and periodic health check-up data among Japanese hospital nurses: A three-year follow-up study*. J Occup Health. 2005; 47 (4), 327-333.
- (158) **Suzuki, E. & Itomine, I. & Kanoya, Y. & Katsuki, T. & Horii, S. & Sato, C.** *Factors affecting rapid turnover of novice nurses in university hospitals*. J Occup Health. 2006; 48 (1):49-61.
- (159) **Muchinsky, P. M.** *Emotions in the workplace: The neglect of organizational behavior*. Journal of Organizational Behavior. 2000; 21, 801-805.
- (160) **Barak, M., Michal, E., Nissely, J. A., & Levin, A.** *Antecedents to retention and turnover among child welfare, social work and other human service employees: What can we learn from past research? A review and meta-analysis*. Social Service Review. 2001; 75 (4), 625–661.
- (161) **Sturges, J. & Guest, D.** *Don't leave me this way! A qualitative study of influences on the organisational commitment and turnover intentions of graduates early in their careers*. British Journal of Guidance and Counseling. 2001; Vol. 29, No. 4, pp. 447–462.

- (162) **Tang, T. L. P. & Kim, J. W. & Tang, D. S. H.** *Does attitude toward money moderate the relationship between intrinsic job satisfaction and voluntary turnover?.* Human Relations. 2000; Vol. 53, No. 2, pp. 213–245.
- (163) **Johnson, G. J. & Johnson, W. R.** *Perceived Over qualification, Positive and Negative Affectivity, and Satisfaction with Work.* Journal of Social Behavior & Personality. 2000; 15, 167-185.
- (164) **Brooke, P. P. & Jr. & Russell, D. W. & Price, J. L.** *Discriminate validation of measures of job satisfaction, job involvement, and organizational commitment.* Journal of Applied Psychology. 1988; 73 (2), 139-146.
- (165) **Landy, F. J. & Conte, J. M.** *Work in the 21st century.* Burr Ridge, IL: McGraw-Hill; 2004.
- (166) **Bussing, A. & Bissels, T. & Fuchs, V. & Perrar, K. M.** *A dynamic model of work satisfaction: Qualitative approaches.* Human Relat. 1999; 52 (8):999-1028.
- (167) **Robbins, S. P.** *Organization behavior: Concept, controversies, and applications.* Eaglewood Cliffs, NJ: Prentice-Hall; 1996.
- (168) **Ulrich, D. & Lake, D.** *Organizational Capability: Creating the Competitive Advantage.* The Academy of Management Executive. 1991; 5 (1), 77–92 .
- (169) **Locke, E. A.** *The nature and cause of job satisfaction.* In M. D. Dunnette (E.d.). Handbook of industrial and organizational psychology. Chicago; Rand McNally; 1976.
- (170) **Spector, P. E.** *Measurement of human service staff satisfaction: Development of the job satisfaction survey.* Amer J Com Psyc. 1997; 13, 693-713.
- (171) **Shiu, Y-M. & Yu, T-W.** *Internal marketing, organisational culture, job satisfaction, and organisational performance in non-life insurance.* The Serv Indus J. 2010; 30 (6):793-809.
- (172) **Tadeka, F. & Ibaraki, N. & Yokoyama, E. & Miyake, T. & Ohida, T.** *The relationship of job type to burnout in social workers at social welfare offices.* J Occup Health. 2005; 47 (2):119-125.
- (173) **Hoppock, R.** *Job satisfaction.* New York: Harper and Row; 1935.
- (174) **Nelson, B.** *Employee satisfaction essential to commitment.* Health Care Regist: The Newsl Health Care Regist Profes. 2006; 15 (9), 3-4.
- (175) **Castle, N. G. & Engberg, J. & Anderson, R.A.** *Job satisfaction of nursing home administrators and turnover.* Med Care Res and Rev. 2007; 64 (2),191-211.
- (176) **Porter, L. W. & Lawler, E. E.** *What job attitudes tell about motivation.* Harv Bus Rev. 1968; 46 (1), 118-126.
- (177) **Brief, A. & Weiss, H.** *Organizational behavior: Affect in the workforce.* Annual Review of Psychology. 2002; 53, 279–307.
- (178) **Fisher, C. D.** *Real time affect at work: A neglected phenomenon in organisational behaviour.* Australian Journal of Management. 2002; 27, 1–10.
- (179) **Greenberg, J. & Baron, R. A.** *Behavior in organizations (8th Ed.).* Upper Saddle River, NJ: Prentice Hall; 2003.
- (180) **Misener, T.R. & Haddock, K. S. & Gleaton, J. U. & Ajamieh, A. R.** *Toward an international measure of job satisfaction.* Nursing Research. 1996; 45, 87-91.
- (181) **McNeese-Smith, D. K.** *The influence of manager behavior on nurses' job satisfaction, productivity and commitment.* JONA. 1997; Vol. 27 No. 9, pp. 47-55.

- (182) **Irvine, D. M. & Evans, M. G.** *Job satisfaction and turnover among nurses: integrating research findings across studies*. Nursing Research. 1995; Vol. 44 No. 4, pp. 246-253.
- (183) **Hull, D. R.** *Relationships between personality and job satisfaction in professional academic advisors*; 2004. ProQuest Digital Dissertations, (UMI 3123571).
- (184) **Mosadeghrad, A.M.** *The Handbook of Hospital Professional Organization and Management*, 2, Dibagran Tehran, Tehran; 2004.
- (185) **Nihart, C.** *Personality in leadership: The effects on teacher job satisfaction*; 2006. ProQuest Digital Dissertations, (UMI. 3244551).
- (186) **McBride, E. L.** *Employee satisfaction: code red in the workplace?*. Semin. Nurse Management. 2002; Vol. 10 No. 3, September, pp. 157-63.
- (187) **Bass, B. M.** *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Erlbaum; 1998.
- (188) **Russell R. F. & Stone A. G.** *A review of servant leadership attributes: developing a practical model*. Leadership and Organization Development Journal. 2003; 23, 145–157.
- (189) **Greenleaf, R. K.** *The leadership crisis: A message for college and university faculty*. Humanitas. Journal of the Institute of Man, 14, 3. Pittsburg, PA: Dusquesne University Press; 1978.
- (190) **Anderson, T. & Kanuka, H.** *E-Research: Methods, strategies, and issues*. Boston: Allyn and Bacon; 2002.
- (191) **Judge, T. & Ilies, R.** *Affect and job satisfaction: A study of their relationship at work and at home*. Journal of Applied Psychology. 2004; 89 (4), 661–673.
- (192) **Berson, Y. & Linton, J.D.** *An examination of the relationships between leadership style, quality, and employee satisfaction in R&D versus administrative environments*. R&D Management. 2005; Vol. 35, pp. 51-60.
- (193) **Chiok Foong Loke J.** *Leadership behaviours: Effects on job satisfaction, productivity and organizational commitment*. J Nurs Manag. 2001; 9 (4), 191-204.
- (194) **Dunham-Taylor, J.** *Nurse executive transformational leadership found in participative organizations*. Journal of Nursing Administration. 2000; 30 (5), 241–250.
- (195) **Spector, P. E.** *Perceived control by employee: A meta-analysis of studies concerning autonomy and participation at work*. Human Relations. 1986; 39 (11), 1005-1016.
- (196) **Hespanhol, A. & Pereira, A. C. & Pinto, A. S.** *Job satisfaction in Portuguese physicians in general medicine*. Atencion Primaria. 1999; Vol. 24, No. 8, pp. 456-461.
- (197) **Martin, B. J.** *A Successful approach to absenteeism*. Nursing Management. 1990; Vol. 21, pp. 45-8.
- (198) **Morrison, R. S. & Jones, L. & Fuller, B.** *The relation between leadership style and empowerment on job satisfaction of nurses*. Journal of Nursing Administration. 1997; Vol. 27 No. 5, pp. 27-34.
- (199) **Seo, Y. & Ko, J. & Price, J. L.** *The determinants of job satisfaction among hospital nurses: a model estimation in Korea*. International Journal of Nursing Studies. 2004; Vol. 41, pp. 437-46.
- (200) **Stordeur, S. & Vandenberghe, C. & D'hoore, W.** *Leadership styles across hierarchical levels in nursing departments*. Nursing Research. 2000; 49 (1), 37-43.
- (201) **Vance, C. & Larson, E.** *Leadership research in business and healthcare*. Journal of Nursing Scholarship. 2002; 34, 165-171.

- (202) **Certosimo, F.** *The Servant Leader: A Higher Calling for Dental Professionals*; 2009. [Online]. Available from: <http://www.jdentaled.org/content/73/9/1065.abstract>
- (203) **Amadeo, Carol A.** *A Correlational Study Of Servant Leadership And Registered Nurse Job Satisfaction In Acute Health-Care Settings*; 2008. ProQuest Digital Dissertations, (UMI 33350849).
- (204) **William, C.** *Dimensions of Servant-Leadership in American Not-for-Profit Hospitals*; 2002. [Online]. Available from UNF Theses and Dissertation: <http://digitalcommons.unf.edu/etd/98>
- (205) **Harold, W.** *Principles of 'servant leadership' and how they can enhance practice.* Nursing management. 2011; Vol. 17, No. 9.
- (206) **Mark, N. and Nena, S.** *Servant Leadership: Enhancing Quality of Care and Staff Satisfaction.* The Journal of nursing administration. 2008; 38(9):395-400. [Online]. Available from: http://www.researchgate.net/publication/23257049_Servant_Leadership_Enhancing_Quality_of_Care_and_Staff_Satisfaction
- (207) **Patton, M. Q.** *Qualitative research and evaluation methods (2nd Ed.)*. Thousand Oaks, CA: Sage; 2002.
- (208) **Gall, M. D. & Gall, J. P. & Borg, W. R.** *Educational research: An introduction (7th Ed.)*. Boston: Allyn & Bacon; 2003.
- (209) **Creswell, J. W.** *Research design: Qualitative, quantitative, and mixed methods approaches (3rd Ed.)*. Thousand Oaks, CA: SAGE Publications Inc.; 2009.
- (210) **Dillman, D. A.** *Mail and telephone surveys: The total design method*. New York: John Wiley & Sons; 1978.
- (211) **Babbie, E.** *The Practice Of Social Research (International Student Edition)*. Thomson Wadsworth; 2007.
- (212) **Saunders, M. & Lewis, P. & Thornhill, A.** *Research method for business students (5th Ed)*. Harlow: Pearson Education Limited; 2009.
- (213) **OLA group.** [Online]. Available from: <http://www.olagroup.com/Display.asp?Page=psychometrics>
- (214) **Creswell, J. W.** *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson; 2002.
- (215) **Berg, B. L.** *Qualitative research methods for the social sciences (5th Ed.)*. Boston: Boston: Pearson Education; 2004.
- (216) **Maylor, H. & Blackmon, K.** *Researching business and management*. UK: Palgrave Macmillan; 2005.

APPENDICES

Appendix 1: Informed Consent Form

Informed Consent

Informed consent, involving the purpose and the nature of the study, the potential risks and benefits, and the right to refuse participation, should be explained to potential research participants prior to data collection Berg (215). The information should be send by email to each participant; comprising the study survey questionnaire, consent form, and covering letter explaining the aim of the survey. The participant should reply with the completed survey as planned in the study schedule.

*Thank you in advance for your interest and voluntary participation in this study.
Please sign the informed consent form at the bottom of this letter, complete the enclosed questionnaire.*

<p>Dear SFDA Colleague,</p> <p>I am a student at the University of King Saud bin Abdulaziz University for Health Sciences in collaboration with the University of Liverpool, working on a Master's degree in health systems & quality management.</p> <p>I am currently conducting a research study entitled Servant Leadership Perception and Job Satisfaction among SFDA Employees - A Correlational Study. This research study aims to determine whether and to what extent the existence of a relationship between servant leadership and job satisfaction among SFDA employees.</p> <p>Your participation will involve completion of the survey along with answering some demographic questions. It should not take more than 10 minutes for you to fill in the questionnaire.</p> <p>Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, you can do so without consequences or harm to you.</p> <p>The results of the research study may be published but your name will not be used and your results will be maintained in confidence.</p> <p>In this research, there are no foreseeable risks to you. Although there may be no direct benefit to you, the possible benefit of your participation is that there could be more awareness about the impact leadership can have on job satisfaction among the SFDA employees.</p>	<p>عزيزي الزميل في الهيئة العامة للغذاء والدواء،</p> <p>أنا طالب في جامعة الملك سعود بن عبدالعزيز للعلوم الصحية بالتعاون مع جامعة ليفربول، لنيل درجة الماجستير في الأنظمة الصحية وجودة الإدارة. وأقوم حالياً بإجراء دراسة بحثية بعنوان مفهوم القيادة الخادمة وأثرها على الرضا الوظيفي بين العاملين بالهيئة العامة للغذاء والدواء- دراسة ترابط. حيث تهدف هذا الدراسة البحثية لتحديد ما إذا كانت وإلى أي مدى لوجود علاقة بين القيادة الخادمة والرضا الوظيفي بين موظفي الهيئة.</p> <p>سوف تنطوي على مشاركتكم على استكمال الاستقصاء إلى جانب الإجابة على بعض الأسئلة الديموغرافية. حيث لن يستغرق وقت تعبئة الاستبيان أكثر من 10 دقائق.</p> <p>مشاركتكم في هذه الدراسة هو طوعي. إذا اخترت عدم المشاركة أو الانسحاب من الدراسة في أي وقت، يمكنك القيام بذلك بدون عواقب أو ضرر عليك. وفي حال تم نشر نتائج هذه الدراسة البحثية لن يتم ذكر لأسماء المشاركين حيث سيتم التعامل مع نتائج مشاركتكم بسرية.</p> <p>في هذا البحث، لا توجد مخاطر متوقعة عليك إنما فائدة مباشرة لك، وإمكانية الاستفادة من مشاركتكم بزيادة الوعي حول القيادة وتأثيرها على الرضا الوظيفي بين العاملين بالهيئة.</p>
---	---

If you have any questions concerning the research study, please contact me at 0505450767.
Your continuation to begin the survey will be your consent to participate.

Sincerely,

Baleegh Al-Yousef

By signing this form I acknowledge that I understand the nature of the study, the potential risks to me as a participant, and the means by which my identity will be kept confidential. My signature on this form also indicates that I am 18 years old or Older and that I give my permission to voluntarily serve as a participant in the study Described.

Signature of Participant _____ Date _____

Appendix 2: Study Respondent Profile Form

Please respond to the following demographic questions.

Age (In Years): _____

Level of Education Completed:

PhD ☐

Master ☐

B.Sc ☐

Other (Specify): _____

Area of Job Practice (Sector):

President Office ☐

Shared Services ☐

Food Sector ☐

Drug Sector ☐

Medical Devices Sector ☐

IT Sector

Other (Specify): _____

Position:

Top Management ☐

Middle Management ☐

Front-line Employee ☐

Other (Specify): _____

Total Number of Years of Experience: _____

Total Number of Years Employed at SFDA: _____

Appendix 3 : Laubs' OLA, Questionnaires



4243 North Sherry Drive
Marion, IN 46952
jlaub@indwes.edu
(765) 677-2520

Organizational Leadership Assessment

General Instructions

The purpose of this instrument is to allow organizations to discover how their leadership practices and beliefs impact the different ways people function within the organization. This instrument is designed to be taken by people at all levels of the organization including workers, managers and top leadership. As you respond to the different statements, please answer as to what you believe is generally true about your organization or work unit. Please respond with your own personal feelings and beliefs and not those of others, or those that others would want you to have. Respond as to how things *are* ... not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response we seek is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the brief instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

Before completing the assessment it is important to fill in the name of the organization or organizational unit being assessed. If you are assessing an organizational unit (department, team or work unit) rather than the entire organization you will respond to all of the statements in light of that work unit.

IMPORTANT

Organization (or Organizational Unit) **Name:** _____

Indicate **your present role /position** in the organization or work unit.

Please **circle one**.

- 1 = Top Leadership (top level of leadership)
- 2 = Management (supervisor, manager)
- 3 = Workforce (staff, member, worker)

The Organizational Leadership Assessment

Section 1

In this section, please respond to each statement as you believe it applies to the **Entire Organization** including workers, managers/supervisors and top leadership.

Please provide your response to each statement by placing an **X** in one of the five boxes.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

In general, people within this organization		1	2	3	4	5
1	Trust each other					
2	Are clear on the key goals of the organization					
3	Are non-judgmental – they keep an open mind					
4	Respect each other					
5	Know where this organization is headed in the future					
6	Maintain high ethical standards					
7	Work well together in teams					
8	Value differences in culture, race & ethnicity					
9	Are caring & compassionate towards each other					
10	Demonstrate high integrity & honesty					
11	Are trustworthy					
12	Relate well to each other					
13	Attempt to work with others more than working on their own					
14	Are held accountable for reaching work goals					
15	Are aware of the needs of others					
16	Allow for individuality of style and expression					
17	Are encouraged by supervisors to share in making <i>important</i> decisions					
18	Work to maintain positive working relationships					
19	Accept people as they are					
20	View conflict as an opportunity to learn & grow					
21	Know how to get along with people					

Section 2

In this next section, please respond to each statement as you believe it applies to the **leadership** of the organization including managers/supervisors and top leadership.

Please provide your response to each statement by placing an **X** in one of the five boxes.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Managers / Supervisors and Top Leadership in this Organization		1	2	3	4	5
22	Communicate a clear vision of the future of the organization					
23	Are open to learning from those who are <i>below</i> them in the organization					
24	Allow workers to help determine where this organization is headed					
25	Work alongside the workers instead of separate from them					
26	Use persuasion to influence others instead of coercion or force					
27	Don't hesitate to provide the leadership that is needed					
28	Promote open communication and sharing of information					
29	Give workers the power to make <i>important</i> decisions					
30	Provide the support and resources needed to help workers meet their goals					
31	Create an environment that encourages learning					
32	Are open to receiving criticism & challenge from others					
33	Say what they mean, and mean what they say					
34	Encourage each person in the organization to exercise leadership					
35	Admit personal limitations & mistakes					
36	Encourage people to take risks even if they may fail					
37	Practice the same behavior they expect from others					
38	Facilitate the building of community & team					
39	Do not demand special recognition for being leaders					
40	Lead by example by modeling appropriate behavior					
41	Seek to influence others from a positive relationship rather than from the authority of their position					
42	Provide opportunities for all workers to develop to their full potential					
43	Honestly evaluate themselves before seeking to evaluate others					
44	Use their power and authority to benefit the workers					
45	Take appropriate action when it is needed					
46	Build people up through encouragement and affirmation					
47	Encourage workers to work <i>together</i> rather than competing against each other					
48	Are humble – they do not promote themselves					
49	Communicate clear plans & goals for the organization					
50	Provide mentor relationships in order to help people grow professionally					
51	Are accountable & responsible to others					
52	Are receptive listeners					
53	Do not seek after special status or the “perks” of leadership					
54	Put the needs of the workers ahead of their own					

Section 3

In this next section, please respond to each statement as you believe it is true about **you personally** and **your role** in the organization.

Please provide your response to each statement by placing an **X** in one of the five boxes.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

In viewing my own role in the organization ...		1	2	3	4	5
55	I feel appreciated by my supervisor for what I contribute to the organization					
56	I am working at a high level of productivity					
57	I am listened to by those <i>above</i> me in the organization					
58	I feel good about my contribution to the organization					
59	I receive encouragement and affirmation from those <i>above</i> me in the organization					
60	My job is leadership of this organization					
61	I trust the leadership of this organization					
62	I enjoy working in this organization					
63	I am respected by those <i>above</i> me in the organization					
64	I am able to be creative in my job					
65	In this organization, a person's work is valued more than their <i>title</i>					
66	I am able to use best gifts and abilities in my job					

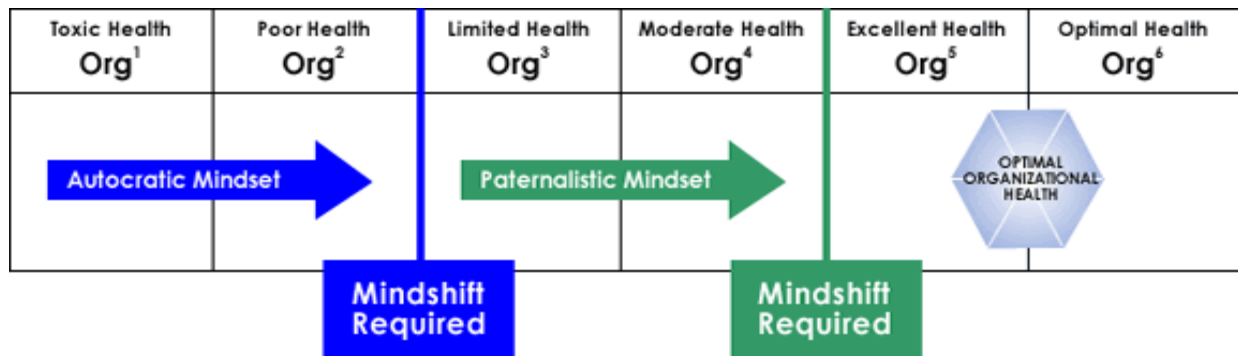
Appendix 4 : Laub OLA, Questionnaires Constructs

	Q. N	Values People
1	1	Trust each other
2	4	Respect each other
3	9	Are caring & compassionate toward each other
4	15	Are aware of the needs of others
5	19	Accept people as they are
6	52	Are receptive listeners
7	54	Put the needs of the workers ahead of their own
8	55	I feel appreciated by my supervisor for what I contribute
9	57	I am listened to by those above me in the organization
10	63	I am respected by those above me in the organization
	Q. N	Develops People
1	20	View conflict as an opportunity to learn & grow
2	31	Create an environment that encourages learning
3	37	Practice the same behavior they expect from others
4	40	Lead by example by modeling appropriate behavior
5	42	Provide opportunities for all workers to develop to their full potential
6	44	Use their power and authority to benefit the workers
7	46	Build people up through encouragement and affirmation
8	50	Provide mentor relationships in order to help people grow professionally
9	59	I receive encouragement and affirmation from those above me in the organization
	Q. N	Builds Community
1	7	Work well together in teams
2	8	Value differences in culture, race & ethnicity
3	12	Relate well to each other
4	13	Attempt to work with others more than working on their own
5	16	Allow for individuality of style and expression
6	18	Work to maintain positive working relationships
7	21	Know how to get along with people
8	25	Work alongside the workers instead of separate from them
9	38	Facilitate the building of community & team
10	47	Encourage workers to work together rather than competing against each other

	Q. N	Displays Authenticity
1	3	Are nonjudgmental – they keep an open mind
2	6	Maintain high ethical standards
3	10	Demonstrate high integrity & honesty
4	11	Are trustworthy
5	23	Are open to learning from those who are below them in the organization
6	28	Promote open communication and sharing of information
7	32	Are open to receiving criticism & challenge from others
8	33	Say what they mean, and mean what they say
9	35	Admit personal limitations & mistakes
10	43	Honestly evaluate themselves before seeking to evaluate others
11	51	Are accountable & responsible to others
12	61	I trust the leadership of this organization
	Q. N	Provides Leadership
1	2	Are clear on the key goals of the organization
2	5	Know where this organization is headed in the future
3	14	Are held accountable for reaching work goals
4	22	Communicate a clear vision of the future of the organization
5	27	Don't hesitate to provide the leadership that is needed
6	30	Provide the support and resources needed to help workers meet their goals
7	36	Encourage people to take risks even if they may fail
8	45	Take appropriate action when it is needed
9	49	Communicate clear plans & goals for the organization
	Q. N	Shares Leadership
1	17	Are encouraged by supervisors to share in making important decisions
2	24	Allow workers to help determine where this organization is headed
3	26	Use persuasion to influence others instead of coercion or force
4	29	Give workers the power to make important decisions
5	34	Encourage each person to exercise leadership
6	39	Do not demand special recognition for being leaders
7	41	Seek to influence others from a positive relationship rather than from the authority of their position
8	48	Are humble – they do not promote themselves
9	53	Do not seek after special status or the “perks” of leadership
10	65	In this organization, a person's work is valued more than their title
	Q. N	Job Satisfaction
1	56	I am working at a high level of productivity
2	58	I feel good about my contribution to the organization
3	60	My job is important to the success of this organization
4	62	I enjoy working in this organization
5	64	I am able to be creative in my job
6	66	I am able to use my best gifts and abilities in my job

Appendix 5 : Laub's Six Organization Levels

Org. Health Power Level	Range	Category	http://www.olagroup.com/Display.asp?Page=organizational_health
Org 1	1.00–1.99	Toxic health	<p>(Inertia) inability to move or change</p> <p>This lack of growth will keep the organization from moving toward greater health and performance. The organization still functions, but it operates only on the energy of the past. It lacks the organizational health to move positively towards the future.</p>
Org 2	2.00–2.99	Poor health	
Org 3	3.00–3.49	Limited health	<p>Gradual or (Incremental) change</p> <p>This kind of growth requires a steady, measured energy...the ability for an organization to better what it has done in the past...to make improvements over time. This organization can and will improve, but it will begin to rest on a plateau of “good enough”...dulled by its own achievement and success with an ever growing contentment to be just a little better than the rest.</p>
Org 4	3.50–3.99	Moderate health	
Org 5	4.00–4.49	Excellent health	<p>Exponential or (Quantum) change</p> <p>This kind of change requires something very different from what has been done in the past. It requires a totally new way of thinking about organizations and leadership. It requires a true paradigm change...a mind-shift that sees all in the organization as potential leaders...and refuses to measure itself against anything less than its own incredible potential.</p>
Org 6	4.50–5.00	Optimal health	





Descriptions of All Six Organizational Health Levels

Servant Leadership	Org ⁶	Optimal Health	Workers experience this organization as a servant-minded organization characterized by authenticity, the valuing and developing of people, the building of community and the providing and sharing of positive leadership. These characteristics are evident throughout the entire organization. People are trusted and are trustworthy throughout the organization. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. Leaders and workers view each other as partners working in a spirit of collaboration.
	Org ⁵	Excellent Health	Workers experience this organization as a servant-oriented organization characterized by authenticity, the valuing and developing of people, the building of community and the providing and sharing of positive leadership. These characteristics are evident throughout much of the organization. People are trusted and are trustworthy. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. Leaders and workers view each other as partners working in a spirit of collaboration.
Paternalistic Leadership	Org ⁴	Moderate Health	Workers experience this organization as a positively paternalistic (parental-led) organization characterized by a moderate level of trust and trustworthiness along with occasional uncertainty and fear. Creativity is encouraged as long as it doesn't move the organization too far beyond the status quo. Risks can be taken, but failure is sometimes feared. Goals are mostly clear, though the overall direction of the organization is sometimes confused. Leaders often take the role of nurturing parent while workers assume the role of the cared-for child.
	Org ³	Limited Health	Workers experience this organization as a negatively paternalistic (parental-led) organization characterized by minimal to moderate levels of trust and trustworthiness along with an underlying uncertainty and fear. People feel that they must prove themselves and that they are only as good as their last performance. Workers are sometimes listened to but only when they speak in line with the values and priorities of the leaders. Conformity is expected while individual expression is discouraged. Leaders often take the role of critical parent while workers assume the role of the cautious child.
Autocratic Leadership	Org ²	Poor Health	Workers experience this organization as an autocratic-led organization characterized by low levels of trust and trustworthiness and high levels of uncertainty and fear. People lack motivation to serve the organization because they do not feel that it is <i>their</i> organization or <i>their</i> goals. Leadership is autocratic in style and is imposed from the top levels of the organization. It is an environment where risks are seldom taken, failure is often punished and creativity is discouraged. Most workers do not feel valued and often feel <i>used</i> by those in leadership. Change is needed but is very difficult to achieve.
	Org ¹	Toxic	Workers experience this organization as a dangerous place to work ... a place characterized by dishonesty and a deep lack of integrity among its workers and leaders. Workers are devalued, <i>used</i> and sometimes <i>abused</i> . Positive leadership is missing at all levels and power is used in ways that are harmful to workers and the mission of the organization. There is almost no trust and an extremely high level of fear. This organization will find it very difficult to locate, develop and maintain healthy workers who can assist in producing positive organizational change.

2003 James A. Laub

Appendix 6 : The first OLA, Questionnaires Answered by SFDA Participant

4/24/12

Page 1 / 1

Consent Form

عزيزي الزميل في الهيئة العامة للغذاء والدواء
أنا طالب في جامعة الملك سعود بن عبد العزيز للعلوم الصحية، أطلب درجة
الماستر في حدة الإدارة والأنظمة الصحية والوقاية حاليًا بأجراء دراسة بحثية عنوانها: إدراك مفهوم
القيادة الخادمة وتأثيرها على الرضا الوظيفي بين العاملين بعيادة كندا، والغذاء- دراسة ترابط حيث
تهدف هذه الدراسة البحثية لتحديد ما إذا كانت وإلى أي مدى يوجد علاقة بين القيادة الخادمة والرضا
الوظيفي بين موظفي العيادة.

سوف نطرح على مشاركتكم على استكمال الاستبيان إلى جانب الإجابة على بعض الأسئلة
التي هي جزء من بحثي. وقت تكملة الاستبيان أكثر من 30 دقيقة.
مشاركتكم في هذه الدراسة هو طوعي. إذا اخترت عدم المشاركة أو الانسحاب من الدراسة في أي وقت،
يمكنك القيام بذلك بدون عواقب أو حزن. عليك وفي حال تم نشر نتائج هذه الدراسة لبعيدة في يتم ذكر
الأسماء المشاركون حيث سيتم التعامل مع نتائج مشاركتكم بسرية.
في هذا البحث، لا توجد مخاطر متوقعة عليك، إنما فائدة محتملة لك، وإمكانية الاستفادة من مشاركتكم
بزيادة الوعي حول القيادة وتأثيرها على الرضا الوظيفي بين العاملين بالعيادة.

Dear SFDA Colleague,

I am a student at the University of King Saud bin Abdulaziz University for Health Sciences in collaboration with the University of Liverpool, working on a Master's degree in health systems & quality management.

I am currently conducting a research study entitled Servant Leadership Perception and Job Satisfaction among SFDA Employees - A Correlational Study.

This research study aims to determine whether and to what extent the existence of a relationship between servant leadership and job satisfaction among SFDA employees. Your participation will involve completion of the survey along with answering some demographic questions. Where it will not take from you to fill in the questionnaire more than 30 minutes.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, you can do so without consequences or harm to you.

The results of the research study may be published but your name will not be used and your results will be maintained in confidence. In this research, there are no foreseeable risks to you. Although there may be no direct benefit to you, the possible benefit of your participation is that there could be more awareness about the impact leadership can have on job satisfaction among the SFDA employees.

Thank you in advance for your interest and voluntary participation in this study

By accepting to participate in this questionnaire you acknowledge that you understand the nature of the study, the potential risks to you as a participant, and the means by which your identity will be kept confidential. Also indicates that you are 18 years old or older and that you give permission to voluntarily serve as a participant in the study described.

Baleegh Al-Yousef
0505450767

1* Age In Year
30

2* Level of Education Completed

- ☐ PhD
☐ Master
☒ B.sc

3* Area of Job Practice (Sector)

- ☐ President Office
☐ Shared Services

freeonline-surveys.com/app/rendersurvey.asp?sid=kzd31d56njn5gh37814

1/5

4/24/12

Survey provided by

- ☐ Food Sector
☐ Drug Sector
☒ Medical Devices Sector
☐ IT Sector

4* Position

- ☐ Top Management
☒ Middle Management
☐ Regular front-line Employees

5* Total Number of Years of Experience

7

6* Total Number of Years Employed at SFDA

6

7* In general, people within this organization

workers, managers/supervisors and top leadership. Please provide your response to each statement by placing an X in one of the five boxes:

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
Trust each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Are clear on the key goals of the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are non-judgmental – they keep an open mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Respect each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Know where this organization is headed in the future	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain high ethical standards	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well together in teams	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value differences in culture, race & ethnicity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are caring & compassionate towards each other	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate high integrity & honesty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are trustworthy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate well to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Attempt to work with others more than working on their own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are held accountable for reaching work goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are aware of the needs of others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow for Individuality of style and expression	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are encouraged by supervisors to share in making important decisions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work to maintain positive working relationships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept people as they are	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
View conflict as an opportunity to learn & grow	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know how to get along with people	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8* **In general, people within this organization**

In this next section, please respond to each statement as you believe it applies to the leadership of the organization including managers/superiors and top leadership. Please provide your response to each statement by placing an X in one of the five boxes.*

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
Communicate a clear vision of the future of the organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are open to learning from those who are below them in the organization	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow workers to help determine where this organization is headed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work alongside the workers instead of separate from them	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use persuasion to influence others instead of coercion or force	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't hesitate to provide the leadership that is needed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote open communication and sharing of information	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give workers the power to make important decisions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide the support and resources needed to help workers meet their goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an environment that encourages learning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are open to receiving criticism & challenge from others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Say what they mean, and mean what they say	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage each person in the organization to exercise leadership	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admit personal limitations & mistakes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage people to take risks even if they may fail	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice the same behavior they expect from others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate the building of community & team	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not demand special recognition for being leaders	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead by example by modeling appropriate behavior	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek to influence others from a positive relationship rather than from the authority of their position	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for all workers to develop to their full potential	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honestly evaluate themselves before seeking to evaluate others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use their power and authority to benefit the workers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take appropriate action when it is needed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build people up through encouragement and affirmation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage workers to work together rather than competing against each other	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are humble – they do not promote themselves	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate clear plans & goals for the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide mentor relationships in order to help people grow professionally	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are accountable & responsible to others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4/24/12

Are receptive listeners	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not seek after special status or the "perks" of leadership	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put the needs of the workers ahead of their own	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In viewing my own role in the organization ...

In this next section, please respond to each statement as you believe it is true about you personally and your role in the organization. Please provide your response to each statement by placing an X in one of the five boxes.

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
I feel appreciated by my supervisor for what I contribute to the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am working at a high level of productivity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am listened to by those above me in the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about my contribution to the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive encouragement and affirmation from those above me in the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is leadership of this organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the leadership of this organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working in this organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am respected by those above me in the organization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to be creative in my job	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this organization, a person's work is valued more than their title	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to use best gifts and abilities in my job	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kingdom of Saudi Arabia
 رقم الصادر : 1331
 وحدة التسجيل : تطوير الموارد البشرية
 تاريخ الصادر : 05 / 06 / 1433 هـ
 نوع الإجراء : قطاع الأسرة الطبية
 قطاع الخدمات المشتركة
 المملكة العربية السعودية
 الهيئة العامة للأشغال والعمالة
 (1331)

الأستاذ: بليغ بن عبدالله اليوسف
السلام عليكم ورحمة الله وبركاته...

عليه نفيدهم بموافقة الهيئة العامة للغذاء والدواء على طلبكم وننتظلكم لحضوركم
بأقرب وقت ممكن.

راشد بن ناصر الشوايز
 عنه / عبدالعزيز بن عبدالله الحمادي

Appendix 8 : Jim Laub's Approval to Use OLA Instrument in the Study

From: **Jim Laub** (olagroup@comcast.net)
Sent: Sat 3/31/12 6:53 PM
To: 'B. J' (abaleegh@hotmail.com)
Cc: Jim Laub (olagroup@comcast.net)

Thank you for providing the description of your study. As you mention, the correlation between the OLA (servant leadership) score and the Job Satisfaction score has been well established, but I am not aware of any studies that have taken place within Saudi Arabia. I would be glad to support this study by providing the OLA. I have attached a file that requests the specific information I need to set up your organization for the OLA study. That is if you plan to use the OLA online to deliver the OLA instrument. If you will be handing out the instrument then you can use the attached OLA instrument for your use.

I wish you well with your study and I look forward to hearing the results of this upon completion.

Jim Laub, Ed.D.
OLAgroup
18240 Lake Bend Drive
Jupiter, FL 33458
561-379-6010

