

Effects of Authentic Leadership on Job
Satisfaction and Younger Worker Turnover Intentions

Martha Milan Rader

A Dissertation Submitted to the Faculty of
The Chicago School of Professional Psychology
In Partial Fulfillment of the Requirements
For the Degree of Doctor of Philosophy in Psychology

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(2015)

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Abstract

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Martha Milan Rader

This study explored authentic leadership behaviors to determine if the behaviors would relate to follower satisfaction with supervisor, overall job satisfaction and the intent to quit and in age groups of 20-24, 25-34 and 35 and over and predict the same relationships in age groups of 20-24 and 25-34. The intent was to determine if authentic leaders could positively affect the intent to quit in younger workers that in turn may attenuate turnover. This non-experimental quantitative study significantly supported the relationship to and the prediction between authentic leadership behaviors, follower satisfaction with supervisor, overall job satisfaction and a lower intent to quit. Age groups did not significantly moderate the relationships. This study demonstrated that authentic leaders significantly related to and predicted follower satisfaction with supervisor, overall job satisfaction and the intent to quit with all age groups, suggesting that authentic leaders may attenuate turnover, including younger workers.

***Key words:* authentic leadership, satisfaction with supervisor, overall job satisfaction, intention to quit, younger workers, age groups, turnover, ethics, positive psychology**

Table of Contents

Chapter 1	1
Nature of Study	3
General Statement of the Problem	3
Brief Summary of Theoretical Framework	5
Authentic leadership theory	6
The connection of authentic leadership positive psychology and psychological capital	9
Purpose Statement	11
Background of the Problem	11
Research Question, Hypotheses and Rationale	14
Research Method and Design	15
Significance of Study	16
Definition of Terms	16
Assumptions and Limitations	18
Outline of Remaining Chapters	19
Chapter 2: Literature Review	20
Chapter Overview	20
Review of Theoretical Background	20
Positive Psychology	24
Transformational Leadership	26
Ethical Leadership	28
Authentic Leadership	30

Self-awareness	31
Internalized moral perspective	31
Balanced processing.....	32
Relational transparency.....	32
Hope.....	35
Trust.....	36
Positive Emotions.....	37
Optimism.....	37
Job Satisfaction	43
Intention to Quit.....	50
Chapter Summary	54
Chapter 3: Research Design and Method.....	56
Chapter Overview	56
Problem Statement.....	57
Research Question, Hypotheses and Rationale.....	58
Research Design	59
Participants.....	59
Operationalization of Variables and Instruments.....	61
Data Collection	63
Demographics	65
Ethical Considerations	69

Chapter Summary	70
Chapter 4: Data Analysis and Presentation Results	71
Chapter Overview	71
Demographics	71
Table 1	72
Table 2	72
Table 3	73
Table 4	74
Table 5	75
Table 6	76
Table 7	77
Data Collection	78
Table 8	81
Table 9	81
Normality Assumptions in Data Collection	81
Data Analysis	82
Table 10	83
Table 11	84
Table 12	85
Table 13	86
Table 14	87

Chapter 5: Discussion, Conclusions, Recommendations-Implications & Limitations	90
Discussion of Findings.....	90
Summary of Findings and Conclusions	92
Recommendations-Implications	102
Recommendations for Future Study	106
Limitations	107
Conclusion	108
References.....	113
Appendix A:.....	134
Email Advertisement to Invite Participation.....	134
Appendix B:.....	136
Oral Consent	136
Appendix D:.....	145
Authentic Leadership Questionnaire Permission Letter	145
Appendix F:	147
Northwood University Permission Letter	147
Authentic Leadership Questionnaire (ALQ Version 1.0 Rater	148
Appendix H:.....	149
The Bowling State University aJIG/aJDI Scale.....	149
Appendix I:	152
Intention to Quit Scale	152

Chapter 1

Organizations are experiencing dramatic social and demographic context changes due to a large population of retiring experienced aging workers and an influx of younger inexperienced workers entering the workforce (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007). As of 2012, the workforce demographic in the United States was comprised of 31% or 49 million younger workers between the ages of 16 and 34, and of those, 37% were 24 years old and younger, leaving organizations with inexperienced workers (United States Census Bureau, 2012). There are also staggering turnover statistics reflecting the average tenure of younger workers between the ages of 20-24 at 1.3 years, and those between the ages of 25-34 at 3.2 years (United States Bureau of Labor of Statistics, 2012). Trends indicate that these younger workers will become the largest part of the workforce in the foreseeable future (Erickson, 2010; Pew Research, 2010) and the sheer size alone may indicate that they will have significant influence in our professional and personal lives (Erickson, 2010). Since organizations are already experiencing rapid changes in technology, a turbulent troubled economy, and the rapid technological expanded competitive global marketplace (Day, Harrison, & Halpin, 2009), the high number of new inexperienced workers who have the potential to further erode retention could pose significant challenges to organizations (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007; Spreitzer & Porath, 2012).

Turnover can also place additional strain on supervisors, managers, and expense structures due to the cost of productivity, efficiency losses and attracting, retraining and retaining workers (Lancaster & Stillman, 2002; Ready & Conger, 2007; Twiname, Samujh, & Rae, 2011; Waldman, Kelly, Aurora, & Smith, 2004). Leaders that are equipped to influence positive work-related outcomes such as job satisfaction and retention in younger workers may be

in a better position to avoid a potential human-capital issue (Pitt-Catsouphes, 2007) and may create sustained performance and growth (Avolio & Gardner, 2005; O'Toole, 2009; Spreitzer & Porath, 2012). Leadership influence can also be essential to the growing interest in psychological contract expectations that are important to younger workers ranging in ages up to the early 30s. These workers have high expectations for development, career progression (De Hauw & De Vos, 2010; Ng, Schweitzer, & Lyons, 2010) and achievement (Ng et al., 2010; Wong et al., 2008); and unmet expectations can negatively relate to work-related attitudes and outcomes such as dissatisfaction, intentions to stay and performance (Erkutlu & Chafra, 2013; Rigotti, 2009; Zhao, Wayne, Glibkowski, & Bravo, 2007). Leadership that can positively influence younger worker expectations can influence better work related attitudes of job satisfaction (Finegold, Mohrman, & Spreitzer, 2002; Hess & Jepsen, 2008; Porter & Steers, 1973) and the intention to stay, which is a precursor to turnover (Griffeth, Hom, & Gaertner, 2000; Tett & Meyer, 1993).

Authentic leadership can influence positive work-related attitudes and outcomes (Avolio & Gardner, 2005; Walumbwa et al., 2008) and was first conceptualized as a result of the turbulent economic climate; the rapidly changing technological competitive global marketplace; and the seriousness of ethical scandals such as Enron in 2002 that financially hurt many stakeholders in organizations (George, 2003). Leaders including political figures called for leadership with more integrity, transparency, high ethical values and congruency (Belson, 2005; Bratton, 2002; George, 2003). In response, authentic leadership was developed based on the roots of authenticity (Ilies, Morgeson, & Nahrgang, 2005; Kernis, 2003; Luthans & Avolio, 2003), positive psychology (Luthans & Avolio, 2003) and ethics (George, 2003). The intention was to restore "*confidence*", "*hope*", "*trust*", and "*resiliency*" (Avolio & Garner, 2005, p. 316)

and to bridge meaning, self-awareness, and purpose with followers (Walumbwa et al., 2008) and to provide lasting value to organizations and shareholders (Avolio et al., 2004; George, 2003). Authentic leadership has recently been found to positively correlate to job satisfaction in followers (Giallonardo et al., 2010; Walumbwa et al., 2008), satisfaction with supervisor (Peus et al., 2012) and job satisfaction was found to be associated with turnover (Ferguson, 2005; Griffeth et al., 2000; Porter & Steers, 1973; Tett & Meyer, 1993). This study formulated in this dissertation explored the relationship between authentic leadership behaviors and job satisfaction and the intent to quit in followers in age groups of 20-24, 25-34 and 35 and older.

This chapter introduces the theoretical relationships among authentic leadership behavior, job satisfaction, and intent to quit. A survey was administered to voluntary participants from a university alumni population to determine whether authentic leadership could influence follower job satisfaction and impact follower intention to quit in younger workers. The population consisted of individuals over the age of twenty with work experiences from a range of groups. Followers perceived leadership was measured by the Authentic Leadership Questionnaire Rater (ALQ) validated by Walumbwa et al. (2008). Job satisfaction was measured by the Bowling Green Abridged Job Description Index (*aJDI*) and the Abridged Job In General (*aJIG*) scales (Brodke et al., 2009), and the Intention to Quit survey was measured by the ITQ survey (Crossley, Grauer, Lin, & Stanton, 2002).

Nature of Study

General Statement of the Problem

Attracting, developing and retaining talent is a critical leadership responsibility and is especially important in the rapidly changing organizational environment for sustained performance and growth (O'Toole, 2009; Ready & Conger, 2007; Spreitzer & Porath, 2012).

Turnover can result in a heavy burden on organizations from both a cost and human resource perspective (Twinn et al., 2011; Waldman et al., 2004). According to the United States Bureau of Labor Statistics (2012), the median tenure in younger age groups between the ages of 20-24 years old is 1.3 years and in the age group of 25-34 is 3.2 years. Of the remaining workforce, 20% of workers that are at age 55 or older have the highest average tenure of 10.1 to 10.7 years. Given the number of new younger inexperienced workers entering the workforce (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007) that have a higher propensity for turnover, and the aging workers that are expected to retire (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007), turnover could pose a threat to organizations (Spreitzer & Porath, 2012). When combining these issues with the rapid changes in the turbulent economic conditions and the competitive global marketplace, leaders and organizations risk facing significant human capital challenges (Day et al., 2009; O'Toole, 2009).

Younger workers have expressed strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008), and psychological contract expectations can influence employee outcomes such as satisfaction, commitment, performance and intentions to stay (Erkutlu & Chafra, 2013; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007). In view of the younger worker expectations and challenges that organizations may be facing, developing and retaining this talent may become an even larger priority in order to influence positive organizational outcomes.

Turnover results in high costs to organizations with the capital and resources required to attract, hire, train, develop, and retain younger talent for the best organizational outcomes; and

with the potential impact and cost to lost sales, productivity and performance (Lancaster & Stillman, 2002; Ongori, 2007; Pitt-Catsouphes, 2007; Twiname et al., 2011; Waldman et al., 2004). Those leaders who can influence development, job satisfaction and retention in younger workers (Avolio & Gardner, 2005; Baker, 2004; Cavanaugh & Coffin, 1992; De Hauw & De Vos, 2010; Ng et al., 2010; Pitt-Catsouphes, 2007; Ready & Conger, 2007; Westerman & Yamamura, 2007) may be in a better position to create sustainable performance and growth (Avolio & Gardner, 2005; O'Toole, 2009; Ready & Conger, 2007; Spreitzer & Porath, 2012). The purpose of this study is to explore and determine if authentic leadership behaviors relate to and predict follower job satisfaction and the intention to quit. This study has the potential to contribute to advancing research and to provide organizations with valuable information to suggest training and development for authentic leaders that could lead to worker retention and increased positive work-related outcomes such as veritable performance and growth (Avolio & Gardner, 2005; Avolio et al., 2004).

Brief Summary of Theoretical Framework

Organizations spend a significant amount of energy, time and monetary resources on attracting and retaining employees through hiring processes, training and development and attention spent on talent management, which can be costly to the bottom line. Estimates of the average turnover costs range from 150% (Hansen, 1997; Phillips, 2000) up to 214% of a new hire's annual salary (Twiname et al., 2011). The health care industry estimates high costs with expenditures of 5% or more of their operating budget annually and training costs alone can conservatively range between \$1,125 and \$23,525 in the first year for newly hired workers (Waldman et al., 2004). Turnover, intention to quit and lack of talent in key positions can also

put significant pressure on productivity and inhibit growth (Lancaster & Stillman, 2002; Pitt-Catsouphes, 2007; Ready & Conger, 2007; Spreitzer & Porath, 2012).

Turnover intention is a precursor to actual turnover that occurs as result of employees' work-related attitudes that can either increase or decrease the intentions to quit (Griffeth et al., 2000; Tett & Meyer, 1993). In turn, the intentions to quit can result in one's actual conscious decision to voluntarily leave a company (Glissmeyer, Bishop, & Fass, 2008). Job satisfaction is a work-related attitude that can predict turnover (Griffeth et al., 2000), therefore if influenced in a positive direction, job satisfaction can curtail intentions to quit (Tett & Meyer, 1993) and turnover (Cavanagh & Coffin, 1992; Yucel, 2012). While some leaders believe they can pay for talent, most agree that retaining talent is a high priority and given the changes in the current workforce environment with inexperience and the low average tenure in younger workers, this may become a significant challenge (Ready & Conger, 2007; Spreitzer & Porath, 2012). Organizations that understand the connection between leadership behaviors and workers' intention to quit and job satisfaction may be in a better position to retain talent that in turn can assist in continued growth and sustainability (O'Toole, 2009; Spreitzer & Porath, 2012). Authentic leadership behaviors are postulated to relate to follower worker-related attitudes such as job satisfaction and the intention to quit and work-related outcomes such as veritable performance and growth (Avolio & Gardner, 2005; Avolio et al., 2004).

Authentic leadership theory. Leadership is substantiated through human relationships between leaders, followers and the shared goals they want to achieve (Bennis, 2007).

Organizational survival is dependent upon leaders creating and shaping events and organizations and influencing achievement in followers because without effective followers, there is no need for leaders (Kelley, 1992). With millions of inexperienced younger workers in the workforce

(United States Census Bureau, 2012), the aging experienced workers retiring, and the low average tenure of younger employees, organizations may need effective leadership to provide the positive guidance and development in followers to influence confidence, achievement and job satisfaction to retain talent.

Effectiveness of follower development may depend on leadership's ability to foster inclusivity and inspire an environment that enables ongoing learning and growth for individuals, teams, and leadership (Gardner et al., 2005; Stevens, Plaut, & Sanchez-Burke, 2008). These actions are linked to authentic leadership, posited to inspire an environment that provides an inclusive, ethical and strengths based climate based on positive psychology (Avolio & Gardner, 2005). Authentic leadership is a relatively new leadership theory and is an extension of authenticity and based on the roots on positive psychology (Avolio et al., 2004; Gardner et al., 2005; George, 2003; Ilies et al., 2005; Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010). Authentic leadership characteristics were originally defined to "act in accordance with deep personal values and convictions to build credibility and win the respect and trust in followers" (Avolio et al., 2004, p. 806). Because of the turbulent economic climate; the competitive global marketplace; the rapidly changing technology; and the seriousness of ethical failures that has hurt many stakeholders in organizations; some leaders called for leadership with more integrity, transparency, high ethical values and congruency (Belson, 2005; Bratton, 2002; George, 2003). In response to this outcry, authentic leadership was designed with the intention to restore confidence, hope, trust, and resiliency (Avolio & Garner, 2005) and to bridge meaning, self-awareness, and purpose with followers (Walumbwa et al., 2008).

The theory, conceptualization and propositions of authentic leadership indicate that authentic leadership behaviors foster follower development of authenticity and positive

“psychological capital” (Youssef & Luthans, 2007, p. 3) that includes “confidence/efficacy”, “hope”, “optimism” and “resilience”(p. 3) through four authentic leadership constructs of “self-awareness”, “balanced processing”, “relational transparency”, and “internalized moral perspective” (Walumbwa et al., 2008, p. 94). The definition of authentic leadership developed by (Walumbwa et al., 2008) can be described as authentic leadership creating a safe, unbiased, open and transparent, ethical organizational climate based on the roots of positive psychology that fosters follower development through the four constructs. The theory posits that the leadership behaviors influence confidence for development, extra effort and sustainable veritable performance (Avolio, & Gardner, 2005; Gardner et al., 2004; Luthans & Avolio, 2003). Authentic leaders develop authentic followers (Gardner et al., 2005), which inspires follower positive self-development (Walumbwa et al., 2008) through increased self-awareness, self-regulation, and positive role modeling (Avolio, & Gardner, 2005, p. 317). Trust, engagement and authenticity are increased, aiding in the followers’ well-being, which influences achievement and continued genuine sustained performance (Avolio & Gardner, 2005).

Authentic leadership constructs, positive psychology and the ethical congruency of role modeling is posited to predict and identify with a leader’s openness, clarity, sharing of information to make decisions, while building trust (Walumbwa et al., 2010). The constructs and theory of authentic leadership have been postulated to influence work-related attitudes in followers such as job satisfaction and commitment that in turn inspires additional extra effort, job performance, and intentions to stay (Avolio et al., 2004). The initial studies support the propositions and theory, reflecting that authentic leadership behaviors positively correlate to job satisfaction (Darvish & Rezaei, 2011; Giallonardo et al., 2010; Jensen & Luthans, 2006), satisfaction with supervisor ($\beta = .33, p < .01$), supervisory rated organizational citizenship

behavior ($\beta = .29, p < .01$; p. 110), perceived job performance ($\beta = .44, p < .01$) (Walumbwa et al., 2008, pp. 110-111), predicted work engagement ($\beta = .26, p < .01$) and identification with supervisor ($\beta = .40, p < .01$; Walumbwa et al., 2010). Psychological capital, which incorporates previous work based on positive psychology (Seligman, 2002) is also an integral element of authentic leadership, including the higher order of the constructs confidence/efficacy, hope, optimism, and resilience (Youssef & Luthans, 2007) and has been found to relate to job satisfaction in followers ($r = 0.54, p < .05$; Avey, Reichard, Luthans, & Mhatre, 2011).

The connection of authentic leadership positive psychology and psychological capital. Embedded within the definition of authentic leadership is the building of psychological capacities of followers. These capacities are based on four constructs of psychological capital (Luthans, Youssef, & Avolio, 2007) and are part of an authentic leader's character and identity (Luthans & Youssef, 2007). The four constructs of positive psychological capital include efficacy, hope, optimism, and resilience (Luthans, Youssef, et al., 2007, p.3), which draws from previous work on positive psychology (Seligman, 2002). Authentic leaders are posited to build a positive ethical environment that fosters *Positive Organizational Behavior* (POB) (Luthans, 2002) using a strengths-based approach from the roots of positive psychology (Avolio & Gardner, 2005). Luthans, Youssef, et al. (2007) defined psychological capital (PsyCap) as follows;

PsyCap is an individual's positive psychological state of development and is characterized by: (1) having the confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset

by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (p. 3).

The conceptualization of the constructs requires self-awareness and reflectivity for continued growth, which is also essential in the core dimensions of authentic leadership (Avolio & Gardner, 2005).

A meta-analysis was conducted by Avey et al. (2011) to explore the relationship between the higher order of psychological capital and positive desirable work-related attitudes, behaviors and performance. The study found that the higher order of psychological capital positively related to job satisfaction ($r = 0.54, p = < .05$), psychological well-being ($r = 0.57, p = < .05$) and negatively related to turnover intentions ($r = 0.32, p = < .05$; Avey et al., 2011). While research connects authentic leadership to psychological capital (Walumbwa et al., 2011) and research has explored the relationship between psychological capital, job satisfaction and turnover intentions, research has not explored the relationship between authentic leadership, job satisfaction on the intent to quit or in followers in the age groups of 20-24, 25-34 and 35 and older. Age is an important factor and is related to the intention to quit and turnover (Muchinsky & Tuttle, 1979; Porter, Steers, Mowday, & Boulian, 1974). The United States Bureau of Labor Statistics (2012) reflected a low average tenure of young workers between the ages of 20-24 of 1.3 years and 3.2 years for ages of 25-34, which could become a critical factor in the organizational environment with millions of new inexperienced younger workers in the workforce with the propensity to change jobs. Determining if there is a relationship between authentic leadership, follower job satisfaction and the intent to quit based on age of the follower could be valuable to research and organizations.

Purpose Statement

The purpose of this non-experimental correlational cross-sectional study was to explore the impact of authentic leadership behaviors on follower job satisfaction and the intention to quit in younger workers from three age groups; ages 20-24, 25-34, and 35 and older. While studies have been conducted to reflect the relationship between authentic leadership and job satisfaction, research has not been conducted to explore the relationship between authentic leadership, follower job satisfaction and the intention to quit with age of the follower as a moderator. The results of this study in determining if authentic leadership behaviors significantly relate to and predict follow job satisfaction and the intention to quit in younger workers could be a significant contributor to advancing research on this relatively new leadership theory. This study also has the potential to provide beneficial value to the practical world that could lead to suggestions for training and developing authentic leaders, which could lead to increased worker retention, veritable performance and growth.

Background of the Problem

As of 2012, 49 million less experienced younger workers became part of the workforce due to the large population of aging worker retirements (United States Census Bureau, 2012). This is especially important today as age is related to turnover (Muchinsky & Tuttle, 1979; Porter et al., 1974; United States Bureau of Labor Statistics, 2012). Statistics reflect that the low median tenure of workers in the age group of 20-24 is 1.3 years and 3.2 years for the age group of 25-34 (United States Bureau of Labor Statistics, 2012), which could pose a threat to organizations. Along with the inexperience and threat to turnover, this young workforce holds strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008) and unmet

expectations can negatively relate to job satisfaction, commitment, performance and intentions to stay with an organization (Erkutlu & Chafra, 2013; Hess & Jepsen, 2009; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007). Attracting, training, developing and retaining talent is a significant priority of leadership (Ready & Conger, 2007) and since the average tenure is already very low among the younger workers (United States Bureau of Labor Statistics, 2012); organizations that breach these expectations could experience further erosion in turnover. Conversely, leaders that work to positively influence the younger worker expectations could benefit from follower job satisfaction and worker retention.

Turnover can also take significant tolls on resources, which impacts the cost of human capital investments such as the cost to recruit, hire, and train and the effect on pre and post loss of productivity and performance (Phillips, 2000; Twinaime et al., 2011; Waldman et al., 2004). Models determining the estimates of the average turnover costs reflect that costs could be from 150% (Hansen, 1997; Phillips, 2000) up to 214% of a new hire's annual salary (Twinaime et al., 2011). The health care industry estimates high costs with expenditures of 5% or more of their operating budget annually and training costs alone can conservatively range between \$1,125 and \$23,525 in the first year. Training replacement nurses accounts for a cost of up to \$4 million the first year (Waldman et al., 2004). The cost of turnover also has less tangible elements such as decreased morale and customer service, sales, additional time spent by supervision, pre and post productivity loss and performance, and the loss of productivity during the time it takes to fill vacant positions (Phillips, 2000; Ongori, 2007). Leadership and organizations may benefit from working towards fulfilling the younger workers' expectations in order to inspire job satisfaction, to positively impact worker retention while reducing costs.

Leadership can influence work-related outcomes in followers and those that are prepared to influence job satisfaction and the intention to quit may curtail turnover in younger workers and be in a better position to create sustained performance and growth (Avolio & Gardner, 2005; Avolio et al., 2004; O'Toole, 2009; Spreitzer & Porath, 2012). Authentic leadership, while a fairly new leadership theory is propositioned to develop followers and leaders through authenticity, self-regulation, self-awareness, balanced processing, and relational transparency and by building positive organizational behavior and psychological capacities through efficacy, hope, optimism, and resilience. These leadership behaviors are posited to inspire self-developmental growth that fosters authentic followers, trust, identity with the leader, and a sense of belonging that is posited to inspire energy, extra effort, job satisfaction, veritable sustainable performance and growth, while arousing emotions that inspire followers' intentions to stay (Avolio & Gardner, 2005; Avolio et al., 2004).

The authentic leadership theory and propositions are supported and reflect a significant relationship to job satisfaction (Darvish & Rezaei, 2011; Walumbwa et al., 2008), trust (Erkutlu & Chafra, 2013; Peus et al., 2012), identity with the leader (Walumbwa et al., 2011; Walumbwa et al., 2010), and performance (Giallonardo et al., 2010; Leroy et al., 2012; Walumbwa et al., 2011). Since turnover poses a significant threat to organizations with millions of new younger workers in the workforce that have a much higher propensity to change jobs; this research could significantly benefit organizations to further understand if authentic leadership behaviors can influence better individual and organizational outcomes including retention in workers that could reduce costs and increase performance and growth.

Research Question, Hypotheses and Rationale

Is there a relationship among authentic leadership, job satisfaction and the intention to quit with age of the follower as a moderator and can authentic leadership predict job satisfaction and the intention to quit with age as a moderator?

H1. Perceived authentic leadership behaviors will significantly relate to follower job satisfaction and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older;

H2. Perceived authentic leadership behaviors will significantly relate to follower intention to quit and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older;

H3. Perceived authentic leadership behaviors and age of the follower as the moderator in groups of 20-24 and 25-34 years old will predict follower job satisfaction;

H4. Perceived authentic leadership behaviors and age of the follower based on groups of 20-24 and 25-34 years old will predict follower intention to quit;

Authentic leadership can influence follower job satisfaction (Darvish & Rezaei, 2011; Walumbwa et al., 2008) and is postulated to impact follower intention to quit (Avolio & Gardner, 2005; Avolio et al., 2004). This study explored the relationships between authentic leadership and job satisfaction and the intent to quit with age of the follower as a moderator.

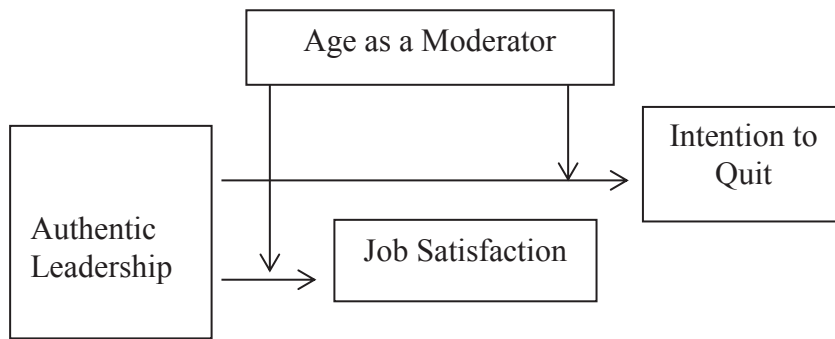


Figure 1.0. Theoretical Relationships Between Authentic Leadership, Job Satisfaction and the Intention to Quit with Age as a Moderator.

Research Method and Design

This study was a non-experimental quantitative correlation design to determine if there was a significant relationship between two independent variables of authentic leadership and age of the follower (as a moderator) and two dependent variables of job satisfaction and the intention to quit. This study was also designed to determine if the independent variables can predict job satisfaction and the intent to quit in younger workers in the age groups of 20-24, 25-34. The participants were at least 20 years old and older, has at least six-months of work experience and six months experience with the same employer and not self-employed. Followers perceived authentic leadership behaviors was assessed by the ALQ questionnaire designed by Avolio, Gardner, and Walumbwa (2007) and validated by Walumbwa et al. (2008). Job satisfaction was measured by the Bowling Green Abridged Job Description Index (*aJDI*) and the Abridged Job In General (*aJIG*) scales (Brodke et al., 2009). The Intention to Quit survey (ITQ) was measured to determine the followers' intent to leave the organization (Crossley et al., 2002).

Significance of Study

This study has the potential to make a significant contribution to research and organizations through gaining an understanding of the relatively new leadership theory of authentic leadership, follower job satisfaction, and most importantly, the relationship to the intention to quit based on the age of the follower. Turnover is highest among the age group of 20-24, then 25-34 compared to older workers between the ages of 35 and over, and there are millions of new younger workers in the workforce. Understanding authentic leadership behaviors that may positively influence follower job satisfaction and the intent to quit in younger workers could lead to suggested training and development programs to develop authentic leaders that in turn may assist organizations in retaining more workers and in sustaining performance and growth (Avolio & Gardner, 2005; Spreitzer & Porath, 2012; Walumbwa et al., 2008).

Definition of Terms

Positive Organizational Behavior is defined as “the study and application of positively-oriented human resources, strengths, and psychological capacities that can be measured, developed and effectively managed for performance and improvement in today’s workplace” (Luthans, 2002, p. 59) .

Psychological Capital (PsyCap) is based on four resources from positive psychology and an individual’s positive psychological state and development of efficacy, hope, optimism, and resilience (Luthans & Youssef, 2004; Luthans, Youssef, et al., 2007). Self-awareness is essential in the development of authentic leadership and the constructs of psychological capital capacities (Luthans, Avolio, Avey, & Norman, 2007).

Confidence/Self-Efficacy is one’s confidence, beliefs and effort to succeed in performing tasks, whereby building human capital and expanding capacity and ability to handle more

challenging tasks over time (Bandura, 1982, 2006) and past experiences may be based on both successes and failures that develop further expectations (Luthans, Zhu, & Avolio, 2006).

Hope is an emotional state with one's sense of ability to succeed through goal setting, while employing willpower and determination to attain goals (Snyder, 2000).

Optimism is a cognitive process that enables positive expectations for a future outcome while interpreting negative events as stable and temporary for the global positive good (Seligman, 1998).

Resilience is the ability to persevere in the face of obstacles challenges or failure (Luthans, 2002).

General Efficacy is an accumulation of self-efficacy successes that creates motivation and expectations to handle more challenges tasks or situations (Luthans et al., 2006; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982).

Intention to Quit is a proxy for actual turnover (Lee & Mowday, 1987) and is measured on a 7-point scale with 7 as strongly agree and 1 as *strongly disagree* to items such as "I do not plan on leaving this organization soon" and "I will quit this organization as soon as possible". A higher score indicates the intent to quit (Crossley et al., 2002).

Retention is when an employer has the ability to influence employees to remain with the organization (Westerman & Yamamura, 2006).

Voluntary Turnover is when an employee personally chooses to leave a company (Porter et al., 1974).

Job Satisfaction is "the feelings workers have about their jobs" (Brodke et al., 2009, p. 3) or "a pleasurable or positive emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1969, p. 316).

Psychological Contract is one's own belief of a relationship between an employee and employer and what one expects to receive in a give and receive exchange relationship (Kotter, 1993). It can also be one's preemployment beliefs about future employment of promises one makes to the employer in exchange for one expects in return (De Vos et al., 2009).

Veritable Sustained Profitability can be viewed as genuine and ethical values used to gain sustained performance and growth (Watson, 2003), which in can include financial, human, social, and psychological capital returns (Avolio & Gardner, 2005).

Assumptions and Limitations

This study assumed that the respondents met the age requirement of at least 20 years old, and that they would answer the survey questions voluntarily and truthfully. The participants in this study were comprised of undergraduate, the adult degree program and MBA graduates from a large university alumni database and was assumed that there would be representation of a wide range of ages, which was essential for this study. The statistical assumptions included independent variables that were nominal, dependent variables that were scale and the data was normally distributed with a medium size effect, which allowed me to project my required sample size. The alpha for this study was at .05 and the power at .8 was the minimum sample of 131. While the survey instruments were self-reported, they have all been found to be valid and reliable. Some of the survey questions employed reverse scored scales to assist in preventing participants from selecting the same number across all answers; enabling the researcher to easily detect if this has been done, and to demonstrate the beliefs of the participants (Brodke et al., 2009). Surveys that appear to be answered inaccurately, such as using the same answer throughout, were eliminated.

Outline of Remaining Chapters

Chapter 2 contains a review of the literature pertaining to: (a) the broad influence of leadership influence and the importance of follower psychological contracts; (b) follower influence through transformational and ethical leadership and leadership using positive psychology and psychological capital and their relationship to job satisfaction and the intent to quit (b) authentic leadership behaviors, the constructs and theory and the relationship to psychological capital; (c) the relationship and influence between authentic leadership, psychological capital, job satisfaction and the intent to quit (d) job satisfaction and the relationship to the intention to quit; and lastly, (e) the intention to quit. Chapter 3 describes the rationale for the research question and hypotheses, the research design, participants, instruments and procedures, methodology, and ethical considerations for this research and study.

Chapter 2: Literature Review

Chapter Overview

This study was designed to research authentic leadership and the influence that authentic leadership behaviors have on younger workers' job satisfaction and the intention to quit. Organizations are experiencing dramatic social and demographic context changes due to a large population of retiring experienced aging workers and an influx of younger inexperienced workers entering the workforce (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007). As of 2012, the workforce demographic in the United States was comprised of 31% or 49 million younger workers between the ages of 16 and 34, and of those, 37% were 24 years old and younger, leaving organizations with inexperienced workers (United States Census Bureau, 2012). Younger workers have a much higher propensity to change jobs reflecting a staggering low average tenure of 1.3 years for workers in the age group of 20-24, and 3.2 years for workers from 25-34, compared to older workers' tenure of up to 10.1 years (United States Bureau of Labor Statistics, 2012). Turnover in younger workers could pose a threat to organizations and exploring the potential positive influence with authentic leadership could be valuable to organizations. This research demonstrated (1) leadership-follower influence and the importance of younger worker psychological contract expectations; (2) leadership influence through positive psychology, transformational, ethical, and authentic leadership that can positively influence followers work-related outcomes; (3) job satisfaction; and (4) the connection to follower intention to quit.

Review of Theoretical Background

Leadership has been widely studied for the past 100 years (Riggio, 2009), and although scholars may not agree upon one definition, most definitions involve a process that includes

intentionally influencing others to achieve individual and shared goals (Yukl, 2010). Leadership is substantiated through human relationships between leaders, followers and the shared goals they want to achieve (Bennis, 2007). The work of leadership is to influence and develop followers and others to successfully achieve the intended outcomes through relationships, social interaction and a positive, clear and fair social process encompassing strong ethical core values (Avolio & Gardner, 2005; Avolio et al., 2004; Bass, 1990; Macdonald, Burke & Stewart, 2006). Leadership has the potential to motivate efforts and achievement in followers and others and to facilitate a favorable work environment to foster satisfaction and commitment for positive follower and group outcomes (Avolio & Gardner, 2005; Avolio et al., 2004; Bass, 1990; Luthans & Avolio, 2003; Macdonald et al., 2006; Yukl, 2010).

The effectiveness of leadership can be judged through the actions and direct outcomes of followers such as achieving goals, performance and profit, and other outcome indicators such as satisfaction, commitment, absenteeism, and voluntary turnover (Avolio & Gardner, 2005; Bass, 1990; Yukl, 2010). This is important since younger workers hold strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008), and psychological contract expectations are noted to be antecedents of employee outcomes such as satisfaction, commitment, performance and intentions to stay (Erkutlu & Chafra, 2013; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007). Psychological contracts can be defined as one's own belief of a relationship between an employee and employer and what one expects to receive in a give and receive exchange relationship (Kotter, 1993). In pre-employment situations, which is applicable with new younger workers as they were recruited holding pre-employment psychological contracts, can be defined as one's preemployment beliefs about future

employment of promises one makes to the employer in exchange for one expects in return (De Vos, et al., 2009).

Psychological contracts could be an important factor in organizations since younger workers may increase their intentions to stay with a company if leaders can work towards fulfilling these expectations (Erkutlu, & Chafra, 2013; Flood et al., 2001; Porter & Steers, 1973; Zhao et al., 2007). To support psychological contract expectations and the potential effect on workers intentions to quit or stay with an organization, a study was conducted in eleven organizations in the high technology and financial services industries with knowledgeable educated workers in age groups of 25 and younger (25%), 25-35 (64%) and over 35 (11%). One of the purposes of the study was to determine if met expectations by the employer would impact workers' commitment and intention to remain with the organization, which found that the consequences of met expectations were statistically significant with workers' commitment ($p = < .001$) and intention to stay ($p = < .001$; Flood, Turner, Ramamoorthy, & Pearson, 2001).

A study was conducted to determine expectations for employment decisions and career expectations with undergraduate students with an average age of 22 years old and a cutoff age of 27. The study found that out of 16 categories, career advancement and training and development were two of the top three priorities, indicating a strong desire for professional growth to achieve high impact positions (Ng et al., 2010). Another study was conducted with participants in age groups of 23 and younger, 24-40 and 40 and over to determine motivational drivers of managers and professional workers. The study found that the younger age group was more highly motivated towards achievement than the older groups and the two younger groups were highly motivated by career progression compared to the older workers (Wong et al., 2008).

Psychological contract expectations was also studied in graduating college students in the United States, the United Kingdom and Australia with participants up to the age of 30 that found psychological expectations were statistically significant for career aspirations ($p = < .01$), career development at ($p = < .01$), and training ($p = < .0$; De Hauw & De Vos, 2010). Psychological contract expectations may be essential in retaining younger workers that have expectations for achievement, development and career progression.

Leadership behavior can positively influence follower expectations, motivational drivers and organizational effectiveness (Baker, 2004; Bass & Avolio, 1990; Burns, 1978; Goleman, 1997; Yukl, 2010; Yukl & Tracy, 1992). Several leadership theories have been found to influence positive outcomes in followers such as transformational leadership (Muchiri, Cooksey, & Walumbwa, 2012; Walumbwa et al., 2005), authentic leadership (Peus et al., 2011; Walumbwa et al., 2008), leaders who lead with positive psychology (Avey, Luthans, & Youssef, 2010; Luthans & Avolio, 2003; Walumbwa et al., 2011; Youssef & Luthans, 2007), and ethical leadership (Brown & Trevino, 2006; Brown, Trevino, & Harrison, 2005; Pettijohn, Pettijohn, & Taylor, 2008).

Authentic leadership draws from and compliments transformational and ethical leadership and positive psychology (Avolio et al., 2004; Avolio & Gardner, 2005; Gardner et al., 2005; George, 2003; Harter, 2002; Ilies et al., 2005). A study was conducted by Walumbwa et al. (2008) in China, Kenya and the United States to study work-related attitudes relating to authentic leadership behaviors that go beyond what previous ethical and transformational leadership offers. The study confirmed that the higher order of authentic leadership positively and significantly related to ethical leadership ($p = < .01$) and the four dimensions of

transformational leadership ($p < .01$) and that authentic leadership is significantly distinguishable from leadership behavior measures of ethical and transformational leadership (p. 110).

The study revealed that authentic leadership constructs account for additional distinct variance over that of ethical and transformational leadership for OCB, organizational commitment, and satisfaction with supervisor. While controlling for ethical leadership, authentic leadership predicted OCB ($\beta = .30, p < .05$; p. 110), organizational commitment ($\beta = .28, p < .01$) and satisfaction with supervisor ($\beta = .26, p < .01$; p. 111). While controlling for transformational leadership, authentic leadership predicted OCB ($\beta = .29, p < .01$), organizational commitment ($\beta = .34, p < .01$) and satisfaction with supervisor ($\beta = .33, p < .01$). The importance and influence of positive psychology, transformational and ethical leadership these theories will be discussed in the upcoming sections.

Positive Psychology

Leaders that can influence follower development through positive psychology (Seligman, 2002) and psychological capital (Luthans & Avolio, 2003; Youssef & Luthans, 2007) can influence follower expectations and positive follower work related outcomes (Avey et al., 2010; Luthans & Avolio, 2003; Walumbwa et al., 2011; Youssef & Luthans, 2007). Positive psychology and psychological capital, (PsyCap) which includes efficacy, hope, optimism, and resilience (Youssef & Luthans, 2007) can influence higher levels of self-efficacy (Luthans, Avolio, Avey, et al., 2007), job satisfaction ($r = .54, p < .05$; Avey et al., 2011) and negatively relate to the intent to quit ($r = -.42, p < .01$; Avey et al., 2010). A study was conducted in 2010 that included a wide range of companies and jobs ranging from non-managerial participants up to CEOs to determine if the higher order of PsyCap negatively related to intentions to quit and cynicism and positive outcomes such as individual OCB, organizational OCB; over and above

demographics, positive personality traits, and position fit (Avey et al., 2010). Results found a negative relationship to cynicism ($r = -.44, p < .01$), intentions to quit ($r = -.42, p < .01$) and positively related to individual OCB ($r = .40, p < .01$) and organizational OCB ($r = .58, p < .01$). Once control variables were considered, results reflected significance over and beyond PsyCap for cynicism ($p = < .05$), intentions to quit ($p = < .05$), organizational OCB ($p = < .05$), and counterproductive work behaviors ($p = < .05$). Other control variables beyond demographics such as individual OCB, extroversion, conscientiousness and position fit were not significant ($p = .446$).

Psychological Capital significantly relates to positive organizational outcomes such as job satisfaction (Avey et al., 2011), performance (Luthans, Avolio, Avey, et al., 2007) and negatively relates to turnover intentions (Avey et al., 2011). Authentic leadership specifically, was conceptualized based authenticity and the roots of positive psychology and psychological capital that works towards building followers psychological capital (Avolio & Gardner, 2005; Avolio et al., 2004; Luthans & Avolio, 2003).

Based on organizations employing millions of new younger inexperienced workers in the workforce (United States Census Bureau, 2012), building psychological capital which includes self-efficacy could be essential. Self-efficacy is a motivational tool that can be positively influenced by leadership, whereas leaders facilitate and influence the development of self-efficacy that increases followers' confidence in their beliefs in capabilities, which inspires actions to organize and to achieve tasks and performance (Bandura, 1982, 2006). Self-efficacy is an essential element to positive development and is related to work-related outcomes such as extra effort (Bandura 1982, 2006), job satisfaction (Riggs, Warka, Babasa, Betancourt & Hooker, 1994), career development (Ballout, 2008; Hackett & Bretz, 1981; Stajkovic & Luthans, 1998)

and negatively relates to the intention to quit (Luthans et al., 2006). Since the younger workers have high expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008); and unmet expectations can result in job dissatisfaction and intention to quit (Erkutlu & Chafra, 2013; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007); then building psychological capital, including self-efficacy may be essential today as turnover is highest in younger workers (United States Bureau of Labor Statistics, 2012). Although positive psychology can influence positive follower work-related outcomes, other leadership types such as transformational leadership also relate to follower development and can influence follower's turnover intentions (Dimaculangan & Aguilin, 2012).

Transformational Leadership

Transformational leadership has received a significant amount of attention in research and literature (Judge & Piccolo, 2004; Riggio, 2009) and has been found to positively influence follower development and self-efficacy (Muchiri et al., 2012; Walumbwa et al., 2005), follower job satisfaction (Bushra, Usman, & Naveed, 2011; Judge & Piccolo, 2004), satisfaction with leader (Judge & Piccolo, 2004) and negatively relate to turnover intentions (Dimaculangan & Aguilin, 2012).

A study was conducted in the United States, China and India to determine if transformational leadership behaviors moderated by self-efficacy or collective efficacy would positively relate to work-related attitudes of job satisfaction and organizational commitment. The study reflected that transformational leadership was positively related to all variables except collective efficacy in all three country samples. In the United States, the results reflected self-efficacy of ($r = .40, p = < .01$), job satisfaction ($r = .27, p = < .01$) and organizational

commitment ($r = .41, p < .01$) while collective efficacy was not significant (Walumbwa et al., 2005). The combined results for China and India reflected self-efficacy of ($r = .26, p < .01$), job satisfaction ($r = .49, p < .01$) and organizational commitment ($r = .43, p < .01$). The study also reflected that in all three countries combined self-efficacy moderated the relationship between transformational leadership, self-efficacy and job satisfaction ($\beta = .257, p < .05$) and organizational commitment ($\beta = .382, p < .03$) and collective efficacy moderated the relationship between transformational leadership and organizational commitment ($\beta = .242, p < .05$) and marginally to job satisfaction ($\beta = .226, p < .09$) (Walumbwa et al., 2005).

A study was conducted in 2011 to determine if there was a positive relationship between transformational leadership, job satisfaction and organizational commitment in the banking industry using a simple random sample to select participants. Results reflected that transformational leadership significantly and positively related to overall job satisfaction ($r = .61, p < .00$) and that 37% of the change in overall job satisfaction was based on transformational leadership. Transformational leadership also significantly and positively related to organizational commitment ($r = .40, p < .00$) with 16% of the difference based on transformational leadership reflecting that transformational leadership had a greater effect on job satisfaction than organizational commitment (Bushra et al., 2011).

In relating transformational leadership to followers' turnover intentions, a study was conducted in the pharmaceutical, real estate and food and beverage industries with three different types of salespeople: missionary, hunter-oriented, and a farmer-related salesperson for generality that were randomly selected. The study measured the salesperson's perception of transformational leadership, the ethical organizational climate, the person-organizational fit, organizational commitment and turnover intentions. The results indicated that transformational

leadership was positively related to the perception of ethical climate ($\beta = 0.688, p = 0$), organizational fit ($\beta = .237, p = 0$), organizational commitment ($\beta = .106, p = 0$), and negatively related to the turnover intentions ($\beta = -.205, p = 0$; Dimaculangan & Aguilin, 2012).

Transformational leadership behaviors can influence follower positive work-related outcomes through idealized influence, intellectual stimulation and individualized consideration; (Burns, 1978) and inspirational motivation (Bass and Avolio, 1990). This leadership style takes relational interaction to higher levels than transactional leadership that is based more on what a leader is willing to do or give a follower in exchange for performing a transaction or task (Burns, 1978; Judge & Piccolo, 2004). The transformational leadership behaviors provide attention and mentoring and can inspire followers' extra effort to go beyond what is expected to achieve individual and leader shared goals and to bring out the best in followers (Burns, 1978; Bass 1990). Through mentoring and influence, leaders develop trust and followers can identify with the leader (Bass, 1985, 1990). Transformational leadership also leads with moral character and is related to ethical leadership, which has also been found to foster development and positive follower work-related attitudes and outcomes (Brown & Trevino, 2006; Brown et al., 2006; Pettijohn et al., 2008).

Ethical Leadership

Ethical leadership through business ethics behaviors and employer ethics is related to positive follower work-related attitudes such as job satisfaction and turnover intentions (Dimaculangan & Aguilin, 2012; Pettijohn et al., 2008). A study was conducted by Pettijohn et al. (2008) with fourteen retail shopping goods organizations and 114 salespeople. The survey was administered and collected by the researchers for anonymity to determine if salespersons' perceptions of business ethics, their employer's ethics, and consumer attitudes would relate to

job satisfaction and turnover intentions. Results of the study reflect that attitudes of customers are significantly related to salespersons' perception of business and employers' ethics ($p < .0001$). Employers are perceived as ethical when salespeople believe that customers are treated fairly by providing value added and quality products with the absence of deception.

Results revealed that the higher the perceived general business ethics, the higher the job satisfaction ($p < .0004$) and the higher the employer ethics the higher the job satisfaction ($p < .0001$) and that employer ethics explains 35% of the variance for job satisfaction. The study also revealed a significant relationship to turnover intentions regarding general business ethics ($p < .01$) and employer ethics ($p < .0001$) and that the employer ethics explains 30% of the variance with turnover intentions. The study indicates that favorable perceptions of business and employer ethics can reduce salesperson's intentions to leave the position (Pettijohn et al., 2007).

Ethical leadership can be defined as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making" (Brown et al., 2005, p. 120). This definition views ethical leader characteristics as honesty, fairness, integrity, trustworthy and openness, indicating that they strive to do what is right, they care about people, they seek feedback and input, which could be described as a moral person. They are self-disciplined and congruent personally and professionally with their ethical standards unwavering when faced with difficult decisions and political influence (Brown et al., 2005).

The theory of ethical leadership can also be found in the authentic leadership behaviors. A study was conducted reflecting a significant correlation between authentic leadership behaviors and ethical leadership of ($r = .56, p < .01$; Walumbwa et al., 2008) and with individual elements supported such as trust ($\beta = 0.43, p < 0.001$; Wong, Laschinger, &

Cummings, 2010) and group trust ($\beta = .27, p < .01$), which significantly relate to OCB ($\beta = .40, p < .01$) and performance ($\beta = .19, p < .01$; Walumbwa et al., 2011). Authentic leadership also relates to the ethical element of integrity ($p < 0.05$) and perceptions of leader integrity are significantly related to affective organizational commitment ($p < 0.05$; Leroy et al., 2012).

Authentic Leadership

Authentic leadership is a fairly new construct in leadership that is multidimensional and is comprised of a combination of leadership, ethics, and positive organizational behavior that draws from previous work on positive psychology (Seligman, 2002) and compliments ethical and transformational leadership (Avolio et al., 2004; Avolio & Gardner, 2005; Gardner et al., 2005; George, 2003; Harter, 2002; Ilies et al., 2005). The authentic leadership concept was conceptualized after the failures from unethical corporate scandals such as Enron in 2002 (Bratton, 2002), and WorldCom in 2002 (Belson, 2005), which had a tremendous negative impact on the financial status of stakeholders and other organizations through the cost of government intervention with increased regulation (Belson, 2005). Bill George (2003), former CEO of Medtronic became a spokesperson for ethical practices and wrote the book *Authentic leadership: Rediscovering the secrets to create lasting value*. He as well as people like Senator John McCain called for positive forms of leadership that would unequivocally demonstrate congruency between espoused and enacted values and behavior and authentic leadership employing more integrity, transparency, high ethical values, and to provide long-term value for shareholders (Avolio et al., 2004).

The construct of authentic leadership, based on the roots of positive psychology was conceptualized by Luthans and Avolio (2003) and designed to restore confidence, hope, trust, optimism, and resiliency and to bridge meaning, self-awareness, and purpose to followers

(Walumbwa et al., 2008). The seminal work was published in 2004 (Avolio et al., 2004) with authentic leadership subsequently defined as:

a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (Walumbwa et al., 2008, p. 94).

Embedded in the definition are the four constructs that form the higher order of authentic leadership that describe characteristics of a self-regulated leader, drawing extensively from the work of Kernis (2003), Ilies et al. (2005) and several other authors cited, which can be described as:

Self-awareness. Self-awareness reflects leaders and developed followers as being able to gain a deeper understanding of how they view themselves, while understanding the impact their actions may have on others and using reflective reasoning. This enables learning and they are less likely to be defensive when interacting with others (Kernis, 2003; Walumbwa, et al., 2008). They understand their strengths, weaknesses, purpose, core values, beliefs and desires (Kernis, 2003), and through these patterns, awareness and emergence of identity, emotions, motives and goals are heightened over time, which enables continued personal growth (Avolio & Gardner, 2005, p. 324).

Internalized moral perspective. Internalized moral perspective reflects leaders as being self-regulated, self-monitored, and determined to be congruent with moral integrity between values and actions, regardless of the anticipated outcome (Deci & Ryan, 2000; Gardner et al., 2005). This includes owning up to mistakes and doing what is right (Michie & Gooty, 2005),

while being self-disciplined and not allowing political, organizational or societal pressure to sway authenticity (Walumbwa et al., 2008 p. 95).

Balanced processing. Balanced processing reflects leaders' authenticity through objectively analyzing decision making through open collaboration and seeking others' objective input, while allowing constructive feedback to challenge their own perspectives (Avolio & Gardner, 2005; Walumbwa et al., 2008; Walumbwa et al., 2010). They create and enact fair unbiased processes through a balanced equitable social process (Avolio & Gardner, 2005; Kernis, 2003).

Relational transparency. Relational transparency reflects leaders as openly communicating information while revealing true personal thoughts and emotions with open disclosure (Avolio & Gardner, 2005; Ilies et al., 2005). Faking or disguising information is not an option and trust evolves with followers. They minimize the display of inappropriate emotions (Kernis, 2003; Walumbwa et al., 2008), and they show genuine positive interest in others that builds trust and identification with the leader (Mazutis & Slawinski, 2008).

The four constructs of authentic leadership are based on the concept of authenticity (Deci & Ryan, 2000; Kernis, 2003; Luthans & Avolio, 2003; Avolio et al., May, 2004) that originates with ancient Greek philosophers and associate authenticity with terms such as "know thyself" and "to thine own self be true" (Harter, 2002). As these terms suggest, authenticity is knowing one's self and remaining true to one's self and convictions without being swayed for political or societal reasons (Walumbwa et al., 2008). Authentic people are true to themselves in order to be authentic and true to others (Avolio et al., 2004; Erickson, 1995; Harter, 2002). Authenticity is based on a range, whereby the more one is true to their core values, identity, preferences and emotions, the more authenticity is fostered (Erickson, 1995; Avolio et al., 2004) and

transparency of their values and beliefs becomes apparent when interacting with others (Avolio et al., 2004). An authentic leader is less prone to denials, misrepresentations, and exaggerations (Walumbwa et al., 2011). Conversely, inauthenticity can be viewed as acting through manipulation or conforming to others' expectations, rather than an authentic person who bases their actions and congruency on personal values (Shamir & Eilam, 2005) and by assessing their own moral positive beliefs (May, Chan, Hodges, & Avolio, 2003).

The concept of authenticity is theoretically related to authentic leadership (Ilies et al., 2005) through characteristics such as integrity (Avolio & Gardner, 2005; Leroy et al., 2012; Luthans & Youssef, 2007), trust (Dirks & Ferrin, 2002; Walumbwa et al., 2008, 2010, 2011), and predictability, by acting on deep convictions to build credibility and earn the respect and trust in followers (Avolio et al., 2004; Peus, et al., 2012). Credibility and trust are also developed through providing an inclusive and ethical environment using a strengths-based approach from the roots of positive psychology (Avolio & Gardner, 2005). When leaders are able to assist followers in finding meaningful purpose through understanding and developing their true strengths and psychological capital, which includes efficacy, hope, optimism (positive emotions) and resilience (Youssef & Avolio, 2007, p. 3); they can positively influence work-related outcomes such as engagement ($\beta = .26, p < .01$; Walumbwa, et al., 2010), satisfaction with supervisor ($\beta = .33, p < .01$), performance ($\beta = .44, p < .01$; Walumbwa et al., 2008), and financial performance through sales growth ($\alpha = .30, p < .05$; Clapp-Smith, Vogelgesang, & Avey, 2009). When people can positively develop self-awareness, while understanding their true self and strengths; authenticity can also emerge (Avolio et al., 2005; Erickson, 1995).

Self-awareness is also important to psychological capital, which is an essential component entrenched in the definition and development of authentic leadership (Luthans,

Avolio et al., 2007). Psychological capital is posited to be embedded in the character and identity of an authentic leader (Luthans, Youssef, et al., 2007) that enables the development of an environment for Positive Organizational Behavior (Luthans, 2002). Positive organizational behavior has been defined as a one's positively focused faculties, strengths, and psychological capacities that can be developed, managed and measured in outcomes such as performance (Luthans 2002). Authentic leaders work to develop psychological capital capacities in followers as previously identified as self-efficacy, optimism, hope and resiliency, and conceptualized to develop positive character and positive organizations (Luthans & Avolio, 2003; Luthans, Youssef et al., 2007). When these developments in followers are combined with a positive organizational environment and behavior (Luthans & Avolio, 2003; Luthans, Luthans, & Luthans, 2004), the psychological state like traits (open to development and change) are believed to elevate self-awareness and self-regulatory behaviors, which is essential in self and organizational development and can inspire individuals and teams to flourish (Luthans, 2002; Luthans & Avolio, 2003; Seligman, 2002).

The psychological capital constructs are defined as:

(1) having the confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans, Youssef et al., 2007, p. 3).

Theory pertaining to the authentic leadership and psychological capital has propositioned that positive follower work-related outcomes will emerge such as job satisfaction, veritable

(genuine and ethical values used to gain performance and growth) sustained performance and withdrawal behaviors (Avolio & Garner, 2005). Leaders can coach through positive psychology by employing positive emotion, positive engagement, positive meaning through finding strengths, recognition of accomplishment and good relational interaction (Seligman, 2011). The work-related attitudes can be influenced by the leader enhancing hope, trust, positive emotions, and optimism (Luthans & Avolio, 2003), which inspires the elements in psychological capital of efficacy, hope, optimism, and resiliency (Luthans & Youssef, 2007) and is a foundation for development for authentic followers and authentic leadership (Day, 2000; Luthans & Avolio, 2003). Authentic leadership behaviors including hope, trust, positive emotions, and optimism are posited to lead to the development of follower self-efficacy, hope, optimism, and resiliency have been described by Avolio, et al. (2004) and are outlined in the following paragraphs.

Hope. Hope is defined as an emotional state with one's sense of ability to succeed through goal setting, while employing willpower and determination to attain goals (Snyder, 2000). The belief to reach desired goals takes place through goal-directed energy and actions to generate paths to achieve desired goals (Snyder, Rand, & Sigmon, 2002). Hope has been supported in theory and research as a psychological capacity that is developable through repeated processes (Luthans & Jensen, 2002) and can be inspired by authentic leadership, through identification with the leader which plays an essential role in developing followers' hope (Avolio et al., 2004). Because authentic leaders are posited to be hopeful, committed, and trustworthy, they are able to enhance hope and willpower that can influence followers' moving forward in developmental paths that can also enhance a follower's self-efficacy (Avolio, Luthans, & Walumbwa, 2004). Authentic behaviors such as sharing through transparency, communication of important information to make better decisions, and supportive open inquiry can heighten a

followers' hope (Avolio, Gardner et al., 2004). Recognition has been given to the implicit relationship between effective transforming leadership and the ability to generate hope in followers through training, alignment of strengths, goal setting, taking ownership of goals, and providing rewards and recognition for achieving goals (Bass, 1998; Luthans, Youssef, & Avolio, 2007).

Trust. Trust can be defined as a psychological state from one's willingness to predict and accept vulnerability based on positive behavior, and intentions of a second party (Rousseau, Sitkin, Burt, & Camerer, 1998). Attributes of trust involve one's belief in another's capability, goodwill, and integrity (Mayer, Davis, & Schoorman, 1995) and characteristics of honesty, integrity, dependability, fairness, and ability, which can affect work-related behaviors (Dirks & Ferrin, 2002). Trust is posited to be inherent in authentic leadership reflecting benevolence, integrity, and a realistic social relationship that arises through the four core constructs of authentic leadership of: (1) self-awareness through understanding how their behavior affects others and sharing strengths and weaknesses; (2) balanced processing through reciprocal feedback and input to make decisions and instituting fair processes; (3) relational transparency through sharing critical information, sharing personal perspectives and encouraging open dialogue and engagement; and (4) internalized moral perspective through honesty and espoused values that are demonstrated through consistent congruent behaviors (Avolio, Gardner et al., 2004; Walumbwa et al., 2008).

The trustworthy traits, behaviors and values of authentic leadership can heighten levels of personal and group identification in followers through the pattern of behaviors that are understood and predictable, enabling trust to emerge, which can inspire follower development and risk taking in performing tasks (Walumbwa et al., 2008). Trust, through honesty, integrity,

fairness, and ability is related to positive work-related outcomes such as job satisfaction (Dirks & Ferrin, 2002) and performance (Walumbwa et al., 2011). Lack of trust in leaders relates to intention to quit (Dirks & Ferrin, 2002), which can be a result of follower negative or positive cognitions and emotions (Griffeth et al., 2000; Tett & Meyer, 1993).

Positive Emotions. Emotion has not been defined universally. Emotion is an array of intertwined positive or negative reactions to experiences in one's life (Weiss & Cropanzano, 1996). Although organizations work to influence follower emotional attachment to leaders and organizations (Bass, 1985) and self-regulation of emotion is an essential element to emotional intelligence (Goleman, 1998), a framework has not been developed to understand the impact of leaders and followers' emotional states (McColl-Kennedy & Anderson, 2002). Cognitions of emotions can predict work-related attitudes and behaviors such as coping with hardship and tension (Fredrickson & Joiner, 2002), satisfaction, commitment (Tett & Meyer, 1993), and performance (Fredrickson & Joiner, 2002).

Emotions are important to the positive psychology element in authentic leadership behaviors (Avolio, Gardner et al., 2004). Authentic leaders are posited to raise the level of positive emotions through trust, through providing followers with valuable sharing of information about self, others and the organization; through raising the level of awareness and nurturing followers' strengths verses weaknesses (Seligman, & Csikszentmihalyi, 2000). In turn, authentic leaders are posited to create follower identification with the leader and elevate follower positive attitudes and work-related behaviors through optimism (Avolio, Gardner et al., 2004).

Optimism. Optimism is defined as a cognitive process that enables positive expectations for a future outcome, while interpreting negative events as stable and temporary for global positive good (Seligman, 1998). Optimists generally demonstrate increased levels of motivation,

performance, job satisfaction, and morale, and can bounce back from setbacks, obstacles or difficulties, possessing self-reflection abilities and mental and physical energy (Seligman, 1998). Realistic adaptive optimistic people tend to demonstrate more engagement, commitment, satisfaction and empowerment, and in turn are better performers and are less likely to have negative emotions that lead to withdrawal behaviors (Seligman, 1998).

Authentic leadership is postulated to be linked to optimism and elevating optimism in followers is the task of an authentic leader (Avolio et al., 2004; Gardner & Schermerhorn, 2004; Luthans & Avolio, 2003). Authentic leaders understand their own emotions and can interpret followers' interactions and emotions and through positive perspective interaction and positive emotions can be evoked. The awakening of positive emotions foster optimism, positive vision, and ideas (Ashkanasy & Tse, 2000) while inspiring motivation (Grossman, 2000) and building resiliency through positively working through challenges to achieve goals (Bandura, 1986; Masten & Reed, 2002). While it is recognized that many other factors may play a role in a successful organization, leaders are integral to shaping followers and the organization (Gardner, 1993; Kelley, 1992). Followers are able to identify with the transformational leader because they influence through important psychological processes of identification, hope, positive emotions, optimism and trust, which builds the psychological capital capacities in followers' self-efficacy, hope, optimism, and resiliency (Avolio & Gardner et al., 2004; Luthans & Avolio, 2003). In response, follower positive attitudes and work-related outcomes emerge such as job satisfaction, veritable (genuine and ethical values used to gain performance and growth) sustained performance and withdrawal behaviors (Avolio & Garner, 2005).

The overall conceptualization for authentic leadership theorizes propositions for positive work-related outcomes with supported studies that have found to be positively related to job

satisfaction in studies across countries and industries. In a study conducted through-out Ontario Canada of randomly selected new graduate nurses that had three-years or less work experience found that authentic leadership behaviors were positively and significantly related to job satisfaction ($\beta = .29, p < 0.01$). The mean age of the participants was 27.81 ($SD = 5.94$), indicating that authentic leadership can positively influence younger workers with relatively short-term work experience (Giallonardo et al., 2010). A study of a telecommunications company in Iran found that authentic leadership behaviors positively influenced and significantly related to job satisfaction based on the higher order of authentic leadership ($r = .716, p < .01$) and with each of the individual authentic leadership constructs of self-awareness, ($r = .772, p < .01$), transparency, ($r = .619, p < .01$), moral ethics, ($r = .677, p < .01$), and balanced processing, ($r = .704, p < .01$; (Darvish & Rezaei, 2011).

A study was conducted in 62 new smaller entrepreneurial businesses to determine if employee perceptions of their leader would significantly relate to job satisfaction, organizational commitment and work happiness. The study found that employee perceptions of authentic leadership behaviors were a strong predictor of employee job satisfaction ($r = .41, p < .01$). Employee perceptions also significantly and positively correlated to commitment ($r = .41, p < .01$) and work happiness ($r = .30, p < .01$; Jensen & Luthans, 2006).

A study was conducted in Germany with participants over a broad range of industries such as services, health care, social affairs, manufacturing and from small (46.1%), medium (23.9%) and (17.6%) large organizations (Peus et al., 2011). There were relatively equal men and women with an average age of 34.37 ($SD = 9.38$) representing a wider spread in age compared to the studies of nurses. Authentic leadership positively impacted followers' satisfaction with their supervisor ($\beta = .69, p < .001$). Participants in a second study conducted by

Peus et al. (2011) were from two large governmental-funded research organizations. The participants worked on one of thirteen teams surveyed with team members ranging from a number of two to seventeen with a team member mean of 6.62 and an average age of 32.15 ($SD = 7.45$). Authentic leadership behaviors significantly predicted satisfaction with supervisor ($\beta = .66, p < .001$) and perceived team effectiveness ($\beta = .71, p < .001$), indicating that authentic leadership can influence satisfaction, while also impacting important organizational business outcomes.

Two studies were conducted in the United States with full-time employed MBA student participants from a large southwest U.S. university and a third was conducted based on participants from United States multinational companies in China, Kenya and the United States (Walumbwa et al., 2008). The first study included two independent samples spanning from two different semesters with the first sample including participants with average age of 26 years ($SD = 7.23$) and an average work experience of 3.44 years ($SD = 3.17$) and 56% were female. The second sample included participants with the average age of 24.49 ($SD = 5.92$) with 3.28 years ($SD = 2.55$) of work experience and 48% were female. The study found that authentic leadership predicted satisfaction with supervisor while controlling for ethical leadership behaviors ($\beta = .26, p < .01$) and transformational leadership behaviors ($\beta = .33, p < .01$; Walumbwa et al., 2008). The results of this study suggest that authentic leadership provides behaviors that are distinct from ethical and transformational leadership behaviors and that authentic leadership can influence positive work-related outcomes in younger workers, which could be valuable to organizations.

The third study that included participants from United States multinational companies in China and Kenya used five separate samples. The purpose was to explore if authentic leadership

work-related attitudes and behaviors positively related to follower job satisfaction and supervisory reported follower job performance, while controlling for organizational climate. The study found significant and positive relationships from authentic leadership to follower job satisfaction ($\beta = .19, p < .05$) and job performance ($\beta = .44, p < .01$), while controlling for organizational climate (Walumbwa et al., 2008).

Theory has also been supported through studies that found the higher order of psychological capital including the four elements of self-efficacy, hope, optimism, and resiliency can predict job satisfaction ($r = .39, p < .001$) and job performance ($r = .33, p < .01$) while controlling for personality traits of extraversion and conscientiousness, (Luthans, Avolio, Avey et al., 2007). A meta-analysis conducted by Avey et al. (2011) found a significant correlation between the higher order of psychological capital and job satisfaction ($r = 0.54, p < .05$), commitment ($r = 0.48, p < .05$), and psychological well-being ($r = 0.57, p < .05$) and significantly negatively related to turnover intentions ($r = -0.32, p < .05$; Avey et al., 2011).

In summary, authentic leaders' behaviors are ethical, which draws from the ethical leadership theory and can be predicted, which is a particular facet of trust (Peus et al. 2012). Thus, credibility and trust is built in followers through demonstrating continued genuine desire and determination to serve and develop followers through encouraging reflectivity and growth, while also enabling their own improved effective leadership to emerge (George, 2003). Authentic leadership and transformation leadership employ some of the same overlapping behaviors such as high moral character; they develop and inspire follower identification with the leader, extra effort and achievement; and both can influence positive follower work-related outcomes.

Authentic leadership on the other hand, was conceptualized on the basis of authenticity and strong convictions for what is right, ethical beliefs and consistent authentic role modeling behaviors, and influencing followers based on the authenticity and the roots of positive psychology. Authentic leaders work to develop authentic followers through a strengths based approach inspiring meaning and purpose in follower's work, which stimulates motivation through developing efficacy, hope, optimism (positive emotions) and resiliency (Avolio & Luthans, 2003; Avolio, Gardner et al., 2004). Outcomes such as identifying with the leader, trust and predictability is established, with the belief that authentic leadership will mediate follower outcomes such as performance, extra effort and withdrawal behaviors (Avolio & Gardner, 2005; Gardner et al., 2005; Avolio et al., 2004; Avolio & Luthans, 2003). As psychological capital is developed in followers and the pattern of behaviors progress, followers begin to feel a sense of belonging and purpose and they are able to personally identify with leaders (Avolio et al., 2004; Walumbwa et al., 2008) and in turn, followers realize higher levels of trust, efficacy, hope, positive emotions and optimism (Avolio et al., 2004; Gardner et al., 2005). This growth can inspire positive work-related outcomes (Avolio et al., 2004; Gardner et al., 2005; Ilies et al., 2005).

In conclusion, authentic leadership may provide the effective leadership needed to develop and influence millions of new younger follower work-related attitudes that in turn may influence the intention to stay, reducing turnover, while also developing positive psychological capital and authentic leaders. While research has explored follower work-related attitudes and outcomes such as job satisfaction and turnover intentions in transformational and ethical leadership and psychological capital; research has not explored the relationship between authentic leadership, job satisfaction and the intent to quit in younger workers. Turnover can

come with high costs to organizations through factors such as loss of production and sales and through attracting, hiring, training and developing employees (Lancaster & Stillman, 2002; Ongori, 2007; Pitt-Catsouphes, 2007; Twiname et al., 2011).

Our nation's leaders have called for unwavering authenticity, ethics, and positive role modeling by organizational leaders (Walumbwa et al., 2004; George, 2003) and with turnover being the highest among the younger workers (United States Bureau of Labor Statistics, 2012), contributing further research on authentic leadership behaviors and the potential influence with our younger workers could be valuable. This study posited that authentic leadership behaviors would significantly relate to and predict follower job satisfaction and follower intention to quit, moderated by follower age. This study has the potential to provide information that may encourage organizations to develop training programs pertaining to the behaviors of authentic leadership that has the potential to foster job satisfaction and follower retention to create veritable sustained performance and growth (Avolio & Gardner, 2005; Watson, 2003). This review of leadership found that leadership can influence job satisfaction and that authentic leadership behaviors can influence follower work-related outcomes and job satisfaction.

Job Satisfaction

Job satisfaction has been a heavily studied job attitude (Baker, 2004) and can be influenced by leadership behavior through motivational drivers that can positively affect organizational effectiveness (Baker, 2004; Bass & Avolio, 1990; Judge & Klinger, 2007; Yukl, 2010; Walumbwa et al., 2005) through satisfaction in followers (Darvish & Rezaei, 2011; Luthans et al., 2006; Peus et al., 2011; Porter & Steers, 1973; Walumbwa et al., 2005; Walumbwa et al., 2008; Wright & Bonett, 2007; Yucel, 2012). Job satisfaction has been found to significantly relate to age (Ng & Feldman, 2010; Rhodes, 1983) and can positively or

negatively affect the intention to quit and turnover (Griffeth et al., 2000; Rhodes, 1983; Tett & Meyer, 1993; Westerman & Yamamura, 2007; Wright & Bonett, 2007; Yucel, 2012). In a study conducted by Ng and Feldman (2010) that measured 35 job attitudes relating to intrinsic job satisfaction and commitment found that the relationship between age and 27 of the job attitudes were statistically significant based on Cohen's (1988) recommendations for interpreting correlations of weak from (.10 to .23), moderate (.24 and .37) and strong at (.37 and above). While the 27 attitudes were found statistically significant, 3 were moderate, 20 were weak and 4 were very weak with the lowest at (.11) and the highest at (.25). The correlation was stronger when the measure included organizational tenure with the main job satisfaction facets of satisfaction with work itself at ($\beta = .38, p < .05$), satisfaction with coworkers ($\beta = .54, p < .05$) and affective commitment ($\beta = .14, p < .05$), and normative commitment ($\beta = .44, p < .05$; Ng & Feldman, 2010). This is especially important in organizational climates with the influx of millions of new younger workers that have significantly lower average tenure and a much higher average turnover than older workers (United States Bureau of Labor Statistics, 2012).

There are many variations for the definition of job satisfaction; however, one of the most widely used definitions (Judge & Klinger, 2007) is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304). Job satisfaction and dissatisfaction is related to workplace behaviors such as attendance-absenteeism (Griffeth et al., 2000), turnover intentions (Glissmeyer et al., 2008; Tett & Meyer, 1993), workplace deviance (Mount, Ilies, & Johnson, 2006), organizational commitment, extra effort (Mowday et al., 1979; Peus et al., 2012), and organizational citizenship behavior (Walumbwa et al., 2011). Job satisfaction and dissatisfaction can be viewed as the sum of discrepancies between one's values, expectations and cognitions to what is being offered (Locke, 1969, p.

316). Job satisfaction strongly correlates to intentions and cognitions and cognitions are the strongest predictor in turnover intention ($r = .45$; Tett & Meyer, 1993, p, 270) and higher levels of job satisfaction result in lower intention to turnover ($r = -.39, p = < 0.05$; Yucel, 2012). Job satisfaction may be a key factor in curtailing negative cognitions that can lead turnover.

An argument has been made that since people have different values and levels of expectations, understanding individual cognitions through job satisfaction and how it should be measured can be difficult. An early theory based on the two factor model posited that motivational factors could only be related to job satisfaction, which pertained to job related intrinsic context factors such as achievement, work itself and responsibility. Conversely, dissatisfaction could only be related to extrinsic hygiene factors such as working conditions pay and security (Herzberg, Mausner, & Snyderman, 1959). Herzberg et al. (1959) believed that satisfaction and dissatisfaction were independent, thus two sets of questions were needed to measure job satisfaction and dissatisfaction. In subsequent studies researchers failed to replicate the studies (Locke, 1969). While the Herzberg et al. (1959) model was instrumental and stimulated a myriad of early theory for satisfaction research, it was also criticized because it did not consider individual differences, whereby predicting that all members have largely similar reasons for satisfaction and dissatisfaction (Hackman & Oldham, 1976).

Locke (1969) was opposed to the Herzberg et al. (1959) theory, arguing that job satisfaction is the sum of discrepancies between what people value and want from their jobs and what people actually perceive they receive and is embedded in the Value-Percept Theory. The value-percept theory indicates that people's values determine what is satisfactory to individuals on the job and is interrelated to dissatisfaction, as unmet expectations pertaining to individual values would foster feelings of dissatisfaction, which has also been supported by others (Erkutlu

& Chafra, 2013; Porter and Steers, 1973; Zhao et al., 2007). Different factors including intrinsic and extrinsic facets in satisfaction may be critical to individual job satisfaction or dissatisfaction.

In contrast, the Job Characteristic Model-Theory indicates that the intrinsic job facets are motivational and contribute to higher levels of job satisfaction such as significance of the task, autonomy with the task, variety of tasks, task identity, and feedback (Hackman & Oldham, 1976). These facets lead to critical psychological elements, whereby meaningfulness and having responsibility for outcomes result in job satisfaction (Hackman & Oldham, 1976; Judge & Klinger, 2007). There is support for this theory through different measurements for job satisfaction facets such as supervision, pay, promotion, opportunities, coworkers and work itself, and work itself generally scores as the most important facet (Judge & Church, 2000) and most strongly correlates to overall job satisfaction and employee retention (Frye, 1996). While these theories include reasons for job satisfaction there are also other antecedents that may be considered (Judge & Klinger, 2007).

For example, there is support for dispositional approaches based on a longitudinal study reflecting that previous job satisfaction was a strong predictor in current satisfaction ($b = .27, t = 14.07, p < .01$), more so than changes in pay ($b = .01, t = 2.56, p < .01$) or status ($b = .00$); that measures in job satisfaction can be stable over time (over 2 years, $r = .42$ and over 3 years $r = .32$); and that job satisfaction was stable in individuals who changed employers over a 5-year period ($r = .19, p < .01$) (Staw & Ross, 1985). In a meta-analysis study conducted by Judge, Heller and Mount (2002), personality traits of neuroticism, $\rho = -.29$; extraversion, $\rho = .25$, and conscientiousness, $\rho = .26$ were also noted to moderately relate to job satisfaction. There continues to be different opinions on what and how to measure job satisfaction. This includes the difference between measuring an array of job satisfaction facets, which are measured based

on the sum of the facets, versus global job satisfaction that measures one's overall affective attitude towards their job in a global sense as a whole (Judge, & Klinger, 2007; Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002). The faceted approach recognizes that people value different elements of their job or work environment and can illuminate more specific areas for improvement (Locke, 1969; Carsten & Spector, 1987). While people may be dissatisfied with one facet of their job, they can still be satisfied on an overall basis (Judge & Klinger, 2007).

The most widely used constructs to measure job satisfaction is based on five facets of pay, promotions, coworkers, supervision, and work itself (Judge & Klinger, 2007), which was originally developed by Smith, Kendall, and Hulin (1969). Job satisfaction is typically separated by intrinsic and extrinsic factors that can inspire one's level of satisfaction (Judge, & Klinger, 2007; Ryan & Deci, 2000). Using the five most measured facets, coworkers, supervision and work itself would be intrinsic factors motivated by one's own intrinsic, internal choice and desire for self-satisfaction (Judge & Klinger, 2007). Dissatisfaction may occur if the reciprocation is not in line with the employee's values or expectations (Locke, 1969).

For example, a review of the JDI scale for job satisfaction reflects that the supervisor facet considers other motivators such as feedback; is accessible when needed; and the competency and ability to receive help and coaching when needed (Brodke et al., 2009). Work itself can be perceived through an individual's perspective as to what may constitute interesting, challenging and meaningful work and can create satisfaction (Ryan & Deci, 2000). Satisfaction from work and activities can also depend on one's psychological needs and emotions (Locke, 1969) and can include elements such as feelings of competency, freedom and autonomy (Ryan & Deci, 2000; Spreitzer & Porath, 2012). This type of satisfaction comes from the perception of

pleasure and positive emotion within one's self (Locke, 1969), not through extrinsic reward which has instrumental value from outside forces (Ryan & Deci, 2000).

Extrinsic factors to satisfaction when using the five facets most measured includes pay and promotion, which are externally salient and controlled (Judge & Klinger, 2007). The extrinsic satisfaction factor for pay and promotion may be driven more through the exchange for external contingent rewards, versus through interesting work or relationships with coworkers. External motivation may also include being ego driven, having the desire to visibly impress others, or feeling pressure to be seen as worthy, such as through visible rewards and promotion and feeling positive emotions and satisfaction when others can visibly notice one's achievement (Ryan & Deci, 2000). External motivation may require external rewards in order for one to achieve goals, versus one having the desire to conscientiously achieve goals based on enjoyment and intrinsic satisfaction (Ryan & Deci, 2000). It has also been argued that from one's continued desire for intrinsic satisfaction that external rewards may be earned, thus satisfaction may be derived through an integration of intrinsic and extrinsic factors (Ryan & Deci, 2000). Over time, through continued performance with more challenging tasks, one can build general self-efficacy (Judge & Bono, 2001; Luthans et al., 2006; Sherer et al., 1982), which can increase job satisfaction, coping skills (Judge & Bono, 2001; Luthans et al., 2006; Sherer et al., 1982), well-being (Ryan & Deci 2000; Wright & Bonett, 2007) and negatively relate to the intent to quit (Luthans et al., 2006).

In 2007, a study was conducted in the customer services industry that found a positive relationship between job satisfaction and psychological well-being ($r = .37, p < .01$) and that job satisfaction ($t = -2.75, df = 111, p < .01, d = -0.54, 95\% \text{ CI} = -0.93 \text{ to } -0.15$) and psychological well-being ($t = -4.28, df = 107, p < .01, d = -0.86, 95\% \text{ CI} = -1.26 \text{ to } -0.45$) were negatively

related to voluntary turnover. Job satisfaction was a significant predictor of turnover ($p < 0.05$; Wright & Bonett, 2007). A study was conducted to determine if the components of psychological capital of efficacy, hope, optimism, and resiliency or the higher order would positively relate to job satisfaction and performance in a fortune 100 manufacturing company and services firm. Results indicated that the higher order of psychological capital had a significant and positive relationship with job satisfaction ($r = .32, p < .01$) in the manufacturing firm and ($r = .053, p < .01$) in the services firm and performance in the manufacturing firm of ($r = .33, p < .01$) and ($r = .22, p < .01$) in the services firm. The separate constructs had mixed results, indicating that researchers may want to consider using the composite higher order when conducting future studies (Luthans, Avolio, Avey et al., 2007).

A meta-analysis of 47 studies was conducted by Carsten and Spector (1987) that found an estimated corrected correlation between job satisfaction and turnover of ($r = -.26$), suggesting a modest correlation between job satisfaction and predicting turnover. Other support recognized that job satisfaction was a significant factor in the intent to quit (Tett & Meyer, 1993; Westerman & Yamamura, 2006; Wright & Bonett, 2007; Yucel, 2012) and turnover ($r = -.19$; Griffeth et al., 2000). Based on these studies indicating only modest relationships between job satisfaction and turnover (Griffeth et al., 2000), further studies may want to consider other possible factors in the relationship from job satisfaction and turnover (Carsten & Spector, 1987; Judge, 1993).

Theory pertaining to authentic leadership propositions that authentic leadership behaviors will positively relate to work-related outcomes such as job satisfaction have been supported through a longitudinal study conducted in 2008 during two separate periods of time based on two United States independent university samples. This study found that authentic leadership behaviors can predict satisfaction with supervisors ($\beta = .26, p < .01$), organizational commitment

($\beta = .28, p < .01$), OCB ($\beta = .30, p < .01$) and leader rated follower job performance ($\beta = .44, p < .01$) and when comparing the second independent study, the results were largely similar in terms of statistical significance, while also controlling for ethical and transformational leadership (Walumbwa et al., 2008). The same authors conducted a study drawn from 11 diverse industries from U.S. multinational companies operating in Kenya and Africa that found a significant statistical relationship between authentic leadership and follower job satisfaction ($\beta = .19, p < .05$) and follower job performance ($\beta = .44, p < .01$), while controlling for organizational climate (Walumbwa et al., 2008).

A study was conducted across a broad range of industries that found authentic leadership behaviors significantly predicted satisfaction with supervisor ($\beta = .66, p < .001$) and perceived team effectiveness ($\beta = .71, p < .001$; Peus et al., 2011). Other studies support the authentic leadership propositions for positive work-related outcomes such as a significant and positive relationship between authentic leadership behaviors and follower job satisfaction ($r = .71, p < .05$; Darvish & Rezaei, 2011) and a study with nurses that found authentic leadership behaviors significantly and positively related to follower job satisfaction ($\beta = .29, p < .05$; Giallonardo et al., 2010). While research has found that there is a significant relationship between authentic leadership and follower job satisfaction, research has not explored the relationship between authentic leadership and followers' intention to quit with age as a moderator.

Intention to Quit

Intention to quit is related to and is the strongest predictor of voluntary turnover ($r = -.38$) (Tett & Meyer, 1993). Voluntary turnover is an employee's choice to leave a company based on employees' cognitions and intentions (Griffith et al., 2000; Tett & Meyer, 1993). Turnover intention is a precursor to actual turnover that occurs as a result of employees' positive or

negative emotions and work-related attitudes that can either increase or decrease absenteeism (Griffeth et al., 2000) and the intentions to quit (Griffeth et al., 2000; Tett & Meyer, 1993). Subsequently, the intentions to quit can result in one's actual conscious decision to voluntarily leave a company (Glissmeyer, et al., 2008). Job satisfaction is a work-related attitude that can predict turnover (Griffeth et al., 2000), and unmet follower expectations can result in job dissatisfaction and the intention to quit (Erkutlu & Chafra, 2012; Flood et al., 2001; Porter & Steers, 1973; Rigotti, 2009; Zhao et al., 2007). Positive influence towards job satisfaction can curtail intentions to quit (Tett & Meyer, 1993; Yucel, 2012) and turnover (Cavanagh & Coffin, 1992).

A study was conducted in eleven organizations in the high technology and financial service industries with knowledgeable educated workers in age groups of 25 and younger (25%), 25-35 (64%) and over 35 (11%). One of the purposes of the study was to determine if met expectations by the employer would impact workers' commitment and intention to remain with the organization. The study found that the consequences of met expectations were statistically significant with workers' commitment ($p < .001$) and intentions to stay ($p < .001$; Flood et al., 2001).

While job satisfaction is a predictor of turnover ($r = -.19$), organizational commitment is a slightly stronger indicator ($r = -.23$; Griffeth et al., 2000), however a general decision to leave a company is initiated by job dissatisfaction, which can motivate a member to begin a new job search (Blau, 1993; Griffeth et al., 2000). The greater the job satisfaction, the higher the propensity members have to stay with a company (Porter & Steers, 1973; Yucel, 2012). There are different facets to job satisfaction, however, overall job satisfaction is the highest predictor of turnover ($r = -.19$) followed by the individual job facet of work itself ($r = -.16$; Griffeth et al.,

2000). A study of 250 manufacturing employees was conducted in 2012 that found job satisfaction resulted in higher levels of affective, continuance, and normative commitment and negatively related to turnover intentions ($r = -.36, p = < .01$; Yucel, 2012).

Age has been found to relate to the intention to quit (Finegold et al., 2002; Tuzun, 2007) and turnover, which has been supported in a number of studies (Muchinsky & Tuttle, 1979; Porter et al., 1974). A 50-year review of turnover studies revealed that age negatively related to turnover in eleven out of thirteen studies (Muchinsky & Tuttle, 1979). In 2007, a study of 578 bank employees was conducted that found statistical significance negatively relating age to turnover intentions ($p = < .05$) and job satisfaction ($r = -.35, p = < .001$; Tuzun, 2007). Finegold et al. (2002) found that younger workers up to age 30 that were not satisfied in skill development influenced the intention to change companies.

Although many studies indicate that age is related to voluntary turnover, a review of studies between 1959 and 1993 was conducted that found the average correlation between age and turnover not meaningful to workers' decision to turnover (Healy, Lehman, & McDaniel, 1995). Reasons for the contrast from the Healy et al. (1995) study has been noted as substantive differences in historical times such as the career environment from the 1950s to 1980s, job security, globalization, mobility patterns, higher divorce rates, two career couples, declining birth rates in major industrial countries, and the methodology used may not have been consistent and did not take essential moderators into account (Ng & Feldman, 2009).

In 2009, a quantitative review of studies with a sample of 71,053 between 1990 and 2008 was conducted by Ng and Feldman (2009) that found a negative and significant relationship between age and turnover ($r = -.14, p = < .01$) and when moderated by high tenure of six plus years, the negative relationship was stronger ($r = -.18, p = < .01$). This study has much larger

effect sizes than the Healy et al. (1995) and Griffeth et al (2000) studies (Ng & Feldman, 2009). Age, the intention to quit and turnover may pose a greater threat to organizations since there are millions of new younger workers in the workplace (United States Census Bureau, 2012) that have a low tenure and a higher propensity to turnover compared to older workers (United States Bureau of Labor Statistics, 2012). Since organizations are already experiencing a highly competitive landscape, rapid change and a troubled economy (Day et al., 2009), having a high number of younger workers in the workforce could further erode retention and pose significant challenges to organizations.

Younger workers ranging in ages up to the early 30s yearn to make a difference, expect meaningful work (Ng et al., 2010; Twenge & Campbell, 2008; Wong et al., 2008) and hold strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008). This could pose a challenge to organizations if follower expectations are not met, as unmet expectations can negatively relate to work-related outcomes such as job satisfaction and the intention to stay with an organization (Erkutlu & Chafra, 2012; Porter & Steers, 1973; Rigotti, 2009; Zhao et al., 2007). Leadership that can positively influence young workers' expectations, job satisfaction and the intention to quit may find it beneficial as turnover can take significant tolls on organizations. Models estimate that the average cost of turnover to be from 150% (Hansen, 1997; Phillips, 2000) up to 214% of a new hire's annual salary (Twinaime et al., 2011) and can interfere with productivity, lost sales, and performance (Lancaster & Stillman, 2002; Ongori, 2007; Pitt-Catsouphes, 2007; Twinaime et al., 2011; Waldman et al., 2004).

Leadership behavior can influence motivational drivers, organizational effectiveness (Bass & Avolio, 1990; Burns, 1978; Goleman, 1997; Yukl, 2010; Yukl & Tracy, 1992) and

satisfaction in followers (Darvish & Rezaei, 2011; Peus et al., 2011; Walumbwa et al., 2005; Walumbwa et al., 2008; Yucel, 2012), which in turn can positively or negatively affect the intention to quit and subsequent turnover (Griffeth et al., 2000; Ipek, 2007; Tett & Meyer, 1993; Westerman, & Yamamura, 2007; Yucel, 2012). In recent studies, job satisfaction was found to negatively relate to the intention to turnover in a manufacturing company ($\beta = -.39$; Yucel, 2012, p. 53) and in a mix of private and public firms ($\beta = -.57, p < .01$; Luthans et al., 2006) and transformational leadership was found to negatively relate to member's turnover intentions ($\beta = -0.20, p = < 0.0$; Dimaculangan & Aguilung, 2012). A meta-analysis was also conducted by Avey et al. (2011) that found the higher order of psychological capital statistically and significantly correlated to job satisfaction ($r = 0.54, p < .05$), psychological well-being ($r = 0.57, p < .05$) and negatively relates to turnover intentions ($r = -0.32, p < .05$).

While psychological capital is an element of authentic leadership and research has studied the relationship between psychological capital, job satisfaction and turnover intentions, research has not studied authentic leadership, job satisfaction and the intent to quit in younger workers. The intent of this research was to explore the relationship between the relatively new leadership theory of authentic leadership pertaining to follower job satisfaction and the intent to quit in younger workers in the age groups of 20-24, 25-34 and older. Since the intent to quit and turnover could pose a significant threat to organizations, understanding the relationship between authentic leadership and the intent to quit could provide value to leaders and organizations.

Chapter Summary

This chapter reviewed the existing body of knowledge pertaining to authentic leadership behaviors, job satisfaction and intention to quit. As of 2012, the workforce demographic in the United States was comprised of 31% or 49 million younger workers between the ages of 16 and

34, and of those, 37% were 24 years old and younger (United States Census Bureau, 2012). This is important because the average tenure of younger workers between the ages of 20-24 is 1.3 years, 3.2 for ages 25-34, and of older workers, the average tenure escalates to over 10.1 years, indicating that the average turnover is much higher among younger workers. Theory postulates that authentic leadership behaviors can positively affect followers' intention to quit. Leaders that work to positively influence younger worker expectations could benefit from follower satisfaction and worker retention. Younger workers also hold strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008) and unmet expectations can negatively relate to workers' satisfaction, commitment, performance and intention to stay (Erkutlu & Chafra, 2013; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007).

Turnover can result in a heavy burden to organizations due to human capital investments, the cost to recruit, hire and train and the impact on lost productivity and performance (Phillips, 2000; Twinaime et al., 2011; Waldman et al., 2004). While research has explored the relationship between authentic leadership and follower job satisfaction, which can positively or negatively affect the intention to quit and turnover (Griffeth et al., 2000; Tett & Meyer, 1993; Westerman & Yamamura, 2007; Wright & Bonett, 2007; Yucel, 2012); research has not explored the relationship between authentic leadership, job satisfaction and the intention to quit in younger workers. New knowledge pertaining to these relationships could be valuable to organizations and may provide leadership training to improve the retention of younger professionals. Chapter three will provide detail on the research and design, participants, operationalization of variables, instrumentation to be used, data collection, data analysis, and ethical considerations pertaining to this study.

Chapter 3: Research Design and Method

Chapter Overview

This chapter describes the methodology and research design for this study that is supported by the literature review and derived from the problem and purpose statement depicting the importance of determining if perceived authentic leadership behaviors will significantly relate to and predict follower job satisfaction and follower intention to quit. Age as a moderator will determine if it strengthens the relationship between authentic leadership and job satisfaction and the intent to quit. Intention to quit one's job may be predicted by strength of authentic leadership behaviors and through the relationship between the strength of authentic leadership behaviors and job satisfaction in followers. Leadership behaviors have been found to significantly relate to follower job satisfaction (Baker, 2004; Darvish & Rezaei, 2011; Judge & Piccolo, 2004; Peus et al., 2012; Walumbwa et al., 2008; Walumbwa et al., 2005) and job satisfaction can predict voluntary turnover (Wright & Bonett, 2007). Authentic leadership has been found to significantly relate to job satisfaction, however research has not explored the relationship between authentic leadership and job satisfaction and the intention to quit in younger workers. This study hypothesized that authentic leadership would significantly relate to and predict follower job satisfaction on the intent to quit, and that strength of authentic leadership behaviors would significantly relate to follower intent to quit.

This chapter includes the problem statement, research design, the research question, hypotheses and rationale; participants and population; the operationalization of the variables; the instruments, procedures, and validity; the data collection process; the statistical tests to be utilized for measurement and results; and the ethical considerations for the participants.

Problem Statement

Attracting, developing and retaining talent is a critical leadership responsibility and is especially important in the rapidly changing organizational environment for sustained performance and growth (O'Toole, 2009; Ready & Conger, 2007; Spreitzer & Porath, 2012). Turnover can result in a heavy burden on organizations from both a cost and human resource perspective (Twinaime et al., 2011; Waldman et al., 2004). According to the United States Bureau of Labor Statistics (2012), the median tenure in younger age groups between the ages of 20-24 years old is 1.3 years and in the age group of 25-34 is 3.2 years. Of the remaining workforce, 20% of workers that are age 55 or older have the highest average tenure of 10.1 to 10.7 years. Given the number of new younger inexperienced workers entering the workforce (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007) that have a higher propensity for turnover, and the aging workers that are expected to retire (Erickson, 2010; McNamara, 2009; Pitt-Catsouphes, 2007; Ready & Conger, 2007), turnover could pose a threat to organizations (Spreitzer & Porath, 2012). When combining these issues with the rapid changes in the turbulent economic conditions and the competitive global marketplace, leaders and organizations could be facing significant human capital challenges (Day & Power, 2010; O'Toole, 2009).

Younger workers have expressed strong psychological contract expectations for development, career progression (De Hauw & De Vos, 2010; Ng et al., 2010) and achievement (Ng et al., 2010; Wong et al., 2008), and psychological contract expectations can influence employee outcomes such as satisfaction, commitment, performance and intentions to stay (Erkutlu & Chafra, 2013; Rigotti, 2009; Robinson & Morrison, 2000; Zhao et al., 2007). In view of the younger worker expectations and challenges that organizations may be facing, developing

and retaining this talent may become an even larger priority in order to influence positive organizational outcomes.

Turnover can come with high costs to organizations with the capital and resources required to attract, hire, train, develop, and retain younger talent for the best organizational outcomes; and with the potential impact and cost to lost sales, productivity and performance (Lancaster & Stillman, 2002; Ongori, 2007; Pitt-Catsouphes, 2007; Twiname et al., 2011; Waldman et al., 2004). Those leaders who can influence development, job satisfaction and retention in younger workers (Avolio & Gardner, 2005; Baker, 2004; Cavanaugh & Coffin, 1992; De Hauw & De Vos, 2010; Ng et al., 2010; Pitt-Catsouphes, 2007; Ready & Conger, 2007; Westerman & Yamamura, 2007) may be in a better position to create sustainable performance and growth (Avolio & Gardner, 2005; O'Toole, 2009; Ready & Conger, 2007; Spreitzer & Porath, 2012).

Research Question, Hypotheses and Rationale

Is there a relationship among authentic leadership, job satisfaction and the intention to quit with age of the follower as a moderator and can authentic leadership predict job satisfaction and the intention to quit with age as a moderator?

H1. Perceived authentic leadership behaviors will significantly relate to follower job satisfaction and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older;

H2. Perceived authentic leadership behaviors will significantly relate to follower intention to quit and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older;

H3. Perceived authentic leadership behaviors and age of the follower as the moderator in groups of 20-24 and 25-34 years old will predict follower job satisfaction;

H4. Perceived authentic leadership behaviors and age of the follower as a moderator in groups of 20-24 and 25-34 years old will predict follower intention to quit;

Authentic leadership can influence follower job satisfaction and can impact follower intention to quit. This study explored the relationships between authentic leadership and job satisfaction and the intent to quit with age of the follower as a moderator.

Research Design

This study utilized a quantitative non-experimental correlational cross-sectional descriptive design to investigate the current status of relationship between variables (Babbie, 2013). Non-experimental descriptive designs tested the associations between variables, not causation (Cone & Foster, 2008). It measured follower perceived authentic leadership behaviors and follower job satisfaction and the intention to quit with age of the follower as a moderator. The study was designed to determine if there was a relationship between the two independent variables of authentic leadership and age of the follower and two dependent variables of job satisfaction and the intention to quit. Age acted as a moderator to determine if it independently strengthened or weakened the relationship between the variables. The data collection included an online questionnaire and demographic information including, age, gender, state of employment, educational level, tenure, years of experience with the same employer, and organizational type, including if they are self-employed.

Participants

The participant data for this study consisted of alumni volunteers 20 years of age and older, a minimum of six-month's work experience, and a minimum of six-months work

experience with their current employer. Participants were not self-employed and were able to read and write in English. Participants that did not qualify based on age, tenure and tenure with the same employer or that are self-employed were disqualified when giving their responses in the demographic section of the survey. A power analysis (Cohen, 1992) was used to determine the minimum sample size of 131 participants (N=medium, ES at power = .80 and $\alpha=.05$). The primary contact was electronic mail to 2500 potential participants that was recruited from a university's alumni database.

To maximize generalizability, yet narrow the random sample process, the university alumni relations staff devised the list of potential participants based on the researcher criterion of random sampling 2500 alumni from a cross-section of traditional undergraduates, university college graduates and MBA graduates. The random sample consisted of 950 alumni from graduation year groups of 2008-2013; 900 from 2007- 2002; and 650 from 2001-1985 to provide a cross-section of ages and male and female potential participants. Participants campus locations was a cross-section of United States campuses including Midland Michigan, West Palm Beach Florida, Dallas Texas and Chicago Illinois with graduating degrees in Finance, Entrepreneurship, Accounting, Hotel Restaurant Management, Marketing/Advertising, Management and Masters of Business Degree. The "scientific" random sample process was done by selecting the participants from a pool of university alumni using a Microsoft excel random function.

The potential participants were contacted by electronic mail (email; Appendix A) by the university's alumni staff using the alumni database to recruit potential participants. The email was prepared by the researcher and contained the language required by the university. The survey was administered through a link from the email to Survey Monkey, which did not include any personal identifiers for anonymity and to ensure that the survey data was confidential. The

participant was not able to proceed to the survey without first voluntarily consenting to participate (Appendix B).

Operationalization of Variables and Instruments

Operationalizing the meaning of variables determines how data should be collected and measured (Babbie, 2013). This study included two independent variables and two dependent variables that required the use of three different instruments and was combined into one questionnaire with four sections (Appendix C). Section One contained seven self-reported non personal identifying demographic questions excluding the question that gives the participant the option to voluntarily agree to participate; (1) actual age; (2) gender; (3) the number of years of work experience; (4) the number of years of work experience with the same employer; (5) the education level; (6) industry type; and (7) state of employment. Section Two contained the Authentic Leadership Questionnaire Rater (ALQ) (Walumbwa et al., 2008); Section Three contained the Abridged Job Description Index and Abridged Job in General scales (Brodke et al., 2009); and Section Four contained the Intent to Quit Survey (Crossley et al., 2002).

The first independent variable was authentic leadership, which was measured by the Authentic Leadership Questionnaire Rater (ALQ) (Walumbwa et al., 2008) (Appendix D). This instrument measured followers' perceptions of their leader using a 16-item questionnaire in four sub-scales of Self-Awareness (four questions), Balanced Processing (three questions), Relational Transparency (five questions), and Internalized Moral Perspective (four questions). Example of questions included "Seeks feedback to improve interactions with others" and "Listens carefully to different points of view before coming to conclusions".

The ALQ was validated in studies in United States and China reflecting evidence of convergent and discriminant validity. The internal reliability alpha Cronbach for each of the

dimensions in the higher order ranged from .62 to .93 with a combined composite of and acceptable alpha Cronbach level of .69. Another study supporting the initial validation yielded an overall internal reliability of .83 (Walumbwa et al., 2011). The questions were measured using a five-point Likert-type scale ranging from “1 = Not at all” to “5 = Frequently, if not always”, that enables measuring the level or strength of authentic leadership behaviors.

The dependent variable job satisfaction was measured by the widely used Bowling Green Job in General (*JIG*) and Job Description Index (*JDI*) (Brodke et al., 2009) abridged versions of aJDI (Stanton, Sinar, Balzer, Julian, Thoresen, & Aziz, et al., 2001) and aJIG (Stanton, Sinar, Balzar & Smith, 2002) (Appendix H) . The original JDI scale was developed in 1969 (Smith et al., 1969), and in 1989 a Job in General (JIG) global instrument was developed to supplement the JDI and is part of the complete JDI instrument (Ironson, Smith, Brannick, Gibson, & Paul, 1989). This addition was to support the theory that while people may be dissatisfied with a certain facet of their job or environment, they may still be satisfied overall with their job. Most recently, in 2009 the instruments were revised reflecting the facets being distinctive and unique reflecting validation for the facets of work (.90), pay (.88), promotion (.91), supervisor (.92), and coworkers (.92) and with the global instrument the JIG as (.92; Brodke et al., 2009). The aJDI version was created in 2001 to shorten the instrument in order to reduce the time to conduct the survey and to garner a higher participation rate and largely preserved the internal consistency and validation from the original scale of .97 (Stanton et al., 2001) and was supported again in 2004 yielding an aJDI alpha coefficient of .87. The aJIG had an internal consistency reliability of .85 preserving the original internal consistency reliability of the original JIG scale of .92 (Russell, Spitzmuller, Lin, Stanton, Smith, & Ironson, 2004).

A systematic review was also conducted on thirty five different studies, which described twenty nine job satisfaction instruments. Only seven of the instruments were found to have sufficient reliability and validity and assessing that internal consistent reliability would be sufficient at .80 and convergent validity over .50. JIG and JDI were both in the seven that met the test, with JIG scoring .81 and JDI scoring .91 for internal consistent reliability and JDI with .49 to .70 and JIG .66 to .80 for convergent validity (van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). JDI/JIG has been one of the most extensively validated scales since its original development in 1969 (Carsten & Spector, 1987; Kinicki et al., 2002; Lange, 2008; Russell et al., 2004; Saane et al., 2003) and is unique due to the continued revisions and fairly new abridged version that was validated in 2002 and supported for consistency, reliability and validity in a 2004 (Russell et al., 2004; Stanton et al., 2002).

Finally, the intention to quit was measured by the Bowling Green Intention to Quit (*ITQ*) survey (Crossley et al., 2002) which measures one's intent to voluntarily quit their job. There are eight questions with a 7-point Likert-type scale with answers ranging from *strongly agree*, *agree*, *somewhat agree*, *neither agree nor disagree*, *somewhat disagree*, *disagree*, to *strongly disagree*. Example questions include, "I plan to stay with this company as long as possible" and "I intend to leave this organization soon". The higher scores indicate the intention to quit. The ITQ scale was validated in 2002 with a Cronbach alpha reliability of .89 (Crossley et al., 2002).

Data Collection

The potential population was 2500 alumni and the actual population for the research was a minimum of 131 participants derived from voluntary university alumni database using at least the minimum required based on the power analysis (Cohen, 1992). The three surveys and requested self-reported demographic information were combined into one survey for ease of

administration and for the convenience for the participants, excluding personal identifiable information (Appendix C). The survey was administered via an internet link using Survey Monkey, which was made available to the participants through an email advertisement (Appendix A). Once the potential participant clicked the link, they had to answer the introductory question that they agree to voluntarily participate in order to continue to take the survey.

A follow-up of the original email was sent within 10-12 days and 20-22 days later to solicit participation. Based on this mode of delivery and collection, the participant data was stored online and password protected to minimize corruption or leakage of information. Therefore, between the exclusion of personal identifiers and this method of administration, participants' confidentiality and anonymity was maximized, while costs from the administration process minimized (Babbie, 2013). The respondents were required to voluntarily consent to participate prior to advancing to take the survey (Appendix B).

The ALQ Rater included 16-item questions that asked participants to rate their perception of their supervisor or leader and was designed to measure the level of authentic leadership behaviors.

Job satisfaction can be described as “the feelings workers have about their jobs” (Brodke et al., 2009, p, 3), therefore, the JIG scale measured overall satisfaction with the job, asking one question pertaining to 8-items containing short phrases or adjectives asking the participants to enter a “yes” if the short phrase describes their work situation, a “no” if it doesn't, or the symbol of a question mark if they cannot decide. The aJIG was reduced from 18 to 8-items. The aJDI scale measured five different facets of satisfaction with 30 items pertaining to the job situation of (1) “people on your present job” with 6 short phrases, (2) “work itself” with 6 short phrases, (3)

“pay” with 6 short phrases, (4) “opportunities for promotion” with 6 short phrases, and (5) “supervision” 6 short phrases. Each of these faceted questions asked the participant to answer “yes” if the phrase or adjective describes their work situation, “no” if it doesn’t or the symbol of a question mark if they cannot decide. Positive answers were assigned value of 3, negative answers were reverse scored assigning a value of 0 and neutral was assigned a value of 1. Both “yes” and “no” answers were coded positive or negative depending on the question. For example, participants were asked “are people in your present job unpleasant”, the answer may have been yes, but if negative, then it was reverse scored. Depending on the total score of the facet, it ranged from 18 to 0 for aJDI and 24-0 with aJIG with the higher scores indicating higher satisfaction with the job or overall satisfaction than the lower scores and the scales can also measure satisfaction and dissatisfaction.

The ITQ survey included eight questions with a 7-point Likert-type scale with answers ranging from *strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, to strongly disagree*. Example questions include, “I plan to stay with this company as long as possible” and “I intend to leave this organization soon” with question number two reverse scored. The higher score indicates the intention to quit (Crossley et al., 2002).

Demographics

The demographics questionnaire is listed in Appendix C. The participant pool included undergraduate and MBA level alumni. There were four areas that a participant was disqualified from proceeding with the survey. Disqualification occurred in the Demographic and first section of the survey providing the participant selected one of the following answer options; (1) that they

are 19 years old or younger; (2) they had 1-5 months' work experience; (3) that they had 1-5 months' work experience with the same employer; and (4) if they were self-employed.

Participants identified age by recording their actual age. Participants selected male or female; work experience was based on increments that started with 1-5 months, six months to year, and escalated to increments of over 20 years; tenure with the same employer began with 1-5 months, six months to a year and escalated in increments up to 20 years or more; the participant selected the level of education for undergraduate degree, higher education degree, doctorate degree; the industry type that included twenty three industry type options; and recorded the state of geographic location where they worked. The data was analyzed using the Cronk (2012) instruction from *How to use SPSS 7th Edition* and the SPSS software. Pre-tests were conducted for pre-measurement factors and post tests were run to determine the accuracy of the results, with the statistical significance being defined as 95% probability of ($p = <.05$) and to determine if the hypotheses were supported (Cone & Foster, 2008).

N-Way ANOVA was used to measure the interaction between the independent variables of authentic leadership and age of the follower (categorical variables) as a moderator and the dependent variables of follower job satisfaction and the intention to quit. This measure also determined the statistical significance, which was defined as a probability of 95% that the results would not be due to chance and depicted as ($p = <.05$). A multiple regression analysis was used to determine which independent variables were most important in predicting the dependent variables (scale variables, post manual categorical).

The regression analysis model limits variables to dichotomous factors of interval or ratio-scaled and consider that the variables are related linearly (Cronk, 2012). Two hypotheses in this study took nominal categorical age groups of 20-24 and 25-34 into consideration to explore if

age moderates the prediction for job satisfaction and the intention to quit. This is important because younger workers based on age groups of 20-24 and 25-34 have a much a much higher average turnover than the age group of 35 and older (United States Bureau of Labor of Statistics, 2012).

Field (2013) indicates that variables can be converted into numbers and is done by converting the nominal variable into categorical dummy-variables, which for this study were age groups of 20-24 and 25-34. The numbers created were considered dummy-coding and started with a baseline category number, which in this case was “0” for the age group of 20-24 and was “1” for the age group of 25-34. This conversion allowed the regression to determine if the “age categories” moderated the prediction of the dependent variable outcome of job satisfaction and the intention to quit. This conversion was done in the SPSS software and measured the difference between the two group means, the same way that they are measured in the linear regression model, which may explain a change in variance the same way as done with unstandardized beta values.

H1. Perceived authentic leadership behaviors will significantly relate to follower job satisfaction and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and over (categorical);

H2. Perceived authentic leadership behaviors will significantly relate to follower intention to quit and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and over;

H3. Perceived authentic leadership behaviors and age of the follower as the moderator in groups of 20-24 and 25-34 years old will predict follower job satisfaction;

H4. Perceived authentic leadership behaviors and age of the follower as a moderator in groups of 20-24 and 25-34 years old will predict follower intention to quit;

H1. To test the significance of *the perceptions of authentic leadership behaviors and age of the follower in groups of 20-24, 25-34 and 35 and over* (independent variables) on *follower job satisfaction* (dependent variable), an N-Way ANOVA was run to test the ALQ Rater scores against the JDI/JIG scale scores with age as a moderator. Age was collected as scale and then converted to groups for testing and analysis.

H2. To test the significance of *the perceptions of authentic leadership behaviors and age of the follower in groups of 20-24, 25-34, and 35 and over* (independent variables) on *followers' intention to quit* (dependent variable), an N-Way ANOVA was run to test the ALQ Rater scores against the ITQ survey scores with age as a moderator. Age was collected as scale and then converted to groups for testing and analysis.

H3. To test if the *perceptions of authentic leadership behaviors and age of the follower groups of 20-24 and 25-34* (independent variable) *will predict follower job satisfaction* (dependent variables), this was measured by a multiple regression analysis to regress the JDI/JIG satisfaction scale scores on the ALQ Rater scales and to test age as a moderator pursuant to Baron & Kenny (1986). Although age was collected as scale, the testing and analysis was done in age groups.

H4. To test if the *perceptions of authentic leadership behaviors and age of the follower in groups of 20-24 and 25-34* (independent variable) *will predict follower intention to quit* (dependent variables), this was measured by a multiple regression analysis to regress the intention to quit scale scores on the ALQ Rater scales and to test age as a moderator pursuant to

Baron & Kenny (1986). Although age was collected as scale, the testing and analysis was in age groups.

Ethical Considerations

Ethical considerations are imposed to protect human participants for the study as depicted in the National Research Act (Pub. L. 93-348) as outlined in the Belmont Report (1974). All precautions were taken to minimize harm and risk to participants through confidentiality and anonymity. This study imposed minimal to no risk to participants. Notices and requests to garner potential participation for the study were sent via email by the university alumni staff. The email contained the information regarding the study in order for the potential participants to make the choice to participate. If alumni voluntarily chose to participate, they used the link in the email to access the survey hosted by Survey Monkey. This online survey did not track IP addresses, which eliminated the ability to trace the participant.

The survey did not contain any personal identifiers to maximize anonymity and confidentiality and the data results were published on an aggregate level (Babbie, 2013). To participate, the potential participants were routed by link to an introductory question along with the Informed Oral Consent form that required them to voluntarily “agree” to participate prior to being allowed to proceed to the survey, whereby agreeing to allow their data to be included in the results. The participant was allowed to terminate their participation at any time during the survey without retribution. The participant’s employers were not involved in the process or in the data collection efforts and the raw unidentifiable data was only be accessed by the researcher and dissertation committee. Committee members who request to review the raw data will be required to sign a confidentiality agreement. The design allowed voluntary participants to access

the survey at a place and time convenient to them, which posed little to no risk of loss of employment or pay, or enrollment in education.

Chapter Summary

This study was a non-experimental quantitative study to determine if two independent variables of authentic leadership behaviors and age of the follower as a moderator would significantly relate to the dependent variables of follower job satisfaction and the intent to quit. The population consisted of individuals 20 years or older with work experience from a range of age groups. Authentic leadership behaviors were measured using the ALQ Rater questionnaire. Job satisfaction was measured using the aJIG and aJDI questionnaires and the Intention to Quit questionnaire measured the intent of employees to voluntarily leave an organization. The nature of this study was designed to minimize participant risk, it was not experimental, and the questions did not ask for any self-identifying factors or sensitive in nature. The protocol of this study eliminated the ability for the researcher or university involved in soliciting participation for the study to trace email addresses of those that participated and participants participated anonymously, voluntarily and could withdraw from their participation at any time during the survey without repercussions.

Chapter 4: Data Analysis and Presentation Results

Chapter Overview

The purpose of this non-experimental quantitative study was to demonstrate that leadership behaviors relate to follower job satisfaction and the intention to quit and that age moderated the relationship between variables. This study explored the relationship between authentic leadership behaviors, follower job satisfaction, satisfaction with supervisor and the intent to quit with age of the follower as the moderator in groups of 20-24, 25-34, and 35 and over, which has not been tested. This chapter will provide findings from the data analysis beginning with descriptive statistical analysis for demographics, frequency distributions, measures of central tendency, measures of variability, a report of the internal validity and scales used in the study. Data analysis included inferential statistical findings from testing normality, multicollinearity and results of each hypothesis and a summary.

Demographics

Twenty-five hundred undergraduate and graduate level Northwood University alumni were solicited to participate in this study from the Michigan, Florida, Texas and Illinois campuses that resulted in 142 primary participants with a response rate 5.7%. Age was collected for participants over the age of 19 and was broken down into three categories comprised of 13.4% between ages 20-24 ($n = 19$); 49.3% between ages of 25-34 ($n = 70$); and 37.3% from ages 35 and over ($n = 53$). The mean age for respondents was 35.06 with a standard deviation of 11.16 (see Table 1) and gender reflected 53.2% female participants (see Table 3).

Table 1

Respondent Age Breakdown

Age	<i>n</i>	%	Mean	SD
20-24 years	19	13.4	23.11	.658
25-34 years	70	49.3	28.91	2.64
35-Over	53	37.3	47.45	8.30
Total	142	100	35.06	11.16

Table 2*Respondent's Gender*

Gender	<i>N</i>	%
Male	66	46.5
Female	75	53.2
Not Reported	1	.7
Total	142	100.0

Years of work experience was collected and broken down by eight categories based on the United States Bureau of Labor Statistics (2012, see Table 4). Over 20% of the respondents had less than five years work experience; forty-seven percent had less than ten years of work experience; twenty-two percent had less than fifteen years; twenty-six percent had less than twenty years; and twenty-seven percent had 20 plus years of work experience.

Table 3

Respondent Years Work Experience

Years' Work Experience	<i>N</i>	%
6-12 months	3	2.1
13-23 months	7	4.9
2 years	5	3.5
3-4 years	14	9.9
5-9 years	38	26.8
10-14 years	22	15.5
15-19 years	15	10.6
20 +	38	26.8
Total	142	100

Years of work experience with the same employer was also collected resulting in thirty-eight percent with two-years or less experience; twenty-one percent between three and four years; twenty-one percent between five and nine years; and twenty percent had over fourteen years work experience. Fifty-nine percent had less than five years work experience with the same employer (see Table 5).

Table 4

Respondent Years Work Experience with Same Employer

Years' Work Experience with Employer	<i>N</i>	%
6-12 months	26	18.3
13-23 months	17	12.0
2 years	11	7.7
3-4 years	30	21.1
5-9 years	30	21.1
10-14 years	11	7.7
15-19 years	3	2.1
20 +	14	9.9
Total	142	100

Respondents level of education comprised of 53% with undergraduate degrees; 41% with a Master's degree or equivalent; and 4% percent had a doctorate level or equivalent (see Table 5). The state of employment was also collected with respondents from fourteen different states ranging from the West coast, Midwest, Northeast and Southeast locations in the United States. The states with the highest percentage of respondents were Michigan at 32% and Florida at 28% (see Table 6).

Table 5

Respondent Level of Education

Level of Education	<i>N</i>	%
Undergraduate Degree	75	52.8
Higher Education Degree	58	40.8
Doctorate or Equivalent	4	2.8
Not Reported	5	3.5
Total	142	100

Table 6

Respondent State of Employment

State of employment	<i>N</i>	%
Florida	40	28.2
Michigan	46	32.4
Texas	14	9.9
Virginia	21	14.8
Illinois	4	2.8
Tennessee	1	.7
Pennsylvania	1	.7
Massachusetts	2	1.4
South Carolina	2	1.4
Maryland	1	.7
North Carolina	2	1.4
New Jersey	1	.7
California	3	2.1
New York	1	.7
Not Reported	3	2.1
Total	142	100

The final demographic data collected was based on twenty-two categories from the United States Bureau of Labor Statistics (2013) with the highest percentage of respondents employed in business and financial occupations at 17%; management occupations at 14%; and sales and related occupations at 13% (see Table 7).

Table 7

Respondent Industry

Industry	<i>n</i>	%
Self-Employed	0	-
Management Occupations	20	14.1
Business & Financial Occupations	24	16.9
Computer & Mathematics	2	1.4
Architecture & Engineering	8	5.6
Life Physical & Social Services	2	1.4
Community & Social Services	2	1.4
Legal Occupations	2	1.4
Education, Training, Library	7	4.9
Healthcare Support	10	7.0
Healthcare Practitioners & Technical Occupations	10	7.0
Protective Services	0	-
Food Preparation & Servicing	1	.7
Personal Care & Services	1	.7
Sales & Related Occupations	19	13.4
Marketing & Related Occupations	10	7.0
Office & Administrative Support	3	2.1
Construction & Extraction Occupations	1	.7
Production Occupations	4	2.8
Transportation & Material Moving Occupations	4	2.8
Total	142	100

Data Collection

Data collection was conducted through an online questionnaire distributed through Survey Monkey. Twenty-five hundred potential alumni were solicited to participate from Northwood University's alumni database from graduating locations in Michigan, Florida, Texas and Illinois with an internet link to the online survey (see Appendix C). The population was selected based on a Microsoft excel random function to provide a random sampling of 950 alumni from graduation year groups of 2008-2013; 900 from 2007-2002; and 650 from 2001-1985 and to provide a cross-section of ages and male and female participants. Data collection began with a recruitment letter sent by electronic mail (see Appendix A) inviting alumni to participate in this study on July 9, 2014, July 19 and July 29, 2014 and concluded on August 4, 2014.

There were 173 respondents that participated in the study. Thirty-one were unusable leaving a total of 142 for the final analysis. The unusable surveys were due to 13 respondents deemed as ineligible based on the study design; 14 were largely incomplete and 4 had major missing data that were deemed ineligible based on the instrument manuals or instructions. Other random missing data was handled according to each instrument's manual or instructions. The ALQ surveys had 6 questions with missing data and was filled in based on the respondent's average score for that subscale. The JDI, JIG, and ITQ had 18 random questions with missing data and were filled in based on the coding for "neutral". The survey was composed of 69 questions with five sections: Section 1 was demographic information that solicited age, gender, years of work experience, years of work experience with the same leader, education level, industry type and state of employment.

Section 2 was the Authentic Leadership Questionnaire Rater form (ALQ Rater) that was used to measure the participants' perceptions of authentic leadership behaviors (see Appendix D). Higher participant scores indicate a higher level of authentic leadership behaviors on the scale of 1 to 5. The Cronbach alpha measurement was used to examine the internal consistency for the overall authentic leadership behavior scores reflecting and overall reliability of .96 and is consistent with the Peus et al. (2012) study at .94 that was conducted on a wide range of industries including health care and manufacturing. The reliability scores and inter-correlations are listed in Table 8. Scores close to 1.00 are considered very good; scores close to .00 are considered poor; and inter-correlations scores above 0.7 are considered desirable (Cronk, 2012).

Section 3 was the Bowling Green State University Abridged Job Description Index (aJDI) created by Stanton et al. (2001) and revised in 2009 (Brodke et al., 2009). The aJDI scale was used to measure follower job satisfaction based on five different facets of satisfaction with a total of 30 items pertaining to the job situation. The focus for this study is on the supervisor facet and the overall job satisfaction as follower perceptions of their supervisor's authentic leadership behaviors were measured against job satisfaction and intent to quit. Higher scores indicated higher satisfaction for the specific individual facets and respondent scores ranged from 0-18.

Section 4 was the Bowling Green State University Abridged Job In General Index (aJIG, Stanton et al., 2002) and revised in 2009 (Brodke et al., 2009). The aJIG scale measured the overall global job satisfaction that is not captured in the aJDI scale. The scores ranged from 0-24 with higher scores indicating higher overall job satisfaction and lower scores indicating dissatisfaction.

The internal consistency for the aJDI is based on the Cronbach alpha reliability measurement reflecting satisfaction facets with Work at .86; Pay, .90; Promotional Opportunities, .86; Supervisor .85; and Coworker at .79 and is largely consistent with the Russell et al. (2004) study at .82, .79, .85, .85 and .73 respectively. The aJIG resulted in an internal consistency Cronbach alpha reliability score of .86. This score is largely consistent with Stanton et al. (2001) development and measurement of the aJIG scale at .92 and the Russell et al. (2004) study at .87 that provided further validation for the scale. All internal consistency scores were above the .70 acceptable reliability levels (Cronk, 2012) and can be found with the inter-correlations of the study in Table 8.

Section 5 was the Bowling Green State University Intent to Quit survey (Crossley et al., 2002) and was used to measure respondents' intention to voluntarily quit their job. This study focused on the respondents' general intention to quit from 0 to 28 with lower scores indicating a lower intent to quit. Table 8 depicts the internal consistent Cronbach alpha reliability score for the intent to quit general is .87 and is consistent with the Crossley et al. (2007) study at .89 and .90 from a 2012 study within the banking industry (Aldhuwaihi, Shee, & Stanton, 2012).

Table 8: Means, Standard Deviation, Zero-Order Inter-correlations, Reliabilities of Major Study Variables (n=142)

Variables	N	Mean	SD	1age	2ALQ	3JIG	4	5	6
1. Age	142	35.06	11.16						
2. Authentic Leadership	142	3.51	11.16	-.125	(.96)				
3. Job In General	142	18.23	6.57	.006	.514**	(.86)			
4. Job Description Index (JDI): Work	142	12.87	5.87	-.016	.535**	.808*	(.86)		
5. JDI: Pay	142	13.56	5.10	.007	.262**	.432*	.231*	(.78)	
6. JDI: Promotions	142	8.69	6.43	-.287**	.500**	.478*	.410*	.391*	(.87)
7. JDI: Supervisor	142	12.71	6.01	-.245**	.796**	.518*	.421*	.304*	.497* (.84)

Note: *Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Cronbach's alpha shown on the diagonal in parentheses.

Table 9: Means, Standard Deviation, Zero-Order Inter-correlations, Reliabilities of Major Study Variables (n=142)

Variables	4W	5P	6OP	7S	8CW	9ITQG	ITQT
8. JDI: Coworker	.395**	.255**	.303**	.333**	(.77)		
9. Intent to Quit-Gen	-.537**	-.456**	-.331**	-.327**	-.350**	(.87)	
10. Intent to Quit-Time	.457**	.348**	.271**	.312**	.249**	-.756**	(.91)

Note: *Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Cronbach's alpha shown on the diagonal in parentheses.

Normality Assumptions in Data Collection

It should be noted that while the dependent variables in this study are distributed evenly, the ANOVA homogenous testing for the sample characteristics revealed that the variance between age groups is unequal, violating the assumption; caution should be used to interpret the age group category outcomes of this measurement.

Data Analysis

H1. Perceived authentic leadership behaviors will significantly relate to follower job satisfaction and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older.

A Factorial ANOVA analysis was conducted that found a statistically significant relationship between perceived authentic leadership behaviors and follower satisfaction with supervisor ($F(2,2) = 66.6, p < .001$), retaining a partially rejected null hypothesis for hypothesis 1. Age groups did not reflect a statistically significant relationship between authentic leadership behaviors and satisfaction with supervisor ($F(2,2) = 2.04, p > .05$) and pursuant to Baron and Kenny (1986), the moderating interaction with authentic leadership and age groups did not reveal a significant relationship on satisfaction with supervisor ($F(2,4) = 1.146, p > .05$). Age did not moderate the relationship, retaining a partial null hypothesis (see Table 10).

The first stage tested the relationship between authentic leadership and satisfaction with supervisor which revealed a statistically significant relationship. The second stage tested age as a moderator in the relationship and the result indicated that the relationship was not statistically significant. There is partial support for hypothesis 1.

A post-hoc Tukey *HSD* analysis was conducted to examine the difference between low, moderate and high perceived authentic leadership behaviors on follower satisfaction with their supervisor. The results revealed that authentic leadership at the high and moderate level groups were statistically significant with supervisor satisfaction ($p = < .001$). Authentic leadership at the low and moderate, moderate and high, and low and high groups was statistically significant with supervisor satisfaction ($p = < .001$). Higher levels of authentic leadership relate to higher satisfaction with supervisor regardless of age as the moderator (see Table 10).

Table 10: *Effects Between Authentic Leadership Groups on Satisfaction with Supervisor*
 Tukey *HSD*

(I) Authentic Leadership Group	(J) Authentic Leadership Group	Mean Difference (I-J)	Std. Error	Sig.
Low (0-2)	Moderate (3)	-.517*	.982	.000
	High (4 and 5)	-12.30*	.881	.000
Moderate (3)	Low (0-2)	5.17*	.982	.000
	High (4 and 5)	-7.13*	.720	.000
High (4 and 5)	Low (0-2)	12.30*	.881	.000
	Moderate (3)	7.13*	.720	.000

*Mean significant at $< .05$

Although the interaction between authentic leadership and age groups did not moderate satisfaction with supervisor, a post hoc Tukey *HSD* analysis was conducted to examine the differences of satisfaction with supervisor between age groups of 20-24, 25-34 and 35 and over. There was a statistically significant difference between the 20-24 and 35 and over age group ($p = .005$) and between the 25-34 and 35 and over age group ($p = .001$). There was a statistically significant difference between 35 and over and 20-24 age groups ($p = .005$) and between the 25-34 age group ($p = .001$). The younger workers in the 20-24 and 25-34 age groups have a higher satisfaction with supervisor than the 35 and over age group (see Table 11).

Table 11

Tukey HSD: Effects Between Age Groups with Authentic Leadership and Satisfaction with Supervisor

(I)Age Group	(J)Age Group	Mean Difference (I-J)	Std. Error	Sig
20-24	25-34	.57	.949	.819
	35 and Over	3.12*	.981	.005
25-34	20-24	-.57	.949	.819
	35 and Over	2.55*	.668	.001
35 and Over	20-24	-.312*	.981	.005
	25-34	-.255*	.668	.001

*The mean difference is significant at the .05 level.

A Factorial ANOVA analysis was conducted that reflected a statistically significant relationship between perceived authentic leadership behaviors and overall job satisfaction ($F(2,2) = 15.9, p < .001$), retaining a partially rejected null hypothesis for hypothesis 1. A statistically significant relationship was not found between age groups and overall job satisfaction ($F(2,2) = .756, p > .05$) and pursuant to Baron and Kenney (1986), the interaction between authentic leadership and age groups was not statistically significant ($F(2,4) = .729, p > .05$). Age did not moderate the relationship, retaining a partial null hypothesis.

The first stage tested the relationship between authentic leadership and overall job satisfaction which revealed a statistically significant relationship. The second stage tested age as a moderator in the relationship and the result indicated that the relationship was not significant. There is partial support for hypothesis 1.

Tukey HSD analysis was conducted to examine the differences of overall job satisfaction with low, moderate and high authentic leadership levels. The results revealed that authentic leadership at the moderate to low ($p = < .05$) the high to low ($p = < .001$) and moderate to high ($p = < .001$) level groups were statistically significant with overall follower satisfaction. Authentic

leadership at the low to moderate ($p < .05$), the low to high ($p < .001$) and moderate to low ($p < .05$) group levels were statistically significant with overall satisfaction (see Table 12).

Higher levels of authentic leadership relate to higher overall satisfaction regardless of age.

Table 12: Overall Job Satisfaction

Tukey *HSD*

(I)Authentic Leadership Group	(J)Authentic Leadership Group	Mean Difference (I-J)	Std. Error	Sig.
Low (0-2)	Moderate (3)	-4.28*	1.549	.018
	High (4 and 5)	-8.65*	1.389	.000
Moderate (3)	Low (0-2)	4.28*	1.549	.018
	High (4 and 5)	-4.38*	1.135	.001
High (4 and 5)	Low (0-2)	8.65*	1.389	.000

*The mean difference is significant at the .05 level.

H2. Perceived authentic leadership behaviors will significantly relate to follower intention to quit and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older.

A Factorial ANOVA analysis was conducted and found a statistically significant relationship between perceived authentic leadership behaviors and follower intent to quit at the .001 level ($F(2,2) = 17.0, p < .001$), retaining a partially rejected null hypothesis. While age reflected a statistically significant relationship to follower intent to quit ($F(2,2) = 12.711, p < .001$), pursuant to Baron and Kenny (1986), the moderating effect between authentic leadership and age groups as a moderator was not statistically significant ($F(2,4) = .561, p > .05$). Age groups did not moderate the relationship, retaining a partial null hypothesis.

The first stage tested the relationship between authentic leadership and follower intent to quit, which revealed a statistically significant relationship. The second stage tested age as a

moderator in the relationship and the result indicated that the relationship was not significant. There is partial support for hypothesis 2.

A Tukey *HSD* analysis was conducted to examine the differences between low, moderate and high perceived authentic leadership behaviors on follower intent to quit. The results revealed that authentic leadership at the high to low and high to moderate group levels were statistically significant with follower intent to quit ($p = < .001$). Authentic leadership at the low to high and the moderate to high level groups were also statistically significant with intent to quit ($p = < .001$). Higher levels of authentic leadership significantly relate to a lower intent to quit regardless of age (see Table 13).

Table 13: *Effects Between Authentic Leadership Groups on Follower Intent to Quit*

Tukey *HSD*

(I)Authentic Leadership Group	(J)Authentic Leadership Group	Mean Difference (I-J)	Std. Error	Sig.
Low (0-2)	Moderate (3)	2.12	1.592	.381
	High (4 and 5)	7.08*	1.427	.000
Moderate (3)	Low (0-2)	-2.12	1.592	.381
	High (4 and 5)	4.96*	1.166	.000
High (4 and 5)	Low (0-2)	-7.08*	1.427	.000
	Moderate (3)	-4.96*	1.166	.000

*The mean difference is significant at the .05 level.

The post hoc Tukey *HSD* analysis was conducted to examine the differences of follower intent to quit between age groups of 20-24, 25-34 and 35 and over. A higher average mean indicates a greater intent to quit. The results revealed a statistically significant difference with follower intent to quit between age group 20-24 ($M = 15.84$) and 35 and over ($M = 9.92$) at ($p = .001$). There was also a statistically significantly difference between the age group 25-34 ($M = 13.41$) and 35 and over ($M = 9.92$) at ($p = < .005$) and between the 35 and over and the 20-24 age

group ($p = .001$) and the 25-34 age group at ($p = < .005$). Age without authentic leadership relates to higher levels of intent to quit (see Table 14).

Table 14

Tukey HSD: Effects Between Age Groups and Follower Intent to Quit

(I)Age Group	(J)Age Group	Mean Difference (I-J)	Std. Error	Sig
20-24	25-34	2.43	1.54	.258
	35 and Over	5.92*	1.59	.001
25-34	20-24	-2.43	1.54	.258
	35 and Over	3.49*	1.08	.004
35 and Over	20-24	-5.92*	1.59	.001
	25-34	-3.49*	1.08	.001

*The mean difference is significant at the .05 level.

H3. Perceived authentic leadership behaviors and age of the follower as the moderator in groups of 20-24 and 25-34 years old will predict follower job satisfaction.

A multiple regression analysis was conducted to examine if authentic leadership behaviors with age as a moderator would predict follower satisfaction with supervisor in groups of 20-24 and 25-34. In hypotheses 3 and 4, first, all data was examined according to the Field (2012) standards for normality in SPSS that revealed normal distribution with no outliers based on residual score values less than -3.0 or greater than 3.0. A Cook's distance test revealed no values greater than 1.0 and the Standardized DF Beta tests indicated no values greater than 2.0 (Field, 2012). Second, the correlation was analyzed and determined that multicollinearity does not exist between the tested variables, reflecting scores below 10 that is supported by Field (2012) testing standards.

The overall multiple regression model for hypothesis 3 found a statistically significant regression equation with authentic leadership and the interaction with age of the follower in groups of 20-24 and 25-34 predicating follower satisfaction with supervisor as ($F(3,85) = 49.826, p < .001$, with an R^2 value of .637. Authentic leadership accounted for 62.3% of the variance in follower satisfaction with supervisor, age accounted for .006 and the interaction of AL and age groups only accounted for .008. Since age groups did not statistically significantly moderate the prediction, a null hypothesis was retained.

A multiple regression analysis was conducted to examine if authentic leadership behaviors and age of the follower in groups of 20-24 and 25-34 would predict follower overall job satisfaction. The overall multiple regression model for hypothesis 3 found a statistically significant regression equation with authentic leadership and the interaction with age of the follower in groups of 20-24 and 25-34 predicating follower overall job satisfaction as ($F(3,85) = 10.497, p < .001$, with an R^2 value of .270. Authentic leadership accounted for 25.5% of the variance in follower overall job satisfaction, age accounted for .009 and the interaction with AL and age groups only accounted for .006. Since age groups did not statistically significantly moderate the prediction, a null hypothesis was retained for hypothesis 3. There is a risk in conducting multiple tests that can cause probability Type I errors that increase the chance of inappropriate conclusions (Cronk, 2012). In view of strong initial probability outcomes below the $< .001$ level for each dependent variable, the inflated likelihood of Type I error due to the multiple tests is low.

H4. Perceived authentic leadership behaviors and age of the follower as a moderator in groups of 20-24 and 25-34 years old will predict follower intention to quit.

The overall multiple regression model for hypothesis 4 found a statistically significant regression equation with authentic leadership and the interaction with age of the follower in groups of 20-24 and 25-34 predicating follower intent to quit as ($F(3,85) = 11.420, p < .001$), with an R^2 value of .287. Authentic leadership accounted for 27.3% of the variance in follower intent to quit, age accounted for .014 and the interaction with AL and age groups accounted for .000 of the variance. Since age groups did not statistically significantly moderate the prediction, a null hypothesis was retained for hypothesis 4.

Chapter 5 will provide discussion for the results and conclusions of the main and post hoc findings, limitations, practical recommendations and implications, recommendations for future studies and limitations.

Chapter 5: Discussion, Conclusions, Recommendations-Implications & Limitations

Discussion of Findings

Leadership can influence job satisfaction (Peus et al., 2011; Walumbwa et al., 2008) and turnover in workers (O'Toole, 2009; Spreitzer & Porath, 2012; Tett & Meyer, 1993). Turnover of workers is higher among ages 20-24 followed by 25-34 and 35 and over (United States Bureau of Labor Statistics, 2012). As of 2012, reports reflect that 31% of the workforce is between the ages of 16 and 34 (United States Census Bureau, 2012), posing challenges to organizations. This research intended to demonstrate that authentic leadership behaviors would significantly relate to followers' job satisfaction and intent to quit regardless of age of the follower in groups of 20-24, 25-34, and 35 and over and that it would predict followers' job satisfaction and intention to quit and that age would moderate the relationship based on groups of 20-24 and 25-34.

Retaining workers is a primary responsibility of leadership (O'Toole, 2009; Ready & Conger, 2007; Spreitzer & Porath, 2012). Voluntary turnover is disruptive and costly to organizations based on the capital and resources required to attract, hire, train, develop and retain younger talent for the best organizational outcomes (Ready & Conger, 2007; Twinaime et al., 2011; Waldman et al, 2004). The impact with turnover can present significant challenges to organizations from decreased morale, continuity and momentum until employees are replaced and trained and through lost sales, productivity, growth and performance (Ongori, 2007; Pitt-Catsouphes, 2007; Twinaime et al., 2011). While research has been conducted that correlates turnover to job satisfaction and different facets of job satisfaction, research has not explored the relationship between authentic leadership behaviors, job satisfaction and the intent to quit and moderated by age of the follower.

This study explored the relationship among authentic leadership, follower satisfaction with supervisor, overall job satisfaction and the intent to quit with age of the follower as a moderator. Studies have not tested the significant relationship between authentic leadership behaviors, follower job satisfaction and follower intent to quit and if age strengthens the relationship in groups of 20-24, 25-34, and 35 and over or that predicts job satisfaction and intent to quit based on age as a moderator in groups of 20-24 and 25-34.

Authentic leadership is an emerging field of research that has the potential to assist organizations in growth and performance (Avolio & Gardner, 2005; Clap-Smith et al., 2009; Walumbwa et al., 2008). The results of this study offered new research regarding the authentic leadership theory that may be potentially beneficial to leaders by influencing better follower and organizational outcomes. The results supported the hypotheses that leadership behaviors may effect turnover and that the greater the perception of authentic leadership behaviors the greater the follower satisfaction with supervisor, overall job satisfaction and the lower the intent to quit.

The study did not statistically significantly support follower age as a moderator in groups of 20-24, 25-34, and 35 and over. Age did not significantly strengthen or weaken the relationship between authentic leadership, follower satisfaction with supervisor, overall job satisfaction on the intent to quit. While reports indicate that worker turnover is highest among groups of 20-24, 25-34 and 35 over respectively, the results of this study provided new valuable research and knowledge indicating that high levels of authentic leadership relate to lower intent to quit that may attenuate turnover, regardless of follower age diversity. Demographic and quantitative data was obtained through an online questionnaire from voluntary participants measuring perceived authentic leadership behaviors, follower satisfaction with supervisor, overall job satisfaction and the intent to quit in their current jobs.

Summary of Findings and Conclusions

This study examined the fairly new authentic leadership theory and behaviors with age of the follower as a moderator on follower satisfaction with supervisor, overall job satisfaction and the intent to quit.

For hypothesis 1, *perceived authentic leadership behaviors will significantly relate to follower job satisfaction and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older*; perceived authentic leadership behaviors statistically and significantly related to follower satisfaction with supervisor and overall job satisfaction at the .001 level in all three age groups. The interaction with age in groups of 20-24, 25-34 and 35 and over did not statistically significantly moderate the relationship between authentic leadership and satisfaction with supervisor or overall job satisfaction. The results are a critical finding as authentic leaders positively influence follower's satisfaction of all age groups. The first part of hypothesis 1 was supported as authentic leadership significantly related to follower satisfaction with supervisor and overall job satisfaction. The second part was not supported, as age groups did not strengthen or weaken the relationship, retaining a partial null-hypothesis.

The results of hypothesis 1 are consistent with recent previous research that authentic leadership has a strong influence on satisfaction with supervisor (Peus et al., 2011; Walumbwa et al., 2008) and job satisfaction (Darvish & Rezaei, 2011; Giallonardo et al., 2010). The results with follower age groups was unexpected and an important finding because it contrasts with previous studies indicating that older workers have higher job satisfaction and that follower satisfaction improved with organizational tenure (Ng & Feldman, 2010; Rhodes, 1983). While the age groups did not statistically significantly strengthen or weaken the relationship between authentic leadership and follower satisfaction with their supervisor, this study found that

followers in age groups of 20-24 and 25-34 were more satisfied than the 35 and over group. This may be valuable because younger workers between the ages of 16-34 are expected to become the largest part of the workforce in the foreseeable future and will have a significant influence in the workforce and in our professional lives (Erickson, 2010) and authentic leader behaviors were significant factors in satisfying all three age groups including the younger workers.

Rationale for the differences in age group outcomes could be due to younger worker's adaptation to fast-paced changes in organizations pertaining to savviness in technology compared to older workers (Hershatter & Epstein, 2010). Another potential reason is that this study supports the theory that authentic leaders develop and inspire self-development in followers; and younger workers ranging in ages up to the early 30s have strong psychological contract expectations for development and career progression and met or unmet expectations can positively or negatively affect follower attitudes such as satisfaction and turnover intentions.

The differences of low, moderate and high authentic leadership behaviors were examined and there was a statistically significant difference on follower satisfaction with supervisor. Low to moderate, moderate to high and low levels also reflected a statistically significant difference. The higher the authentic leadership behaviors, the higher the overall follower job satisfaction with supervisor in all three age groups. The differences of low, moderate and high authentic leadership behaviors also statistically significantly related to overall follower job satisfaction indicating that the higher the level of authentic leadership behaviors, the higher the overall follower job satisfaction in all three age groups. Leadership can influence positive or negative emotions and work towards fulfilling follower psychological contract expectations that can affect followers' satisfaction towards their supervisor or their overall job satisfaction. While authentic

leader behaviors can positively affect satisfaction with supervisor and overall job satisfaction, different factors can influence follower satisfaction such as work itself and promotional opportunities (Judge & Church, 2000; Smith et al., 1969; Brodke et al., 2009).

Different factors can impact overall job satisfaction such as the JDI, Job Description Index facets of work itself, pay, promotional opportunities and coworkers (Judge & Church, 2000; Smith et al., 1969; Brodke et al., 2009); and other factors such as task identity, variety of tasks and feedback (Hackman & Oldham 1996); and personality traits (Heller & Mount, 2002). While this study measured the JDI individual facets of satisfaction, the study focused on the satisfaction with supervisor facet. The results of the remaining facets found a statistically significant relationship between authentic leaders and follower satisfaction facets of work itself that was closely followed by promotional opportunities compared to the highest statistical relationship to satisfaction with supervisor.

The results suggest that authentic leader behaviors may positively influence follower psychological contract expectations for career progression that is linked to developing workers that is so important to younger workers and that can positively influence follower satisfaction. The results also suggest support for the authentic leadership theory postulation that authentic leaders develop a positive work environment inspiring follower development of efficacy, hope, optimism, and resiliency (Luthans, Youssef et al., 2007) through internalized moral-ethical perspective, relational transparency, balanced processing and self-awareness (Avolio et al., 2004; Walumbwa et al., 2008). In response, followers are transformed through bridged meaning, self-awareness and purpose that foster self-development, authenticity, satisfaction and performance in followers (Walumbwa et al., 2008).

The results from this emerging research on authentic leadership provide new information and findings that are significant. Authentic leaders positively influenced workers' satisfaction in all three age groups, including the younger age groups and higher levels of authentic leader behaviors influence greater follower satisfaction. These are critical factors in the current dynamic organizational environment because younger workers have a much higher turnover rate (United States Bureau of Labor Statistics, 2010) and dissatisfaction is a precursor to the intent to quit (Griffeth et al., 2000; Tett & Meyer, 1993), which is a predictor of turnover (Griffeth et al., 2000).

For hypothesis 2, *perceived authentic leadership behaviors will significantly relate to follower intention to quit and with age of the follower as a moderator for groups of 20-24, 25-34 and 35 and older*; there was a statistically significant relationship between perceived authentic leadership behaviors and follower intent to quit at the .001 level. The interaction between follower age in groups of 20-24, 25-34, and 35 and over was not statistically significant in moderating the relationship between authentic leadership and follower intent to quit. This is a critical finding that suggests that authentic leaders can positively influence the intent to quit in all three age groups. The first part of hypothesis 2 was supported as authentic leader behaviors significantly related to follower intent to quit. The second part was not supported, as age did not strengthen or weaken the relationship, retaining a partial null hypothesis.

The differences of low, moderate and high authentic leadership behaviors were examined and found a statistically significant difference on follower intent to quit. High to moderate, high to low and moderate to low levels of authentic leadership behaviors reflected a statistically significant difference on the intent to quit. The results signify that higher levels of authentic leader behaviors significantly relate to lower follower intent to quit. These results suggest that

higher levels of authentic leaders can positively impact a lower intent to quit in all three age groups and the intent to quit is a predictor of turnover.

Although the hypotheses in this study were not developed to measure the age groups alone without authentic leadership; age was measured and a statistical significant negative difference was found between the intent to quit and age groups 20-24 and 35 and over and the 25-34 and 35 and over age groups. This signifies that when age is tested without authentic leadership behaviors, younger workers have a higher intent to quit, which is consistent with previous studies that correlates age to the intent to quit. The results are critical because authentic leader behaviors positively influenced all three follower age groups' intent to quit and the intent to leave a company is a predictor of voluntary turnover.

The importance of this finding is five-fold; (1) there are 49 million younger workers in the workforce (United States Census Bureau, 2010); (2) younger workers are expected to be the largest part of the workforce in the foreseeable future (Erickson, 2010); (3) younger workers have high psychological contract expectations for development and career progression (De Hauw & De Vos, 2010; Ng et al., 2010) that can negatively or positively affect satisfaction and the intent to quit (Erkutlu Chafra, 2013; Rigotti, 2009; Zhao et al., 2007); (4) worker satisfaction is a predictor in turnover (Griffeth et al. 2000); and (5) turnover is costly and disruptive to organizations due to human capital and monetary resources required to recruit, train, develop and retain workers (Ready & Conger, 2007; Twinaime et al., 2007; Waldman et al., 2004) and through the loss of continuity, production and performance (Ongori, 2007; Twinaime et al., 2011).

The results suggest that authentic leaders work towards influencing positive follower emotions and fulfilling younger worker psychological contract expectations that can foster

positive follower outcomes such as follower satisfaction and a lower intent to quit, regardless of age. This study suggests and supports the emerging field of research of authentic leadership that posits that authentic leader behaviors elevate self-awareness and self-regulatory behaviors, which is essential in self and organizational development that can inspire individuals and teams to flourish. This is accomplished through promoting positive psychological capacities of efficacy, hope, optimism, and resiliency to attain success (Luthans, Youssef et al., 2007) through the four behavioral constructs of authentic leadership of self-awareness, internalized moral perspective, balance processing and relational transparency that promotes the development of leader and follower positive self-development (Walumbwa et al., 2008, p. 94). In response, positively influencing these expectations can result in sustained veritable performance (Avolio & Gardner, 2005) and growth (Avolio & Gardner, 2005; Spreitzer & Porath, 2012). This could be valuable due to the challenges that organizations are facing based on the dynamic rapid changes in technology, the competitive global marketplace and the turbulent economic conditions that need effective leaders to shape a positive organizational environment that may influence better individual and organizational outcomes (Avolio & Gardner, 2005; Baker, 2004; Day et al., 2009; George, 2003; O'Toole, 2009). The findings suggest that authentic leaders may attenuate turnover.

This study may be the first to measure authentic leadership, follower intent to quit and with age of the follower as a moderator that provides valuable new information to this emerging research and to the practical world regarding authentic leader behaviors. The research indicates that authentic leadership can strongly influence follower and organizational outcomes such as satisfaction with supervisor, overall job satisfaction and the intent to quit, regardless of age

diversity and that has the potential to attenuate turnover that is so costly and disruptive to organizations.

For hypothesis 3, *perceived authentic leadership behaviors and age of the follower as the moderator in groups of 20-24 and 25-34 years old will predict follower job satisfaction;*

perceived authentic leadership behaviors strongly correlated to satisfaction with supervisor ($r = .790$) and authentic leadership and age of the follower in groups of 20-24 and 25-34 predicted satisfaction with supervisor at the .001 level. Sixty-two percent (62.3%) of the variance in the regression model was explained by perceived authentic leadership behaviors on follower satisfaction with supervisor, while age groups only accounted for .008 of the variance. Perceived authentic leadership behaviors moderately correlated to overall job satisfaction ($r = .505$) and authentic leadership and age of the follower in groups of 20-24 and 25-34 predicted overall job satisfaction at the .001 level. Authentic leadership explained 25.5% of the variance, while age groups accounted for only .006 of the variance. Age groups were not a statistically significant factor in the variance and did not moderate the prediction to satisfaction with supervisor or overall job satisfaction, retaining the null-hypothesis.

The results are consistent with previous research that authentic leadership behaviors predicted follower satisfaction with supervisor (Peus et al., 2011; Walumbwa et al., 2008) and job satisfaction (Giallonardo et al., 2010); although age has been found to negatively relate to job satisfaction (Ng & Feldman, 2010; Rhodes, 1983). The results suggest that authentic leadership may predict follower satisfaction regardless of age group. The difference in variances between authentic leadership on follower satisfaction with supervisor (62.3%) and overall job satisfaction (25.5%) suggests that follower satisfaction with supervisor may be a larger force that can influence positive organizational outcomes and may be a better measurement than overall job

satisfaction. This research supports theory that leaders are responsible to shape individuals and organizations to foster positive organizational outcomes (Baker, 2004; Bass & Avolio, 1990; Burns, 1978; Goleman, 1996; Yukl, 2010).

Other factors and leadership behaviors can positively affect follower's outcomes (Dimaculangan & Aguilin, 2012; Judge & Piccolo, 2004; Pettijohn et al., 2008; Walumbwa et al., 2005) and authentic leadership was conceptualized to include leading and developing followers through transformational and ethical leadership constructs. This is important because authentic leadership has been found to positively influence job satisfaction, satisfaction with supervisor and performance over and above the transformational and ethical leadership constructs (Walumbwa et al., 2008). The differences include authentic leaders shaping organizations through authenticity and a strengths based approach based on the roots of positive psychology (Luthans & Avolio, 2003) that develops self and follower efficacy, hope, optimism, and resilience (Gardner et al., 2005; Youssef & Luthans, 2007). This is accomplished through the four behavioral constructs of internalized moral perspective, balanced processing, relational transparency, and self-awareness (Walumbwa et al., 2008) and is posited to increase leader effectiveness by working towards developing followers and inspiring self-development that transforms and bridges meaning, self-awareness and purpose (Avolio et al., 2004; Walumbwa et al., 2008). In response, leaders inspire trust (Clapp-Smith et al., 2009; Erkutlu & Chafra, 2013; Peus et al., 2012), extra effort (Peus et al., 2012) and followers identify with the leader (Walumbwa et al., 2010) that improves follower satisfaction with supervisor (Peus et al., 2012) performance (Clapp-Smith et al., 2009), and can influence follower withdrawal behavior (Avolio, Gardner, Walumbwa et al., 2004).

This study supports and provides new information pertaining to the emerging research on authentic leadership. The results are a critical finding, indicating that authentic leadership behaviors statistically significantly related to and predicted follower satisfaction with supervisor to a great degree and overall job satisfaction in both age groups, including younger workers. Younger workers dissatisfaction can pose challenges to organizations as dissatisfaction can negatively affect a follower's intent to quit and a follower's general decision to search for a new job and to leave a company is initiated by job dissatisfaction (Blau, 1993; Griffeth et al., 2000). Greater job dissatisfaction creates increased negative emotions and intentions to voluntarily quit a company (Porter & Steers, 1973; Yucel, 2012). The intent to quit is the greatest predictor of turnover (Tett & Meyer, 1993).

For hypothesis 4, *perceived authentic leadership behaviors and age of the follower as a moderator in groups of 20-24 and 25-34 years old will predict follower intention to quit*; perceived authentic leadership behaviors negatively and moderately correlated to the intent to quit ($r = -.523$) and authentic leadership and age groups of 20-24 and 25-34 predicted follower intent to quit at the .001 level. Twenty-seven percent (27.3%) of the variance in the regression model was explained by perceived authentic leadership behaviors on follower intent to quit, while age groups accounted for .014 of the variance. Age groups were not a statistically significant factor in the model or variance and did not significantly moderate the prediction to follower intent to quit, retaining a null hypothesis. This was an unexpected result because previous studies found that age correlated to the follower intent to quit and turnover (e.g., Finegold et al., 2002; Tuzun, 2007) and that the average turnover is highest among the age groups of 20-24 and 25-34 (United States Bureau of Labor Statistics, 2012). An essential main difference in the previous studies and this research is that leadership was not a measured

variable, which suggests that leadership behaviors are an important factor in positively influencing the intent to quit in both age groups, including the younger workers. This also supports the authentic leadership theory that authentic leader behaviors would relate to follower withdrawal behavior (Avolio, Gardner, Walumbwa et al., 2004).

The results of this study are important for several reasons. First, this may be the first study to test if authentic leader behaviors and age of the follower would predict follower intent to quit, which is a predictor in turnover (Tett & Meyer, 1993). Second this study found that authentic leader behaviors statistically and significantly predicted follower intent to quit and that age did not statistically significantly moderate the relationship, suggesting that the age group may not be a factor, yet turnover is highest among workers in age groups of 20-24 and 25-34 (United States Bureau of Labor Statistics, 2012). Third, turnover can be costly and disruptive to organizations from the cost to recruit, hire, train, develop and retain followers (Ready & Conger, 2007; Twinaime et al., 2011; Waldman et al., 2004) and the loss from continuity, production and performance (Ongori, 2007; Twinaime et al., 2011). This research suggests that authentic leader behaviors may attenuate turnover.

In summary, while other factors can influence follower satisfaction and turnover (Griffeth et al., 2000), this study provided significant new research pertaining to the emerging authentic leadership theory, indicating that authentic leadership can positively affect follower emotions that are related to satisfaction or dissatisfaction. Positive or negative emotions can lead to intentions to leave an organization and voluntary turnover (Tett & Meyer, 1993). This study's empirical research found that follower perceived authentic leadership behaviors significantly statistically affected and predicted follower satisfaction with supervisor, overall job satisfaction and the intent to quit regardless of age group.

Recommendations-Implications

Consultants, Board of Directors, and leaders should be mindful that authentic leadership may be able to attenuate the diverse age of workers' intent to quit and may want to consider cultivating leadership that has these behaviors and skills to reduce turnover. Leaders could use the results of this study to design intervention and training programs in effort to improve the skills and behaviors that authentic leaders possess; as higher levels of authentic leader behaviors relate to higher follower satisfaction with supervisor, overall job satisfaction and decreased follower intent to leave the organization. Authentic leadership includes elements of transformational and ethical leadership (Walumbwa et al., 2008) and is differentiated by behaviors that shape organizations through developing self and follower positive psychological capital consisting of efficacy, hope, optimism, and resilience to bridge meaning and promoting positive emotions (Luthans, Avolio et al., 2007; Youssef & Luthans, 2007; Walumbwa et al., 2011). This is accomplished through developing self and others through congruent role modeling self-awareness and self-regulation; internalized moral-ethical perspective; balanced processing; and relational transparency promoting a positive inclusive organizational environment (Luthans & Youssef, 2007; Walumbwa et al., 2008). In turn, as found in this study, authentic leaders can influence and predict positive follower satisfaction with supervisor, overall job satisfaction, the intent to quit and in previous studies increased performance (Clapp-Smith et al., 2009; Luthans, Avolio, et al., 2007).

Modeling requires possessing the authentic behaviors and assessment that may be essential to determine the level of authentic behaviors. Intervention could start with leaders using the Authentic Leadership Questionnaire (ALQ-Rater) to rate leaders' perception of self; as a 360 degree assessment; or follower's perception of their leader's authentic leader behaviors to

assess and benchmark current levels (Walumbwa et al., 2008). The results provide data to bring awareness to leader's gaps in skills to offer the opportunity to improve. Customized development plans and goals can be designed to develop or improve authentic leader behaviors. The assessment and needed development is recommended beginning with the top leaders because support from the top is essential to support change for leaders or managers that may be provided authentic leadership development and training (Day et al., 2009; Senge, 2006). The ALQ can also be used for the hiring process to match behaviors and values to the organization.

Leaders can develop self and followers and improve authentic leadership behaviors and skills through the constructs of internalized moral ethical perspective, balanced processing, relational transparency, and self-awareness through intervention and development (Clapp-Smith et al. 2009; Luthans, Avolio et al., 2007). Continued role modeling of the four authentic leadership behavioral constructs assist in developing stronger skills in leaders and assist in developing like behaviors in followers (Avolio & Gardner, 2005) and are described based on descriptions in Chapter 2;

Self-awareness. Self-awareness reflects leaders and developed followers as being able to gain a deeper understanding of how they view themselves, while understanding the impact their actions may have on others and using reflective reasoning. This enables learning and they are less likely to be defensive when interacting with others (Kernis, 2003; Walumbwa, et al., 2008). They understand their strengths, weaknesses, purpose, core values, beliefs and desires (Kernis, 2003), and through these patterns, awareness and emergence of identity, emotions, motives and goals are heightened over time, which enables continued personal growth (Avolio & Gardner, 2005, p. 324).

Internalized moral perspective. Internalized moral perspective reflects leaders as being self-regulated, self-monitored, and determined to be congruent with moral integrity between values and actions, regardless of the anticipated outcome (Deci & Ryan, 2000; Gardner et al., 2005). This includes owning up to mistakes and doing what is right (Michie & Gooty, 2005), while being self-disciplined and not allowing political, organizational or societal pressure to sway authenticity (Walumbwa et al., 2008 p. 95).

Balanced processing. Balanced processing reflects leaders' authenticity through objectively analyzing decision making through open collaboration and seeking others' objective input, while allowing constructive feedback to challenge their own perspectives (Avolio & Gardner, 2005; Walumbwa et al., 2008; Walumbwa et al., 2010). They create and enact fair unbiased processes through a balanced equitable social process (Avolio & Gardner, 2005; Kernis, 2003).

Relational transparency. Relational transparency reflects leaders as openly communicating information while revealing true personal thoughts and emotions with open disclosure (Avolio & Gardner, 2005; Ilies et al., 2005). Faking or disguising information is not an option and trust evolves with followers. They minimize the display of inappropriate emotions (Kernis, 2003; Walumbwa et al., 2008), and they show genuine positive interest in others that builds trust and identification with the leader (Mazutis & Slawinski, 2008).

Self-awareness, self-regulation and reflective critical thinking skills are essential elements of authentic leader behaviors that enable leaders to develop and foster efficacy, hope, optimism, and resiliency in self and followers that inspire ongoing energy for self-development (Avolio & Gardner, 2005; Kernis, 2003; Walumbwa et al. 2008). Leaders can develop these skills and transform identity through intentional goal setting, formal training, developmental

programs, coaching, by sharing multiple opinions for decision making including challenging views, and through ongoing experiences, assessment and self-reflection (Day et al., 2009; Senge, 2006).

Questionnaires can be administered to leaders and raters to assist in developing authentic leader behaviors such as the Authentic Leadership Questionnaire (ALQ; Walumbwa et al., 2008) and the Psychological Capital Questionnaire (PsyCap; Luthans, Avolio et al., 2007). These assessments can provide benchmarks to determine levels and gaps in authentic leadership behaviors (Walumbwa et al, 2008) and assist in designing intervention to improve on the gaps. Training guides are available for the ladder assessment. Previous research suggests that intervention be followed by reassessment in four month intervals to allow time for the training, development and self-opinion constructs to manifest and to assess performance changes (Clapp-Smith et al., 2009; Luthans, Avolio et al., 2007). Longer time frames to reassess may not be productive as continued feedback is necessary for personal growth to manifest (Clapp-Smith et al., 2009). Leaders and consultants should also consider measuring performance metrics for each participating leader and rater beginning one month after taking the PsyCap Questionnaire to benchmark and assess progress (Luthans, Avolio et al., 2007). A Strengths Finder assessment can also be obtained and administered to help develop skills in followers (Seligman, 2011).

Authentic leadership can be modeled through genuine interest and influencing follower confidence, development of strengths and extra effort, and creating an inclusive unbiased safe open and transparent ethical organization based on the four authentic leadership constructs and the elements of positive psychology. Trust, engagement and positive emotions are increased aiding in followers' development, satisfaction, positive withdrawal behavior (Avolio et al., 2004) and well-being, which also influences follower self-development, achievement and genuine

sustained performance (Avolio & Gardner, 2005). Modeling authentic leader behaviors that foster an environment that develops followers' strengths, self-awareness, self-regulation and ongoing self-development can inspire followers to flourish and can be beneficial to organizations (Luthans & Avolio, 2003).

Authentic leader skills, congruency, transparency and modeling are important because there are 49 million younger workers consisting of 31% of the workforce (United States Census Bureau, 2012) and younger workers have a much higher average turnover rate than older workers (United States Bureau of Labor Statistics, 2012). Turnover can be costly to organizations (Ongori, 2007; Twinaime et al., 2011) that can pose significant challenges to organizations. Younger workers hold strong psychological contract expectations for development and career progression (De Hauw & De Vos, 2010; Ng et al., 2010); and unmet expectations can result in negative outcomes such as dissatisfaction and the intent to quit (Erkutlu & Chafra, 2013; Rigotti, 2009; Zhao et al., 2007). The results of this study indicate that authentic leader behaviors significantly relate to and predict follower satisfaction with supervisor, overall job satisfaction and a lower intent to quit; that can result in turnover (Tett & Meyer, 1993). Leaders and Board of Directors that can recognize the value of authentic leader behaviors may want to consider intervention to develop authentic leader skills in effort to positively influence follower and the organizational outcomes and that may attenuate turnover.

Recommendations for Future Study

This study examined empirically tested authentic leadership behaviors, follower satisfaction with supervisor and overall job satisfaction on the intent to quit with a focus on age of the follower in groups of 20-24, 25-34 and 35 and over. The results found statistically significant effects and predictors of follower satisfaction and the intent to quit. Further research

could be considered to determine other factors in satisfaction and the intent to quit. This study did not measure the psychological capital constructs. Researchers may want to consider examining follower age and the four separate constructs of authentic leadership consisting of internalized moral perspective, balanced processing, relational transparency and self-awareness or follower outcomes from efficacy, hope, optimism, resilience. This may provide additional rich data regarding stronger or weaker links to cognitions and contemplation to turnover based on specific leader behavior.

Future studies should consider testing if authentic leadership behaviors predict follower intent to quit with satisfaction with supervisor and overall job satisfaction as a moderators to examine greater potential antecedents to the intent to quit. Researchers may also want to replicate this study in a proactive organization that offers development and career paths for all age followers. This could provide a wider range and depth for participants that may yield a more even balance and distribution of the overall N sample with each category for test normality that may provide valuable data pertaining to age, satisfaction and turnover intentions.

Limitations

There were several limitations pertaining to this study. The study relied on self-reported data, which can include participant bias. The data was collected at one point in time and subject to common method variance that can influence results that otherwise could have been collected in different stages to alleviate the potential. The sample was limited to one university; however the data collected was from graduates in 13 different states and from 22 varying occupations and a wide range of graduate disciplines. The study solicited follower authentic leadership rated data and did not compare the results to leadership self-report data as it was not included in the study.

The participant sample variance revealed that the age groups used in the study were uneven, violating the normality assumptions. Soliciting university alumni from graduating years from 2008-2013 to obtain participation in newly graduated 20-24 year olds was a challenge. Participant's data with low tenure and tenure with the same employer was disqualified and unusable. A study in corporations that included a wide range of ages may have provided a more equal distribution for age categories. A Factorial ANOVA was used to measure the relationship between two independent variables and two dependent variables separately. There is a risk in conducting multiple tests that can cause probability Type I errors that increase the chance of inappropriate conclusions (Cronk, 2012). In view of strong initial probability outcomes below the $< .001$ level, the inflated likelihood of Type I error due to the multiple tests was low.

Conclusion

In conclusion, this study concentrated on the effects of authentic leadership behaviors on follower age groups of 20-24, 25-34, and 35 and over in relationship to follower satisfaction with supervisor, overall job satisfaction and the intent to quit. Unexpected results indicated that authentic leaders can influence satisfaction and turnover intent in workers in all three age groups, retaining a partially rejected null hypothesis. This study found that age of the follower did not statistically significantly moderate the relationship between authentic leader behaviors, follower satisfaction with supervisor and overall job satisfaction on the intent to quit, retaining a partial null hypothesis. Although previous studies indicated that age relates to job satisfaction and the intent to quit, age was not a significant factor in this study.

The findings indicated that authentic leader behaviors statistically significantly related to and predicted follower satisfaction with supervisor, overall job satisfaction and intent to quit, regardless of the follower age group. Authentic leader behavior was a much greater predictor of

satisfaction with supervisor than overall job satisfaction, although work itself and promotional opportunities were also highly significant satisfaction facets. Higher levels of authentic leader behaviors were found to influence higher levels of follower satisfaction and a lower intent to quit. The results suggest that leader behaviors can be essential to positive follower and organizational outcomes, including the intent to quit, which is a predictor of turnover (Griffeth et al., 2000). Younger workers have much higher average turnover (United States Bureau of Labor Statistics, 2012) that could pose significant challenges to organizations and the results of this study suggest that authentic leaders may attenuate turnover.

Authentic leadership was conceptualized to restore hope, confidence and trust in organizations and shareholders (Avolio & Gardner, 2005) in response to the failures from unethical corporate scandals such as Enron in 2002 (Bratton, 2002) that had a tremendous negative impact on stakeholders, including financial implications (Belson, 2005; George, 2003). Organizational challenges also provided a need for authentic leadership in view of the fast-paced changes in the organizational environment from economic turbulence, technological advances and the global competitive marketplace in order to assist in sustaining organizational performance and growth (Avolio et al., 2004; George, 2003). The higher order of the four constructs of authentic leadership behaviors of internalized moral reasoning, self-awareness, balanced processing and relational transparency (Walumbwa et al., 2004; Walumbwa et al., 2008) fosters positive emotions and outcomes in followers. While the authentic leadership theory posits that authentic leaders would positively influence follower withdrawal behaviors (Avolio, Gardner, Walumbwa et al., 2004); this may be the first study to test authentic leadership and the intent to quit and authentic leadership and age of the follower on the intent to quit.

The results of this study presents critical information pertaining to the emerging authentic leadership theory and behaviors with follower satisfaction with supervisor, overall job satisfaction, and the intention to quit regardless of follower age groups that adds to the previous body of research and that could be beneficial to the practical world. There are 49 million younger workers consisting of 31% of the workforce (United States Census Bureau, 2012) and younger workers have a much higher average turnover rate (United States Bureau of Labor Statistics, 2012). Younger workers have strong psychological contract expectations and follower unmet expectations can negatively relate to outcomes such as dissatisfaction and intentions to quit or remain with an organization (Erkutlu & Chafra, 2013; Rigotti, 2009; Zhao et al., 2007). Leadership that can positively influence younger worker expectations can influence better work related attitudes such as job satisfaction (Finegold et al., 2002; Hess & Jesper, 2008; Porter & Steers, 1973) and the intention to quit, which is a precursor to turnover (Griffeth et al., 2000; Tett & Meyer, 1993). This study found that perceived authentic leadership behaviors can predict follower satisfaction with supervisor, overall job satisfaction and the intent to quit regardless of the diversity of age group.

Griffeth et al. (2000) found that the highest satisfaction predictor in the intention to quit was overall job satisfaction ($r = -.19$) and in a meta-analysis conducted by Carsten and Spector (1987), overall job satisfaction predicted intent to quit at ($r = -.26$). This study found a higher prediction from authentic leadership behaviors and the intent to quit ($r = -.52$) and a high correlation between authentic leadership and satisfaction with supervisor ($r = .79$) and overall job satisfaction ($r = .51$). While these variables may be very different, this could suggest that authentic leaders may be a greater predictor in the intent to quit than job satisfaction.

The findings in this study provide critical information as turnover can pose significant challenges to organizations from the loss in efficiencies and productivity and the cost and resources required to recruit, train, develop and retain talented workers (Ready & Conger, 2007; Twiname et al., 2011). Estimates indicate that turnover can cost between 150% (Hansen, 1997; Phillips, 2000) to 215% of a new hire's salary (Twiname et al., 2011). This is important because younger workers in the age group of 20-24 have the highest average turnover of 1.3 years and 3.2 years in the age group of 25-34 and consist of 31% of the workforce is age 16-34.

Considering the younger worker high turnover, positively influencing these workers could be essential to better organization outcomes, including intentions to quit and turnover. While this study demonstrated that authentic leadership behaviors and age of the follower did not moderate the relationship or prediction of follower satisfaction or the intent to quit; higher authentic leadership behaviors relate to and predict greater follower satisfaction and lower intent to quit regardless of age group. This is a significant finding because authentic leaders may be able to attenuate turnover in all age groups including the younger workers that have the highest average turnover rates and that represent a substantial portion of workers in organizations. Organizations should be mindful that authentic leaders can attenuate the diverse age of workers' intent to quit and may want to consider cultivating leadership that possesses behaviors and skills to reduce turnover.

The problem statement supported in Chapter 2 focused on the high average turnover in workers between the diverse ages of 20-24 at 1.3 years and 25-34 at 3.2 years compared to 10.1 to 10.7 years for older workers (United States Bureau of Labor Statistics, 2012). Younger workers have strong psychological contract expectations and unmet expectations can negatively impact satisfaction and the intent to quit (Erkutlu & Chafra, 2013; Rigotti, 2009; Zhao et al.,

2007). Considering reports from 2012 that indicate 31% or 49 million workers in the workforce were between 16 and 34 (United States Census Bureau, 2012) and that turnover can negatively impact and be costly to organizations (Ready & Conger, 2007; Twiname et al., 2011; Waldman et al., 2004); authentic leaders may provide valuable leadership needed in organizations to positively increase worker satisfaction and to decrease the intent to quit that may attenuate turnover. This study has the potential to inform Board of Directors, consultants and leaders that could lead to developing authentic leaders and followers that can increase performance (Clapp-Smith et al., 2009; Luthans, Avolio, et al., 2007; Walumbwa et al., 2011) and may create sustainable growth (Spreitzer & Porath, 2012) and veritable performance that is essential to shareholders (Avolio & Gardner, 2005; George, 2003).

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Appendix A:

Email Advertisement to Invite Participation

You are invited to participate in a doctoral research study. My name is Martha Rader. I am a fellow Northwood University and DeVos alumni and am currently a doctoral student at The Chicago School of Professional Psychology (TCS). Your participation in my study and survey would be greatly appreciated and will ensure your confidentiality and anonymity.

I am conducting a doctoral research study titled the Effects of Authentic Leadership on Job Satisfaction and Younger Worker Turnover Intentions. This study will investigate whether employees who have a supervisor that demonstrates authentic leadership behaviors that includes positivity, trust and high moral standards creates a connection to job satisfaction and less likelihood to quit and if the employee age is a factor.

Your participation is strictly voluntary. To participate, you must voluntarily consent, be 20 years of age or older, have six months work experience, have at least six months work experience with your current employer and not be self-employed and it will take less than 15 minutes to complete.

You are receiving this email through the Northwood University Alumni Relations, which is not a sponsor of this research and will not have access to your survey data. As fellow alumni, the university Alumni Relations is graciously sending this invitation to alumni to aid in the recruitment of potential participants for my research study. You will receive the same information in a follow-up email in 10-12 days after the initial email and again in 20-22 days as a reminder. The survey will be completed online.

If you would like to participate in the study, click the following link:

<https://www.surveymonkey.com/s/8QNMPZ9>

I greatly appreciate your attention and participation in this valuable academic study!

You will be asked to read and agree to consent to take the survey before advancing to the actual survey questions. If you have any questions about the research, please contact Martha Rader at mer1621@ego.thechicagoschool.edu.

Thank you very much,

Martha Rader

Doctoral Candidate Doctor of Organizational Leadership

The Chicago School of Professional Psychology

Appendix B:

Oral Consent

Hello, my name is Martha Rader. I am a student at The Chicago School of Professional Psychology (TCS). I am conducting a research study with the purpose of exploring the effect of authentic leadership behaviors on employee job satisfaction and turnover intentions in younger workers in age groups of 20-24, 25-34, and 35 and over. This study will investigate whether employees who have a supervisor that demonstrates authentic leadership behaviors that includes positivity, trust and high moral standards creates a connection to job satisfaction and less likelihood for employees to leave their organization.

I am conducting this research as part of my studies in the Organizational Leadership program. After I have told you more about the project, you can decide whether or not you wish to participate. Your participation is completely voluntary and you can decide to stop participating at any time during the survey without penalty. To participate, you must be 20 years of age, have at least six months work experience with your current employer and not be self-employed.

Let me explain what you will be asked to do. You will be asked to conduct one survey taking less than 15 minutes to complete with four-self report assessments from early July 2014 to late July 2014. The survey includes a short general demographic questionnaire with seven non-personal identifying items about yourself; the Authentic Leadership Questionnaire Rater with 16-items that you answer about your supervisor and the degree to which you agree or disagree; the Abridged Job Description Index (aJDI) and Abridged Job In General Index (aJIG) regarding your job satisfaction with a total of 38-items that you choose answers of “yes” if the items describe your situation, “no” if it does not, or a “?” (question mark) if you cannot decide; and the Intent to Quit survey with 8-items that rates your chances and potential time frame of

“voluntarily” leaving your job, based on your own free will, which does not include a forced leave or retirement. You will receive this email again in 10-12 days and in 20-22 days as a reminder.

In this study you may be at risk emotionally if you feel uncomfortable responding to the questionnaire regarding your supervisor; your job satisfaction and your intentions to stay or leave the organization however, you are free to withdraw from the survey at any time during the survey without penalty. This study presents minimal risk because it is not harmful or manipulative. Financial or employment risks have been mitigated as your employer is not involved and the results are published aggregately. Risk to your anonymity and confidentiality is minimized and protected and described in an upcoming next section. You will not directly benefit from this study. However, we hope the information learned from this study may benefit society in our understanding of how authentic leadership may influence job satisfaction and employees intention to stay with an organization.

During this study we will collect data containing demographic questions about you, your perceptions of your leader’s behaviors that may affect your job satisfaction and intention to stay or leave your company. This data will be used by me, the Principal Investigator, the supervisor of this study Dr. Katy Kleinfeldt of TCS and statistician Dr. Kimberly Long of TCS. Your confidentiality and privacy will be protected. You are receiving this email through the Northwood University Alumni Relations Department, which will not have access to your survey data or have the ability to know who agreed to participate in the survey. You will automatically be directed to a secure Survey Monkey website to take the survey and IP addresses will not be collected. This eliminates the ability to trace who did or did not participate. Participation in this study is voluntary and anonymity and confidentiality will be ensured as the questionnaires will

not ask for any personal identifying information. The data will be secured on a separate drive, secured in a locked drawer and all information will be shredded or destroyed within five years from publishing the study per the APA guidelines.

Alternatives to Participation: “Participation in this study is voluntary. You may withdraw from study participation at any time without any penalty”.

If you have any questions, please feel free to ask them now. If you have questions later, you may contact me, Martha Rader at 954-789-7859 or email; mer1621.ego@thechicagoschool.edu or the supervisor of this study Dr. Katy Kleinfeldt of TCS, at (312-708-3685) or email; kkleinfeldt@thechicagoschool.edu or Dr. Kimberly Long of TCS at (701-355-8021) or email; klong@thechicagoschool.edu.

If you have any questions about your rights as a participant in this research, you can contact The Chicago School of Professional Psychology Institutional Review Board at:

325 N. Wells

Chicago, IL 60654

(312)-467-2343

irb@thechicagoschool.edu.

Are you interested in participating?

Yes, I agree

No, I disagree

Appendix C:

Participant Survey Questionnaire

1. Voluntary Consent and Demographics

This survey contains items that ask you to describe your relationship with your supervisor, herein called "leader" in this survey. For each of the items, indicate the degree to which you think the item is true for you by selecting one of the responses.

In the first section, please answer the following general demographic questions about yourself. If you are below the age of 20, have less than six months work experience, have less than six months work experience with the same employer or self-employed, you will not qualify and be routed to an exit page.

1. Please indicate your agreement to voluntarily participate in the survey.

- Yes, I agree
 No, I disagree

2. What is your age?

3. What is your gender?

- Male
 Female

4. How many years of work experience do you have?

- 1-5 Months
 6-12 Months
 13-23 Months
 2 Years
 3 Years
 4-6 Years
 7-9 Years
 10-14 Years
 15-20 Years
 Over 20 Years

5. How many years of work experience do you have with the same employer?

- 1-5 Months
- 6-12 Months
- 13-23 Months
- 2 Years
- 3 Years
- 4-6 Years
- 7-9 Years
- 10-14 Years
- 15-20 Years
- Over 20 years

6. What is your education level?

- Undergraduate Degree
- Higher Educational Degree, example Master's Degree
- Doctorate level or equivalent

7. Industry Type

- Self-Employed
- Management Occupations
- Business and Financial Operations Occupations
- Computer and Mathematical Operations
- Architecture and Engineering Occupations
- Life, Physical, and Social Science Occupations
- Community and Social Service Occupations
- Legal Occupations
- Education, Training, and Library Occupations
- Arts, Design, Entertainment, Sports, and Media Occupations
- Healthcare Support Occupations
- Healthcare Practitioners and Technical Occupations
- Healthcare Support Occupations
- Protective Service Occupations
- Food Preparation and Serving Related Occupations
- Personal Care and Service Occupations
- Sales and Related Occupations
- Marketing and Related Occupations
- Office and Administrative Support Occupations
- Construction and Extraction Occupations
- Installation, Maintenance, and Repair Occupations
- Production Occupations
- Transportation and Material Moving Occupations

8. What state do you work in?

2. Your Supervisor's Authentic Leadership Behaviors, Job Satisfaction and Inte...

This survey contains items that ask you to describe your relationship with your supervisor, herein called "leader" in this survey. For each of the items, indicate the degree to which you think the item is true for you by selecting one of the responses.

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3. Job Satisfaction

There are six separate short sections to rate your work job satisfaction; work on present job; pay; opportunities for promotion; your supervisor; people on your present job; and your job in general. Think about each question and how well does each of the following words or phrases describe the category. In the blank beside each word or phrase write;

Y for "Yes" if it describes your job in general; the people with whom you work with, the work on your present job; your pay; your opportunities for promotion; and your supervisor

N for "no" if it does not describe the category

? for "?" if you cannot decide

10. Work on Present Job

	Yes	No	?
31. Fascinating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Satisfying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Uninteresting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Pay

	Yes	No	?
37. Barely live on income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Well paid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Underpaid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Enough to live on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Opportunities for Promotion

	Yes	No	?
43. Good opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Opportunities somewhat limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Dead-end job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Good chance for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Fairly good chance for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Regular promotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Supervision

	Yes	No	?
49. Praises good work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Tactful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Influential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Annoying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Knows job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. People on Your Present Job

	Yes	No	?
25. Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Smart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Job In General

	Yes	No	?
17. Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Undesirable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Better than most	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Disagreeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Makes me content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Intent to Quit

How would you rate your chances of leaving your employer? Please respond to the following questions about your job with your organization. Your answers should be based on "Voluntarily" leaving based on your own free will because you choose to, not because you may be retiring or may be forced to.

Appendix D:

Authentic Leadership Questionnaire Permission Letter

Martha Rader



To whom it may concern,

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

Instrument: ***Authentic Leadership Questionnaire (ALQ)***

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

Copyright: ***2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

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

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

Sincerely,

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

Mind Garden, Inc.
www.mindgarden.com

Appendix E:

Job Description/Job in General/ITQ Permission Letter



Job Descriptive Index (JDI) Office
214 Psychology Building
Department of Psychology
Bowling Green State University
Bowling Green, OH 43403

September 10, 2013

The Job Descriptive Index (JDI) and family of measures – including the Job In General scale (JIG), abridged Job Descriptive Index (aJDI), abridged Job In General scale (aJiG), Trust in Management scale (TIM), Intent to Quit (ITQ), Stress in General (SiG) scale, Scale of Life Satisfaction (SOLS), and Survey of Work Values, Revised, Form U. (SWV) are owned by Bowling Green State University, copyright 1975-2012.

Permission is hereby granted to **Martha Rader** to use these measures in his or her research.

The aforementioned scales may be administered as many times as needed in this course of this research.

Tatiana H. Toumbeva

Tatiana H. Toumbeva
JDI Research Assistant
Tel: 419.372.4400
Fax: 419.372.6013
jdi_ra@bgsu.edu

Appendix F:

Northwood University Permission Letter

January 6, 2014

Institutional Review Board
The Chicago School of Professional Psychology

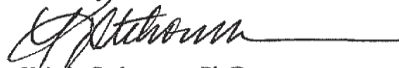
To whom it may concern:

We understand that Ms. Martha Rader, a Ph.D. student, is conducting a study as part of her doctoral dissertation in Organizational Leadership at The Chicago School of Professional Psychology. She has discussed her research project, "The Effect of Authentic Leadership on Follower Job Satisfaction and Turnover Intentions in Younger Workers," with our Executive Director of Alumni Relations and our Director of Institutional Effectiveness. I have personally reviewed a draft of her intended research methodology. We are pleased to support her in this endeavor. Through the University Alumni Relations staff, her recruitment can take place through the University alumni database.

Northwood University does not require that a Northwood University Institutional Review Board (IRB) give permission for the Alumni Relations involvement, however, the study has been reviewed and is approved by the University based on our current protocol provided that she receives IRB approval from The Chicago School of Professional Psychology. We would ask that prior to her beginning data collection that she furnishes us with a copy of the IRB approval.

It will be a pleasure to be of assistance in supporting this research project.

Sincerely,



Kristin Stehouwer, Ph.D.
Executive Vice President /
Chief Operating Officer / Chief Academic Officer



NORTHWOOD UNIVERSITY

4000 WHITING DRIVE
MIDLAND, MI, U.S.A. 48640-2398
PHONE: (989) 837-4200
WEBSITE: www.northwood.edu

Appendix G:

Authentic Leadership Questionnaire (ALQ Version 1.0 Rater)

Sample: 3 Example Questions Allowed

Instructions: The following survey items refer to your leader's style, as you perceive it. Judge how frequently each statement fits his or her leadership style using the following scale:

Not at all Once in a while Sometimes Fairly often Frequently, if not
always

0 1 2 3 4

My Leader:

1. makes difficult decisions based on high standards of ethical conduct 0 1 2 3 4

2. admits mistakes when they are made 0 1 2 3 4

3. encourages everyone to speak their mind 0 1 2 3 4

Authentic Leadership Questionnaire Scales:

Each scale consists of these item numbers. Average the item value to get the raw score for the scale.

Transparency: 1, 2, 3, 4 & 5

Moral/Ethical: 6, 7, 8 & 9

Balanced Processing: 10, 11 & 12

Self Awareness: 13, 14, 15 & 16

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Appendix H:

The Bowling State University aJIG/aJDI Scale

People on Your Present Job	Job in General
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes the people with whom you work <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Boring <input type="checkbox"/> Slow <input type="checkbox"/> Responsible <input type="checkbox"/> Smart <input type="checkbox"/> Lazy <input type="checkbox"/> Frustrating</p>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p> <p><u>Y</u> for "Yes" if it describes your job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p> <p>.....</p> <p><input type="checkbox"/> Good <input type="checkbox"/> Undesirable <input type="checkbox"/> Better than most <input type="checkbox"/> Disagreeable <input type="checkbox"/> Makes me content <input type="checkbox"/> Excellent <input type="checkbox"/> Enjoyable <input type="checkbox"/> Poor</p>
<p>The Job Descriptive Index © Bowling Green State University 1975-2009</p>	<p>The Job In General Scale © Bowling Green State University 1982-2009</p>

Work on Present Job	Pay
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p>
<p><u>Y</u> for "Yes" if it describes your work <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>	<p><u>Y</u> for "Yes" if it describes your pay <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>
<p>.....</p> <p><input type="checkbox"/> Fascinating <input type="checkbox"/> Satisfying <input type="checkbox"/> Good <input type="checkbox"/> Exciting <input type="checkbox"/> Rewarding <input type="checkbox"/> Uninteresting</p>	<p>.....</p> <p><input type="checkbox"/> Barely live on income <input type="checkbox"/> Bad <input type="checkbox"/> Well paid <input type="checkbox"/> Underpaid <input type="checkbox"/> Comfortable <input type="checkbox"/> Enough to live on</p>

(Go on to next page)

Opportunities for Promotion	Supervision
<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p>
<p><u>Y</u> for "Yes" if it describes your opportunities for promotion <u>N</u> for "No" if it does not describe them <u>?</u> for "?" if you cannot decide</p>	<p><u>Y</u> for "Yes" if it describes the supervision you get on the job <u>N</u> for "No" if it does not describe it <u>?</u> for "?" if you cannot decide</p>
<p>.....</p> <p><input type="checkbox"/> Good opportunities for promotion <input type="checkbox"/> Opportunities somewhat limited <input type="checkbox"/> Dead-end job <input type="checkbox"/> Good chance for promotion <input type="checkbox"/> Fairly good chance for promotion <input type="checkbox"/> Regular promotions</p>	<p>.....</p> <p><input type="checkbox"/> Praises good work <input type="checkbox"/> Tactful <input type="checkbox"/> Influential <input type="checkbox"/> Up to date <input type="checkbox"/> Annoying <input type="checkbox"/> Knows job well</p>

(Go on to back page)

Appendix I:

Intention to Quit Scale

Please respond to the following questions about your current job with your current organization:

	Strongly Disagree	Disagree	Disagree slightly	Neither disagree nor agree	Agree slightly	Agree	Strongly Agree
I intend to leave this organization before too long							
I do not intend to leave my present employer							
I intend to quit working for this company immediately							
I expect to leave this company soon							

How would you rate your chances of leaving your current employer within these time frames? ("Voluntarily" refers to leaving of your own free will, because you choose to, not because you are forced to. Being fired is NOT voluntarily quitting.)

	Extremely Likely	Likely	Slightly likely	Neither likely nor unlikely	Slightly unlikely	Unlikely	Extremely unlikely
I will voluntarily quit my job in the next three months							
I will voluntarily quit my job in the next six months							
I will voluntarily quit my job in the next year							
I will voluntarily quit my job in the next two year							