

How Servant Leaders Psychologically Empower Their Followers: The Case of Five Star Hotels

Abstract

This study aims to examine any possible effects of servant leadership (SL) on psychological empowerment (PE) in terms of sub dimensionality. Implementing convenience sampling, 356 questionnaires were collected from five-star hotel employees in Antalya. The overall relationships were tested by conducting Pearson's correlation analysis, and all constructs were subjected to the exploratory factor analysis (EFA). Later on, confirmatory factor analysis (CFA) was conducted in terms of providing support for dimensionality and confirmed convergent and discriminant validity via Amos. To test the hypothesized model, structural equation modeling was employed. The model showed that Agapao love has a substantial significant positive effect on the meaning sub-dimension of the PE, and the same effect was observed in the competence and impact sub-dimensions of the PE. Along with Agapao love, trust was also significant and had positive effects on PE sub-dimensions. Referring to our discussion in this paper, leaders should support their followers in terms of psychological empowerment and preferably closely interact with their subordinates as an expected leadership behavior in service enterprises. Besides, trustworthiness is a crucial cue for kitchen employees in terms of motivation, inspiration, and competence.

Keywords: leadership, servant leadership, empowerment, psychological empowerment, structural regression

1. Introduction

Today's business conditions and dynamic business environment bring new theories as well as new features in leadership (Conger, 1993). As Yukl (1999) points out that unlike previous theories emphasizing rational processes, new theories focus on the values and emotions necessary for leaders to be effective in making followers believe that they will be more successful if they make personal sacrifices. Other key points highlighted in the new theories are the importance of the leader's symbolic behavior and his/her role in making actions more meaningful to followers. Accordingly, a leader who wants to be successful at the organizational level should focus on functions such as motivation, inspiration, creating a strong vision, empowering, and encouraging innovation, rather than traditional structure and control mechanisms (Dess & Picken, 2000). Leadership is not a one-man action but a group activity (Blake & McCause, 1991; O'Toole, 1999; Tichy & Cohen, 1997). Therefore, since leadership is considered a process, it requires the leader and the followers to be evaluated together (Burns, 1978). Pree (1990) and Northouse (1997) emphasized that the followers were and still are as important as the leader in the leadership process by stating that there is no need for leadership without the followers.

Managing human capital in organizations requires both managerial skills and effective leadership in line with changing work conditions and customer demands. Leading mostly indicates a mysterious capability or extraordinary situation in which followers voluntarily perform through a leader's instructions or guidance. Leadership

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is an important phenomenon for social studies. Although there are various leadership styles emphasized in a business context; the fiercely competitive environment, ever-changing environmental conditions, and technological developments made some leadership styles forefront among others, such as transformational leadership, authentic leadership, ethical leadership, level 5 leadership, empowering leadership, spiritual leadership, servant leadership, etc. SL differs from other leadership approaches in terms of its focus. In approaches such as transformative leadership (TL), level 5 leadership, empowering leadership, the leader's focus is the organizational goals, while the focus of the leader in SL is the followers (Van Dierendonck, 2011). SL is a form of leading that starts with having a natural feeling to serve others instead of leading at first (Sullivan, 2019). SL places emphasis on relationships, moral courage, spiritual motivation, and transformative influence to enable both the leader and the follower to become their best selves. Servant leaders choose to use their abilities to help individuals improve themselves and manage organizations through change that emphasizes well-being rather than focusing on organizational goals (Sendjaya, 2015). Besides, their altruistic behavior is essential to the service delivery process, and the desire to serve others plays a vital role in dealing with unexpected problems or conflicts. Servant leaders also play a moderator role in developing desired attitudes and behaviors between employees, such as commitment, organizational citizenship behavior, job embeddedness, job satisfaction. Parallel to this, servant leaders can assist in the creation of a qualified and desired human resource in hotel enterprises. That is, servant leaders can support the organizational structure and help developing employee skills. In addition to their contribution to the organization, servant leaders can also empower their employees and enable them to have a corporate identity (Zorlu et al., 2019).

With Greenleaf's (1977) philosophy of "to serve first", SLs' excellent communication skills, endurance, and truthful attitudes empower employees in the work environment in terms of participation in the decision making, taking the initiatives (Graham, 1991), performing certain task activities, and affecting organizational outcomes. In service enterprises, the control of the service processes is more complex because of the moment of truth and direct effects of the instantaneous interaction between the service provider and consumer on service experience and satisfaction. Besides, as the determinant of the quality of interaction in services, employees' ability to intervene in processes depends on their willingness to take the initiative and voluntariness under the influence of the servant leadership approach. Moreover, individuals who are aware of the ability to impact organizational outcomes may exhibit extra-role behaviors to contribute more positively to the processes due to their motivation and respect for their servant leaders.

Employees' attitudes and behaviors are greatly affected by PE (Thomas & Velthouse 1990; Fulford & Enz 1995). As a process of heightening feelings of employee self-efficacy, PE has a relationship with intrinsic motives (Conger & Kanungo, 1988) and triggers the inner beliefs of employees to perform better. Through PE, employees have the opportunity to improve themselves by taking more initiative and participating in decisions. Concordantly, servant leaders mind the holistic needs, self-development, and autonomy of followers (Graham, 1991). Adherence to this fundamental value increases the likelihood of followers being healthier, smarter, free, more autonomous, and more devoted in SL relationships (Bass, 2000, p. 33). Empowering the service employees is particularly encouraged in the hospitality sector, where prompt action is required for frontline employees to produce desired service outcomes (Kim et al., 2012). Empowered employees are also employees with strong organizational commitment (Conger & Kanungo, 1988; Kim et al., 2012; Meyerson & Dewettinck, 2012).

Although there are numerous studies about the effects of servant leadership behaviors on employees' psychological empowerment (Baykal et al., 2018; Khajepour et al., 2016; Namasiwayam et al., 2014; Patterson, 2003; Van der Hoven, 2014; Van Winkle et al., 2014; Andrews, 2020), there is a gap in the concept concerning what extent kitchen employees are affected by servant leadership behaviors in terms of psychological empowerment in the hotel enterprises. We extend the existing concept with a field study, which handled the possible effects of servant leadership on psychological empowerment in terms of sub dimensionality on

kitchen employees of hotel enterprises. As organizations grow, management practices become more formal to maintain control. Five-star hotels operate over a specific capacity due to their legal structure; therefore, specialization is common. Service quality demands excellent performance from employees to meet guests' requests and needs instantly. This means that empowering employees in their area of responsibility is essential for success. Therefore, PE is crucial for the realization of organizational goals in five-star hotels. In five-star hotels, the kitchen is a department where tasks are designed as standardized processes. Hence, the operation in the department shows a more mechanical nature. Accordingly, it is assumed that the SL approach, which adopts empowerment as a basic dimension and focuses on followers rather than organizational goals, would be more successful in employee empowerment in the kitchen department. Kitchen personnel; who provide food & beverage services offered at hotels, which can be described as an important reminder of service experience, are the producers of one of the invisible stages of a service experience. They produce service in the background without direct contact with the guests.

For this reason, empowerment is important for the functionality of control mechanisms in the workplace. These employees are also committed to their chiefs, and almost all of their actions reflect the leadership style of their superiors. The contribution of servant leadership in this smooth-running process is undeniable. This study is conducted to measure the effectiveness of this approach in the hospitality sector.

2. Conceptual framework

2.1. Servant leadership

The main focal points in leadership research are innovation and the well-being of employees (Van Dierendonck, 2011). Contrary to behavior-oriented traditional leadership approaches (Farling et al., 1999), it has been observed that the leadership's interest in the followers has increased in approaches such as transformational leadership, authentic leadership, spiritual leadership, and level 5 leadership. In most of these leadership approaches, leader behaviors are understood by observing elements such as organizational outputs and employee performance. SL approach differs from other leadership approaches at this point. SL is an approach born from the leader's principles, values, and beliefs (Farling et al. 1999). When the ideology is reviewed regarding the approaches adopted for employees, it is noticed that there are important differences between SL and other leadership approaches. For example, Bass (2000) perceived SL as a sub-dimension of TL. However, many researchers (Humphreys, 2005; Patterson & Winston, 2009; Smith et al., 2004; Parolini et al., 2004; Van Dierendonck, 2011) emphasized that there are similarities as well as differences between the two approaches. For example, Stone Russell and Patterson (2004) stressed that SL and TL focus on valuing people, listening, mentoring, teaching, and empowering the follower as a common feature.

In addition, researchers state that the main difference between the two approaches is the leader's focus. In both approaches, the leader shows interest in the follower. However, in SL, the leader focuses on service to the follower and does not focus on results. The development and welfare of employees can achieve organizational goals in the long term. In contrast, in TL, the leader focuses on the followers' support of organizational goals. Humphreys (2005) defined this situation as the motivation difference of leaders. According to the researcher, in TL, the leader's interest in the followers is not vis a vis their independence or moral principles, but in their contribution to organizational success. Smith et al. (2004) emphasized that innovation and creativity are a priority in TL, while personal development and potential of followers are prioritized in SL. Similarly, Parolini et al. (2009) focus on the differences between TL and SL, emphasizing that the control over the followers and organizational goals is a priority in TL, while service, providing freedom, and autonomy are priorities in SL. Van Dierendonck (2011) stated that the main point of difference is charisma.

Self-Sacrificing Leadership, one of the closely related leadership approaches with SL, shares similar characteristics with SL such as empathy, developing people, building community, providing leadership, empowering

followers, and serving followers (Matteson & Irving, 2006; Van Dierendonck, 2011). However, the main difference between the two leadership approaches is reciprocity (Matteson & Irving, 2006). Van Dierendonck (2011), in his study comparing service leadership with other leadership approaches, stated that authentic leadership is more leader-oriented, ethical leadership focuses on directive and normative behaviors, level 5 leadership focuses on organizational goals such as many other leadership approaches, and empowering leadership approach is related to SL. Still, it does not include the majority of behaviors that are considered to be HL characteristics. When considering the behavioral motivations towards the follower, which are accepted as an important determinant of the psychological empowerment of current leadership approaches, it has been observed that organizational goals are prioritized in almost all of them. Only in servant leadership, the leader determines the followers' development and well-being as the primary behavioral motive.

SL, a hotly debated concept, mainly conceptualized by Greenleaf in 1970, after reading Herman Hesse's *Journey to East* and Leo's character in the story. Leo, as a servant, adopted the right approach with his extraordinary presence and the simple fact of being a servant while leading others (Greenleaf, 2007). Servant leaders (SLs) prominently differ from self-serving leaders due to embracing feedback as a source of useful information to serve better. Further, SLs distinctly train potential leaders by serving them and providing core knowledge, like Jesus's efforts to train and equip his apostles (Blanchard & Hodges, 2003). However, SL sometimes seems too good to be true (Letizia, 2018), due to difficulty to think and act as a leader while being a servant (Sendjava & Sarros, 2002). To serve others, SLs create a meaningful impact on followers by a variety of actions such as listening, understanding, language, imagination, withdrawal, acceptance, empathy, foresight, awareness, perception, persuasion, focus, conceptualization, healing, and intuition (Ng, 2019). Thus, they encompass service, authenticity, mutual trust, empowerment (Breslin, 2017), and focus on their followers' well-being (Andersen, 2018). Based on Greenleaf's notes, Anderson (2008) listed the actions of SLs as to care, to know the followers well, to focus on followers and their needs, to grow and develop them, to listen, to provide a vision, to persuade, to build strong and unique (agape) relationships with followers, to empower others, to build a sense of community and to display humility. In this sense, they deliberately lead others. As a result, the followers become wiser, healthier, freer, more autonomous, and potentially servant leaders (Bass, 2000). On the other hand, this leadership style is effective, especially in two situations. The first is common efforts and mutual understanding to reach shared goals. The second is the existence of professionally matured followers who do not take advantage of leaders (Zhang et al., 2012).

SL, a service-oriented phenomenon, is characterized by several distinctive attributes and/or behaviors in various researches. Russell (2000), in his dissertation, proposed and tested five functional attributes of SLs ranked as vision, modeling, pioneering, appreciation of others, and empowerment. Russell and Stone (2002), in their attempt to develop a practical model, defined nine functional attributes: vision, honesty, integrity, trust, service, (role) modeling, pioneering, appreciation of others, and empowerment. Patterson (2003), who defined SL as leading an organization by focusing primarily on its followers, stated seven distinctive features for SL: love, humility, altruism, vision, trust, empowerment, and service. Spears (2010), in his research discussing SL and Greenleaf's Legacy, referred to ten characteristics followed; listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Patterson's SL model is one of the most debated ones among these conceptualizations. Thus in this study, the authors based on Patterson's model to express SL structure.

Patterson (2003), in her dissertation, defined Agapao love as the great love for the followers that express willingness to learn the abilities and talents of each follower. In this context, SLs first focus on the employee, then on his/her abilities and talents, and finally on how the organization benefits from those abilities and talents. By doing so, SLs serve the best interests of others, enlighten collaborative culture, avoid self-doubt, self-criticism, and self-imposed limitations. Agapao love, an unconditional one, is the sole foundation of SLs (Roberts, 2014) and embraces social love that ensures SLs lead without fear and authority (Letizia, 2018).

As a virtue, humility express to center the attention on followers' accomplishments, to build consensus with others, to serve from an authentic desire to help others, and to search for ways to serve others by staying in touch with people (Patterson, 2003). In other words, SLs take care of others much more than themselves since they assume that each person is uniquely valuable with his/her unique abilities (Sullivan, 2019). Humility is associated with modesty, and it enhances a learning environment where the followers could make mistakes without any fear. Thus, experience based on learning and creativity rises within a social climate (van Dierendonck & Rook, 2010). Humility, which is one of the most difficult characteristics to develop (Flint & Grayce, 2013), is observed when followers are transparent about their limits, desire to have feedback about their work and mistakes and acknowledge their teammates' strengths and skills, willing to learn by showing the desire to have constructive feedback and new ideas (Sun, 2018).

Altruism is a human quality that is defined as helping others just for the sake of helping and seeking the best for others rather than yourself (Patterson, 2003). Based on Greenleaf's legacy, altruism is an intrinsic motivation that involves both love and justice. Also, it is a hope for people and institutions that "serve first" (Nullens, 2019). SLs exhibit altruism by mentoring and coaching newcomers and by assisting co-workers. These behaviors are particularly seen in the follower's needs, even when SLs are inconvenient and disadvantaged (Roberts, 2014). Patterson (2003) explained vision as the idea that the leader looks forward and sees the person as a viable and worthy person, believes in the future state of each individual, and seeks to assist each one in reaching that state. As a functional attribute of SLs, vision requires the leader's foresight and conceptualization to ensure desirable future states of an organization (Russell, 2000).

On the other hand, SLs need to believe in followers to realize the desired vision. In SL theory, there is a belief associated with trust, which is defined by Patterson (2003) as a belief in the hidden potential of the followers and believing them in terms of goal achieving. Sendjaya and Pekerti (2010) claimed that SLs ensure trust by six distinctive attributes: voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence. Additionally, the honesty and integrity of SLs also foster establishing trust among followers (Russell, 2001). In his writings, Greenleaf (1977) stated that leadership legitimacy begins with trust, and SLs establish trust through serving as a servant thus empathizing with their dependability and leading by examples (Joseph & Winston, 2005). In the serving period, SLs consider and respect their followers' skills and abilities, which further promotes them to test their abilities in the working environment and share their power with followers (Russell, 2001). In other words, they empower followers. Patterson (2003) identified empowerment as, to help and encourage followers to find their path. She also defined service as the main attribute of SLs, which is to set organizational climate by showing followers how to serve, to promote individual and cooperate opportunities for success.

2.2. Psychological empowerment

Psychological empowerment is a broader concept, which is derived from power and control notions. These relational terms are also the roots of empowerment and can be viewed as relational and motivational constructs (Conger & Kanungo, 1988). As a relational (which is also called structural) construct, empowerment may be evaluated as a process of sharing power with subordinates. As for the motivational side, empowerment is related to the intrinsic motives of an individual and self-determination and focuses on subjective evaluations of employees in the organizational environment (Kim et al., 2012). Emphasizing the relationship with Bandura's self-efficacy (1977) theory and Conger and Kanungo (1988), they asserted that individuals need to be self-determinant and control and cope with environmental demands. This assumption may be evaluated as an indication that psychological empowerment has a relationship with intrinsic motives, personal judgments, and autonomous behaviors of individuals without any approvals. Psychologically empowered employees are intrinsically motivated to take responsibility for their given tasks, designate self-determination, fulfill power needs, and strengthen self-efficacy beliefs (Bandura, 1986; cited in Chan, Taylor & Markham, 2008). PE is

a process that includes strengthening and altering inner beliefs by perceiving personal competence (Conger, 1989, p. 18). Menon (2001) stated that empowerment could be briefly summed up as an act granting power to the authorized person/people, as a process that leads to the experience of power, and as a psychological state which is composed of the cognitions that can be measured.

Conger and Kanungo (1988, p. 474) defined empowerment as "a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information". Thomas and Velthouse (1990) defined psychological empowerment as intrinsic task motivation and asserted that individuals make several assessments or judgments concerning specific tasks. These assessments/judgments have four dimensions, which refer to the cognitive components of intrinsic motivation: impact, competence, meaningfulness, and choice (self-determination). Impact refers to the degree of ability to affect or influence organizational outcomes (Chan et al., 2008) and the perception of making a difference in accomplishing the task's purpose, and competence connotes the degree to skillfully perform task activities (Thomas & Velthouse, 1990). Meaningfulness refers to the employees' perceived value of a given task when they compare it with their ideals or standards (Thomas & Velthouse, 1990) and employees' caring about what they are doing (Quinn & Spreitzer, 1997). Self-determination is a belief that employees have control over their work (Kim et al., 2012). Spreitzer (1992) pointed out that self-determination is different from impact because self-determination refers to employees' sense of control over their work, while impact refers to employees' sense of control over organizational outcomes.

From Thomas and Velthouse's conceptualization of PE dimensions (meaning, competence, self-determination, and impact), Spreitzer (1992) developed a 12-item scale. Following Spreitzer's study, different studies conducted PE dimensions in different contexts, and their results have shown various factor solutions. Hancer and George (2003) revealed a three-dimensional factor structure in the full-service restaurant context. The resulting factor structure of their study mirrored Fulford and Enz's (1995) three-dimensional factor structure. Fulford and Enz (1995), examined the integrity of the factor structure with Spreitzer's study, conducted a factor analysis to assign multidimensionality in their study to reveal the impact of PE on the attitudes of service employees. Their results showed three-factor structures in which meaning and self-efficacy are distinct. The dimensions of self-determination and personal control collapsed into a single factor named influence. Hancer et al. (2005) revealed the factorial structure of PE, and in their study, principal axis factor analysis results indicated a two-factor solution for a sample of restaurant service employees: meaning and competence items emerged as a single factor, which is called attitude, like self-determination and impact, emerged in a single factor called influence. Kim and George (2005) also adopted Spreitzer's (1992) scale in their study to identify the relationship between leader-member exchange and PE in the restaurant context. In their study, factor structure appeared as two dimensions similar to Hancer et al. (2005). Chiang and Jang (2008) studied the effects of leadership, trust, and organizational culture as antecedents of PE on job satisfaction and commitment. Their factor analysis results confirmed Spreitzer's dimensionality of PE. Kim et al. (2011), in parallel with Hancer et al. (2005) and Kim et al. (2012), examined two sub-dimensions of PE: attitude and influence. In the present study, we also adopted Spreitzer's (1992) scale to identify the possible relationship between SL and PE in the hospitality industry. We examined the sub-dimensions of PE as a three-factor structure. The competence and self-determination items emerged into a single factor while meaning and impact dimensions are distinct.

2.3. SL's effects on PE

As it is widely accepted, SL's most distinctive attribute contains unique consideration to followers originating from the "to serve first" philosophy. This consideration consolidates SL's excellent communications skills, endurance, and good leader-follower relationships. Thus, SLs have a volunteer desire to empower their followers at

every level of the organization (Flint & Grayce, 2013). As a result of this desire and unique consideration to followers, SLs foster social learning and social exchange. They also encourage relational-orientated extra-role behaviors and enable them to grow in various aspects by keeping an optimum balance of serving the psychological needs of followers (Sun, 2018). Similarly, Khajehpour et al. (2016), who observed the positive effect of SL on PE, stated that SLs always respect the followers, assign tasks to them, value their individual development, and promote the followers' growth. More specifically, in the literature, empowerment is conceptualized as a certain characteristic of SL (Patterson, 2003, Russell, 2000, Sendjaya & Sarros, 2002, Blanchard & Hodgetts, 2003, Greenleaf, 2007). To sum up, servant leaders flagrantly empower their followers.

In organizations, meaningfulness as a part of PE is closely associated with values. Russell (2000) stated that values have significant effects on both personal and organizational decision-making. In this sense, SLs make the values, beliefs, and principles important by serving honesty and integrity. Namely, the trust atmosphere established by SLs fosters the meaningfulness of employees. SLs also give an overarching purpose (a big dream, a goal), in which the followers are excited and proud to reach this goal and challenge in this direction (Greenleaf, 2007). In other words, SLs draw a vision to their followers, which is why they are voluntarily committed and valued. This fact confirms the positive contributions of visionary behaviors of SLs on meaningfulness. In the working environment, SLs also enhance meaningfulness by exhibiting Agapao love to their followers since they densely focus on followers' needs and talents (Patterson, 2003), which creates more attention and caring for work. By serving Agapao love, SLs make employees' tasks and works more valuable and meaningful for them. However, SLs are very humble (Sousa & Dierendonck, 2017) and authentic (Sendjaya & Pekerti, 2010) during this process. This humility could create an atmosphere that followers follow the leader's ideals and standards. That is, humility could foster meaningfulness in terms of PE. In the wake of these explanations, we suggest the following hypotheses:

H₁: The Agapao love sub-dimension of SL has a significant effect on the meaning sub-dimension of PE.

H₂: The Vision sub-dimension of SL has a significant effect on the meaning sub-dimension of PE.

H₃: The Trust sub-dimension of SL has a significant effect on the meaning sub-dimension of PE.

H₄: The Humility sub-dimension of SL has a significant effect on the meaning sub-dimension of PE.

Each employee in an organization is valuable due to his/her contributions to organizational outcomes. The more an employee completes his/her task, the more he/she adds value to the organization and production/service delivering process. If an employee is aware of his/her contributions and thinks that he/she makes a difference within the organization, he/she is psychologically empowered to create an impact. However, some attributes such as willingness, visionary thinking, creativity, self-confidence, and believing are essential to make this phenomenon real. At this point, SLs play an important role in encouraging the followers to grow intelligently, be creative, self-manage, and serve people (Linuesa-Langreo et al., 2016).

Moreover, each employee of the organization needs to be assisted in reaching his/her future state in terms of vision sub-dimension of SL (Patterson, 2003). Namely, SL theory embraces providing visionary development for each employee because it is believed that they will make important contributions to the organization in the future. Thus, the visionary attributes and behaviors of SLs could create a perception of valuable impact to the organization among employees in terms of PE. However, differently from the leadership theories, SLs provide a genuine service to followers without any expectation. In contrast, genuine service involves an act of giving, sacrificing, and an act of love (Anderson, 2008). So, SLs' Agapao love encourages and guides followers to create an impact on tasks or procedures. This process is doubled with trust. Building trust through SLs in organizations generally culminates in following the leader with confidence and enthusiasm (Russell, 2001). Enthusiasm fostered by SL will create a willingness to achieve tasks per common goals. Hence, trusting in SLs helps to perceive impact on organizational outcomes. More interestingly, SLs do not use commanding

or autocratic power to sustain and accelerate achieving organizational goals. Instead of this, they try to understand their followers, ask the right questions, and listen to their answers to give the best possible insights with an authentic desire to help their followers and stay in touch with them (Patterson, 2003). This also refers humility of SLs on the impact dimension of PE. Thus, we propose the following hypotheses:

H₅: The Agapao love sub-dimension of SL has a significant effect on the impact sub-dimension of PE.

H₆: The Vision sub-dimension of SL has a significant effect on the impact sub-dimension of PE.

H₇: The Trust sub-dimension of SL has a significant effect on the impact sub-dimension of PE.

H₈: The Humility sub-dimension of SL has a significant effect on the impact sub-dimension of PE.

SLs' Agapao love means moral love. The servant leader's Agapao love acts as a catalyst for leadership that benefits others and arouses their response. Therefore, the prominent purpose of the servant leader is to give people authentic value, affirm their worth, and trust to build them up (Ayers, 2008). SLs show that they give authentic value to the employees and support them to use their competencies without any approval. Competent employees are confident about their ability to do their work well (Quinn & Spreitzer, 1997, p. 41). Being appreciated by their leader indicates that the followers' competencies and capabilities to achieve a high level of performance have been acknowledged (Jeung & Yoon, 2016). Therefore, SLs' Agapao love can be empowering the competence of the employees.

Self-determination within the context of PE basically explains autonomy, which is having control over performing tasks or works. SLs in organizations distinguish themselves in this process by the large amount of freedom and responsibility they give to their workers (Trompenaars & Voerman, 2009). Furthermore, they clarify their expectations while assigning variously accountable tasks. Giving responsibility for achieving a task is also a sign of trust if this process is accompanied by encouragement, sufficient autonomy, and positive feedback (Hakanen & Pessi, 2018). Competence refers to the degree to which a person can perform task activities skillfully when they try (Thomas & Velthouse, 1990, p. 672). Competence means that employees are confident about their ability to do their work well (Quinn & Spreitzer, 1997, p. 41). Thus, we can assume that trust in SL fosters self-determination and competence feeling among staff.

Meanwhile, giving accountable responsibilities to employees promotes independent actions involving developing a vision and clarifying goals, work procedures, and areas of responsibility (Ng & Koh, 2010). Consequently, self-determination is closely associated with vision too. It is a fact that SLs give the followers space to grow, want to see them thriving, and have a desire to develop them as autonomous individuals (Mayer, 2010). Those types of beliefs and behaviors of SLs are substantially future-oriented and visionary. Roberts (2014) stated that SLs provide a hopeful vision of a better future and facilitate the sources of support. This vision can also pave the way for employees to demonstrate their skills and competencies related to their job. So, we could propose that the visionary behaviors of SLs enhance self-determination and competence. However, this proposition could be supported by Agapao love served by SLs. Because, as Greenleaf proposed, the foundation of SL begins with the willingness to meet the followers' needs even before their own (Sullivan, 2019). Based on this fact, the willingness of SLs also leads to their Agapao love and humility that embraces followers' work-autonomy for continuous development. Emphasizing the argument mentioned here, we suggest the following hypotheses:

H₉: The Agapao love sub-dimension of SL has a significant effect on the competence sub-dimension of PE.

H₁₀: The vision sub-dimension of SL has a significant effect on the competence sub-dimension of PE.

H₁₁: The trust sub-dimension of SL has a significant effect on the competence sub-dimension of PE.

H₁₂: The humility sub-dimension of SL has a significant effect on the competence sub-dimension of PE.

3. Methodology

3.1. Sample

Data were collected using a questionnaire technique from 335 kitchen employees of five-star hotels in Antalya between November-December 2019. The survey was conducted in 12 five-star hotels in Side, Antalya. The main reason for choosing this region as the area of application is that the relevant hotels offer a busy service during the season. Therefore, the employees are likely to perceive the effects of servant leadership on empowerment more clearly due to the interactions and ways of doing business during the peak season. Besides, the fact that these hotels continue to operate in the off-season has made it possible for the employees to convey in-depth information in a calmer environment. Kitchen employees who produce food & beverage services, which can be described as an important reminder of the service experience, are the producers of one of the invisible stages of the service experience. They produce services without direct contact with guests in the background. Therefore, it is crucial to empower employees for the functionality of control mechanisms in the work environment. Kitchen workers also depend on their chefs, and nearly all of their actions reflect the leadership style of their superiors. From this point of view, it is assumed that the SL approach, which adopts empowerment as a basic dimension and focuses on followers rather than organizational goals, would be more successful in empowering employees in the kitchen department. Three hundred fifty-six participants were reached by the convenience sampling method. Because of missing data, 21 questionnaires were excluded from the analysis, and finally, 335 questionnaires were included in the analysis.

As seen in Table 1, the analysis of demographics shows that 38.5% of participants are female, and 57.9% of them are married. Participants are more intensely in the age ranges of 25-34 (39.1%) and 35-44 (26.6%), and graduated from high school (49.9%). The proportion of the education level of participants is substantial in terms of occupational characteristics. Head chefs improve themselves with specialty courses and occupational practices. They may not consider completing the undergraduate level. Considering the tenure of the participants, it is observed that 34% of them have 7-9 years of work experience in the tourism industry, and 52.5% of them have 1-3 years of work experience in their current hotel.

Table 1
Demographic statistics

Variable		f	%	Variable		f	%
Gender	Male	206	61.5	Marital status	Married	194	57.9
	Female	129	38.5		Single	141	42.1
Age group	Under 18	17	5.1	Education level	Primary school	96	28.7
	18-24	69	20.6		High school	167	49.9
	25-34	131	39.1		Foundation degree	50	14.9
	35-44	89	26.6		Undergraduate	21	6.3
	45 and over	29	8.7		Post graduate	1	.3
Tenure (in this hotel)	1-3 years	176	52.5	Position	Executive chef	5	1.5
	4-6 years	98	29.3		Sous chef	17	5.1
	7-9 years	47	14.0		Chef de partie	72	21.5
	10 years and over	14	4.2		Demi chef de partie	91	27.2
Tenure (in tourism)	1-3 years	96	28.7		Demi chef	82	24.5
	4-6 years	104	31.0		Commis chef	61	18.2
	7-9 years	114	34.0		Other	7	2.1
	10 years and over	21	6.3				

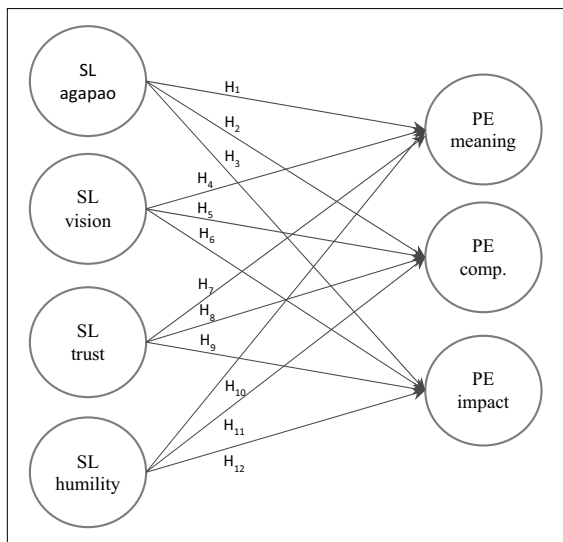
3.2. Measures

The scale of the study consists of servant leadership and psychological empowerment constructs. The scale items were adapted and adopted from prior studies' validated scales in the relevant literature. The servant leadership construct was measured with a 27-item scale adopted from Dennis and Bocarnea (2005). As for the psychological empowerment construct, a 12-item scale developed by Spreitzer (1995) was used. The five-point Likert scale ranging from "1=strongly disagree" to "5=strongly agree" was used. Zorlu et al. (2019) confirmed the validity of the Turkish version of these constructs. In order to provide pellucidity of scale items, the scales were translated into Turkish prelusively and then were handled by translation-back procedure intrusting three scholars. The final version of the scale applied to the ten post-graduate students who had at least five-year work experience in the tourism sector to empower clarity.

3.3. Method of analysis

The study aims to examine any possible effects of servant leadership on the psychological empowerment of hotel employees. Within this scope, data were analyzed by SPSS 23 and Amos 24. Firstly, we checked normality with skewness and kurtosis coefficients. Skewness coefficients were ranged between .419 and 1.570 less than the threshold two and kurtosis coefficients ranging between .152 and 2.398 less than the threshold 7. These values confirmed normality (West et al., 1995; Kline, 2005; Byrne, 2016). The overall relationships between study variables were conducted through Pearson's correlation analysis. All constructs were subjected to the exploratory factor analysis (EFA). EFA, which is widely used in the field of social sciences, is a statistical technique used in determining the latent variables (factors) underlying the observed variables (Orçan, 2018). Although, there was a strong underlying theory supporting the dimensionality of the construct and strong prior validity evidence, considering the possibility of changing the meaning of some expressions in the process of translating the items in the original scale into Turkish and the possibility of differentiating the perceptions of individuals in the sample group due to cultural differences, the thought that EFA analysis would be more appropriate has prevailed. EFA results suggested four dimensions: Agapao love, vision, trust, and humility for servant leadership construct and three dimensions as meaning, competence, and impact for psychological empowerment construct. After that, confirmatory factor analysis was conducted in terms of confirming convergent and discriminant validity via Amos. Afterward, the structural equation model was employed to test the hypothesized model. The hypothesized model proposed that servant leadership has significant effects on psychological empowerment in the context of sub-dimensions of two constructs.

Figure 1
Research model



4. Results

4.1. Measurement model

The measurement model has seven latent variables as the dimensions of servant leadership and psychological empowerment. CFA was performed using the maximum likelihood method before testing the hypotheses. During CFA, some items were removed from the analysis because of the factor loadings below .70, and the analysis was performed again. According to the CFA results, all factor loadings after removing items were higher than .70 and significant. The Root Mean Square Error of Approximation (RMSEA) is one of the indices controlling the goodness-of-fit of the model, and a value of zero indicates excellent fit (Kline, 2005, p. 138). Browne and Cudeck (1992) inferred that a value of about .08 or less for the RMSEA is reasonable. The other indices of the goodness of the model are chi-square, the goodness-of-fit (GFI), the normed fit index (NFI), and the comparative fit index (CFI). In this study, the latent variables were measured multi-dimensionally. CFA results showed that all of the fit indices for both latent variables were between the acceptable values in the measurement model (Table 2).

Table 2
Measurement model

Scale items	SFL λ	t-value	AVE	CR	CA
Servant leadership-agapao love			0.58	0.91	0.917
• My leader is genuinely interested in me as a person	0.754	14.557			
• My leader has shown his or her care for me by encouraging me	0.787	15.209			
• My leader has shown compassion in his or her actions toward me	0.767	14.703			
• My leader shows concern for me	0.752	14.419			
• My leader creates a culture that fosters high standards of ethics	0.736	14.037			
• My leader empowers me with opportunities so that I develop my skills	0.769	15.231			
• My leader turns over some control to me so that I may accept more responsibility	0.773	a			
• My leader entrusts me to make decisions	0.729	14.140			
• My leader gives me the authority I need to do my job	*				
• My leader lets me make decisions with increasing responsibility	*				
Servant leadership-vision			0.58	0.89	0.893
• My leader has sought my vision regarding the organization's vision	0.759	15.138			
• My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives	0.803	a			
• My leader seeks my commitment concerning the shared vision of our company	0.764	15.457			
• My leader has asked me what I think the future direction of our company should be	0.762	14.768			
• My leader and I have written a clear and concise vision statement for our company	0.734	14.085			
• My leader has made personal sacrifice(s) for me	0.747	14.490			
Servant leadership-trust			0.59	0.85	0.853
• My leader has endured hardships, e.g., political, "turf wars," etc. to defend me	*				
• My leader knows I am above corruption	*				
• My leader trusts me to keep a secret	0.701	13.391			
• The level of trust my leader places in me increases my commitment to the organization	0.758	14.860			
• My leader shows trustworthiness in me by being open to receiving input from me	0.819	a			
• My leader communicates trust to me	0.805	16.244			
Servant leadership-humility			0.56	0.83	0.857
• My leader does not overestimate her or his merits	0.692	13.005			
• My leader is not interested in self-glorification	0.803	15.578			
• My leader is humble enough to consult others in the organization when he or she may not have all the answers	*				
• My leader does not center attention on his or her own accomplishments	0.801	a			
• My leader's demeanor is one of humility	0.788	15.362			
Psychological empowerment-meaning			0.68	0.86	0.864
• The work I do is very important to me	0.826	17.191			
• My job activities are personally meaningful to me	0.783	16.152			
• The work I do is meaningful to me	0.868	a			

Table 2 Continued

Scale items	SFL λ	t-value	AVE	CR	CA
Psychological empowerment-competence			0.53	0.82	0.818
• I am confident about my ability to do my job	0.731	12.771			
• I am self-assured about my capabilities to perform my work activities	0.771	a			
• I have mastered the skills necessary for my job	0.695	12.125			
• I have significant autonomy in determining how I do my job	0.724	12.639			
• I can decide on my own how to go about doing my work	*				
• I have considerable opportunity for independence and freedom in how I do my job	*				
Psychological empowerment-impact			0.71	0.88	0.883
• My impact on what happens in my department is large	0.856	19.500			
• I have a great deal of control over what happens in my department	0.895	a			
• I have significant influence over what happens in my department	0.790	17.490			

Notes: Goodness-of-fit statistics: $\chi^2 = 724.509$; $\chi^2/df = 1.650$; CFI = 0.956; GFI = 0.882; TLI = 0.950; NFI = 0.895; RMSEA = 0.044

a: Parameter fixed at 1.0 during ML estimation (Kaplan, 2000, p. 53).

SFL λ : Standardized Factor Loadings, AVE: Average Variance Extracted, CR: Composite Reliability, CA: Cronbach's Alpha

*: Dropped during the analysis

To assign internal consistency of the constructs, Cronbach's Alpha (CA) and Composite Reliability (CR) coefficients were calculated. As seen in Table 2, internal consistency was confirmed with CA and CR values. The CA values were ranged from .818 to .917 for the constructs, which were within the acceptable limits. Concerning CR, it ranged from .82 to .91. The CR scores were higher than .60, so these scores could be regarded as satisfactory (Hair et al., 2017). Average Variance Extracted (AVE) values were further calculated to test for convergent validity. As shown in Table 2, AVE values ranged from .53 to .71 for the constructs. So, convergent validity was verified with AVE values larger than .50.

In all direct effects from latent to observed variables, unstandardized loadings were fixed to 1.00 in order to assign a scale to each factor. Though the reference variable could choose the indicator arbitrarily having the most reliable score, Kaplan's point of view (2000) was selected.

Discriminant validity refers to the fact that a construct is distinct from other constructs in the model and implies that a construct is truly not represented by other constructs (Hair et al., 2017). In this manner, Kline (2015) stated that intercorrelations among a set of variables presumed to measure different constructs should not be too high (< .90 in absolute value). To confirm discriminant validity, correlation analysis was conducted among study variables. Correlation analysis results showed that the estimated factor correlations, which ranged from .316 to .725. For discriminant validity, the Fornell & Larcker criterion was also checked, which compared the square root of the AVE values with the latent variable correlations (Hair et al., 2017). As seen in Table 3, the square root of AVE values of each construct, which ranged from .730 to .848, is higher than its highest correlation.

Table 3
Means, standard deviations and correlation analysis results

	Mean	SD.	SLagap	SLvis	SLtru	SLhum	PEmean	PEcom	PEimp
SLagap	4.0053	0.778	.759*	.600**	.704**	.689**	.571**	.494**	.476**
SLvis	3.6422	0.869	0.596	.761*	.526**	.623**	.315**	.337**	.340**
SLtru	4.0346	0.762	0.710	0.522	.772*	.718**	.482**	.517**	.419**
SLhum	3.8971	0.832	0.660	0.614	0.725	.750*	.362**	.343**	.355**
PEmean	4.2880	0.800	0.571	0.316	0.481	0.348	.730*	.687**	.570**
PEcom	4.2163	0.699	0.495	0.342	0.509	0.324	0.686	.826*	.651**
PEimp	3.9454	0.951	0.474	0.334	0.405	0.319	0.557	0.646	.848*

Notes: Correlation is significant at the 0.01 level.

*: Square root of the AVE values were shown in the dark grey shaded cells.

** : HTMT correlations were shown in the light grey shaded cells.

Due to the low sensitivity of other discriminant validity evaluation techniques, Henseler et al. (2015) proposed to calculate heterotrait–heteromethod and monotrait–heteromethod (HTMT) correlations. Adopting this point of view, the HTMT criterion was employed for all constructs. With correlation analysis results and the square root of the AVE values, HTMT correlations were shown in Table 3 with blue shaded cells. All HTMT values were in the acceptable ranges ($< .85$; as suggested by Henseler et al., 2015).

To confirm predictive validity, the SRMR (standardized root mean square residual) value was checked. The predictive validity was confirmed as the SRMR value (.0573) is less than the recommended value of .08 (Taheri et al., 2017).

4.2. Common method bias

Common method bias (CMB) can occur by any possible causes such as participants' willingness to help the researcher, social desirability associated with commonly answering questions, and directive instructions in the questionnaires about the study aim and answering procedures (Kock, 2017). So to prevent any possible CMB, questionnaires were applied face-to-face, and they included the aim of the study to the participants in-depth. In this process, any misunderstandings about items were disambiguated immediately. Additionally, exogenous and endogenous variables were given on different pages of the questionnaire form to prevent bias. In other respects, participants participated in the study far from their supervisors to prevent them from feeling under pressure. To eliminate the potential effects of common method bias through statistical techniques, one of the commonly used remedies, Harman's single-factor test (Podsakoff et al., 2003), was employed to determine whether common method variance seriously affects the measurement model of the study. The result showed that the single factor model that constituted from 32 indicators correlated with one latent factor did not fit with the data ($\chi^2 = 1,564.586$; SRMR=0.0934; NFI= 0.774; TLI= 0.808; CFI= 0.826; RMSEA=0.086). In addition to this, principal component analysis with varimax rotation was applied to all constructs. The first factor accounted for 37% of covariation in the variables. Lin (2007, p. 466) stated that there is little chance of CMB if each factor accounts for less than 50 percent. Thus, it can be inferred that CMB is not an issue in this study.

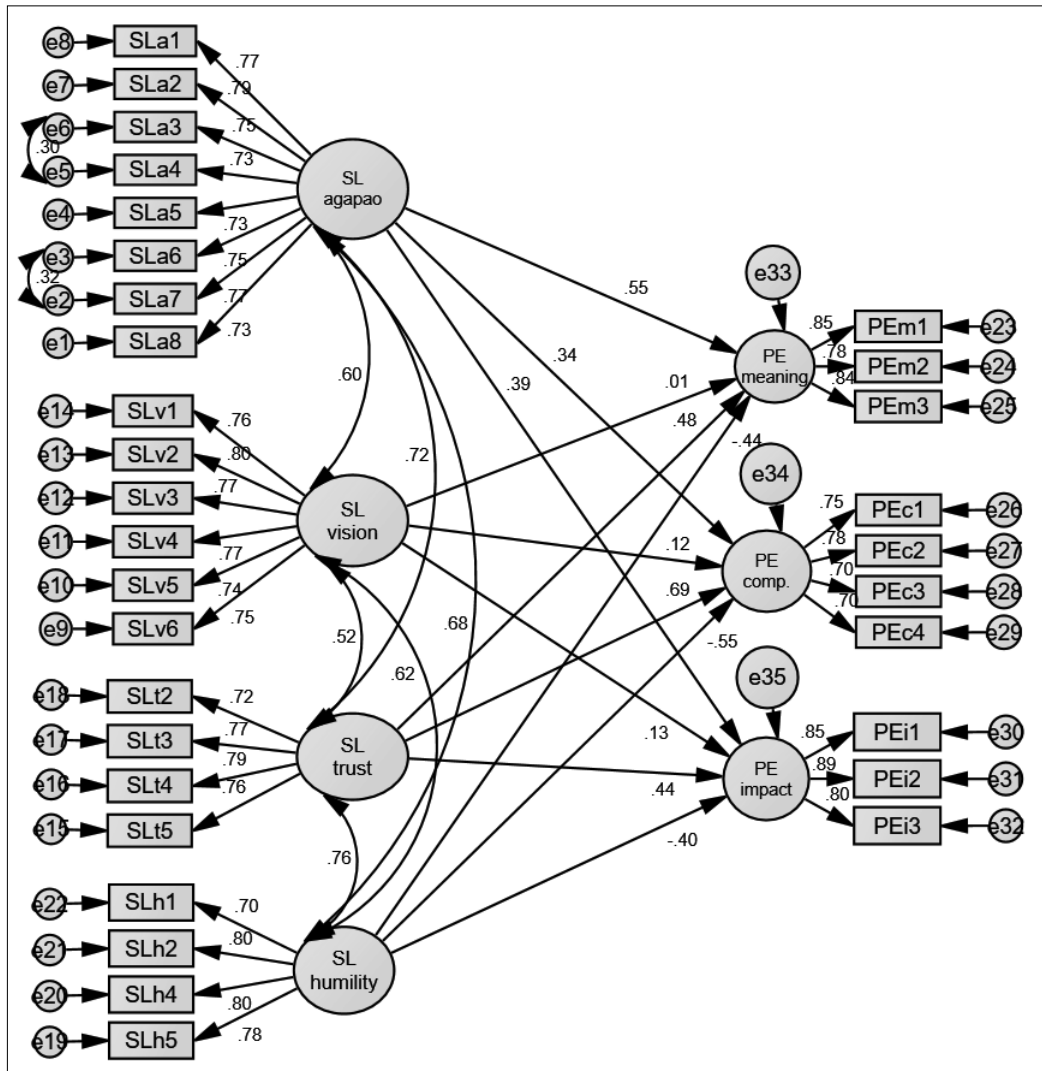
4.3. Structural model and hypothesis testing

Intending to determine whether servant leadership has any possible effect on psychological empowerment, structural Regression Modelling was used with AMOS. The evaluation of the structural model indicated that the research model accorded reasonable fit with the data ($\chi^2 = 874.224$; $df = 444$; $\chi^2/df = 1.969$; RMSEA= 0.054; NFI= 0.874; TLI= 0.925; IFI= 0.934; CFI= 0.933).

Because the NFI value was found below the reasonable recommended value of .90 (Byrne, 2016; Schumacker & Lomax, 2016), TLI and IFI values were also provided. Since TLI and IFI values were in the acceptable ranges (Marsh & Grayson, 1995; Schumacker & Lomax, 2016), the structural model could be qualified as a reasonable fit with the data. According to the estimation of standardized coefficients between constructs, the paths between SL and PE were significant in general ($p < 0.001$). Only the paths between the vision sub-dimension of the servant leadership and PE sub-dimensions were not significant (Table 4).

Specifically, the Agapao love sub-dimension of the servant leadership has a substantial significant positive effect ($\beta = 0.547$, $p < .001$) on the meaning sub-dimension of the psychological empowerment. A similar effect was observed on competence ($\beta = 0.336$, $p < .001$) and impact ($\beta = 0.386$, $p < .001$) sub-dimensions of the psychological empowerment. Alongside these results, hypotheses 1 to 3 were supported. The paths between the vision sub-dimension of SL and PE sub-dimensions were not significant. Therefore, hypotheses 4 to 6 were not supported ($p > .05$). As for the trust sub-dimension of SL, it was observed that the paths to the PE sub-dimensions were significant and positive. So, these hypotheses (H7-H9) were supported. As presented in Table 4, the humility sub-dimension of SL had a significant but negative effect on PE sub-dimensions ($p < .001$). This showed that H10 to H12 were rejected.

Figure 2
Structural model



Notes: $\chi^2= 874.224$; $df= 444$; $\chi^2/df= 1.969$; $RMSEA= 0.054$; $NFI= 0.874$; $TLI= 0.925$; $IFI= 0.934$; $CFI= 0.933$.

Table 4
Results of hypotheses testing

IV (X)	Consequent									Hypotheses	Supported/ rejected
	DV/(Y ₁) PEmean			DV/(Y ₂) PEcom			DV/(Y ₃) PEimp				
	SRW β	SE	p	SRW β	SE	p	SRW β	SE	p		
SLagap	0.547	0.117	<.001	0.336	0.089	<.001	0.386	0.128	<.001	H ₁ , H ₂ , H ₃	Supported
SLvis	0.014	0.069	.848	0.124	0.054	.119	0.127	0.079	.102	H ₄ , H ₅ , H ₆	Rejected
SLtru	0.482	0.126	<.001	0.686	0.105	<.001	0.438	0.141	<.001	H ₇ , H ₈ , H ₉	Supported
SLhum	-0.437	0.107	<.001	-0.549	0.087	<.001	-0.399	0.119	<.001	H ₁₀ , H ₁₁ , H ₁₂	Rejected

Notes: DV: Dependent variable, IV: Independent variable, SRW: Standardised regression weight;
R²=PEmean: 0.464, PEcom: 0.463, PEimp: 0.338.

5. Discussion and conclusion

This study examines whether servant leadership has any possible effect on psychological empowerment in terms of sub dimensionality with structural regression modeling. First of all, CFA was employed for the study constructs. CFA results showed that the goodness-of-fit test for servant leadership and psychological empowerment was reasonable in the measurement model. Then, the structural model was checked, and the results indicated that the model accorded with reasonable fit with data. According to the structural regression model, Agapao love and trust sub-dimensions of SL had significant positive effects on the sub-dimensions of PE, while vision and humility sub-dimensions didn't have any significant effects. So hypotheses 1 to 3 and 7 to 9 were supported, while others were rejected.

Results showed a relatively strong correlation between Agapao love sub-dimension of SL and meaning sub-dimension of PE ($r: .571$) and trust sub-dimensions of SL and competence ($r: .509$) sub-dimension of PE. This relationship between the constructs in terms of sub-dimensionality is significant since the correlation coefficient is higher than $.50$. As for other sub-dimensions of the constructs, the correlation is also significant. Related studies' findings support these findings. Van der Hoven (2014) and Van Winkle et al. (2014) ascertained that supervisors' servant leadership behaviors positively related to followers' perception of being empowered. Similarly, Zorlu et al. (2019) found a strong correlation between SL and PE.

Structural equation modeling was performed in the ongoing phase to examine the possible effects of SL on PE in terms of sub dimensionality. Agapao love sub-dimension of the SL has a substantial significant positive effect on the meaning sub-dimension of the PE. The same effect was observed in the competence ($\beta = 0.336$, $p < .001$) and impact ($\beta = 0.386$, $p < .001$) sub-dimensions of the PE. This result strengthens Namasiwayam et al. (2014)'s findings indicating that leader empowering behaviors in terms of SL's influence on employees' PE, attitudes, and organizational outcomes, and Koyuncu et al. (2014)'s findings assigning that service employees have perceived higher level of servant leadership from their supervisors. As mentioned above, SLs encourage relational-oriented extra-role behaviors of followers (Sun, 2018) and promote the growth of the followers by giving value to their personal development (Khajehpour et al., 2016). Furthermore, SLs strengthen values, beliefs, and principles by serving honesty and fair-mindedness. So, meaningfulness was approved with a service-oriented leadership style. Also, SLs make employees' tasks and missions more valuable and meaningful for them by serving Agapao love. Patterson (2003) confirmed this by indicating that SLs enhance meaningfulness with Agapao love by densely focusing on followers' needs and talents. The willingness of SLs also refers to their Agapao love that embraces followers' work-autonomy for continuous development; Agapao love also has a crucial role in followers' competence levels. Agapao love sustains followers' ability to affect organizational outcomes.

Along with the Agapao love sub-dimension of SL, it was found that trust was also had significant and positive effects on PE sub-dimensions. Baykal et al. (2018) mentioned that SL intensified empowerment perceptions and gratitude of the followers. It could be asserted that trust might be a triggering factor of this gratitude felt by the followers. The reason is that a follower, who trusts his/her supervisor, may think that he/she is more likely to affect organizational outcomes by making more effort and sustaining his/her tasks with an unselfish attitude. Then, this state not only affects followers' business manner but also causes checking up on their abilities. As mentioned earlier, by referring to Hakanen and Pessi (2018), giving responsibility for achieving a task is also a sign of trust. Thus, trust in SL fosters self-determination feeling among staff. Trust also strengthens employees' competence level, which means the degree of skillfully performing task activities.

SLs draw a vision to their followers, which the followers are voluntarily committed to and valued. SL theory embraces providing visionary development for each employee because it is believed that each of them will make important contributions to the organization in the future. Thus, SLs could have a chance to make positive contributions to their followers with visionary behaviors. This also means that visionary behaviors are

more likely to affect meaningfulness. Visionary attributes and behaviors of SLs can also create a perception of valuable impact to the organization among employees in terms of PE. According to the results of this study, the paths between the vision sub-dimension of SL and PE sub-dimensions were not significant. The possible reason for this finding is that the kitchen chefs develop their vision largely on work-related components. The kitchen represents a department where the task-oriented leadership approach, in other words, traditional management practices, are preferred due to the nature of the business. The necessity of manufacturing products in a standard manner and under time pressure necessitates the mechanical organization system. Hence, kitchen leaders improve their vision on work-related components, and employees only act as supporters of the mechanical processes necessary to realize that vision. The nature of SL is based on the philosophy that the leader primarily serves his/her followers. In this regard, it can be stated that the vision sub-dimension of SL does not impact PE sub-dimensions since the leader's vision behavior does not support the PE perception of the employees.

SLs try to apprehend their followers by asking the right questions and caring about their answers and attitudes to offer them the best possible insights in place of commanding or autocratic power to guide them in achieving organizational goals (Patterson, 2003). SLs desire to help and stay in touch with followers, and this also reflects SLs' humility characteristics. The willingness to help followers also embraces their work autonomy for continuous development. Thus, we have asserted that humility has possible effects on the sub-dimensions of PE. The hypotheses, which were suggested as the humility sub-dimension of SL having possible effects on PE sub-dimensions, were significant but rejected because of the negative effect. Due to the high technical food & beverage producing process, head chefs manage their subordinates with predetermined processes that are oriented to scientific management techniques, and this process is supported by continuous control over employees. The kitchen is a working area where technical tasks are carried out, in which time-efficient and effective work is required. The healthy functioning of the kitchen system is possible only by configuring it as a mechanical organization. This requires the kitchen chef to adopt an autocratic or paternalistic leadership style. In this context, the humility behavior of the chef may prepare the environment for some invisible troubles in the functioning of the kitchen organization. For example, as some of the malicious employees exhibit socially unacceptable behavior, the extra workload of the jobs to other employees may lead to the development of negative attitudes towards the current behavior of the chef as a leader and the negative perception of the behavior.

Huertas-Valdivia et al. (2019), in their study revealing the effects of different leadership styles on hospitality employees, ascertained that SL doesn't cause any significant effect on the psychological empowerment of the employees. Several authors stated that effective leadership styles are based on reasons such as sector, culture, and momentum of the organization. In our study, the possible reason for the relationship between some aspects of SL and PE is reversed because the kitchen has a different task definition, cultural structure, and functioning as part of the hospitality establishments.

SL is an ideal leadership style in the hospitality sector. However, the predominance of power culture in Turkey, the intensity of seasonality in the tourism industry, the all-inclusive system being the most common board type, and the current economic conditions necessitate managerial approaches focusing on cost and efficiency. In this sense, it is unexpected that kitchen chefs will exhibit a high level of SL behaviors. This situation reveals the potential risks of a chefs' job retention. For this reason, it can be declared that kitchen chefs mostly adopt task-oriented leadership styles.

There is a close relationship between leadership behavior and the society's culture in which the leader grows. Because each individual is the product of a culture. This directly affects both the leader and his/her followers. According to Hofstede's definition of culture, Turkish society is a society where power culture is dominant. In societies where power culture is predominant, paternalistic leadership behaviors are considered as one of

the most common leadership behaviors. The functioning of the kitchen department has a structure based on the master-apprentice relationship, and it results in the leaders exhibiting paternalistic leadership behaviors. Therefore, it can be said that SL does not conform to the type of chef (behaviourally) idealized by the kitchen department in the context of power culture; it is conventional for employees not to perceive some SL behaviors displayed by the leader in the context of PE.

5.1. Theoretical implications

The foundation of the hospitality industry represents the culture of serving others. This makes postmodern leadership approaches, SL, and leadership approaches such as ethical, authentic, spiritual leadership closely related to SL important. By identifying the common points of SL with the mentioned leadership approaches, modeling under the name of service leadership may be proposed by developing the previously studied service leadership concept. The origin of the unique cultures of service enterprises is the interaction of employees with guests. This makes behavioral empowerment important and necessary for employees, as well as psychological empowerment. Liden et al. (2014) contended that leaders might influence culture by directly encouraging followers' involvement in serving behaviors and indirectly by displaying the desired behaviors, which then are adopted by followers. As servant leaders tend to be respected and admired by their followers, employees are incentivized to imitate the behavior of their leaders. Followers' modeling of helpful and supportive behaviors exhibited by servant leaders is further strengthened as followers reinforce their identification with the group. The studies to be carried out in this context will be beneficial in supporting the extant literature. Besides, efforts to create a work environment that enables employees to seize the initiative and act independently with a positive attitude can be considered the topics of future work (Luthans, 2002; Owens et al., 2012). With developments in the education field of Gastronomy and Culinary in Turkey in recent years, the rise in employee training levels leads to changes in the perceptions and expectations of kitchen employees. This necessitates the development of alternative approaches in managerial behavior and functioning to increase efficiency and effectiveness. From this point of view, it is suggested to examine the studies that provide this by associating them with behavioral theories such as social exchange theory, self-determination theory, etc.

5.2. Practical implications

Changing conditions, rapid access to information, and an increase in the level of education of the kitchen department employees today require the design of the tasks to undertake a personal initiative rather than delegation. This makes it necessary for the kitchen chefs to create the in-department workflow and functioning in a way that enables employees to take personal initiative. In the personal vision of each employee in the kitchen department, the eventual goal is to become a chef. This goal requires kitchen employees to identify not only the areas of expertise but also the processes carried out in other departments of the entire kitchen, such as costs, efficiency, supply chain, and purchases. Head chefs should consider training future chefs as one of their primary duties and develop or exhibit managerial behaviors that increase employees' perceptions of personal competence. Although current kitchen leaders prefer autocratic leadership behaviors in terms of managerial control, the current business environment requires current leadership approaches and behaviors like a servant, ethical, and spiritual. Head chefs should support employees in terms of psychological empowerment. Besides, they should prefer being in close contact with their subordinates as a behavior style expected to have a significant leadership behavior in service enterprises. Such leadership behaviors may positively affect loyalty, motivation, and satisfaction among employees.

Appendix

Dear participant,

This questionnaire was prepared for the research on "How Servant Leaders Psychologically Empower Their Followers". Your answers will be evaluated absolutely for scientific purposes and will be kept confidential. The success of the research depends on your sincerely answering every question. Thank you for agreeing to fill out the questionnaire and taking the time.

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PART I					
Please specify your degree of participation in the following statements in this part of the questionnaire, by marking the most appropriate option for you according to the rating given below. 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree	1	2	3	4	5
Servant leadership					
My leader is genuinely interested in me as a person	1	2	3	4	5
My leader has shown his or her care for me by encouraging me	1	2	3	4	5
My leader has shown compassion in his or her actions toward me	1	2	3	4	5
My leader shows concern for me	1	2	3	4	5
My leader creates a culture that fosters high standards of ethics	1	2	3	4	5
My leader empowers me with opportunities so that I develop my skills	1	2	3	4	5
My leader turns over some control to me so that I may accept more responsibility	1	2	3	4	5
My leader entrusts me to make decisions	1	2	3	4	5
My leader has sought my vision regarding the organization's vision	1	2	3	4	5
My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives	1	2	3	4	5
My leader seeks my commitment concerning the shared vision of our company	1	2	3	4	5
My leader has asked me what I think the future direction of our company should be	1	2	3	4	5
My leader and I have written a clear and concise vision statement for our company	1	2	3	4	5
My leader has made personal sacrifice(s) for me	1	2	3	4	5
My leader knows I am above corruption	1	2	3	4	5
My leader trusts me to keep a secret	1	2	3	4	5
The level of trust my leader places in me increases my commitment to the organization	1	2	3	4	5
My leader shows trustworthiness in me by being open to receive input from me	1	2	3	4	5
My leader communicates trust to me	1	2	3	4	5
My leader does not overestimate her or his merits	1	2	3	4	5
My leader is not interested in self-glorification	1	2	3	4	5
My leader is humble enough to consult others in the organization when he or she may not have all the answers	1	2	3	4	5
My leader does not center attention on his or her own accomplishments	1	2	3	4	5
My leader's demeanour is one of humility	1	2	3	4	5
Psychological empowerment					
The work I do is very important to me	1	2	3	4	5
My job activities are personally meaningful to me	1	2	3	4	5
The work I do is meaningful to me	1	2	3	4	5
I am confident about my ability to do my job	1	2	3	4	5
I am self-assured about my capabilities to perform my work activities	1	2	3	4	5
I have mastered the skills necessary for my job	1	2	3	4	5
I have significant autonomy in determining how I do my job	1	2	3	4	5
My impact on what happens in my department is large	1	2	3	4	5
I have a great deal of control over what happens in my department	1	2	3	4	5
I have significant influence over what happens in my department	1	2	3	4	5

PART II: Demographics

- 1- Gender: Male Female
- 2- Age: (Please specify)
- 3- Education Level:
 Primary High school University Master/PhD
- 4- Marital Status:
 Single Married
- 5- Position:
 Executive chef Sous chef Chef de partie Demi chef de partie
 Demi chef Commis chef Other (please specify)
- 6- Tenure (in this hotel)
 1-3 years 4-6 years 7-9 years 10 years and over
- 7- Tenure (in tourism):
 1-3 yearsZ 4-6 years 7-9 years 10 years and over

Thanks So Much for Your Valuable Contribution to Our Study.

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