

Exploring Servant Leadership Instrument for Social Enterprise (Cooperative)

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Abstract

The purpose of this paper is to describe the development and validation of a multi-dimensional instrument to measure servant leadership in social enterprise (cooperative) context. Based on an extensive literature review, expert's judgment and Exploratory Factor Analysis (EFA), 57 items were formulated and only 27 items yielding to five factors: doing right things, develop vision with others, democratic, develop others potential and develop community. The construct develops purposely for social enterprise (cooperative). The participants of the study consisted random sample of the cooperative's manager in Malaysia.

Keywords: Exploring Servant Leadership Instrument for Social Enterprise (Cooperative)

Introduction

The measurements for the leadership attributes specifically for cooperative's perspective were constructed from the literature review in this research. Although a number of scales to measure servant leadership done by researchers, none has designed a questionnaire to measure servant leadership attributes in cooperative organization. As suggested by Russell and Stone (2002), researchers need to examine the genuine of servant leadership characteristics to different types of industries, higher learning, commercial establishment and non-government. To support this gap, the items of servant leadership attributes are constructed according to literature in servant leadership area to fit with social enterprise (cooperative). This study developed a scale to measure servant leadership in social entrepreneurship context. The servant leadership have similarities with cooperative leader's traits or roles. In addition, this research extends studies that need additional contribution and smaller the gap in servant leadership topic. For example, Russel and Stone (2002) and Drury (2004) suggest researchers should examine the genuine of servant leadership characteristics and measure reliability to different types of industries, higher learning, commercial establishment and non-government. According to Prabhu (2008) social entrepreneurial leaders are individuals who make and manage innovative, entrepreneurial organizations or ventures whose primary mission is the social change and growth of their client group. In addition, Lyn Barendsen and Howard Gardener (2004) have proposed social entrepreneur as the new type of leader who can act willingly on their obligations, able to see things positively, regularly evaluate their work, induce pain in their lives are identified as the challenging task and are reformed into a growth oriented opportunities. This leader measure the impact of their activities with business acumen on the society as indicator - the higher their social impact, the greater is their success. The literature in this study related to the attributes of servant leader done from various scholars. Servant leadership characteristics deeply scrutinized in this literature review to develop the instrument to fit with cooperative principles and values. The development and measurement process in this study used Laura and Stephanie (2011) four steps in establishing valid surveys such as defining the construct, item development and judgement, designing and conducting studies to develop a survey and finalizing the instrument.

Step 1 – Defining the construct

Defining the construct begins with a thorough exploration of relevant literature in the domain. The literature in this study related to servant leadership attributes or characteristics done by scholars. Since early 1990s through 2013, the work of servant leadership focused on identifying themes and the characteristics to operationalize the concept of servant leadership. The idea and origin of theory of Servant Leadership began in 1970 with the publication of the essay “The Servant as Leader” by Robert Greenleaf. Later, Graham (1991) introduced the inspirational and moral dimensions for the servant leader. Buchen (1998) proposed that self-identity, capacity for reciprocity, relationship building, and preoccupation with the future were essential themes to clarify servant leader attributes. Spears (1998) expanded upon Greenleaf’s writings and extracted ten common denominators of significant importance characterizing servant leadership. He emphasized the dimensions of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building. Following, Farling et al. (1999) added the importance of vision, influence credibility, trust and service. While, Laub (1999) put forward valuing people, developing people, building community, display authenticity, providing leadership and sharing leadership. Russell (2001) repeating the elements of vision, credibility, trust, service and added modelling, pioneering, appreciating others and empowerment in contrast with Farling et al. (1999). In addition, Patterson (2003) presented the dimensions of agapáo love, humility, altruism, vision, trust, empowerment, and service as the essential dimensions of servant leadership. Blanchard and Hodges (2003) point out selflessness, integrity, honesty, fearlessness, humility, values-driven behaviour, faith in unconditional love, openness to feedback, a sense of community, self-acceptance, act as visionary role, comprising and act as an implementation role. Dennis and Bocarnea (2005), proposed the same domain from others such as empowerment, love, humility, trust and vision. Barbuto and Wheeler (2006) have measured the construct of altruistic calling, emotional healing, persuasive mapping, wisdom and organizational stewardship. Covey (2006) proposed six criteria such as humility, reverence, openness, ability to teach, respectfulness and caring. Moreover, Liden et al. (2008) developed and measured emotional healing, creating value for community, conceptual skills, empowering, helping subordinate to grow and succeed, putting subordinate first and behave ethically. Sendjya et al. (2008) in their study defined and analyzed the criteria of voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spiritually and transforming influence. Reed et al. (2011), proposed new construct of servant leadership related to interpersonal support, building community, altruism, egalitarianism and moral integrity for servant leader manager. van Dierendonck and Nuijten (2011) have measured the construct of empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance and stewardship. Mahembe and Engelbrecht (2013) have developed the servant leadership instrument and test altruistic calling, emotional healing, wisdom, persuasive mapping and organizational stewardship. The summaries of servant leadership attributes shown in table 1.

SERVANT LEADERSHIP ATTRIBUTES	
Greenleaf (1970)	Honest Love Responsibility
Graham (1991)	1. Inspirational 2. Moral
Buchen (1998)	1. Self-identity 2. capacity for reciprocity, 3. relationship builders, 4. preoccupation with the future
Spears (1998)	1. Listening, 2. empathy, 3. healing, 4. awareness, 5. persuasion, 6. conceptualization, 7. foresight, 8. stewardship, 9. commitment to the growth of people and 10. building community
Farling et al. (1999)	1. Vision, 2. influence, 3. credibility,

	<p>4. trust, 5. service</p>
Laub (1999)	<p>Valuing people, developing people, displaying authenticity, offering leadership, building communities, sharing leadership</p>
Page & Wong (2000)	<p>1. Integrity, 2. humility, 3. servanthood, 4. caring for others, 5. developing for others, 6. empowering others, 7. visioning, 8. goal setting, 9. leading, 10. team building, 11. shared decision making</p>
Russell & Stone (2002)	<p>1. Vision, 2. honesty, 3. integrity, 4. trust, 5. service, 6. modeling, 7. pioneering, 8. appreciation of others, 9. empowerment</p>
Patterson (2003)	<p>1. Agapao love, 2. humility, 3. altruism, 4. vision, 5. trust, 6. empowerment, 7. service</p>
Blanchard & Hodges (2003)	<p>Selflessness, integrity, honesty, fearlessness, humility, values-driven behaviour, faith in unconditional love, openness to feedback, a sense of community, self-acceptance, act as visionary role – (doing the right thing), comprising and an implementation role – (doing things right)</p>
Dennis & Bocamea (2005)	<p>1. empowerment, 2. love, 3. humility, 4. trust, and 5. vision</p>
Barbuto & Wheeler (2006)	<p>1. Altruistic calling, 2. emotional healing, 3. persuasive mapping, 4. wisdom, 5. organizational stewardship</p>

Covey (2006)	<ol style="list-style-type: none"> 1. Humility, 2. reverence, 3. openness, 4. ability to teach, 5. respectfulness, 6. caring
Liden et al. (2008)	<ol style="list-style-type: none"> 1. Emotional healing, 2. creating value for community, 3. conceptual skills, 4. empowering, 5. helping subordinates grow and succeed, 6. putting subordinates first, 7. behaving ethically
Sendjaya, Sarros & Santora (2008)	<ol style="list-style-type: none"> 1. Voluntary subordination, 2. authentic self, 3. covenantal relationship, 4. responsible morality, 5. transcendental spiritually, 6. transforming influence
Reed, Vidaver-Cohen, & Colwell (2011)	<ol style="list-style-type: none"> 1. Interpersonal support, 2. building community, 3. altruism, 4. egalitarianism, 5. moral Integrity

van Dierendonck & Nuijten (2011)	<ol style="list-style-type: none"> 1. Empowerment, 2. accountability, 3. standing back, 4. humility, 5. authenticity, 6. courage, 7. interpersonal acceptance 8. stewardship
Mahembe & Engelbrecht (2013)	<p>Altruistic calling,</p> <p>emotional healing,</p> <p>wisdom,</p> <p>persuasive mapping,</p> <p>organisational stewardship</p>

Table 1: Summary of servant leadership attributes literature

For purpose of this study, seven new dimensions to be validated for a new construct to best fit with social enterprise (cooperative) leadership management. Cooperative organization principles and values seems congruence with servant leadership. Leadership in cooperative is the function to lead the organization on behalf of key stakeholder group – able to formulate the goals through group activity, providing a vision, inspiring, guiding, and listen to both members and the management to achieve the cooperative objectives (Puri, 1979; Parnel, 1995). Thompson et al. (2000) argued even though there are people who are keen to work for their community, but they need leadership qualities and guidance. Thus servant leadership instrument for cooperative organization leadership being develop and measured. The characteristics are categorized according to the similar meaning and most cited criteria among scholars to best fit with cooperative leader. The

new orientation constructed are i) develop others, ii) demonstrate credibility, iii) develop community, iv) democratic, v) do right things vi) develop vision and vii) deliver for others.

a) Develop others

Servant leadership promotes the developing of people growth and they have a keen understanding of human characters and embrace a nurturing teaching style that builds self-esteem. The elements of the growth can be started with the interpersonal skills of the leader to benevolently dispose to others. Greenleaf (1970), Dennis and Bocarnea (2005), Page and Wong (2000) and Covey (2006) all contended that servant leader are always caring and love to others. This contention was supported by Spears (1998), Liden et al. (2008), Barbuto and Wheeler (2006), and Mahembe and Engelbrecht (2013). Greenleaf (1970) and Spears (1998) stated that servant leader concern to the follower's emotion by healing it and listen to them. Barbuto and Wheeler (2006) described emotional healing as the ability to recognize the needs and start a healing process for members of the organization. This character can make leader promoting an environment where followers are safe to voice their concerns.

This confirms the work of Spears (1998), Laub (1999), Page and Wong, 2000, and Liden et al. (2008) that servant leader develops and helps their subordinates to grow for success. Table 3. 7 refers to the above servant leadership criteria cited by scholars. These characteristics are derived from the soul of the leader to build positive relationship with others. Crom (1998) pointed out that servant leaders genuinely care for others and are interested in the lives of followers. They can heal or reduce the emotional pain of others, express concern and care and always find ways to develop others. One of the great strengths of servant leadership is the potential for healing one's self and one's relationship with others. This can be started from listening to others in order for the leaders to understand the need of the people. As Maxwell (1998) stated, the effective leaders recognize it takes sincere effort with compassion to reach someone's heart and they must touch other's heart before ask them for a hand.

Ferch and Mitchell (2001) advocated love as a goal for leaders. Greenleaf (1970) added effective leaders are deeply committed to the profession and personal growth of those around them. This statement supported those criteria mentioned above because servant leaders need internal strength and desire to develop others. They must able to allocate time and talent to that purpose. The elements of emotional healing, listening, love, caring for others, commitment to the growth of people, helping subordinate grow and succeed and developing people are interrelated and reasonable to represent as new dimension called **develop others**. In other words servant leaders develop others by listening, emotional healing, love, caring, and helping subordinate to grow and succeed.

Table 2. 5: Measurement scale referred for dimension of develop others by previous studies

The Attributes	Authors
Healing and Emotional healing	Spears (1998)
	Barbuto and Wheeler (2006)
	Liden et al. (2008)
	Mahembe and Engelbrecht (2013)
Listening	Greenleaf (1970)
	Spears (1998)
Love and	Greenleaf (1970)
	Dennis and Bocarnea (2005)
	Page and Wong (2000)
Caring for others	Covey (2006)
Commitment to the growth of people, Helping subordinates grow and succeed and Developing people	Spears (1998)
	Liden et al. (2008)
	Laub (1999)
	Page and Wong (2000)

b) Demonstrate credibility

Kouzes and Posner (1993) mentioned credibility is the essential ingredient in good leadership. It was supported by Ulrich (1996) that credible leaders have personal habits, values, traits and competencies to engender trust and commitment from those who take their direction. Awareness (Spears, 1998), ability to teach (Covey, 2006), wisdom (Barbuto and Wheeler,

2006; Mahembe and Engelbrecht, 2013), fearlessness (Blanchard and Hodges, 2003), modelling (Russell and Stone, 2002), pioneering (Russell and Stone, 2002) and values-driven behaviour (Blanchard and Hodges, 2003) as mentioned by the scholars can be special values, traits and competencies for servant leader in this study.

According to Barbuto and Wheeler (2006), wisdom is the ability to see and learn from the environment, being able to see how it would affect each member and the organization. This will support (Okpara and Ohn, 2008) which stated that social entrepreneurship leaders must also have traits, which will help them motivate others and lead them in new directions. Thus, this study categorized awareness, ability to teach, wisdom, fearlessness, modeling, pioneering and values-driven behavior characteristics as new dimension called **demonstrate credibility** as shown in Table 2. 6.

Table 2. 6: Measurement scale referred for dimension of demonstrate credibility by previous studies

The Attributes	Authors
Awareness	Spears (1998)
Ability to teach	Covey (2006)
Wisdom	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Fearlessness	Blanchard and Hodges (2003)
Modelling	Russell and Stone (2002)
Pioneering	Russell and Stone (2002)
Values-driven behavior	Blanchard and Hodges (2003)

c) Develop community

San Juan (2005) emphasized leader must imagine their duty in terms of relationships and community with aim to change and transform. Several researchers mention about concern of the community (Spears, 1998; Laub, 1999; Blanchard and Hodges, 2003; Liden et al., 2008 and Reed et al., 2011). According to Northouse (2007), servant leadership valued everyone's involvement in the community life because it was there that one fully experienced respect, trust, and individual strength. Spears (2010) posited the servant leader senses that much has been lost in recent human history, as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. This study combines these criteria as **develop community** as these criteria represent the same meaning for servant leader aspiration concerning to community as whole. The summary of this attributes shown in Table 2. 7.

Table 2. 7: Measurement scale referred for dimension of develop community by previous studies

The Attributes	Authors
Building community	Spears (1998) Laub (1999) Reed et al., (2011)
A sense of community	Blanchard & Hodges (2003)
Creating value for community	Liden et al. (2008)

d) Democratic

According to Bugenhagen (2006), leaders should not acquiring power but must concern themselves with being a soothing presence. Greenleaf (1970) mentioned to be genuine leader they must not afraid to share power and quality performance because "power shared is power multiplied, not lessened". Daft (2005) supported that power is not the primary purpose and aim of the leader. The criteria related to sharing the authority with others and acceptance to others opinion can be interpreted as empowering others (Page and Wong, 2000; Russell and Stone, 2002; Patterson, 2003; Dennis and Bocamea, 2005; Liden et al., 2008; and van Dierendonck and Nuijten, 2011), openness (Covey, 2006), offering leadership (Laub, 1999), openness to feedback (Blanchard and Hodges, 2003), egalitarianism (Reed et al., 2011), respectfulness and reverence (Covey, 2006) and shared decision making (Page and Wong, 2003). All terms stated above are strongly related

and comprise the same meaning. Thus, for the purpose of this study, researcher uses term **democratic** as new dimension of all those characteristics. Refer Table 2. 8.

Table 2. 8: Measurement scale referred for dimension of democratic by previous studies

The Attributes	Authors
Empowering others /empowerment	Page and Wong (2000) Russell and Stone (2002) Patterson (2003) Dennis and Bocarnea (2005) Liden et al. (2008) van Dierendonck and Nuijten (2011)
Openness	Covey (2006)
Offering leadership	Laub (1999)
Openness to feedback	Blanchard and Hodges (2003)
Egalitarianism	Reed, et al., (2011)
Respectfulness and Reverence	Covey (2006)
Shared decision making	Page and Wong (2000)

e) Do Right Things

San Juan (2005) claimed servant leadership imbues relational power with a stature of integrity and strength of character. Nakai (2005) addressed that this leader if lead with integrity, common sense, accountability, respect and compassion, more people will get on board. Both honesty and integrity are integral parts of good leadership (Covey, 1996; Fairholm, 1998; Northouse, 1997 and Winston, 1999). Integrity closely related to ethical (Ker, 1998) and Shaw (1997) supported that leader must practice integrity to build trust. In essence, what people want and what organization needs are leaders with integrity who also have the courage to be honest in the face of challenging and potentially self-damaging circumstances.

Another element that creates to do right things is trust. According to Martin (1998) trust is the root of all great leadership. It is also supported by Mayer et al. (1995) that trust is willingness of a party to be vulnerable to the actions of other party based on expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control other party. Many scholars agree that trust is the most significant factors influencing leader-member relationship, leader effectiveness and enhance productivity (Bennis, 1997; Bennis and Nanus, 1997; Covey, 1990; De Pree, 1997; Fairholm, 1994, 1997, 1998; Martin, 1998; and Ryan and Oestreich, 1998). Servant leadership study by scholars also mentioned about the importance of being ethical and moral. De Pree (2002) posits that without moral purpose, competence has no measure, and trust has no goal. This study highlighted the most attributes in servant leader that are interrelated to guide leader to do right things. They are accountable (van Dierendonck and Nuijten, 2011), authenticity (Laub, 1999; Sendjaya et al., 2008 and van Dierendonck and Nuijten, 2011), integrity (Page and Wong, 2000; Russell and Stone, 2002; Blanchard and Hodges, 2003 and Reed et al. 2011), responsible morality (Sendjaya et al., 2008), behaving ethically (Liden et al., 2008), trust (Farling et al., 1999; Russell and Stone, 2002; Patterson, 2003 and Dennis and Bocarnea, 2005 and honest (Greenleaf, 1970; Blanchard and Hodges, 2003 and Russell and Stone, 2002). Table 2. 9 shows the construct of **Do right things**.

Table 2. 9: Measurement scale referred for dimension of do right things by previous studies

The Attributes	Authors
Accountability	Van Dierendonck and Nuijten (2011)
Authenticity	Laub (1999) Sendjaya, Sarros and Santora (2008) van Dierendonck and Nuijten (2011)

Integrity	Page and Wong (2000) Russell and Stone (2002) Blanchard and Hodges (2003) Reed et al. (2011)
Responsible morality	Sendjaya et al. (2008)
Behaving ethically	Liden et al. (2008)
Trust	Farling et al. (1999) Russell and Stone (2002) Patterson (2003) Dennis and Bocarnea (2005)
Honest	Greenleaf (1970) Blanchard and Hodges (2003) Russell and Stone (2002)

f) Develop vision

Vision unites organizational members and inspires greatness (Miller, 1995). Greenleaf used term foresight and conceptualizing to describe vision. Developing vision for future helps facilitate organizational change and transform action (Miles, 1997). Reinke (2004) defines vision as the degree to which leaders plan and anticipates for future needs, develop concrete mission or vision statements, and keep situations and problems in perspective with the combination of conceptualization and foresight. Both are strongly related. A number of scholars in servant leadership suggested vision as important attributes for servant leadership (Farling et al., 1999; Russell and Stone, 2002; Patterson, 2003; Blanchard and Hodges, 2003; Dennis and Bocarnea, 2005 and Page and Wong, 2000), conceptualization (Spears, 1998 and Liden et al., 2008), goal setting (Page and Wong, 2000) and foresight (Spears, 1998). These attributes can be grouped as **develop vision** for servant leaders. Refer Table 2. 10.

Table 2. 10: Measurement scale referred for dimension of develop vision by previous studies

The Attributes	Authors
Vision	Farling et al. (1999) Russell and Stone (2002) Patterson (2003) Dennis and Bocarnea (2005) Page and Wong (2000) Blanchard and Hodges (2003)
Conceptualization	Spears (1998)
Conceptual skills	Liden et al. (2008)
Goal setting	Page and Wong (2000)
Foresight	Spears (1998)

g) Deliver for others

Greenleaf (1972) described stewardship as holding something in trust for one another. Servant leaders, like stewards, are committed to serving the needs of others and emphasize the use of openness and persuasion, rather than control. Reinke (2004) clarified stewardship as the degree to which leaders put the needs of others and the organization before their own personal needs, use a participatory leadership style, and are committed to the growth of employees and the organization. While Bagget (1997) mentioned first and foremost, a good leader serves others. Service is the core of servant leadership (Block, 1993; De Pree, 1997; Fairholm, 1997, 1998, and Greenleaf, 1977). Fairholm (1997) added that leaders prepare others to embrace a service orientation when they model service through their own actions.

Service attributes were mentioned by (Farling et al., 1999; Russell and Stone, 2002; and Patterson (2003). Putting subordinates first (Liden et al., 2008), voluntary subordination (Sendjaya et al., 2008), Implementation role (Blanchard and Hodges, 2003), stewardship/organizational stewardship (Barbuto and Wheeler, 2006; Mahambe and Engelbrecht, 2013;

Spears, 1998; and van Dierendonck and Nuijten, 2011). Then, servanthood (Page and Wong, 2000); altruism and altruistic calling (Patterson, 2003; Barbuto and Wheeler, 2006; Reed et al., 2011 and Mahembe and Engelbrecht, 2013); humility (Page and Wong, 2000; Patterson, 2003; Blanchard and Hodges, 2003; Dennis and Bocamea, 2005; Covey, 2006; and van Dierendonck and Nuijten, 2011). For the purpose of this study, it is called **Deliver for others** as servant leadership aim is to serve others. The summaries of criteria are shown in Table 2. 11.

Table 2. 11: Measurement scale referred for dimension of deliver for others by previous studies

The Attributes	Authors
Service	Farling et al. (1999) Russell and Stone (2002) Patterson (2003)
Putting subordinates first	Liden et al. (2008)
Voluntary subordination	Sendjaya et al., (2008)
Implementation role	Blanchard and Hodges (2003)
Organizational stewardship	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Servanthood	Page and Wong (2000)
Stewardship	Spears (1998) van Dierendonck and Nuijten (2011)
Altruism	Patterson (2003) Reed et al., (2011)
Altruistic calling	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Humility	Page and Wong (2000) Patterson (2003) Blanchard and Hodges (2003) Dennis and Bocamea (2005) Covey (2006) van Dierendonck and Nuijten (2011)

Step 2 - Instrument development process

Seven-point rating scale was used in the questionnaire of this study. The reason of using this scale is it was applied by many researchers in survey research (Davis et al., 1989; Moon and Kim, 2001; Venkatesh and Davis, 2000). In addition, it is also more capable than others point-scale, as it allows greater discrimination and finer differences between people (De Vaus, 2002). Furthermore, respondents' take less time, and easy to answer (McClelland, 1994; Churchill, 1995; Frazer and Lawley, 2000). Cox (1980) recommended that the scale points between five and nine should be used, depending on the particular circumstances. According to Miller (1956), in human brain physiology, human brain has a span of apprehension capable of distinguishing about seven (plus minus two) different items. With a strong clarifications and judgment on point-rating scale, a seven-point Likert scale was adopted in this research based on its popularity, high reliability, and appropriateness.

Before conducting the pilot test, the decision from experts and practitioners' review were used to guide the construction of the instrument items in this study. Face validity is scale content logically appears to reflect what was intended to be measured (Zikmund et al., 2013). Researcher appointed two officers from Malaysian Cooperative Commissions as an expert in this study to review and comment the list of questions in terms of jargon, level of understanding and language used. After the officer validated the items, researcher reviewed the highlighted items to be corrected. The items with distracting or confusing language and grammar were eliminated. Approximately 10 to 20 of the initial items were rewritten and/or edited prior to continuing the process.

Step 3 – Designing and conducting studies to develop a survey

Method

Participants

For the purpose of the pilot survey, 260 participated in this study during the course at Malaysian Cooperative Commissions. According to Baker (1994), a sample of pilot study can be 10% to 20% from actual sample size of the study. As discussed earlier, the actual sample size for this research is 370. For purpose of pilot test, this study used 260 respondents and this number met the required sample size needed.

The strategy of distributing the questionnaires was at MKM during cooperative training and seminar program. Second approach to generate more questionnaire, researcher emailed the questionnaire to the selected sample. The unit of analysis was individual. The subjects were either board of cooperative members or the top level managers of cooperative. They were selected because of their involvement in regards to their participation, operation and their knowledge of the cooperative. In other words, the sample of this study is the representative person from the top management of cooperatives.

This study used the literature on servant leadership as discuss earlier to build set of attributes item, gathered experts to review the questions, added and deleted the item to fit the study requirement. The procedures referred to Laura and Stephanie (2011) steps. The questionnaire was sent to a pool of participants (members of cooperative) database and conducted factor analysis with correlation matrices and scale reliability test to help determine which item to keep for each construct.

Step 4 - Finalizing the scale

Result - Factor analysis and discussion

In testing the servant leadership attributes, the factorability of the inter-correlation matrix was measured by two tests: Kaiser-Meyer-Olkin test of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity. KMO measures of sampling adequacy was 0.93, above the recommended value of 0.60, and Bartlett's test was $\chi^2 = 8350.69$, $p = 0.000$, thus, the factor analysis can be conducted. The construct validity of the servant leadership attributes questionnaire was examined through Exploratory Factor Analysis (EFA). The result of Varimax with Kaiser Normalization was a rotated component matrix and extracted 5 factors with eigenvalue greater than 1.0. Exploratory factor analysis indicated that the first factor consisted of 9 items. The second factor consisted of 4 items. Factor three consisted of 6 items. Factor four consisted of 5 items and factor five consisted 3 items as shown in Table 4.4 (see Appendix G). The total number of items was 27. Finally, the factors are grouped according to the code – "5D's" a) Do right things, d) Develop vision, c) Democratic, d) Develop others and e) Develop community.

Following, Table 4.5 indicates the mean and standard deviation and alpha α of all items for servant leadership attributes. All items had mean value more than 5.0.

Table 4.5: Descriptive statistics of servant leadership

Item	Description	M	SD	α
DT34	Promotes transparency in the cooperative.	5.53	0.94	
DT43	Honest in all aspects of work or cooperative transactions.	5.64	1.08	
DT44	Refuses to use manipulation or deceit to achieve personal goals.	5.77	0.99	
DT45	Enhances members or employees' trust.	5.72	0.95	
DT53	Humble to consult others in any situation	5.43	1.09	.93
DT54	Does not centre attention on his or her own accomplishments.	5.34	1.06	
DT55	Hold responsible for the work they carry out.	5.38	0.98	
DT56	Emphasizes the importance of focusing on the good of the whole.	5.22	1.01	
DT57	Places interests of members above self-interest.	5.46	1.01	
DV13	Encourages members to dream "big dreams" about the cooperative.	5.60	0.99	
DV14	Tries to grab as many opportunities for cooperative's success.	5.66	0.90	
DV15	Effectively thinks through complex problems.	5.65	0.94	.88

DV18	Prepare cooperative management to make a positive difference in the future.	5.60	0.90
DM26	Enables members or employees to solve problems by themselves instead of just telling them what to do.	5.23	0.96
DM27	Entrusts members or employees to make decisions which make work easier for them.	5.23	0.95
DM28	Open about his/her limitations and weaknesses.	5.33	0.86
DM47	Encourages open exchange of information throughout the cooperative.	5.30	1.00
DM51	Invites constructive criticism during discussion.	5.57	0.94
DM52	Encourages members to come up with new ideas.	5.43	0.99
DO3	Takes time to talk to members or employees on a personal level.	5.27	0.93
DO5	Looks for ways to make members or employees successful.	5.39	1.00
DO6	Nurtures members or employees' leadership potential.	5.43	1.03
DO7	Encourages members or employees to enhance their personal skills.	5.62	0.98
DO8	Demonstrates concern for members or employees' personal well-being.	5.56	1.09
DC19	Inspires others to lead through service for community.	5.44	0.99
DC22	Encourages members to have a community spirit in the cooperative.	5.28	0.98
DC23	Emphasizes the societal responsibility of cooperative business activity.	5.27	1.02

Appendix G: Table 4. 4 Rotated components and loadings - servant leadership attributes

Code	Item	Factor
	<u>Construct 1 - DT</u>	<u>Factor 1</u>
Q34	Promotes transparency in the cooperative.	0.62
Q43	Honest in all aspects of work or cooperative transactions.	0.73
Q44	Refuses to use manipulation or deceit to achieve personal goals.	0.71
Q45	Enhances members or employees' trust.	0.65
Q53	Humble to consult others in any situation	0.69
Q54	Does not centre attention on his or her own accomplishments.	0.72
Q55	Hold responsible for the work they carry out.	0.73
Q56	Emphasizes the importance of focusing on the good of the whole.	0.71
Q57	Places interests of members above self-interest.	0.68
	<u>Construct 2 - DV</u>	<u>Factor 2</u>
Q13	Encourages members to dream "big dreams" about the cooperative.	0.64

Q14	Tries to grab as many opportunities for cooperative's success.	0.69
Q15	Effectively thinks through complex problems.	0.72
Q18	Prepare cooperative management to make a positive difference in the future.	0.64
<u>Construct 3 - DM</u>		<u>Factor 3</u>
Q26	Enables members or employees to solve problems by themselves instead of just telling them what to do.	0.61
Q27	Entrusts members or employees to make decisions which make work easier for them.	0.63
Q28	Open about his/her limitations and weaknesses.	0.62
Q47	Encourages open exchange of information throughout the cooperative.	0.60
Q51	Invites constructive criticism during discussion.	0.61
Q52	Encourages members to come up with new ideas.	0.67
<u>Construct 4 - DO</u>		<u>Factor 4</u>
Q3	Takes time to talk to members or employees on a personal level.	0.70
Q5	Looks for ways to make members or employees successful.	0.71
Q6	Nurtures members or employees' leadership potential.	0.66
Q7	Encourages members or employees to enhance their personal skills.	0.66
Q8	Demonstrates concern for members or employees' personal well-being.	0.69
<u>Construct 5 - DC</u>		<u>Factor 5</u>
Q19	Inspires others to lead through service for community.	0.66
Q22	Encourages members to have a community spirit in the cooperative.	0.66
Q23	Emphasizes the societal responsibility of cooperative business	0.68

activity.

Conclusion

As a result to the lack of servant leadership study in social enterprises, this study is to provide empirical findings of servant leadership measurement for social enterprise (cooperative) and to determine the possible attributes of servant leadership that may affect cooperative's performance. It is necessary to clarify exactly the attributes of servant leadership measurement in other study to develop a new construct measurement for this study. Finally, the factors are grouped according to the code – "5D's" a) Do right things, d) Develop vision, c) Democratic, d) Develop others and e) Develop community with 27 number of total items. Two dimensions (Deliver for others and Demonstrate credibility) have been dropped from the dimension due to low factor loadings.

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