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Hiring Practices in Black Nonprofit Organizations: Servant Leadership and the Employee Experience

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HIRING PRACTICES IN BLACK NONPROFIT ORGANIZATIONS: SERVANT
LEADERSHIP AND THE EMPLOYEE EXPERIENCE

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Approval Page

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Abstract

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This dissertation examined the impact of servant leadership within a Black nonprofit organization facing hiring challenges, particularly during organizational growth. The study explored how the leadership style of an executive leader influences employee experiences at a Black nonprofit organization. Using a mixed methods approach, quantitative and qualitative data were collected to assess employee perceptions of servant leadership and its effects on various aspects of their employment journey, including hiring, onboarding, professional learning, personal development, and opportunities for career advancement. By investigating these dynamics, the study sought to contribute to a deeper understanding of how servant leadership and robust human resource management practices can mitigate hiring challenges and enhance the overall employee experience. The findings inform theoretical discussions on servant leadership and the employee experience and offer practical insights for improving policies and human resource management practices at Black nonprofit organizations.

Keywords: Black nonprofit organizations, Herzberg's two-factor theory, servant leadership, employee engagement, human resource management, employee experience, hiring, onboarding, professional learning, personal development, career advancement

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Chapter 1: Introduction

Myself as a Leader

Schultz (2009) described the values of a scholar-practitioner, which blends nicely with Greenleaf (1970) and his frame on servant leadership. Reflecting on who I am as a leader, I immediately consider this leadership philosophy to describe who I am and why I lead. At my core, I am an educator, researcher, and Black woman, to name a few. As a scholar-practitioner, I lead from a place of community. I care deeply about education, equity, and all forms of advocacy harnessed within the two—social justice in action.

While working towards my Doctor of Education focusing on organizational leadership, I have been fortunate to have careers in the public and private sectors. I started my career serving in public education at a Title I high-needs elementary school. Over those years, I was a special education teacher, community resource coordinator, family engagement coordinator, and principal intern.

Within that time, I obtained my Master of Education in human development and family studies. This degree provided me with the knowledge to coordinate interagency collaboration between healthcare, education, and community agencies to improve human capital through early childhood education and care. This level of collaboration heavily emphasizes advocacy at local, state, and national levels—democracy in action.

In my last year as an educator, I completed my principal internship to secure my PreK-12 North Carolina school administration license. This hands-on experience taught me the importance of school operations, federal funding, family engagement, stakeholder involvement, and high-quality curriculum and instruction practices for all students to reduce the equity gap in education. By serving in these roles, I learned firsthand the

importance of leadership and how advocacy is required to ensure that all students and their families have access to high-quality care and education from birth through 8 years old especially—caring in action.

After serving 8 years in public education, I transitioned to the private sector as an education consultant at an education technology company. Through this business-to-business consulting model, I serve as a trusted advisor to partner with PreK-12 executive leaders in the southeast region of the United States as they use the product. The company's mission and vision contribute to education by providing software to help district leaders close academic achievement gaps nationally and internationally at public, private, charter, Montessori, and boarding schools—equity in action.

Leading in this consultative role, I have learned that leadership is about change management and stakeholder involvement. Daily, I apply my EdD coursework knowledge, skills, and learning experiences to create shared goals with leaders to analyze local, state, and national education policy. My top five CliftonStrengths (2018) of strategic, learner, input, focus, and discipline also add to my personal and professional fulfillment as a servant leader. As a faith-filled leader, I aim to reduce the equity gap in education—the scholar-practitioner model in action.

Introduction

Before selecting an organization for my consultancy project, these career and scholastic experiences led me to review the six stages of the Leadership Identity Development Model (LID) created by Komives et al. (2007). The purpose of this framework is to reflect on my stages of learning and development through the lens of leadership. It also encourages continuous improvement as leaders become more effective

in practice. The six LID stages are awareness, exploration, identification, internalization, integration, and integrity. As I reflect on who I am as a leader, I recognize how each statement contributes to the organization I have selected as a partnering organization for this dissertation-in-practice—community in action.

Throughout Chapter 1, I reference these LID stages and apply how they relate to the consultancy work with my partnering organization. I also highlight what I learned as a leader in this process through my identity statements. Chapter 1 blends knowledge from learning about my partnering organization's significant challenge.

Consultancy Partner

I intentionally partnered with a local affiliate of a national nonprofit organization. This national organization was historically founded in 1972, with headquarters in Washington, DC. In the United States, there are a total of 24 affiliates positioned in large urban communities. The leaders who support these respective affiliates include families of young and school-age children, educators, childcare workers, policymakers, higher education professionals, and volunteers. These stakeholders work collaboratively to advocate for Black children ages 0 to 8 at the local, state, and federal levels.

Since this nonprofit organization is positioned to support and advocate for Black children and families in large urban communities throughout the states, each affiliate has objectives that stem from a core set of national initiatives. The organization's metrics are mission-focused: to provide Black children and families access to community resources in policy, health and wellness, family engagement, and literacy.

In the spring of 2022, I focused on the partnership component of my consultancy project. In this stage, I leaned into the exploration/engagement LID stage. I wrote this

statement when I selected the affiliate as my partnering organization: "I will follow this organization on social media to learn about its impact on staff and the children and families they serve." In this discovery process, I learned how individuals lead and influence others at this affiliate and national organization. I wrote the following LID statement for awareness: "I am aware of the leaders in the organization."

In this process, I referenced the work by Johnson (2022) that described how to assess an organization's ethics. For this affiliate, I reviewed these components to learn how the individuals in this organization lead and influence others. I viewed these resources from the various perspectives of the public, a potential family looking to receive these services, a potential applicant, and a current employee. The efforts of this affiliate are visible throughout my community. The drive and consistency of this organization are evident in the testimonies from families and conversations with school-wide leaders and current employees.

I specifically remember admiring how community-focused the affiliate was and how I immediately started following the national organization and the affiliate on social media. I also reviewed all available websites. Its community footprint was evident in how it led and influenced others to support the mission and vision.

Since this affiliate is newer, it only implements three national initiatives for Black children and families in my local community: literacy, family engagement, and health and wellness. In the fall of 2022, I also leaned into the leadership identification LID stage and became involved in the online organization by sharing events and resources with my virtual community. At this point, I recognized that the intersection of my longstanding career in public education and my Med in human development and family studies aligned

with the mission and vision of this organization. My core value of access and personal and professional interests in child development, family engagement, and education affirmed my desire to select this organization as my consultancy project.

Significant Challenge

At the beginning of our partnership in 2022, I organized an introductory meeting with my university sponsor and the partnering organization to meet, sign documents, and officially begin the consulting process. In a very informal way, our monthly meetings turned into candid strengths, weaknesses, opportunities, and threats analyses. I learned more about the affiliate's culture and current state in these conversations. I wrote this LID statement for leader identification: "As a follower of this organization, I aim to help the leader solve a significant challenge."

To learn about the affiliate's significant challenge, I leaned into the leadership differentiation LID stage and recognized that leadership comes from all around an organization. I wrote this LID statement for leader differentiation: "I view leadership as a process."

As a trusted advisor, my partnering organization and I have experienced what Anderson (2018) described as the problem-solving process to identify the significant challenge. By speaking with the executive leader and reviewing the organizational chart, I learned that in 2020, most of the positions at this affiliate were volunteer-based.

The year 2022 was the affiliate's second year offering full-time staff-paid positions for the following roles: family literacy coordinator, communications and marketing coordinator, family research coordinator, and administrative assistant. The family research coordinator was recently hired, and one stipend position has been filled

for the family empowerment facilitator. The administrative assistant position is and has been vacant. By viewing leadership as a process, I used the root cause analysis technique to unpack this significant challenge further.

Root Cause Analysis

Root cause analysis is a highly recommended problem-solving method many organization development consultants use in all industries. In 1958, Sakichi Toyoda, who founded Toyota, used this 5 Why approach to help develop Toyota's manufacturing process (American Society for Quality, 2024). The purpose is to ask *why* questions to uncover the root of a significant challenge. Using this root cause analysis 5 Why process, I discovered that hiring is a significant challenge for my partnering organization.

Consultancy Partner's Significant Challenge

Since May 2022, this affiliate's significant challenge has been hiring an administrative assistant. The talent pool has been limited, and finding the right fit leader to serve in nonprofit work can be challenging. Some reasons for not hiring the candidates who have applied and interviewed include misaligned expectations of the role, salary, and limited experience in the nonprofit sector.

In the fall of 2023, this affiliate was selected to host the national conference, and there was an urgent need to hire an administrative assistant who could take the lead on planning this national event from end to end, all while serving as the executive assistant to the president. This administrative assistant position was and still is listed on the following websites: the affiliate's website, the North Carolina Early Education Coalition, and the United Way. United Way is an entity for some urban affiliates across the United States. It also provides affiliates with an employee handbook and other onboarding

resources as a shared service. Once this administrative assistant position is filled, the president will use these United Way resources for training. As of the winter of 2024, the administrative assistant position has not be filled.

Organizational Context

I leaned into the generativity LID stage to learn about the affiliate's organizational context and wrote this statement: "I am responsible for helping this organization solve its significant challenge." I used self-awareness to become concerned about this affiliate's scalability as it continues hiring and retaining employees.

In discovery conversations in the spring of 2022, I asked the president to describe the ideal person for this administrative assistant position. The president explained that a good-fit candidate would be a leader of color who advocates for children and families of color. This person would be an exceptional written and verbal communicator who is attentive to detail, flexible, and dependable. Critical thinking skills are required based on the role and responsibilities listed in the job description. It will be necessary for this candidate to have skills in thinking deeply, widely, and long about critical issues impacting the community.

The president explained that it is also essential that this candidate is comfortable engaging in conversations about race and gender with stakeholders at local, state, and national levels. People-first thinking is also required; this leader must be keenly aware of their biases and assumptions and be able to present challenges clear of deficit-based language. To this end, the president desires to learn the best practices that nonprofit organizations use to hire and retain high-quality leaders who are valuable and mission-focused team members. My research was centered on addressing this significant

challenge. As of the fall of 2023, this administrative assistant position was still vacant.

Organizational Analysis

After uncovering this affiliate's significant challenge and historical context, I needed to understand the organizational objectives of how this affiliate achieves its goals in the local community. I approached this organizational analysis by referencing documentation and lifting critical parts of the conversations with executive leadership, which helped me understand how the affiliate's internal workings are structured. External factor sources were also reviewed, such as marketing, social media, and webinar content.

I leaned into the integration/synthesis LID stage to complete a comprehensive organizational analysis. I wrote this statement: "I am committed to consulting with this organization to hire a fully staffed team of employees committed to serving the children and families in my local urban community." By framing leadership capacity as an internalized part and the perspective one brings to all situations, I utilized the McKinsey Model of Change Management and Organizational Success (McKinsey & Company, 2008).

McKinsey 7S Model of Change Management and Organizational Success

The McKinsey 7S Model was developed in 1970 and is designed to unpack organizational effectiveness (McKinsey & Company, 2008). At the foundation, the 7S Model represents the organization's culture regarding soft skills, which include staff, skills, and systems, and hard skills, including strategy, style, and structure. Using the McKinsey 7S Model, I conducted an organizational analysis of the local affiliate.

Shared Values

Before discussing soft and hard skills, shared value is at the core of this model.

The president leads, hires, and advocates from a place of service. Employees are encouraged to have a servant's heart and a willingness to grow and learn. The policies at the affiliate require a work of heart that is very fulfilling and, at times, demanding due to the nature of having hard conversations with stakeholders to ensure that the community prioritizes Black children and families.

Staff

Regarding staff at this affiliate, the president hires all paid employees: family literacy coordinator, communications and marketing, family research, and administrative assistant (vacant as of fall 2023). The organization hierarchy is simple, as all positions equally report to the president for their respective department team of one. The affiliate also has board members, a leadership council, a tech advisor, a fundraising-effective project advisor, and a fundraising-effective project trainer.

Skills

Regarding skills, most employees begin as part-time volunteers and then are promoted to full-time paid positions as they become available. Career pathways are evolving as the organization grows. Most employees come with career experience in nonprofit organizations and/or education.

Systems

As a system, paid employees work at the center, attend weekly team meetings, report to the president on community events, and implement their projects throughout the community at local schools, grocery stores, and neighborhoods.

Strategy

For the strategy to efficiently meet the community's needs, the long-term plan is

to have a fully staffed team of high-quality leaders committed to the nonprofit work of advocating for Black children and families in Charlotte, North Carolina.

Style

The president's leadership style aligns with the description of servant leadership (Northouse, 2022). The president is mission-focused and is deeply connected with many agencies in the community. There is also an equal focus on supporting the employees working at the affiliate to ensure they feel empowered to serve in this mission-focused organization.

Structure

The president of this affiliate oversees the organization's initiatives and attends stakeholder meetings at the local, state, and national levels. The president also coaches and develops employees by giving them leadership opportunities to showcase their strengths and improve their weaknesses.

Summary of Organizational Analysis

Based on this analysis, I identified the strengths and weaknesses of this organization through the lens of the McKinsey 7S Model of Change Management and Organizational Success. These soft and hard skills can be evaluated by reviewing job descriptions, assessing staff learning and development needs, and observing the executive leader's leadership style.

The hard skills were more complex because they involved analyzing the affiliate's strategy, structure, and style related to effectiveness. Strategy, structure, and style were more complex to assess because they were based on the executive leader's perception of the affiliate.

On the other hand, accessing this affiliate's staff, skills, and systems had more tangible evidence. I reviewed job descriptions and organizational charts for these components. This objective lens was required to assess the organization's effectiveness properly.

Cummings and Worley (2009) described the open systems paradigm. These two organizational development experts created the open systems model to describe organizational development and change. The affiliate functions as part of the national nonprofit within open systems. With this positioning, the affiliate's performance related to human resources is influenced by its employees.

The significant hiring challenge will require social processes to mitigate this. On a small scale, this transformation process will improve this local affiliate's organizational functions, which positively impact the national organization. This concept of interconnectedness with inputs, transformations, and outputs was further explored through research in this open systems concept of human resource management.

Historical Context of Consultancy Partner

In the United States, early childhood education and care have been nationally recognized as early as 1980 when Congress supported national childcare legislation (U.S. Department of Education, 2023). During Ronald Reagan's administration in 1981-1989, many initiatives focused on supporting working families and early childhood care and education to ensure healthy development.

Since then, early childhood education and universal prekindergarten policies have gained national traction. There is a vested interest across the aisle to ensure that children and families receive the care they need as early as birth. Access to these resources is

crucial to a child's growth and development. Research shows that high-quality early childhood education from birth to 5 years old is linked to positive learning outcomes and long-term benefits related to social capital for all in our diverse population.

Families with access to these services and resources within their communities benefit greatly; the National Education Association (2021) also advocated for children of color. To date, access to high-quality early childhood education programs and services is a need for communities of color. When discussing the importance of access to early care and education, it is equally as important to explain the social justice lens of education because it is an institution that can negatively impact who receives access.

Comparatively, the statistics on the disproportionate discipline practices toward Black children across the United States are staggering. In 2014, the U.S. Department of Education Office for Civil Rights shared that Black children get suspended nearly four times more than White children (National Black Child Development Institute, 2022).

If Black children are not in school, they cannot access resources. Out-of-school suspension leads to injustice in the education system and brings this issue of access to the forefront. In response to these statistics, the National Black Child Development Institute created a task force and national campaign in 2017 and published "Delivering on the Promise of Effective Early Childhood Education" 1 year later (James & Iruka, 2018). Their national presence and grassroots approach remind stakeholders what access and services can and should look like for Black children, with advocacy and access at the forefront.

As a national organization with footprints in large urban communities, these affiliates relentlessly ensure that communities of color have access to quality care and

education from birth. This historical context of why my consultancy partner exists gives

me additional context on why hiring is vital for the local affiliate, the executive leader's

approach to servant leadership, and how this impacts the employee experience at a

predominately Black nonprofit organization that services Black children and families in

an urban city.

Delimitations, Limitations, and Assumptions

As a scholar-practitioner, I selected this local affiliate because of its mission. I am

at this stage of my career where I want to learn how a predominately Black grass-roots

organization with a mission to serve Black children operates in Charlotte. I am curious to

learn about the people, processes, and services championed by this organization to meet

its identified goals and objectives within my community.

Reflecting on myself as a leader, I recognize how my core leadership values relate

to my LID statements. By design, completing the LID helped me to see where I am as a

leader within this consultancy process. By identifying the significant challenge and

reviewing the organizational context and analysis, I can identify the delimitations,

limitations, and assumptions I bring to this work.

I have gained historical context about early childhood education and care policy

in the United States by selecting the Charlotte affiliate for my consultancy project. By

consulting with the affiliate, I learned the narrative of this nonprofit, its mission and

vision, and its impact to ensure that Black and Brown children and families are

prioritized at the local, state, and national levels. I have also become particularly curious

about how human resource management practices at this affiliate impact hiring.

I recognize that natural delimitations, limitations, and assumptions preside in my

research. A delimitation of my study is that the results will not be comparative. The scope of my research is limited to this local affiliate; it is not inclusive to the other affiliates across the United States; thus, the generalizability of the small sample size and its results could be impacted (PhDStudent, 2022).

Definition of Terms

Servant Leadership

As a leader, I am deeply interested in studying servant leadership. Allen et al. (2018) shared how transformational and servant leadership can be synonymous in leadership theory, but some significant differences exist. To this end, Allen et al. presented a comprehensive list of servant leadership definitions: "Servant leadership starts with the leader's desire to serve and focuses on the follower through facilitating follower performance and development (Greenleaf, 1977)" (p. 123); "Servant leaders are seen as unique because of their focus on their followers (Farling, Stone & Winston, 1999)" (p. 123); "Liden, Wayne, Zhao, and Henderson (2008) emphasize that servant leaders seek to serve the larger communities inside and outside their organizations" (p. 123).

Servant Leadership Benefits to Consultancy Partner

In my organizational analysis, the executive leader described the components of servant leadership when unpacking her leadership style. Based on the content analysis for transformational and servant leadership, servant leadership fits my study best because it focuses on the executive leader's approach to employee development. This focus on what research calls subordinates is important for many internal organizational outcomes.

Conclusion of Chapter 1

In Chapter 1, the comprehensive organizational analysis for the Bolman and Deal (1988) framework and its four orientations of organizational success were referenced: structural, political, symbolic, and human resources. Reflecting on the framework and the significant challenge of hiring at this local affiliate, it is evident that human resources is the orientation that requires further evaluation and improvement.

During the root cause analysis process, the president named skills, relationships, empowerment, and organizational and human needs requirements for all employees— especially the administrative assistant position. As an executive leader, the president is committed to helping staff grow and develop, addressing community conflict, and keeping staff involved and informed.

The problem I tried to solve is hiring practices for nonprofit organizations that service Black children and families from urban communities in the areas of policy, early childhood education, health, family engagement, and literacy. As I began to write Chapter 2, I asked myself the following questions regarding this topic of hiring practices for nonprofit organizations that service Black and Brown marginalized populations of children in urban communities:

- What is the background of this topic, and what makes it significant?
- What is the purpose of a literature review? What questions does the literature review try to answer?
- How does the literature define my topic? What different terms are used, and how does the literature indicate their meaning?
- What theories and frameworks regarding change, culture, learning, and

systems are revealed by the literature?

- What key themes emerge from the literature?

By studying organizational leadership, I also needed to fully understand the timeless literature review of my consultancy topic and theoretical framework before selecting one to study as part of my literature review. In this process, I researched the common frameworks and selected the one that best aligned with my study and human resources orientation.

Chapter 2: Literature Review

Introduction

Before developing research questions, it was important to examine why Black organizations succeed and/or fail, why nonprofit organizations succeed and/or fail, and employee perceptions of staying or leaving nonprofit organizations. It is also important to note that the literature reviewed in this section includes studies completed between 2006, pre-pandemic, and 2024, post-pandemic. In the scholarly search, these references are populated as the most relevant.

Nonprofit Organization Overview

The Success of Black Nonprofit Organizations

The Adesaogun et al. (2015) qualitative study focused on understanding the experience of Black women working in the nonprofit organization industry and their success. Adesaogun et al. studied Black women working for housing and employment agencies at urban nonprofit organizations in Minnesota. The findings in Adesaogun et al.'s study indicated threats for Black women working at urban nonprofit organizations, which include navigating institutional racism, informal social networks, and power structures.

In Adesaogun et al.'s (2015) study, participants described how their perceptions of their roles in nonprofit organizations affected how they dealt with power dynamics. Despite initial challenges, participants discussed feeling unsafe in their positions and emphasized the importance of building strong relationships with other Black women in the field. Participants expressed frustration with how people perceive the lack of effectiveness of nonprofits, which was sometimes linked to issues of racism or

discrimination. Some participants shared experiences of discrimination or mistreatment by White women in leadership roles, highlighting the long-lasting impact of being stereotyped as an angry Black woman.

Adesaogun et al. (2015) also found that successful Black women in urban nonprofit organizations had success with upward mobility and used these strategic communication tactics. The findings advised Black women interested in professional advancement within nonprofit organizations to be present, be aware, seek mentorship, consider their path, be proactive, adapt their communication, invest in education, and commit to difficult decisions. The larger takeaway here is for Black women to

- *seek* volunteer opportunities to connect with influential individuals and situations that can advance their organizational status;
- *prioritize* safety measures while expanding professional networks and seeking mentorship for personal growth;
- *stay open* to career mobility and assess organizational alignment with personal values;
- *pay attention* to communication trends with nonprofit leaders and adapt strategies accordingly;
- *pursue* additional training to enhance skills and contribute to mentoring others; and
- *recognize* broader trends affecting Black women in the nonprofit sector and be prepared to make informed career decisions, including knowing when to leave if necessary.

Failures of Black Nonprofit Organizations

From an organizational standpoint, Team (2024) described how limited funding and resources significantly impact Black nonprofit organizations and are the most common factors that cause them to fail. In fact, in 2020 and 2021, Black nonprofit organizations experienced a 64% increase in need for services compared to 47% of White nonprofit organizations, underscoring the disproportionate pressure that Black nonprofits experience with limited resources and support.

In the face of these funding and resource challenges, Black nonprofit organizations succeed by being resilient and innovative. Findings led to these key strategies: creative solutions, building community support, embracing intersectionality, collaborating for greater impact, and building better communities (Team, 2024). The larger takeaway for Black nonprofit organizations is to

- *employ* innovative strategies, such as strategic partnerships, grants, grassroots fundraising, and technology to overcome resource limitations and maximize impact;

- *engage* in grassroots activism, volunteerism, and advocacy to build community support and resilience;

- *recognize* the intersectionality in diversity and tailor services to address challenges;

- *collaborate* with community groups, such as government agencies, businesses, and charities, to expand reach and effectiveness; and

- *share* resources with other Black nonprofits to foster collective learning and innovation.

The Success of Nonprofit Organizations

Helmig et al. (2014) explained that for-profit organizations define organizational success by performance, sustainability, viability, efficiency, and profit. Helmig et al. stated that nonprofit organizations have different metrics for success because the focus is on achieving social goals, which is hard to measure. Some nonprofit organizations define success when their mission is completed. In these cases, the number of clients served and maintaining good financial standing are two aspects that justify the success of nonprofit organizations. In these instances, nonprofit organizations may close down when the mission is fulfilled, indicating success.

Failures of Nonprofit Organizations

Gilstrap et al. (2016) interviewed nonprofit leaders throughout the United States to learn how executive leaders make sense of organizational failure, especially in times of crisis. Findings from this study indicate that instrumental knowledge, normalcy, and dynamic learning strategies are three forms of sensemaking that help to process loss/failure in crisis productively and organizational failure. The larger takeaway is that nonprofit leaders

- *leverage* instrumental knowledge by integrating strategic thinking, transparency, preparedness, and teamwork to navigate crises effectively and use logistical data, organizational insights, and strategic planning to understand and address challenges comprehensively;

- *employ* normalcy to frame crises as expected hurdles aligned with the organization's mission, fostering resilience and stability; and

- *draw on* past experiences through dynamic learning to plan proactively,

enhance crisis preparedness, and drive continuous improvement in crisis

management strategies for future success.

The Employee Experience at Nonprofit Organizations

McGarry (2023) studied post-pandemic employee retention in nonprofit

organizations and shared reasons employees leave nonprofit organizations, including

better opportunities, lack of upward mobility, and dissatisfaction with the organization's

culture. On the other hand, employees continue working at nonprofit organizations that

have the following: benefits and compensation, learning and development, culture,

engagement, career progression, recruiting practices, and management styles. The larger

takeaway is

- *Benefits and compensation* play a crucial role in employee retention. When

  employees are rewarded for their contributions, their sense of value and long-

  term commitment increase.

- *Learning and development opportunities* empower continuous growth and

  skill enhancement, as early as onboarding and into promotions.

- *A positive organizational culture* fosters retention by promoting engagement,

  transparency, and respect.

- *Career progression* offers clear growth pathways and supportive

  management, encouraging long-term commitment.

These strategies from McGarry (2023) indicated how equitable recruiting practices and

effective management styles contribute to employee retention and job satisfaction at

nonprofit organizations.

Employee Turnover at Nonprofit Organization

McGarry (2023) studied post-pandemic employee retention in nonprofit organizations and shared the following on the organizational impacts of employee turnover. The cost of employee turnover, the impact on engagement/culture/brand, and the importance of strong retention impact organizational success at nonprofit organizations. Employee turnover results in immediate productivity loss and increased recruitment and training costs, which can cause significant financial setbacks. Poor retention adversely affects engagement, culture, and brand reputation, highlighting the importance of establishing an engaging workplace culture and effective retention strategies; however, nonprofits that prioritize employee retention have positive outcomes because they successfully retain experienced staff, reduce turnover costs, and enhance the organization's reputation.

Aubouin-Bonnaventure, Chevalier et al. (2023) completed a study to unpack the post-pandemic psychological impacts on employees. Aubouin-Bonnaventure, Chevalier et al. described how business leaders and organizations had to improve their human resource strategies to protect employee job satisfaction; not doing so led to the Great Resignation. Employees who resigned left for reasons that included burnout. The findings from the Aubouin-Bonnaventure, Chevalier et al. study indicated that organizations with virtuous organizational practices, such as strong communication and managers with strong leadership, are successful because they protect their employees' health, which leads to positive individual performance. Post-pandemic organizational practices of cultivating a culture that provides psychologically healthy workplaces can positively enhance employee well-being and work performance (Aubouin-Bonnaventure, Chevalier

et al., 2023).

In a separate study, Aubouin-Bonnaventure, Fouquereau et al. (2023) studied the relationship between organizational practices and their impact on employee job satisfaction, employee perceptions of thriving at work, and work-life balance. Aubouin-Bonnaventure, Fouquereau et al.'s study participants included 400 French employees who worked in nonprofit, private, and public organizations.

Aubouin-Bonnaventure, Fouquereau et al. (2023) suggested that promoting psychological well-being among employees is seen as a positive practice for organizations. Organizations that invest in practices that protect employee psychological capital by giving individual resources that support well-being, thriving at work, and work-life balance are successful; this focus on human resources is vital (Aubouin-Bonnaventure, Chevalier et al., 2023; Aubouin-Bonnaventure, Fouquereau et al., 2023).

The American Psychological Association (2013) stated that business leaders overlook psychological capital and its importance; however, this concept of capital is important to organizational and employee success. The four components of psychological capital are hope, efficacy, resilience, and optimism:

- *Hope* encompasses envisioning a better future with achievable goals and the determination to overcome obstacles creatively.

- *Efficacy* involves pursuing goals confidently with the belief in one's skills and capabilities.

- *Resilience* entails adapting to challenges and returning to a baseline level of functioning.

- *Optimism* fosters a positive outlook on overcoming challenges and expects

favorable outcomes despite temporary setbacks.

The American Psychological Association encourages business leaders to focus on one component, which is helpful because they are all interdependent.

In addition to these psychological capital components, business leaders who implement psychological capital positively impact their employees, teams, and organizations in the following ways (American Psychological Association, 2013):

- higher job performance

- higher work engagement

- higher job satisfaction

- improved well-being

- lower rates of turnover

- lower workplace burnout

- positive health and relationship outcomes

Employee Retention Strategies for Nonprofit Organizations

McGarry (2023) studied post-pandemic employee retention in nonprofit organizations and shared 15 retention strategies with specific recommendations that nonprofit organizations can use to help prevent turnover and improve employee retention:

1. bolstering recruiting practices

2. assess current compensation strategies

3. understand the value of indirect compensation

4. take a close look at the culture

5. ensure open lines of communication

6. foster transparency with a performance management approach

7. set realistic goals with staff

8. manage with data

9. provide training and development for staff and management

10. create clear career paths and offer coaching

11. develop solid recognition strategies

12. promote work-life balance and well-being

13. offer flexible working arrangements when possible

14. gather employee feedback and ideas

15. get professional help to develop a retention plan

Human Resource Management at Nonprofit Organizations

Johansen and Sowa (2019) wrote about human resource management and employee engagement at nonprofit hospitals in the United States and the importance of human resources and strategic human resource management practices to improve employee engagement policies. Johansen and Sowa described the impact of organizational performance and how employee decision-making and engagement in this cross-departmental process can influence the performance of nonprofit organizations. Johansen and Sowa (2019) found that policies encouraging employee engagement in decision-making strongly impacted organizational performance, particularly in nonprofit hospitals. Johansen and Sowa also shared the need for more nonprofit organizations to leverage human resource management strategies to reduce the chances of having unintended policies and rules that do not encourage employee engagement in decision-making.

Bastida et al. (2018) mentioned the value of human resource management

practices at nonprofit organizations. This study was conducted in Europe to learn more about how human resource management practices improve job satisfaction. The following variables were listed: positive human resource management practices, psychological demands, active work and development possibilities, social relations, and leadership. Each of these variables had a positive impact on employee job satisfaction. The Bastida et al. study also shared the need for more nonprofit organizations to leverage human resource management strategies to help reduce employee job dissatisfaction.

Johansen and Sowa (2019) and Bastida et al. (2018) stated best practices for hiring and overall employee engagement are related to policies and working conditions at nonprofit organizations. Incorporating human resource management strategies can help create policies that encourage employee engagement.

Servant Leadership at Nonprofit Organizations

Allen et al. (2018) studied the idea of servant leadership to improve policy and working conditions of employees at nonprofit organizations. Allen et al.'s research shared that meaningful work, which could be considered a motivator factor, is an antecedent to employee commitment.

"Servant leaders are suggested to create structurally empowering working conditions, which support employees' stronger commitment to the organization" (Allen et al., 2018, p. 123); thus, working for servant leaders benefits the organization and its employees. The executive leader's servant leadership approach can help the nonprofit organization's workforce. Allen et al. (2018) also studied how servant leadership improved the working conditions for employees at nonprofit organizations. Allen et al. stated that nonprofit organizations depend on donations and volunteers, prioritize mission

over profit, offer lower salaries due to limited resources, and face competition from other

sectors for skilled leaders. Allen et al. recommended that servant leadership can be a

unique and practical approach to improving working conditions for employees who work

at nonprofit organizations.

Allen et al.'s (2018) study also responded to Ronquillo (2011), who called for

more research on servant leadership in nonprofit organizations. The findings from the

Allen et al. study shared that meaningful work, considered a motivator factor, is an

antecedent to employee commitment to nonprofit organizations. Working for servant

leaders benefits nonprofit organizations and their employees; thus, the servant leadership

supervision style can benefit the workforce of nonprofit organizations.

Transformational Leadership at Nonprofit Organizations

Since transformational leadership is also discussed when studying servant

leadership, it is also important to unpack the essence of transitional leadership. Northouse

(2019) described transformational leadership as changing and transforming people. It

concerns emotions, values, ethics, standards, and long-term goals. It includes assessing

followers' motives, satisfying their needs, and treating them as human beings. It involves

a distinctive form of influence that moves followers to accomplish more than usually

expected. It is a process that often incorporates charismatic and visionary leadership.

Brimhall (2019) studied the challenges nonprofit organization leaders face with the

diverse growth of the workforce. Brimhall focused on transformational leadership in

nonprofit healthcare organizations. Brimhall detailed organizational outcomes for each.

Positive outcomes increase retention and performance; negative outcomes increase

conflict and turnover. Brimhall indicated that transformational leaders create diverse and

inclusive workplaces, improving organizational outcomes and employee commitment. The transformational leadership style can benefit nonprofit healthcare organizations. The larger takeaway for nonprofit organizations is that employee engagement can improve when the supervisor leads with a transformational leadership style.

Transformational Leadership Versus Servant Leadership

From the lens of leadership and organizational development, transformational and servant leadership are popular philosophies. First, exploring the key similarities and differences between these two approaches and what they mean for an organization's leader is important.

Stone et al. (2004) shared that organizational leaders with transformational and servant leadership styles are dynamic. Both styles commend how a leader can shift from focusing on organizational tasks to its followers. In these cases, transformational leadership is based on organizational objectives, and servant leadership focuses on subordinates.

Parolini et al. (2009) completed the first study to distinguish between these two leadership styles specifically. Parolini et al. concluded that transformational leadership entails focusing on the organization's needs, demonstrating a proactive leadership style, showing allegiance to the organization, and exerting influence through charismatic approaches and control; while servant leadership was described as a leader who "focuses on the needs of the individual, inclination to serve first, allegiance toward the individual, and influence through unconventional service as well as through offering freedom or autonomy" (p. 289).

Winston and Fields (2015) also outlined transformational leadership as involving

inspirational motivation, individualized consideration, idealized influence, and intellectual stimulation; while servant leadership was defined as a leader who has "conceptual skills, empowering, helping subordinates grow, putting subordinates first, behaving ethically, emotional healing, and creating community value" (p. 421).

Otero-Neira et al. (2016) studied servant leadership in sales organizations. The results showed positive results from sales teams with managers who used a servant leadership style. Unlike transformational leadership, there were positive connections between the performance of sales employees when working for a manager with servant leadership qualities. Servant leadership is significant because it focuses on fostering development opportunities for employees.

Tripathi et al. (2021) further explained how servant leadership can positively impact employee behavior and work motivation. Study participants lived in India and were employees who worked in the public sector. Tripathi et al. found that servant leaders who focused on the developmental needs of the employees created physiologically safe work environments that encouraged knowledge sharing and empowered employees to serve others. Servant leadership focuses on empowering and supporting the employee, thus leading to strong work performance.

Summary of Nonprofit Organizations Overview

Many nonprofits experience unique strengths, weaknesses, threats, and opportunities that can contribute to their success and/or failure (Adesaogun et al., 2015; American Psychological Association, 2013; Aubouin-Bonnaventure, Chevalier et al., 2023; Aubouin-Bonnaventure, Fouquereau et al., 2023; Gilstrap et al., 2016; Helmig et al., 2014; Team, 2024). In addition to the various organizational factors, employee

perceptions can impact why they stay and/or leave nonprofit organizations in ways that lead to retention, turnover intent, and/or turnover (McGarry, 2023).

Given the state of post-pandemic hiring, there are retention strategies to help prevent employee turnover at nonprofit organizations, which can lead to organizational success. The supervisor's role and servant leadership style can also positively impact employee success and the employee experience at nonprofit organizations (Allen et al., 2018; Liden et al., 2008; Northouse, 2022; Otero-Neira et al., 2016; Parolini et al., 2009; Ronquillo, 2011; Stone et al., 2004; Tripathi et al., 2021). Additionally, creating an empowering workplace where employees feel committed to the work itself through servant leadership from the supervisor is important to employees at nonprofit organizations (Allen et al., 2018; Liden et al., 2008; Northouse, 2022; Otero-Neira et al., 2016; Parolini et al., 2009; Ronquillo, 2011; Stone et al., 2004; Tripathi et al., 2021).

The employee experience is mapped out in this progression: hiring, onboarding, professional learning and personal development, and career advancement (McGarry, 2023); thus, human resource practices related to leadership and management are vital to employee success at nonprofit organizations (Bastida et al., 2018; Johansen & Sowa, 2019).

Whitley's Servant Leader Employee Experience Research Questions

The comprehensive pre- and post-pandemic overview of the success and failures of nonprofit organizations, Black nonprofit organizations, and employee perceptions was important in developing my research questions. The focus on the manager's servant leadership qualities and employee experience propelled my interest in this consultancy topic of human resource management at Black nonprofit organizations. The purpose of

this chapter is to examine the literature that supports my research questions.

1. What servant leader qualities are essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities?

2. Why is working for a servant leader important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities (e.g., hiring, onboarding, professional learning, personal development, and career advancement)?

Servant Leader Employee Experience Overview

McGarry (2023) mapped the employee experience at nonprofit organizations into these themes: hiring, onboarding, professional learning and personal development, and career advancement. Nonprofit organizations can also leverage strong post-pandemic human resource practices to support employees, leading to organizational success. Additionally, the supervisor's leadership is also important to employees at nonprofit organizations; the servant leadership style of the manager provides many benefits to the success of employees at nonprofit organizations (Allen et al., 2018; Otero-Neira et al., 2016; Parolini et al., 2009; Stone et al., 2004; Tripathi et al., 2021; Winston & Fields, 2015).

Completing a deep dive into the literature on this consultancy topic is important to learn the best practices for each of these employee experiences. It is important to note that the literature review included studies completed between 2006, pre-pandemic, and 2023, post-pandemic. Wherever gaps in the literature are present, there is an opportunity for future research, which will be explored in Chapter 3.

The Seven Servant Leader Qualities

In the Northhouse (2022) text, the study from Liden et al. (2008) is referenced as the gold standard for assessing a leader's servant leadership. Both Northouse (2022) and Liden et al. noted Greenleaf (1970) as the origin of the servant leadership theory; this aligns with the history and definition of servant leadership terms explained in Chapter 1 of this dissertation.

"Servant leadership stresses personal integrity and serving others, including employees, customers, and communities" (Liden et al., 2008, p. 161). The results from Liden et al.'s (2008) study described the seven attributes of a servant leader on page 162:

1. *Emotional healing* is "the act of showing sensitivity to others' personal concerns."

2. *Creating value for the community* is "a conscious, genuine concern for helping the community."

3. *Conceptual skills* are "possessing the knowledge of the organization and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers."

4. *Empowering* is "encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks."

5. *Helping subordinates grow and succeed* is "demonstrating genuine concern for others' career growth and development by providing support and mentoring."

6. *Putting subordinates first* is "using actions and words to make it clear to

others (especially immediate followers) that satisfying their work needs is a
priority (Supervisors who practice this principle will often break from their
own work to assist subordinates with problems they are facing with their
assigned duties."

7. *Behaving ethically* is "interacting openly, fairly, and honestly with others."

Although the Servant Leadership Questionnaire was created in 2008, Northouse
(2022) stated that this is the most accurate and relevant questionnaire to use when
studying servant leadership qualities of a leader because of the seven attributes (Liden et
al., 2008). The seven attributes define servant leadership as wholeheartedly serving others
and having relationships centered on support and care. As a management style, servant
leadership is particularly important for employee development and individual success
(Liden et al., 2008). In terms of human resource practices at nonprofit organizations,
employees perceive that their leader's servant leadership style is vital to their success
(Allen et al., 2018; Otero-Neira et al. 2016; Parolini et al., 2009; Stone et al., 2004;
Tripathi et al., 2021; Winston & Fields, 2015).

McGarry (2023) underscored the pivotal role of supervisors in enhancing post-
pandemic employee retention within nonprofit organizations. In Retention Strategy 5,
ensuring open communication channels, nonprofit executive leaders prioritize transparent
communication to honor the value and impact of employee contributions. This involves
actively soliciting and addressing employee feedback, establishing clear reporting
protocols, and updating communication systems to encourage collaboration. Executives
who share organizational goals and performance data with staff foster a culture of
transparency that empowers employees to contribute meaningfully to the organization's

success. Effective communication practices demonstrate a commitment to employee input.

Hiring at Nonprofit Organizations

Weisberg and Dent (2016) shared about employee motivation, Herzberg's two-factor theory, job satisfaction, and nonprofit organization management practices. Weisberg and Dent examined the compelling nature of nonprofit organizations hiring employees based on their mission to serve the community. In these cases, organizations do not do their best to ensure they are internally committed to employee engagement. The big idea here is that management and leadership training for supervisors can improve hiring practices and development for current employees at nonprofit organizations. It is important for effective supervision through management and leadership training to facilitate proper hiring and support for employees. Engaging employees in collaborative decision-making and policy development enhances job satisfaction and service delivery quality and fosters a sense of community among them.

McGarry (2023) guided nonprofit leaders to enhance hiring practices in the post-pandemic era with Retention Strategy 1, emphasizing the need to bolster recruiting procedures. Leaders should assess current recruiting methods, refine vetting processes, and improve candidate experiences through transparent communication. Organizations can attract top talent and foster long-term retention by optimizing these practices.

Onboarding at Nonprofit Organizations

Haddad (2020) shared the benefits of new hire onboarding programs in nonprofit organizations. According to Haddad, new hire orientation is separate from onboarding: New hire orientation programs allow new employees to meet members of the

organization and learn how their role supports the larger organizational mission.

In onboarding, employees review company policies and ask questions to learn about the organization's history and values; this is also when training and mentoring begin. Specifically, the onboarding process takes several months in nonprofit organizations because of the service component; thus, executive leaders must have clear expectations for new employees in this sector (Haddad, 2020).

Haddad (2020) shared that the onboarding phase is marked from Week 1 up to 6 months, when new employees enter a learning curve and begin receiving assignments and training to help them become successful in their new roles. The Society for Human Resource Management (2023) stated that employees with quality onboarding experiences are 50% productive, leading to long-term success at the organization even after 3 years.

Haddad (2020) shared that new employees should have the following digital or hard copies of materials to have a successful onboarding experience: personal binder, annual reports, current budgets, organizational charts, staff biographies with job descriptions, a welcome letter from the executive leader, and documents that explain the mission and vision of the organization. New employees should regularly meet with their supervisor to fully understand company culture, roles, responsibilities, and how they connect to the mission. These one-on-one meetings allow for open conversation, feedback, and clarifying questions.

Haddad (2020) stated that the touchpoints for new employees throughout the onboarding process are equally important. These levels of engagement are necessary for new employees, be it informal meet-and-greets, team lunches or breakfasts, or formal strategic planning or operational meetings. Strong onboarding programs are holistic and

provide the new employee with a favorable entry point into contributing to the nonprofit organization. Haddad emphasized that a robust onboarding program aims to instill a sense of pride in new hires, ensuring they feel confident in their decision to join the organization.

Haddad (2020) stated how hiring new employees can be expensive for any organization. New employees without a quality onboarding experience can leave and share these experiences with others, damaging the organization's image and reputation. In many cases, nonprofit organizations do not have formal human resource departments. In these instances, the recommendation is to seek a consultant who can build a high-quality onboarding experience for the organization. Lastly, the findings from Haddad can be generalized as human resource best practices for nonprofit organizations.

This aligns with the strategies outlined in Retention Strategy 6, emphasizing transparency in performance management (McGarry, 2023). Nonprofit leaders should prioritize open communication and transparency in their performance evaluation process. Establishing a clear, scheduled framework for performance assessment is essential. Utilizing self-assessments, manager feedback, and peer evaluations facilitates a comprehensive understanding of employee performance and growth areas. Goals should be tailored to individual needs and organizational objectives, with ongoing support between evaluation sessions. By structuring performance management transparently and outlining success metrics, leaders cultivate a positive workplace culture conducive to employee retention.

McGarry (2023) also highlighted enhancing the employee onboarding process in Retention Strategy 7, focusing on goal setting. Nonprofit executives should prioritize

setting clear, achievable performance goals with their staff. Goals must be specific, measurable, and time-bound to prevent employee demotivation and frustration, which are two factors that can lead to resignation. Leaders should involve employees in goal-setting, seek their input, and make necessary adjustments to ensure alignment with organizational objectives.

Mentoring at Nonprofit Organizations

Additionally, high-quality onboarding programs provide new employees with a mentor or buddy (Haddad, 2020). This aims to create space for conversation around the role and company culture outside of meeting with the supervisor. Although the frequency of these touchpoints decreases as the new employees become more acclimated to the role and the company, regular one-on-one meetings with the supervisor and team meetings should be continuous.

Winkler and Fyffe (2016) highlighted how having mentors for new employees and senior employees creates a culture of continuous learning and development. All employees matriculate through cycles of professional strengths and areas for improvement. Skill development is vital, as it can improve a nonprofit organization's people, processes, and service components.

Winkler and Fyffe (2016) described that in nonprofit organizations, a mentoring program aims to strengthen the learning culture of growth and development through capacity building, empowerment, and engagement. For this reason, new employees should have mentors early on in their onboarding journey. In this structure, Winkler and Fytte explained how successfully matching mentors with mentees is also essential. Mentors are viewed as emotionally intelligent leaders skilled in active listening,

knowledgeable about the organization, and can tactfully coach, support, and challenge their mentees toward growth. Mentees are novice employees who are open to learning and growing through feedback.

Haddad (2020) and Winkler and Fyffe (2016) can be generalized as human resource best practices for nonprofit organizations. McGarry (2023) studied post-pandemic employee retention in nonprofit organizations and shared the importance of supervisors and how they can be gatekeepers of mentorship opportunities. Mentorship can lead to positive success for new and veteran employees. It is also healthy for executive leaders to engage in mentorship for their executive leadership needs (McGarry, 2023).

Professional Learning and Personal Development at Nonprofit Organizations

In small- and medium-sized nonprofit organizations, creating time for mentors and mentees to meet is a challenge that can be overcome by prioritizing time, leading to positive personal and professional learning outcomes.

Williams (2005) shared how supervisors contribute to employee development and personal fulfillment, which is one way to maximize limited internal resources: offer orientation programs, collaborate on problem-solving, give ongoing performance feedback, provide engaging work, support employee professional growth, connect with employees with resources, provide references, and prevent burnout.

Drawing from Linscott's (2011) research, the optimal strategies for professional growth and individual advancement within nonprofit settings include coaching, performance assessments, access to further education, participation in professional associations or conferences, and networking. Supervisors can facilitate these avenues to

foster employee development effectively. Linscott supported the idea that these strategies can mitigate organizational issues related to work-life balance, turnover, and challenges with hiring and retention. Regarding organizational success, personal action and responsibility are essential to employees' personal development; thus, nonprofit organizations must create policies that improve the hiring and retention of employees through opportunities for personal development.

These strategies from Williams (2005) and Linscott (2011) also relate to one of the references listed in the Overview of Nonprofit Organization section, where Adesaogun et al. (2015) outlined the methods employed by successful Black women in urban nonprofit settings to enhance their personal growth and professional advancement. These strategies included seeking mentorship, navigating career paths, and pursuing higher education opportunities.

This aligns with various post-pandemic retention strategies outlined in the Nonprofit Overview section by McGarry (2023). In Retention Strategy 9, focusing on staff training and development, nonprofit leaders should prioritize learning and development initiatives as key to their retention strategy because it emphasizes the organization's commitment to employee value and skill enhancement. By offering training programs, certifications, mentoring opportunities, and skill-building projects, leaders can empower employees to expand their capabilities and contribute more effectively to the organization's mission. It is also crucial for managers and leaders to engage in ongoing skill development to bolster their competencies and align with organizational values.

In Retention Strategy 14, which focuses on gathering employee feedback and

ideas, McGarry (2023) suggested that nonprofit leaders should prioritize ongoing

feedback collection to demonstrate their commitment to valuing employee input. This can

be achieved through regular one-on-one meetings between managers and staff,

department-wide surveys, and employee satisfaction assessments. Leaders should

actively engage with feedback to create transparent and collaborative decision-making.

Implementing a structured feedback system fosters a culture of retention and creates a

culture of learning and development for employees, which can also lead to career

advancement.

In Retention Strategy 12, which focuses on promoting work-life balance and well-

being, McGarry (2023) encouraged nonprofit leaders to advocate for employees to

prioritize a healthy work-life balance and to utilize organizational benefits.

Demonstrating care for employee well-being is vital for retention because it prevents

burnout and fosters a supportive environment. Leaders must recognize that organizational

culture directly impacts employee well-being; therefore, fostering a positive culture and

encouraging benefit utilization is essential for post-pandemic employee retention.

In Retention Strategy 3, emphasizing the significance of indirect compensation,

McGarry (2023) recommended nonprofit leaders acknowledge the impact of non-

monetary rewards in recognizing and appreciating employees. Indirect compensation

includes various benefits like health insurance, paid time off, flexible work arrangements,

career development opportunities, and wellness programs. Understanding the role of

these benefits in fostering employee engagement and retention provides leaders with

flexibility in supporting their staff. Surveying employees to understand their preferences

regarding perks and benefits can aid leaders in making informed decisions. Nonprofit

leaders must assess and refine their practices, policies, and benefits related to indirect compensation.

Career Advancement at Nonprofit Organizations

Career advancement is an added component of this holistic professional learning and personal development approach. When supervisors exercise servant leadership, they present opportunities for capacity building at the organization. According to Linscott (2011), this drives the leadership pipeline for next-generation nonprofit leaders. Retaining high-quality talent through promotions allows leaders to utilize their skills through new roles and responsibilities. This also ensures these leaders have mentorship opportunities to coach new employees. Professional learning and personal development practices can lead to strong returns on investments in the internal outcomes of nonprofit organizations.

Tierney (2006) shared ideas for recruitment efforts at colleges and universities and retention efforts, such as human resource management and career advancement opportunities, to retain top talent at nonprofit organizations. When these practices are not in place, nonprofit organizations have trouble competing with organizations with strong human resource practices, such as the for-profit sector.

Within the nonprofit sector, a term exists to describe what happens when career pathways for advancement are nonexistent—the glass ceiling theory (Linscott, 2011; Lowery, 2012). This is particularly prevalent in organizations comprised of women. The theory is that a glass ceiling hinders women's career advancement, leading to work-life balance issues, lack of fulfillment, and lower pay. This general perception can apply to other sectors; however, this barrier is discussed at length within nonprofit organizations. This glass ceiling theory can also extend to larger topics, such as sexism and the

historical context of racism within the United States; thus, there are direct impacts on minorities and women who work in nonprofit organizations.

Additionally, the career planning system aligns with the professional career pathway that allows for many transitions throughout an individual's professional and personal life; thus, individuals are responsible for their career progression within organizations (Maher, 2009).

Although professional career advancement is a modern way of describing career pathways, Maher (2009) described the other two true career practices for individuals. In the article, Maher stated that in 1954, Miller and Form described the evolutionary career stages where career advancement happens, depending on age. Maher added that Arthur and Rousseau (1996) created the bureaucratic career pathway to describe how the organization predicts the individual's career development. Furthermore, Maher shared six strategies nonprofit organization leaders can use to manage employee career development opportunities:

- *Offer lateral and vertical alignment* where employees can train their colleagues with new skills.

- *Create a culture* for continuous learning and development.

- *Allow employees* to work cross-departmentally on projects and assignments.

- *Share strategic and operational planning* ideas with employees for collaboration and decision-making, which can create new roles.

- *Create systems for career planning* through one-on-one meetings, which can encourage individuals to seek promotion and new career opportunities within or outside the organization.

- *Ensure equal opportunities* for career advancement for all employees.

These strategies from Linscott (2011), Lowery (2012), and Maher (2009) can be generalized as strategic human resource management in nonprofit organizations. Based on the literature, these strategies create a positive career development pathway at nonprofit organizations. The benefits include employees feeling safe to improve their skills, taking ownership of their career progression, upskilling through certifications or higher education degrees, aligning their goals with the choice of making lateral or vertical moves within an organization, and overall employee commitment. The benefits include improvements in work performance and employee commitment throughout the employee experience.

This aligns with the strategies McGarry (2023) suggested for enhancing employee career development practices in Retention Strategy 10, creating clear career pathways and coaching. Nonprofit leaders should ensure employees have a clear vision of their long-term success by establishing personalized career paths tailored to their evolving skills and interests. By encouraging employees to share their career goals and providing relevant learning opportunities and mentorship, leaders can mitigate feelings of stagnation and demotivation, ultimately fostering employee retention. Lastly, in Retention Strategy 11, focusing on robust recognition strategies, nonprofit leaders should intentionally and regularly recognize employees to foster engagement.

Summary of Servant Leader Employee Experience Overview

Utilizing research, nonprofit organizations should have policies, procedures, and servant leaders in place to holistically and successfully hire, onboard, mentor, and develop employees at all stages of their development (Haddad, 2020; Linscott, 2011;

Lowery, 2012; Maher, 2009; Tierney, 2006; Weisberg & Dent, 2016; Williams, 2005; Winkler & Fyffe, 2016). Post-pandemic employees stay at nonprofit organizations that have leaders with strong recruitment and management styles who can also create opportunities for learning and development, culture, engagement, and career progression (McGarry, 2023). Additionally, the servant leadership qualities of the manager are particularly important to employees who work for nonprofit organizations (Allen et al., 2018; Liden et al., 2008).

Theoretical Framework Overview

Maslow's Hierarchy of Needs, Lewin's Change Theory, Argyris's Double Loop Learning Theory, Social Systems Theory, and Herzberg's Two Factor Theory grounded my understanding of organizational development (Argyris, 1991; Getzels & Guba, 1957; Herzberg et al., 1959; Kritsonis, 2005; Maslow, 1943).

Maslow's Hierarchy of Needs

Abraham Maslow was an American psychologist who created a five-level pyramid to conceptualize a hierarchy of needs to explain the human motivation framework: psychological needs, safety needs, love and belonging, esteem, and self-actualization (Maslow, 1943). Maslow (1943) described how individuals need to fulfill their basic needs as a minimum to progress toward self-actualization. Below are the levels and examples for each:

- Psychological needs: air, water, food, shelter, sleep, clothing, and reproduction
- Safety needs: personal security, employment, resources, health, and property
- Love and belonging, friendship, intimacy, sense of connection

- Esteem: Respect, self-esteem, status, recognition, strength, and freedom

- Self-actualization: Fulfilling one's potential and achieving personal growth

Kurt Lewin's Change Theory

Kurt Lewin, the social scientist, created the three-step Lewin Change Theory in 1951. Kritsonis (2005) detailed each step of the Lewin Change Theory: unfreeze, change, and refreeze. In the change process, the initial step is to unfreeze the current state. The next stage involves implementing the change itself. Finally, after the change is implemented, the process concludes with refreezing to ensure the change is sustained over time.

Argyris Double Loop Learning Theory

In 1991, Chris Argyris was a psychologist and professor specializing in organizational and management theory. Argyris (1991) developed the double-loop learning theory, which details adaptive learning processes in individuals and organizations. The theory encourages thorough reflection that allows questioning underlying assumptions and values that shape an individual's or organization's actions and decisions. Single-loop learning involves questioning why to uncover underlying assumptions, such as reflecting on goals, values, and techniques and evaluating the consequences regarding results. Double-loop learning involves questioning why to uncover assumptions, reflecting on goals, values, and techniques; assessing consequences; and intentionally reflecting on underlying assumptions, even when challenging.

Social Systems Theory Getzels-Guba

Getzels and Guba (1957) created a model to understand the organization as a

complex social system in which social factors can influence the observed behavior.

Jerome W. Getzels was a psychologist and education theorist who cared deeply about

decision-making, organizational behavior, and creativity. Egon G. Guba was an education

researcher who cared deeply about understanding lived experiences and qualitative

research methodology. As a team, Getzels and Guba made many contributions to the field

of research. The model is interconnected to include various perspectives as an

organizational and individual dimension in these areas:

- Organizational Dimension
  - organization as a social system
  - institution role and group climate
  - observed behavior
  - expectation and intentions
- Individual Dimension
  - organization as a social system
  - personality
  - observed behavior
  - need disposition

Herzberg's Two-Factor Theory of Motivation

Frederick Herzberg was a clinical psychologist famous for "The Motivation to

Work" study in 1959 (Herzberg et al., 1959). Kurt (2021) explained that Herzberg

published the Hygiene-Motivation Theory after researching 200 engineers and

accountants from Pittsburg to learn about the attitudes of employees toward their jobs,

what prompted these attitudes, and their impact on the person. After learning what

pleased and displeased the engineers and accountants, Herzberg learned that employees

have two sets of needs:

- Lower-level needs are hygiene factors: policy, administration, and
  supervision.

- Higher-level needs are motivators or growth factors: achievement,
  recognition, responsibility, and advancement.

Summary of Theoretical Framework Overview

Organizational development consultants use these theoretical frameworks when

consulting with organizations. Maslow's Hierarchy of Needs can help organizations

address employees' diverse levels of need (Maslow, 1943). Lewin's Change Theory can

help organizations understand how people matriculate through change management

(Kritsonis, 2005). Double Loop Learning Theory can help organizations understand the

process of how individuals learn as a way to encourage continuous improvement

(Argyris, 1991). Getzels-Guba Model can help organizations understand and improve

organizational challenges (Getzels & Guba, 1957). Herzberg's Two-Factor Theory can

help organizations understand the individual in the workplace and how to develop long-

term solutions that increase employee motivation to work (Kurt, 2021).

Conclusion of Chapter 2

Based on the in-depth literature review to uncover what research says about the

successes and failures of nonprofit organizations, servant leadership, employee

experience, and theoretical frameworks to support the like, Weisberg and Dent (2016)

surfaced as the main study that focused using Herzberg's Two-Factory Theory of

Motivation to understand hiring practices and the employee experience in nonprofit

organizations. Additionally, several references described strategies executives can use to improve the employee experience in nonprofit organizations to ensure job satisfaction, which is a component of Herzberg's Two-Factory Theory of Motivation, from hiring to career advancement (American Psychological Association, 2013; Aubouin-Bonnaventure, Chevalier et al., 2023; Aubouin-Bonnaventure, Fouquereau et al., 2023; Bastida et al., 2018; Kurt, 2021).

These references also indicate that human resource management is vital to the health of successful nonprofit organizations (Bastida et al., 2018; Johansen & Sowa, 2019). From an organizational development perspective, the literature reviewed in this chapter describes the unique successes and challenges of human resource management that nonprofit organizations face (Adesaogun et al., 2015; American Psychological Association, 2013; Aubouin-Bonnaventure, Chevalier et al., 2023; Gilstrap et al., 2016; Helmig et al., 2014; Team, 2024). Employees and nonprofit leaders are necessary resources for nonprofit organizations to accomplish their mission.

Herzberg's Two-Factor Theory describes how human needs impact hygiene and motivator factors and how organizational improvements in supervisor quality, policies, and working conditions can improve job satisfaction (Kurt, 2021); thus, improvements in supervisor quality, policies, and working conditions are particularly powerful when paired with servant leadership and the employee experience (Helmig et al., 2014; Kurt, 2021; Liden et al., 2008; McGarry, 2023; Weisberg & Dent, 2016).

Based on the gaps in the literature, there are no specific research studies about servant leadership and the employee experience at predominantly Black nonprofit organizations that service Black children and families in urban communities. Fortunately,

this creates a compelling need for the niche of my research. My research adds to the academic body of literature on human resource management and nonprofit organizational success from the lens of diversity, equity, and inclusion of employees who work in Black nonprofit organizations. My two research questions are explored in Chapter 3 to uncover what servant leader qualities are important and why they are important to employees who work at a predominately Black nonprofit organization that services Black children and families in an urban city—as early as hiring to career advancement (Liden et al., 2008; McGarry, 2023).

Chapter 3: Methodology

Myself as a Researcher

As Schein and Schein (1988) described, organizational development consultants must understand an organization's culture. These subject matter experts must use various theories related to people, processes, and product/service challenges to help improve an organization's effectiveness. With this full context I have gained by writing Chapter 1, I have learned how hiring challenges impact the effectiveness of this affiliate.

The goal of Chapter 2 was to anchor in on this affiliate's significant challenge and align it with a theoretical framework and servant leadership to learn the research-based best practices for hiring at nonprofit organizations. As a scholar-practitioner, I will first reflect on myself as a researcher.

I completed my Collaborative Institutional Training Initiative certification to transition into a researcher role. In this training, I learned the ethical components of serving as a researcher with human subjects. In this chapter, I reflect on who I am as a researcher, review the theoretical framework, and conduct an in-depth study of existing research. I am empowered to transition into this space that Schein and Schein (1988) referenced as a researcher.

Subjectivity

Peshkin (1988) cautioned researchers on how subjectivity impacts research outcomes; thus, as a practicing organizational development consultant with an identified significant challenge for my consultancy partner, I am aware of my subjectivity and how this may show up in my research.

Introduction

For the local affiliate I am consulting with, I will build on the information about the significant challenge from Chapter 1 and the theoretical framework and literature review from Chapter 2. Chapter 3 explains the overall research design, and I leverage the previous chapters as the foundation.

Review of Qualitative and Quantitative Research

As an extension of my literature review, I describe the roles that qualitative and quantitative research serve from a scholastic context and how that pertains to my research methodology. Creswell and Creswell (2018) explained the crux of research design and its various approaches. Text from Salkind and Frey (2022) provided a statistical perspective that heavily emphasized quantitative research. Merriam and Tisdell (2016) described the nature of qualitative research.

These sections discuss the various learnings I gleaned from my literature review regarding both methodologies. I also delve into how these foundational elements pertain to my research. My research focused on hiring practices at a predominately Black nonprofit organization that services Black children and families in an urban community and the impacts of the executive leader's servant leadership approach throughout the employee experience.

Quantitative Research

In the 19th century, quantitative research was a popular method used by social science researchers who studied psychology, politics, economics, and the like (Creswell & Creswell, 2018). Quantitative research serves to gain confirmation in a more precise way by utilizing tools such as surveys and questionnaires. Creswell and Creswell (2018)

explained how the theoretical framework and hypothesis testing encompass quantitative research, as there are four common types: descriptive, correlational, quasi-experimental, and experimental (Creswell & Creswell, 2018).

Additionally, Salkind and Frey (2022) described these quantitative research approaches. Descriptive research aims to provide an accurate snapshot of the current state of an organization without manipulating variables. Correlational research aims to explore the relationship between two or more variables to determine if one variable change impacts the other. Pearson's correlation coefficient is a common approach to measuring the direction of these relationships. Quasi-Experimental aims to explore if a cause-and-effect relationship is present within two variables. Experimental is more methodical in determining whether changes in the independent variables change the dependent variables.

In my content analysis and theoretical framework literature reviews in Chapter 2, a blend of quantitative research designs was conducted in various nonprofit organizations. Many of the themes from these studies described how the organization's policies, working conditions, and the executive leader's leadership style impacted employee engagement. Tools such as surveys and questionnaires were used for data collection.

The human resource management best practices in these reviews allowed me to understand how Herzberg's Two-Factor Theory aligns with organizational best practices for the employee experience at nonprofit organizations. The gaps in the literature were that there were not as many peer-reviewed resources to highlight how these employee experiences differ at a predominately Black nonprofit organization that services Black

children and families in urban communities. This is what makes my quantitative research valuable and relevant.

For my quantitative research, I leveraged my literature review and embedded the seven categories from Liden et al.'s (2008) Servant Leadership Questionnaire to create my Servant Leader Employee Experience Survey. The goal was to understand the qualities employees need in their executive leader's servant leadership approach at this local affiliate and how that impacts their experiences. This descriptive quantitative research data collection helped me, and the executive leader learn about the current state of this affiliate in these respective dimensions: servant leadership of the executive leader, hiring, onboarding, professional learning, personal development, and career advancement. The literature review supports that these components are important in human resource management at nonprofit organizations.

Survey Methodology

Survey methodology applies to all sectors, as it provides a structured data collection and analysis process. The key components are defined research questions, research design, participants, data collection, and data analysis. The survey tool must also be valid and reliable to ensure accurate and meaningful data.

Salkind and Frey (2022) discussed the importance of using a validated measuring tool such as a survey for research methodology. Reliability means that the tool is dependable and consistent with measuring what it should measure. Salkind and Frey defined the four types of reliability: test-retest, parallel forms, internal consistency, and interrater. A reliable survey will provide consistency, reduce measurement error, and enhance comparability. In this way, ethical considerations strengthen the research.

Validity means that the tool accurately measures what it is supposed to measure. Salkind and Frey defined the three types of validity: content-based validity, criterion-based validity, and construct validity. A valid survey will have an accurate measurement, inform decision-making, and avoid bias. In this way, ethical considerations positively impact the credibility of the research.

Within my research design, I leveraged these survey methodology best practices to create survey questions that are valid and reliable. I utilized Qualtrics and its formula to uphold my survey's integrity before distributing it to participants at the local affiliate. This audit ensured that my quantitative research tool was reliable, dependable, and consistent with measuring what it was supposed to measure and valid and accurately measured what it was supposed to measure—servant leadership and the employee experience.

Analyzing Survey Responses

Salkind and Frey (2022) described the two main types of statistics used to analyze survey responses. Descriptive statistics is used to analyze survey responses quantitatively. Inferential statistics is when the researcher draws conclusions or inferences based on the responses.

Descriptive statistics includes central tendencies of mean, median, and mode. This is needed to identify patterns within survey responses. Understanding the distribution and variations of data is also essential. Within standard deviation, variance, and range, this form of statistics can help to identify how consistent or different survey responses are; this is called variability.

Additionally, tools that create data distributions can help visualize data variability.

Consistent responses may visually appear as clusters, and responses that are not consistent may be outliers. Visualizing data distributions can help compare data easily, making data analysis more feasible. Lastly, descriptive statistics and this process of analyzing survey responses can lead to positive outcomes for change.

Inferential statistics can help researchers to extrapolate responses systematically, allowing for generalizations. This is when researchers create research questions as a form of hypothesis testing. This form of statistics helps analyze survey responses because the researcher can determine the data's significance regarding the variables' relationships. Analysis tools such as correlation, regression, and analysis of variance are used.

Confidence intervals are also used to find the parameter values within the survey population. Comparative analysis can be used to identify if the data received from an observed sample are consistent or different from the larger population. Controlled experiments typically use inferential statistics within experimental research to test the relationship between independent and dependent variables. Lastly, inferential statistics provides researchers with a robust way to infer data meaningfully.

Analyzing survey responses was imperative to my research, and I leveraged both statistical analyses. Descriptive statistics allowed me and the executive leader to understand what employees experience from their executive leader quantitatively. In contrast, inferential statistics allowed me and the executive leader to understand why employees feel this way about their executive leader constructively and identify the affiliate's areas for improvement in servant leadership, hiring, onboarding, professional learning, personal development, and career advancement.

Chi-Squared Goodness of Fit

Chi-squared goodness-of-fit tests are crucial to researchers when analyzing data under a theoretical model (Salkind & Frey, 2022). In quantitative data, the chi-squared test is a way to see if statistical significance exists between expected and observed frequencies in one or more categories. The goodness of fit describes how well the statistical model fits the observations, as it summarizes the discrepancies between observed and expected values. Said another way, chi-squared goodness of fit is valuable to hypothesis testing and finding patterns in quantitative data. This is vital to researchers for analyzing and interpreting data.

Salkind and Frey (2022) defined chi-squared as nonparametric statistics. Chi-squared goodness of fit includes only one dimension, variable, or factor. The statistical terms used in chi-square are data scales, level of significance, calculated statistical value, critical value, and degrees of freedom (N-1). For data scales, categorical includes nominal or ordinal, and continuous includes interval and ratio. The level of significance is the alpha level, which is 0.05. The calculated statistical value is different from the critical value. Degrees of freedom is N-1.

All of this was important to my mixed methodology research. In terms of the quantitative data collection, I used the chi-squared goodness-of-fit test to assess whether my categorical dimensions of servant leadership, hiring, onboarding, professional and personal development, and career advancement matched the expected patterns I created in my open-ended narrative questions as part of my qualitative data collection. This complemented all aspects of my qualitative research in this mixed methods approach.

When analyzing both of these data sets, chi-squared goodness of fit allowed me as

the researcher to triangulate the data, quantify patterns, confirm or disconfirm assumptions in the findings, compare perspectives, and explore unexpected ways that may have been apparent in these insights from my survey participants.

Qualitative Research

From a historical perspective, in the late 20th century, qualitative research was becoming a popular method to study human behavior (Creswell & Creswell, 2018). In this way, researchers were learning and drawing meaning from the lived experiences of the research participants. Merriam and Tisdell (2016) described how qualitative research serves to gain understanding by utilizing tools such as open-ended questions. Chapter 2 describes six common types of qualitative research: basic qualitative research, phenomenology, ethnography, grounded theory, narrative inquiry, and qualitative case studies.

Basic qualitative research aims to learn how people interpret their experiences and the meaning they attribute to these experiences. Phenomenology is when the researcher studies a phenomenon to understand the experience. Ethnography emphasizes observing the beliefs, values, and attitudes of human behavior patterns. Grounded theory is grounded in learning how something changes over time. Narrative inquiry is a first-hand account of the experiences of the participants (i.e., autobiographies). Qualitative case studies are defined on a case-by-case basis rather than a specific topic of study.

In my content analysis and theoretical framework literature reviews in Chapter 2, a blend of qualitative research designs was conducted in various nonprofit organizations. Many of the themes from these studies described how the organization's policies, working conditions, and the executive leader's leadership style impacted employee

engagement. Tools such as interviews, case studies, and open-ended narrative responses were used for data collection.

The human resource management best practices in these reviews allowed me to understand how Herzberg's Two-Factor Theory aligns with organizational best practices for the employee experience at nonprofit organizations. The gaps in the literature were that there were not as many peer-reviewed resources to highlight how these employee experiences differ at a predominately Black nonprofit organization that services Black children and families in urban communities. This is what makes my qualitative research valuable and relevant.

For my qualitative research, I leveraged my literature review to create open-ended narrative questions to understand the employee experience in these dimensions, servant leadership of executive leader, hiring, onboarding, professional learning, personal development, and career advancement, to create my Servant Leader Employee Experience Survey. The goal was to understand the qualities employees need in their executive leader's servant leadership approach at this local affiliate and how that impacts their experience.

These narrative responses helped the executive leader and me learn about the current state of this affiliate in these respective dimensions: servant leadership of the executive leader, hiring, onboarding, professional learning, personal development, and career advancement. The literature review supports that these components are important in human resource management at nonprofit organizations.

Analyzing Open-Ended Narrative Responses

In action research, data collection and analysis are designed to bring about

change, and it is just as necessary to analyze and interpret open-ended narrative responses accurately—anecdotal evidence (Merriam & Tisdell, 2016). Qualitative data collection through open-ended questions on a survey is one way to capture personal experiences and testimonies.

When analyzing this type of evidence, the researcher has to be aware of bias, subjectivity, and generalizability when analyzing these personal experiences (Peshkin, 1988; PhDStudent, 2022). In this manner, the purpose of interpreting narrative responses is to capture broad patterns confirmed through these anecdotes and, when possible, match these responses with the categorical data from the quantitative data.

Analyzing open-ended narrative responses was essential to my research to gain a comprehensive understanding of the lived experiences of the employees at the local affiliate. This contextual understanding of the answers helped me understand why participants hold particular views about their executive leader's servant leadership style and their employee experience in these dimensions: hiring, onboarding, professional learning, personal development, and career advancement.

I also uncovered unexpected insights from these responses. These open-ended responses can empower the employees to share their experiences in a way that allows for involvement in bringing about change at the affiliate.

Mixed Methodology

Creswell and Creswell (2018) described mixed methodology as integrating data collection and data analysis for quantitative and qualitative research. Three main research designs exist within mixed methodology: convergent, explanatory, and exploratory.

In a convergent design, qualitative and quantitative data are collected to see if the

results match. In exploratory, qualitative data collection takes place first, and the tool for quantitative data collection is second. In explanatory, quantitative data are collected first to inform the follow-up of qualitative data collection.

Mixed methodology is unique in that it utilizes inquiry from a quantitative and qualitative lens. This is often present in the types of surveys and open-ended narrative questions that are asked; thus, researchers need to be knowledgeable in both methodologies. This is where the purpose statement shares the rationale for the study and pertinent information about why quantitative and qualitative research methods were selected. This should also be evident in the research questions. The data collected through mixed methodology can provide a more robust analysis to answer the research problem. Generally speaking, mixed methodology is a preferred approach by researchers in all academic spaces.

For my Servant Leader Employee Experience Survey, mixed methodology was essential because it addressed my research questions from multiple angles. My quantitative data addressed the servant leadership types exhibited by the executive leader in terms of the employees' experiences with hiring, onboarding, professional learning, personal development, and career advancement. My qualitative data allowed me to explore how and why this exists or does not exist. This combined approach strengthened the validity of my research findings. These testimonials also highlighted strengths and areas of organizational improvement.

Convergent Design

The convergent design mixed methodology aims to "compare different perspectives drawn from quantitative and qualitative data…merging the two databases to

show how the data converge or diverge" (Creswell & Creswell, 2018, p. 237). Comparatively, Merriam and Tisdell (2016) shared, "In a convergent design, both the qualitative and quantitative data are collected more or less simultaneously; both data are analyzed, and results are compared" (p. 46).

Researchers can use this research design in all sectors to enhance validity and add comprehensive insight for a robust one-time data collection and joint analysis. For any researcher, it is essential to name the advantages and disadvantages of mixed methodology.

I selected the convergent design for my Servant Leader Employee Experience Survey. Since my research was rooted in human behavior patterns, one advantage to using the convergent design is that it allowed me to combine survey methodology and open-ended narrative questions that collectively aligned with my dimensions: servant leadership of executive leader, hiring, onboarding, professional learning, personal development, and career advancement. Simultaneously collecting quantitative and qualitative data in my survey allowed me to see if the employees' responses converge or diverge.

On the other hand, one disadvantage to the data collection of a convergent design is the meticulous planning to create the tools to align to allow for seamless data integration by dimension. Said another way, I needed to ensure that the categories and survey questions aligned with all the open-ended categories and questions I asked participants.

Lastly, my research questions guided my decision for this convergent research design. My decision to use the convergent design was based on what I learned in my

literature review about employee experience, servant leadership, and Herzberg's Two-Factor Theory; thus, an explanatory or exploratory mixed methodology did not fit my study best. Even with the advantages and disadvantages, the convergent design created an innovative dual-layered approach that was valuable to my study.

Research Design

Convergent Design

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study best. Even with the advantages and disadvantages, the convergent design created an innovative dual-layered approach that was valuable to my study.

Research Questions

The problem I tried to solve is hiring practices for nonprofit organizations that serve Black children from urban communities. My two research questions are a culmination of the organization's significant challenge, Herzberg's Two-Factor Theory, and the literature review, as well as the gaps in the literature about servant leadership and the employee experience at predominately Black nonprofit organizations that service Black children and families in urban communities.

Research Question 1 allowed me to capture what the employees at this local affiliate desire about their executive leader's servant leadership style. Research Question 2 allowed me to capture why the employees at this local affiliate value their executive leader's servant leadership style throughout all aspects of their employee experience.

1. What servant leader qualities are essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities?

2. Why is working for a servant leader important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities (e.g., hiring, onboarding, professional learning, personal development, and career advancement)?

Given the scope of my two research questions, I leveraged the mixed methodology convergent design to incorporate quantitative and qualitative data collection and analysis. I created a survey that captures the employee's experience in the following

dimensions: servant leader qualities of executive leader, hiring, onboarding, professional learning and personal development, and career advancement. Since the executive leader is responsible for hiring at this affiliate, I also created survey questions that capture the essence of servant leadership, the top qualities that the affiliate desires in its executive leader, and why it is important to employees.

Data Collection

Quantitative and Qualitative Data Collection

For my Servant Leader Employee Experience Survey, I created 27 quantitative survey questions with a Likert scale ranging from strongly disagree, disagree, agree, and strongly agree to measure the servant leadership qualities and the employee experience. I created 10 open-ended qualitative questions to measure the servant leadership qualities and the employee experience. Since this is a convergent design study, I formatted my survey in Qualtrics into five sections, one for each dimension, where the quantitative and qualitative questions are grouped together by dimension: servant leader qualities, hiring, onboarding, professional learning & personal development, and career advancement. In my survey, the quantitative and qualitative data collection was done simultaneously to see if the responses converged. The appendix contains my 37-question convergent design Servant Leader and Employee Experience Survey.

Data Analysis

Quantitative Data Analysis: Multiple Choice Questions

As a researcher, the convergent design allowed me to analyze the quantitative and qualitative data simultaneously by dimension. Based on the data collected from the 27 multiple choice Likert scale questions on the Employee Experience Survey, I learned

about the essential servant leader qualities that employees desire in their executive leader. In Table 1, the seven quantitative and two open-ended narrative questions I created for the Servant Leader Qualities Dimension pair with research from the Servant Leadership Questionnaire created by Liden et al. (2008).

Table 1

Whitley's Servant Leader Employee Experience Survey and Servant Leader Qualities

Servant leadership questionnaire category (Liden et al., 2008)	Servant leader qualities dimension
Emotional healing	1. I desire to work for an executive leader who is concerned with the personal welfare of others.
Creating value for the community	2. I desire to work for an executive leader who actively engages in the community and encourages others to do the same.
Conceptual skills	3. I desire to work for an executive leader who demonstrates the capacity to analyze intricate issues with a solutions-focused mindset.
Empowering	4. I desire to work for an executive leader who is empowering.
Helping subordinates grow and succeed	5. I desire to work for an executive leader who helps others to learn, grow, and succeed.
Putting subordinates first	6. I desire to work for an executive leader who models authenticity and honesty in their own personal and professional life.
Behaving ethically	7. I desire to work for an executive leader who leads with integrity.
Emotional healing; putting subordinate first	8. Can you describe a time when your executive leader demonstrated genuine concern for your personal welfare or that of your colleagues?
Empowering; helping subordinates grow and succeed	9. What actions or behaviors does your executive leader exhibit that makes you feel empowered in your role?

Additionally, since this survey is centered on servant leadership and the employee

experience, I corroborated these data to see what strengths and areas for improvement exist for this affiliate across these five dimensions: servant leader qualities, hiring, onboarding, professional learning and personal development, and career advancement.

Qualitative Data Analysis: Open-Ended Questions

Based on the data collected from the 10 open-ended questions, I learned how the executive can improve employee engagement practices. Since I am creating space for candid feedback through the open-ended questions, these responses provided insight into helping solve the significant challenge, hiring practices, and the employee experience. The results helped me confirm the top servant leader qualities that can improve the employee experience at this affiliate regarding hiring, onboarding, professional learning and personal development, and career advancement. I corroborated the results to look for patterns and testimonies to see what strengths and areas are for improvement for this affiliate regarding their employees' experiences.

Based on the submitted responses, I analyzed data by reporting the mode and frequencies of the multiple choice questions and the themes from the open-ended questions. Since my sample size was small, I did not use direct quotes from the open-ended responses. To ensure a unanimous data collection, I leveraged contextual analysis to give me, as the researcher, a broader, more contextually based unit of analysis from the open-ended questions.

Setting

For my quantitative and qualitative data collection, I utilized the online survey software Qualtrics, which my university requires. Participants participated digitally, and all answers were unanimous. Since Whitley's Servant Leader and Employee Experience

Survey has 37 embedded questions, 27 survey items, and 10 open-ended questions, this Qualtrics survey took participants 20-30 minutes to complete in one sitting. All responses were unanimous.

Participants

Whitley's Servant Leader and Employee Experience Survey was distributed via Qualtrics survey to the following full-time employees at the local affiliate: administrative support, family literacy engagement specialist, communications and marketing, and the assistant family literacy engagement specialist. Although this sample was small, four participants received the survey via Qualtrics. I aimed for a 30% response rate. I was also mindful of this for my data analysis since the sample was small.

Convergent Design Mixed Methodology

This research design process helps inform Chapter 4, which Anderson (2018) calls "Data Gathering: Third, data are generally gathered about the situation, the client, the organization, and other relevant aspects. This can involve one or more methods of sources of information" (p. xxiv). As an organizational development consultant for the local affiliate, this next part of the research process must be actionable.

Significance of Methodology in Research

In this chapter, I delved into the researcher's responsibilities, my data collection process, the analysis and interpretation of data, considerations regarding data saturation, trustworthiness, and ethical considerations of my study.

In my exploration, I found that methodology was the foundation of ensuring robust and dependable research. This conclusion led me to delve deeper into methodology's pivotal role in research, emphasizing its importance in directing the course

of my survey, maintaining rigor, and upholding ethical standards. My exploration

revealed the crucial role of the researcher within the methodology. It became clear that

methodology significantly emphasizes the researcher's responsibility for integrity. I as the

researcher hold considerable influence on the direction and results of my studies.

By meticulously planning, reflecting on my methods, and staying true to

methodological principles, I navigated the intricate landscape of action research,

accuracy, and integrity. Moreover, reflecting on my subjectivity encouraged me as the

researcher to assess my own biases, assumptions, and preconceptions critically,

ultimately bolstering the credibility and trustworthiness of my findings (Peshkin, 1988).

Data Collection

By researching best practices from Creswell and Creswell (2018) and Merriam

and Tisdell (2016), I found that the heart of methodology lies in the data collection

process. Whether selecting a quantitative, qualitative, or mixed-methods approach, the

effectiveness of my data collection depended heavily on the research design. I explored

various methods, from surveys to open-ended questions, each presenting opportunities

and challenges. This called for careful consideration of my sample selection, data

collection instruments, and ethics as I prepared for the IRB process.

Data Analysis and Interpretation

I discovered that methodology played a crucial role in guiding me on how I

should analyze and interpret my data. By sticking to best practices, I leveraged Salkind

and Frey (2022) to develop my survey to ensure my data's credibility, validity, and

generalizability. I mapped out how my convergent design strengthened my analysis and

interpretation. Whether I used statistical techniques, contextual or thematic analysis, or

other analytical approaches, I understood the importance of accurate and reliable conclusions. By sticking to predefined criteria and employing analytical techniques as part of my IRB process, I aimed to protect against bias, subjectivity, and misinterpretation. This commitment ensured that my data analysis and interpretation were trustworthy and valid.

Data Saturation

By researching Creswell and Creswell (2018) and Merriam and Tisdell (2016), I recognized the importance of data saturation within the methodology. It involved determining the point at which new data no longer provided fresh insights or themes. By aiming for data saturation, I ensured that my analysis was comprehensive and deep, strengthening the validity of my findings. I worked toward achieving data saturation by creating my Servant Leader and Employee Experience Survey with multiple questions for each dimension. Said another way, each dimension had mirrored multiple choice and open-ended questions that allowed for data saturation. This resulted in a more profound understanding of my two research questions.

Trustworthiness

By following the principles of survey reliability and validity from Salkind and Frey (2022), I worked to build trust in my survey tool. I completed a robust content analysis and literature review in Chapter 2 to create a solid, trustworthy, and credible survey. This process fostered confidence in the reliability and validity of my findings, contributing to the overall integrity of my study.

Ethical Considerations

Additionally, methodology served as a guiding framework for upholding ethical

standards, prioritizing the welfare and rights of research participants, and mitigating potential harm. My role as a researcher was to conduct research ethically and responsibly. As part of the IRB process, I obtained informed consent, safeguarded confidentiality, and ensured data protection. Ethical considerations were woven into every aspect of the research process.

Methodology and Human Resource Management Practices in Nonprofit Organizations

By writing my content analysis, I gained insight into how researchers navigate the complexities of studying human resource management within nonprofit organizations while ensuring the credibility of findings. As I explored human resource management practices within a nonprofit organization, I applied methodology best practices from Creswell and Creswell (2018) and Merriam and Tisdell (2016). I approached my study with precision and integrity, enhancing the validity and reliability of my findings (Salkind & Frey, 2022). Furthermore, the emphasis on data collection, analysis, and interpretation within methodology resonated deeply with my exploration of human resource management practices in nonprofit organizations. Applying these methodology best practices ensured that my data collection techniques were appropriate and ethical, contributing to the credibility and generalizability of my findings.

Moreover, the ethical considerations in methodology mirrored the ethical considerations of studying human resource management practices at a nonprofit organization. I upheld ethical standards to ensure the welfare and rights of research participants, and my survey participants shared their perceptions about how their executive leader upholds values of employee well-being, diversity and inclusion, and social responsibility.

Conclusion of Chapter 3

Reflecting on my research journey, I recognize how I brought together the significance of methodology in research and human resource management practices in nonprofit organizations from Chapters 1, 2, and 3. Methodology emerged as a central guiding force, providing the framework for navigating the complexities of studying human resource management practices in a Black nonprofit organization.

As I delved into the foundation of methodology, I applied the best practices from Creswell and Creswell (2018), Salkind and Frey (2022), and Merriam and Tisdell (2016). These references significantly shaped my research focus, credibility, and ethical standards. By adhering to methodology best practices, I was equipped with the tools that instilled trust in my mixed methods approach and survey methodology. The significance of methodology in shaping my understanding of human resource management practices within nonprofit organizations cannot be overstated. This foundational understanding of methodology ensured that my study maintained precision and integrity, enhancing the credibility of my findings.

As I reflected on the role of methodology in guiding my survey, I used my literature review and content analysis to examine the complexities of human resource management within nonprofit contexts. By synthesizing the significance of methodology in research with the exploration of human resource management practices in nonprofits, I discovered two research questions that set the stage for a comprehensive examination of the data collected and the implications for the theory and practice of servant leadership and employee experience.

In conclusion, methodology was central in guiding my research journey and

shaping my understanding of human resource management practices in nonprofit

organizations. By adhering to methodological principles and adopting best practices, I

established trust in my mixed methods approach and findings, underscoring the crucial

significance of methodology in research. In Chapter 4, I shared the findings from this

impactful and meaningful study, offering valuable insights into human resource

management practices within Black nonprofit organizations with hiring challenges.

Chapter 4: Results

Introduction

Human resource management is vital to employee success at nonprofit organizations (McGarry, 2023). Policies and procedures should be designed to successfully hire, onboard, mentor, and develop employees at all stages of their employee experience. The supervisor's role and servant leadership style can positively impact organizational success and are directly connected to human resource practices in this employee experience continuum. Utilizing research, it is important to parse out the main components of the employee journey at an organization: human resources, hiring, onboarding, professional learning and personal development, and career advancement. These best practices are directly related to nonprofit organization management and leadership. Incorporating human resource management strategies can help create policies that encourage employee engagement.

According to the research, working for a servant leader means the developmental needs of employees are addressed (Brimhall, 2019; Liden et al., 2008; Northouse, 2022; Otero-Neira et al., 2016; Parolini et al., 2009; Stone et al., 2004; Tripathi et al., 2021; Winston & Fields, 2015). Like some of the studies in the content analysis, analyzing the executive leader's servant leadership style through the perspectives of employees uncovered areas where the executive leader can improve with hiring, onboarding, mentoring, professional learning and personal development, and career advancement practices at this affiliate (Liden et al., 2008, McGarry, 2023). Table 2 reviews the literature review in Chapter 2 for nonprofit organizations and servant leader employee experience overview.

Table 2

Review of Nonprofit Organization & Servant Leader Employee Experience Overview

Concept	Literature review
Servant leadership	The seven attributes of a servant leader are (Liden et al., 2008, p. 162): 1. *Emotional healing* is "the act of showing sensitivity to others' personal concerns." 2. *Creating value for the community* is "a conscious, genuine concern for helping the community." 3. *Conceptual skills* are "possessing the knowledge of the organization and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers." 4. *Empowering* is "encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks." 5. *Helping subordinates grow and succeed* is "demonstrating genuine concern for others' career growth and development by providing support and mentoring." 6. *Putting subordinates first* is "using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority (Supervisors who practice this principle will often break from their own work to assist subordinates with problems they are facing with their assigned duties." 7. *Behaving ethically* is "interacting openly, fairly, and honestly with others." McGarry (2023) underscored the pivotal role of supervisors in enhancing post-pandemic employee retention within nonprofit organizations. In Retention Strategy 5, ensuring open communication channels: • Nonprofit executive leaders prioritize transparent communication to honor the value and impact of employee contributions. This involves actively soliciting and addressing employee feedback, establishing clear reporting protocols, and updating communication systems to encourage collaboration. • Executives who share organizational goals and performance data with staff foster a culture of transparency that empowers employees to contribute meaningfully to the organization's success. • Effective communication practices demonstrate a commitment to employee input.
Employee experience	McGarry (2023) mapped the employee experience at nonprofit organizations into these themes: • Hiring • Onboarding • Professional learning and personal development • Career advancement. Nonprofit organizations can leverage strong post-pandemic human resource practices to support employees, leading to organizational success. The supervisor's leadership is also important to employees at nonprofit organizations

Concept	Literature review
	The servant leadership style of the manager provides many benefits to the success of employees at nonprofit organizations (Allen et al., 2018; Otero-Neira et al. 2016; Parolini et al., 2009; Stone et al., 2004; Tripathi et al., 2021; Winston & Fields, 2015).

McGarry (2023) studied post-pandemic employee retention in nonprofit organizations and shared 15 retention strategies with specific recommendations that nonprofit organizations can use to help prevent turnover and improve employee retention (pp. 10-18):

1. Bolstering recruiting practices
2. Assess current compensation strategies
3. Understand the value of indirect compensation
4. Take a close look at the culture
5. Ensure open lines of communication
6. Foster transparency with a performance management approach
7. Set realistic goals with staff
8. Manage with data
9. Provide training and development for staff and management
10. Create clear career paths and offer coaching
11. Develop solid recognition strategies
12. Promote work-life balance and well-being
13. Offer flexible working arrangements when possible
14. Gather employee feedback and ideas
15. Get professional help to develop a retention plan

Concept	Literature review
Hiring	Weisberg and Dent (2016) described the best practices for hiring and supervisor quality:

- Supervisors should engage in leadership training to learn how to hire and support new and current employees.
- Employee job satisfaction is increased when their supervisor provides opportunities for collaborative decision-making, problem-solving, and policy development.

McGarry (2023) guided nonprofit leaders to enhance hiring practices in the post-pandemic era with Retention Strategy 1, emphasizing the need to bolster recruiting procedures:

- Leaders should assess current recruiting methods, refine vetting processes, and improve candidate experiences through transparent communication.
- Organizations can attract top talent and foster long-term retention by optimizing these practices.

Concept	Literature review
Onboarding	Haddad (2020) described the best practices for onboarding:

- Starts with Week 1 and up to Month 6.
- New hire orientation programs allow employees to meet their team and learn how their role supports the organization.
- The learning curve is a natural part of training as new employees receive their assignments.
- Executive leaders should have clear expectations for new employees.
- New employees should have opportunities to meet with their supervisor regularly to learn more about the organization, ask questions, and get feedback
- Onboarding should include a mentor/buddy for new employees to informally meet with to ask questions about culture and job-related questions.

Concept	Literature review
	• Strong onboarding programs help the new employee "feel proud of their new organization and feel like they made the right choice" (p. 1).

McGarry (2023) shared Retention Strategy 6, emphasizing transparency in performance management.
- Nonprofit leaders should prioritize open communication and transparency in their performance evaluation process. Establishing a clear, scheduled framework for performance assessment is essential.
- Utilizing self-assessments, manager feedback, and peer evaluations facilitates a comprehensive understanding of employee performance and growth areas. Goals should be tailored to individual needs and organizational objectives, with ongoing support between evaluation sessions.
- By structuring performance management transparently and outlining success metrics, leaders cultivate a positive workplace culture conducive to employee retention.

McGarry (2023) also highlighted enhancing the employee onboarding process in Retention Strategy 7, focusing on goal setting:
- Nonprofit executives should prioritize setting clear, achievable performance goals with their staff.
- Goals must be specific, measurable, and time-bound to prevent employee demotivation and frustration, which are two factors that can lead to resignation.
- Leaders should involve employees in goal-setting, seeking their input, and making necessary adjustments to ensure alignment with organizational objectives.

Professional learning and personal development

Williams (2005) described how supervisors contribute to employee development:
- "Provide an orientation to the organization or its programs and services; Brainstorm solutions to problems; Give feedback on performance; Create opportunities for interesting work; Provide support to enable employees to take advantage of professional development opportunities; Link employees with other resources; Serve as a reference or write letters of recommendation; Protect employees from burnout" (p. 8).

Linscott (2011) described how supervisors provide professional learning and personal development opportunities to employees:
- Create opportunities for employees to engage in personal action responsibility through "Coaching; Performance evaluations; Higher education; Membership in professional organizations; Conferences/Seminar Attendance; In-sector networking opportunities" (p. 31).

Winkler and Fyffe (2016) described the best practices for personal development:
- Create a culture of continuous learning and development that can improve capacity building, empowerment, and engagement.
- Mentors are emotionally intelligent leaders who are knowledgeable about the company and can support new employees as they learn and grow.

This aligns with various post-pandemic retention strategies outlined in the Nonprofit Overview section in Retention Strategy 9 by McGarry (2023) focusing on staff training and development:

(continued)

Concept	Literature review
	• Nonprofit leaders should prioritize learning and development initiatives as key to their retention strategy because it emphasizes the organization's commitment to employee value and skill enhancement. • By offering training programs, certifications, mentoring opportunities, and skill-building projects, leaders can empower employees to expand their capabilities and contribute more effectively to the organization's mission. • It's also crucial for managers and leaders to engage in ongoing skill development to bolster their competencies and align with organizational values. In Retention Strategy 14, which focuses on gathering employee feedback and ideas, McGarry (2023) suggested that nonprofit leaders should prioritize ongoing feedback collection to demonstrate their commitment to valuing employee input: • This can be achieved through regular one-on-one meetings between managers and staff, department-wide surveys, and employee satisfaction assessments. • Leaders should actively engage with feedback to create transparent and collaborative decision-making. Implementing a structured feedback system fosters a culture of retention and creates a culture of learning and development for employees, which can also lead to career advancement. In Retention Strategy 12, which focuses on promoting work-life balance and well-being, McGarry (2023) encouraged nonprofit leaders to advocate for employees to prioritize healthy work-life balance and to utilize organizational benefit: • Demonstrating care for employee well-being is vital for retention because it prevents burnout and fosters a supportive environment. • Leaders must recognize that organizational culture directly impacts employee well-being; therefore, fostering a positive culture and encouraging benefit utilization is essential for post-pandemic employee retention. In Retention Strategy 3, emphasizing the significance of indirect compensation, McGarry (2023) recommended nonprofit leaders acknowledge the impact of non-monetary rewards in recognizing and appreciating employee: • Indirect compensation includes various benefits like health insurance, paid time off, flexible work arrangements, career development opportunities, and wellness programs. • Understanding the role of these benefits in fostering employee engagement and retention provides leaders with flexibility in supporting their staff. Surveying employees to understand their preferences regarding perks and benefits can aid leaders in making informed decisions. • Nonprofit leaders must assess and refine their practices, policies, and benefits related to indirect compensation.

Concept	Literature review
Career advancement	Maher (2009) described six strategies supervisors can utilize to facilitate career development: 1. Offer lateral and vertical alignment where employees can train news skills to colleagues. 2. Create a culture for continuous improvement, growth, and development. 3. Allow employees to work on cross-departmental projects and assignments. 4. Invite employees to participate in strategic planning initiatives to create opportunities for collaboration and decision-making. 5. Use one-on-one meetings to listen to employees' interests and discuss career planning. 6. Provide equal opportunities for career advancement. The findings from Adesaogun et al. (2015) advise Black women interested in professional advancement within nonprofit organizations to: • *Seek* volunteer opportunities to connect with influential individuals and situations that can advance their organizational status. • *Prioritize* safety measures while expanding professional networks and seeking mentorship for personal growth. • *Stay open* to career mobility and assess organizational alignment with personal values. • *Pay attention* to communication trends with nonprofit leaders and adapt strategies accordingly. • *Pursue* additional training to enhance skills and contribute to mentoring others. • *Recognize* broader trends affecting Black women in the nonprofit sector and be prepared to make informed career decisions, including knowing when to leave if necessary. This aligns with the strategies McGarry (2023) suggested for enhancing employee career development practices in Retention Strategy 10, creating clear career pathways and coaching: • Nonprofit leaders should ensure employees have a clear vision of their long-term success by establishing personalized career paths tailored to their evolving skills and interests. • By encouraging employees to share their career goals and providing relevant learning opportunities and mentorship, leaders can mitigate feelings of stagnation and demotivation, ultimately fostering employee retention. Lastly, in Retention Strategy 11, focusing on robust recognition strategies, nonprofit leaders should intentionally and regularly recognize employees to foster engagement.

These strategies from McGarry (2023) indicate how equitable recruiting practices and effective management styles contribute to employee retention and job satisfaction at nonprofit organizations in the following ways:

- *Benefits and compensation* play a crucial role in employee retention. When employees are rewarded for their contributions, their sense of value and long-

term commitment increase.

- *Learning and development opportunities* empower continuous growth and skill enhancement, as early as onboarding and into promotions.

- *A positive organizational culture* fosters retention by promoting engagement, transparency, and respect.

- *Career progression* offers clear growth pathways and supportive management, encouraging long-term commitment.

Although these references do not specifically include research on hiring practices at predominately Black nonprofit organizations that service Black children and families in urban communities, I believe the following outcomes can be generalized as human resource best practices for hiring and overall employee engagement related to policies and working conditions at nonprofit organizations.

Research Questions

The problem I sought to solve was hiring practices for Black nonprofit organizations that service Black children and families from urban communities. My two research questions are a culmination of the organization's significant challenge, Herzberg's Two-Factor Theory, and the literature review, as well as the gaps in the literature about servant leadership and the employee experience at predominately Black nonprofit organizations that service Black children and families in urban communities.

Whitley's Servant Leader Employee Experience Research Questions

1. What servant leader qualities are essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities?

2. Why is working for a servant leader important to the employee experience at a

predominately Black nonprofit organization that services Black children and

families from urban communities (e.g., hiring, onboarding, professional

learning, personal development, and career advancement)?

Survey Participants

For my mixed methods convergent design research, I distributed my Qualtrics

survey of 37 questions to all four full-time employees at the affiliate. Based on my 75%

response rate, I received three out of four responses, surpassing my 30% response rate

goal. Below are the quantitative findings (27 multiple choice questions), qualitative

findings (10 open-ended questions), and data analysis (convergent design) from my

Servant Leader and Employee Experience Survey.

Quantitative Findings

The mode and frequency from the 27 items of quantitative data address Research

Question 1, "What servant leader qualities are essential to employees who work for a

predominately Black nonprofit organization that services Black children and families

from urban communities?"

Servant Leader Qualities Dimension Quantitative Data Analysis

Figure 1 shows the survey questions and responses for Questions 1-7 from the

Servant Leader Qualities Dimension.

Figure 1

Servant Leader Qualities Dimension Survey Questions With Mode and Frequency

Q1 - Servant Leader Qualities Dimension

I desire to work for an executive leader who is concerned with the personal welfare of others.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q2 - I desire to work for an executive leader who actively engages in the community and

encourages others to do the same.

#	Answer	%	Count
4	Strongly agree	100%	3
	Total	100%	3

Q3 - I desire to work for an executive leader who demonstrates the capacity to analyze intricate

issues with a solutions-focused mindset.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q4 - I desire to work for an executive leader who is empowering.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q5 - I desire to work for an executive leader who helps others to learn, grow, and succeed.

#	Answer	%	Count
4	Strongly agree	100%	3
	Total	100%	3

Q6 - I desire to work for an executive leader who models authenticity and honesty in their own personal and professional life.

#	Answer	%	Count
4	Strongly agree	100%	3
	Total	100%	3

Q7 - I desire to work for an executive leader who leads with integrity.

#	Answer	%	Count
4	Strongly agree	100%	3
	Total	100%	3

The quantitative data from the Servant Leader Qualities Dimension indicate that 100% of employees desire to work for an executive leader who is concerned with the personal welfare of others. This servant leader quality is important to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This aligns with the Servant Leadership Questionnaire's emotional healing attribute (Liden et al., 2008).

Next, 100% of employees desire to work for an executive leader who actively engages in the community and encourages others to do the same. This aligns with the Servant Leadership Questionnaire's creating value for the community attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities.

Additionally, 100% of employees desire to work for an executive leader who demonstrates the capacity to analyze intricate issues with a solutions-focused mindset. This servant leader quality is important to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This aligns with the Servant Leadership Questionnaire's conceptual skills attribute (Liden et al., 2008).

Also, 100% of employees desire to work for an empowering executive leader. This servant leader quality is important to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This aligns with the Servant Leadership Questionnaire's empowering attribute (Liden et al., 2008).

Likewise, 100% of employees desire to work for an executive leader who helps others learn, grow, and succeed. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities.

In addition, 100% of employees desire to work for an executive leader who models authenticity and honesty in their own personal and professional lives. This aligns with the Servant Leadership Questionnaire's putting subordinates first attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities.

Furthermore, 100% of employees desire to work for an executive leader who leads with integrity. This aligns with the Servant Leadership Questionnaire's behaving ethically attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities.

Hiring Dimension Quantitative Data Analysis

Figure 2 shows the survey questions and responses for Questions 10-14 from the Hiring Dimension.

Figure 2

Hiring Dimension Survey Questions With Mode and Frequency

Q10 - Hiring Dimension

During the hiring process, the executive leader empowered me to ask questions about my role.

#	Answer	%	Count
3	Agree	100%	3
	Total	100%	3

Q11 - During the hiring process, the executive leader answered all of my questions regarding my role.

#	Answer	%	Count
3	Agree	100%	3
	Total	100%	3

Q12 - During the hiring process, the executive leader empowered me to ask questions about the affiliate's culture.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q13 - During the hiring process, the executive leader answered all my questions about the affiliate's culture.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q14 - During the hiring process, the executive leader outlined what success looks like in the first 1-3 months as a new employee.

#	Answer	%	Count
3	Agree	100%	3
	Total	100%	3

The quantitative data from the Hiring Dimension indicate that 100% of employees experienced opportunities to ask the executive leader questions in their hiring process. This aligns with the Servant Leadership Questionnaire's empowering and putting subordinates first attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that these servant leader qualities are essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Next, 100% of employees experienced opportunities where the executive leader answered their questions in their hiring process. This aligns with the Servant Leadership Questionnaire's empowering and helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that these servant leader qualities are essential to employees who work for a predominately Black

nonprofit organization that services Black children and families from urban communities. This also aligns with the best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Additionally, 100% of employees experienced opportunities to ask the executive leader questions about the affiliate's culture in their hiring process. This aligns with the Servant Leadership Questionnaire's empowering and putting subordinates first attribute (Liden et al., 2008). These servant leader qualities are important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Likewise, 100% of employees experienced opportunities where the executive leader answered questions about the affiliate's culture in their hiring process. This aligns with the Servant Leadership Questionnaire's putting subordinates first attribute (Liden et al., 2008). This servant leader quality is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Furthermore, 100% of employees experienced opportunities where the executive leader defined success in their hiring process. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit

organization that services Black children and families from urban communities. This also aligns with the best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Onboarding Dimension Quantitative Data Analysis

Figure 3 shows the survey questions and responses for Questions 17-21 from the Onboarding Dimension.

Figure 3

Onboarding Dimension Survey Questions With Mode and Frequency

Q17 - Onboarding Dimension

During the onboarding process (Month 1), the executive leader provided me with clear expectations of my role and responsibilities.

#	Answer	%	Count
3	Agree	100%	3
	Total	100%	3

Q18 - During the onboarding process (Month 1), the executive leader provided me with a mentor/onboarding buddy to acclimate to my role and the affiliate.

#	Answer	%	Count
2	Disagree	33.33%	1
3	Agree	66.67%	2
	Total	100%	3

Q19 - During the onboarding process (Month 1), the executive leader scheduled one-on-one meeting time with me to answer any questions about my role.

#	Answer	%	Count
3	Agree	100%	3
	Total	100%	3

Q20 - During the onboarding process (Month 1), the executive leader gradually assigned me projects/assignments for my role.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q21 - During the onboarding process (Month 1), the executive leader modeled the organization's and affiliate's mission and vision.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

The qualitative data from the Onboarding Dimension indicate that 100% of employees experienced opportunities where the executive leader provided clear expectations of the role in the onboarding process. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the onboarding best practices that Haddad (2020) described, where the executive leader gives new employees clear expectations.

Next, 66.67% of employees experienced opportunities where the executive leader provided a mentor/onboarding buddy, and 33.33% did not. This indicates that the executive leader can improve with the helping subordinates grow and succeed attribute by providing an onboarding buddy/mentor to new employees in the onboarding process

(Liden et al., 2008). This recommendation aligns with the onboarding best practices that Haddad (2020) described, where mentors/onboarding buddies are provided to new employees.

Additionally, 100% of employees experienced opportunities where the executive leader regularly met with new employees. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed and putting subordinates first attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that these servant leader qualities are essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the onboarding best practices that Haddad (2020) described, where the executive leader provides new employees opportunities to meet regularly to learn more bout the organization, ask questions, and get feedback.

Furthermore, 100% of employees experienced opportunities where the executive leader gradually assigned projects/assignments for their role. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). This servant leader quality is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This aligns with the onboarding best practices Haddad (2020) described, where the executive leader gradually assigns new employees with assignments.

Lastly, 100% of employees experienced opportunities where the executive leader modeled the mission and vision of the affiliate. This aligns with the Servant Leadership Questionnaire's creating value for the community and behaving ethically attribute (Liden

et al., 2008). These servant leader qualities are important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the onboarding best practices Haddad (2020) described, where the executive leader gives new employees opportunities to learn about the organization.

Professional Learning and Personal Development Dimension Quantitative Data Analysis

Figure 4 shows the survey questions and responses for Questions 25-29 from the Professional Learning and Professional Development Dimension.

Figure 4

Professional Learning and Personal Development Dimension Survey Questions With

Mode and Frequency

Q25 - Professional Learning & Personal Development Dimension

The executive leader supports me to make my own work-related decisions.

#	Answer	%	Count
4	Strongly agree	100%	3
	Total	100%	3

Q26 - The executive leader serves to make my job easier rather than harder.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q27 - The executive leader inquires about my life outside of work.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q28 - The executive leader supports my professional goals and fulfillment.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q29 - The executive leader is interested in my personal goals and fulfillment.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

The quantitative data from the Professional Learning and Personal Development Dimension indicate that 100% of employees experienced opportunities where the executive leader supported them in making work-related decisions. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the professional learning and personal development best practices that Linscott (2011) described, where the executive leader creates opportunities for employees to engage in personal responsibility.

Additionally, 100% of employees experienced opportunities where the executive leader served to make their job easier rather than harder. This aligns with the Servant Leadership Questionnaire's creating value for the community and emotional healing attribute (Liden et al., 2008). These servant leader qualities are important to the employee

experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the professional learning and personal development best practices Williams (2005) described, where the executive leader protects employees from burnout.

Likewise, 100% of employees experienced opportunities where the executive leader inquired about their life outside of work. This aligns with the Servant Leadership Questionnaire's creating value for the community and emotional healing attribute (Liden et al., 2008). These servant leader qualities are important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the professional learning and personal development best practices Winkler and Fyffe (2016) described, where the executive leader is emotionally intelligent in supporting new employees.

Also, 100% of employees experienced opportunities where the executive leader supported their professional goals and fulfillment. This aligns with the Servant Leadership Questionnaire's creating value for the community attribute (Liden et al., 2008). This servant leader quality is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the professional learning and personal development best practices Williams (2005) described, where the executive leader provides support to enable employees to take advantage of professional development opportunities. This also aligns with the professional learning and personal development best practices Winkler and Fyffe (2016) described, where the executive leader serves as a mentor by creating a continuous learning and development culture that leads to the

employee feeling empowered and engaged.

Furthermore, 100% of employees experienced opportunities where the executive leader supported their personal goals and fulfillment. This aligns with the Servant Leadership Questionnaire's creating value for the community attribute (Liden et al., 2008). This servant leader quality is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the professional learning and personal development best practices Winkler and Fyffe (2016) described, where the executive leader serves as a mentor by creating a continuous learning and development culture that leads to the employee feeling empowered and engaged.

Career Advancement Dimension Quantitative Data Analysis

Figure 5 shows the survey questions and responses for Questions 32-36 from the Career Advancement Dimension.

Figure 5

Career Advancement Dimension Survey Questions With Mode and Frequency

Q32 - Career Advancement Dimension

The executive leader prioritizes employees' success over their own.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q33 - The executive leader creates opportunities to help employees reach their personal and professional goals.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q34 - The executive leader uses innovative solutions to address work-related challenges so that employees are successful in their roles.

#	Answer	%	Count
3	Agree	33.33%	1
4	Strongly agree	66.67%	2
	Total	100%	3

Q35 - The executive leader uses innovative solutions to create growth and development

opportunities for employees.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

Q36 - The executive leader assigns employees to projects/assignments that align with personal

and/or professional interests.

#	Answer	%	Count
3	Agree	66.67%	2
4	Strongly agree	33.33%	1
	Total	100%	3

The quantitative data from the Career Advancement dimension indicate that 100%

of employees experienced opportunities where the executive leader prioritized their

employees' success. This aligns with the Servant Leadership Questionnaire's creating

value for the community and putting subordinates first attribute (Liden et al., 2008).

These servant leader qualities are important to the employee experience at a

predominately Black nonprofit organization that services Black children and families

from urban communities. This also aligns with the career advancement best practices

Maher (2009) described, where the executive leader creates a continuous improvement,

growth, and development culture.

Next, 100% of employees experienced opportunities where the executive leader

helped the employee reach their personal and professional goals. This aligns with the

Servant Leadership Questionnaire's creating value for the community and putting

subordinates first attribute (Liden et al., 2008). These servant leader qualities are

important to the employee experience at a predominately Black nonprofit organization

that services Black children and families from urban communities. This also aligns with

the career advancement best practices Maher (2009) described, where the executive

leader creates a continuous improvement, growth, and development culture.

Additionally, 100% of employees experienced opportunities where the executive

leader used innovative solutions to address work-related challenges so the employee was

successful in their role. This aligns with the Servant Leadership Questionnaire's

conceptual skills, emotional healing, and putting subordinates first attribute (Liden et al.,

2008). These servant leader qualities are important to the employee experience at a

predominately Black nonprofit organization that services Black children and families

from urban communities. This also aligns with the career advancement best practices

Maher (2009) described, where the executive leader creates a continuous improvement,

growth, and development culture.

Furthermore, 100% of employees experienced opportunities where the executive

leader used innovative solutions to create growth and development opportunities. This

aligns with the Servant Leadership Questionnaire's conceptual skills, putting subordinates

first, and helping subordinates grow and succeed attribute (Liden et al., 2008). These

servant leader qualities are important to the employee experience at a predominately

Black nonprofit organization that services Black children and families from urban

communities. This also aligns with the career advancement best practices Maher (2009)

described, where the executive leader creates a continuous improvement, growth, and

development culture.

Next, 100% of employees experienced opportunities where the executive leader

assigned employees to projects/assignments that aligned with their personal and/or professional interests. This aligns with the Servant Leadership Questionnaire's conceptual skills, putting subordinates first, and helping subordinates grow and succeed attribute (Liden et al., 2008). These servant leader qualities are important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities. This also aligns with the career advancement best practices Maher (2009) described, where the executive leader allows employees to work on cross-departmental projects and assignments.

Qualitative Findings

The themes from the 10 items of qualitative data address Research Question 2, "Why is working for a servant leader important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities (e.g., hiring, onboarding, professional learning, personal development, and career advancement)?"

Servant Leader Qualities Dimension Qualitative Data Analysis

The summary of qualitative findings for Question 8 and Question 9 from the Servant Leader Qualities Dimension indicates that employees have experienced their executive leader empowering them to take sick time, prioritize their mental health, and engage in self-care. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they have a genuine concern for the personal welfare of their employees. This aligns with the Servant Leadership Questionnaire's emotional healing and putting subordinates first attribute (Liden et al., 2008).

Additionally, employees have experienced their executive leader empowering them to share their opinions and grow to take on new responsibilities. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because it makes employees feel empowered. This aligns with the Servant Leadership Questionnaire's empowering and helping subordinates grow and succeed attribute (Liden et al., 2008).

Hiring Dimension Qualitative Data Analysis

The summary of qualitative findings for Question 15 and Question 16 from the Hiring Dimension indicates that in the hiring process, employees have experienced their executive leader asking about their interests and how they can provide value to the organization. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because of the putting subordinates first attribute (Liden et al., 2008). This aligns with the hiring best practices that Weisberg and Dent (2016) described, where the supervisor is supportive throughout the hiring process.

Additionally, in the hiring process, employees have experienced their executive leader providing clear expectations of the role/position. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because of the helping subordinates grow and succeed attribute (Liden et al., 2008). This aligns with the hiring best practices that Weisberg and Dent (2016) described, where the supervisor is supportive.

Onboarding Dimension Qualitative Data Analysis

The summary of qualitative findings for questions 22-24 8 from the Onboarding Dimension indicates the following. During onboarding, employees have experienced their executive leader explain the role and answer questions. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because of the clarity they are given about the role and responsibilities in onboarding. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). This also aligns with the onboarding best practices that Haddad (2020) described, where the executive leader provides clear expectations to new employees.

During onboarding, employees have experienced having access to a mentor or onboarding buddy. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they are provided a mentor in onboarding. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). This also aligns with the onboarding best practices that Haddad (2020) described, where the executive leader provides a mentor to new employees.

During onboarding, some employees have experienced unique and innovative approaches initiated by the executive leader that included weekly team meetings to discuss, plan, and review completed and upcoming projects and events. Working for a servant leader is important to the employee experience at a predominately Black

nonprofit organization that services Black children and families from urban communities because of the opportunities for new employees to meet the team in onboarding. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). This also aligns with the onboarding best practices that Haddad (2020) described, where the executive leader provides opportunities for employees to meet as a team.

Professional Learning and Personal Development Dimension Qualitative Data Analysis

The summary of qualitative findings for Question 30 and Question 31 from the Professional Learning and Personal Development Dimension indicates the following. Throughout the professional learning and personal development process, employees have experienced their executive leader take an interest in their personal and professional aspirations outside of work. Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because the executive leader is intentional about learning about their employees. This aligns with the Servant Leadership Questionnaire's empowering, creating value for the community, and putting subordinates first attribute (Liden et al., 2008). This also aligns with the professional learning and personal development best practices that Williams (2005) described, where the executive leader provides opportunities for employees to take advantage of professional development opportunities. This is also noted as a best practice from Linscott (2011), where the executive leader allows employees to attend conferences.

Throughout the professional learning and personal development process,

employees have experienced their executive leader take an interest in their personal and

professional growth on a daily basis and even on a national level. Working for a servant

leader is important to the employee experience at a predominately Black nonprofit

organization that services Black children and families from urban communities because

the executive leader intentionally creates opportunities for their employees. This aligns

with the Servant Leadership Questionnaire's helping subordinates grow and succeed

attribute (Liden et al., 2008). This also aligns with the professional learning and personal

development best practices that Williams (2005) described, where the executive leader

creates opportunities for interesting work. This also coincides with the professional

learning and personal development best practice from Linscott (2011), where supervisors

allow their employees to participate in conferences.

Career Advancement Dimension Qualitative Data Analysis

The summary of qualitative findings for Question 37 from the Career

Advancement Dimension indicates employees have experienced their executive leader

assigning them to projects and roles that align with their personal or professional interests

through observation and their voluntary participation. Working for a servant leader is

important to the employee experience at a predominately Black nonprofit organization

that services Black children and families from urban communities because the executive

leader is intentional with supporting their employees' interest with various work

assignments. This aligns with the Servant Leadership Questionnaire's helping

subordinates grow and succeed attribute (Liden et al., 2008). This also aligns with the

career advancement best practices that Maher (2009) described, where the executive

leader creates a continuous improvement, growth, and development culture and equal

opportunities for advancement.

Convergent Data Analysis

Servant Leader Qualities Dimension Convergent Data Analysis

Using the convergent design, I corroborated the quantitative and qualitative results to report the mode and frequency where employees collectively selected strongly agree and the common themes that emerged from the open-ended questions for the servant leader qualities dimension. The converging data for the servant leader qualities dimension for Questions 1-9 are detailed in Table 3.

Table 3

Servant Leader Qualities Dimension Convergent Data Analysis

Servant leader quality	Converging data
Helping subordinates grow and succeed	Q5: 100% of employees desire to work for an executive leader who helps others learn, grow, and succeed. • This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q9: Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they make employees feel empowered. • Employees have experienced their executive leader empowering them to share their opinions as well as grow to take on responsibilities at a local, city, and state level. This aligns with the Servant Leadership Questionnaire's helping subordinates grow and succeed attribute (Liden et al., 2008).
Putting subordinates first	Q6: 100% of employees desire to work for an executive leader who models authenticity and honesty in their own personal and professional lives. • This aligns with the Servant Leadership Questionnaire's putting subordinates first attribute (Liden et al., 2008). Since all the participants strongly agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q8: Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they have a genuine concern for the personal welfare of their employees. • Employees have experienced their executive leader empowering them to take sick time, prioritize their mental health, and engage in self-care. This aligns with the Servant Leadership Questionnaire's putting subordinates first attributes (Liden et al., 2008).

Working for an executive leader with helping subordinates grow and succeed and putting subordinates first servant leader qualities is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities (Liden et al., 2008). Based on the data, these qualities are essential to the employee experience because employees feel supported by their executive leader in how they empower and help others learn, grow, and succeed; model authenticity and honesty in their own personal and professional lives; and express genuine concern for the personal welfare of their employees. McGarry (2023) studied post-pandemic employee retention in nonprofit organizations, and it is evident that this organization has a positive organizational culture that promotes engagement, transparency, and respect, which are important to employee retention and job satisfaction at nonprofit organizations.

Hiring Dimension Convergent Data Analysis

Using the convergent design, I corroborated the quantitative and qualitative results to report the mode and frequency where employees collectively selected agree and the common themes that emerged from the open-ended questions for the hiring dimension. The converging data for the hiring dimension for Questions 10-16 are detailed in Table 4.

Table 4

Hiring Dimension Convergent Data Analysis

Servant leader quality	Converging data
Putting subordinates first	Q10: 100% of employees experienced opportunities to ask the executive leader questions in their hiring process. • This indicates that the executive leader puts subordinates first (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q15: In the hiring process, working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they put subordinates first (Liden et al., 2008). • In the hiring process, employees have experienced their executive leader asking about their interests and how they can provide value to the organization in the hiring process.
Helping subordinate grow and succeed	Q11: 100% of employees experienced opportunities where the executive leader answered their questions in their hiring process. • This indicates that the executive leader helps subordinates grow and succeed (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q14: 100% of employees experienced opportunities where the executive leader defined success in their hiring process. • This indicates that the executive leader helps subordinates grow and succeed (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q16: In the hiring process, working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they help subordinates grow and succeed (Liden et al., 2008). • In the hiring process, employees have experienced their executive leader providing clear expectations of the role/position.

In the hiring process, working for an executive leader with helping subordinates grow and succeed and putting subordinates first servant leader qualities is essential to

employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities (Liden et al., 2008). Based on the data, these qualities are essential to the employee experience during hiring because the executive leader provides clear expectations of the role, asks about their employees' interests, and shares how their employees add value to the organization. McGarry (2023) studied post-pandemic employee retention in nonprofit organizations, and it is evident that this organization has a positive organizational culture that promotes engagement, transparency, and respect, which are important to employee retention and job satisfaction at nonprofit organizations.

Onboarding Dimension Convergent Data Analysis

Using the convergent design, I corroborated the quantitative and qualitative results to report the mode and frequency where employees collectively selected agree and the common themes that emerged from the open-ended questions for the onboarding dimension. The converging data for the onboarding dimension for Questions 17-24 are detailed in Table 5.

Table 5

Onboarding Dimension Convergent Data Analysis

Servant leader quality	Converging data
Helping subordinates grow and succeed	Q17: 100% of employees experienced opportunities where the executive leader provided clear expectations of the role in their onboarding process. • This indicates that the executive leader helps subordinates grow and succeed (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q19: 100% of employees experienced opportunities where the executive leader regularly met with new employees. • This indicates that the executive leader helps subordinates grow and succeed (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q22: In the onboarding process, working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they help subordinates grow and succeed (Liden et al., 2008). • During onboarding, employees have experienced their executive leader explain the role and answer questions. Q23: In the onboarding process, working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they help subordinates grow and succeed (Liden et al., 2008). • During onboarding, employees have experienced having access to a mentor or onboarding buddy. Q24: In the onboarding process, working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they help subordinates grow and succeed (Liden et al., 2008). • During onboarding, employees have experienced unique and innovative approaches initiated by the executive leader, including weekly team meetings to discuss, plan, and review completed and upcoming projects and events.

During onboarding, working for an executive leader with helping subordinates

grow and succeed servant leader quality is important for employees who work for a

predominately Black nonprofit organization that services Black children and families

from urban communities (Liden et al., 2008). Based on the data, this quality is essential

to the employee experience during onboarding because the executive leader explains the

role, answers questions, provides a mentor or onboarding buddy, and offers team

meetings to new employees. McGarry (2023) studied post-pandemic employee retention

in nonprofit organizations, and it is evident that this organization has a positive

organizational culture that promotes engagement, transparency, and respect, which are

important to employee retention and job satisfaction at nonprofit organizations.

Professional Learning and Personal Development Dimension Convergent Data

Analysis

Using the convergent design, I corroborated the quantitative and qualitative

results to report the mode and frequency where employees collectively selected strongly

agree and the common themes that emerged from the open-ended questions for the

professional learning and personal development dimension. The converging data for the

professional learning and personal development dimension for Questions 25-31 are

detailed in Table 6.

Table 6

Professional Learning and Personal Development Dimension Convergent Data Analysis

Servant leader quality	Converging data
Helping subordinates grow and succeed	Q25: 100% of employees experienced opportunities where the executive leader supported them in making work-related decisions. • This indicates that the executive leader helps subordinates grow and succeed (Liden et al., 2008). Since all the participants agreed with this statement, it is clear that this servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities. Q31: Working for a servant leader is important to the employee experience at a predominately Black nonprofit organization that services Black children and families from urban communities because they help subordinates grow and succeed (Liden et al., 2008). • Employees have experienced their executive leader take an interest in their personal and professional growth by assigning them a project at the national conference.

Working for an executive leader with a helping subordinates grow and succeed servant leader quality is essential to employees who work for a predominately Black nonprofit organization that services Black children and families from urban communities (Liden et al., 2008). Based on the data, this quality is essential to the employee experience during professional learning and personal development because the executive leader supports employees in making work-related decisions, takes an interest in their personal and professional aspirations, and takes an interest in their personal and professional growth by assigning them to projects/assignments. McGarry (2023) studied post-pandemic employee retention in nonprofit organizations, and it is evident that this organization offers learning and development opportunities that empower continuous growth and skill enhancement, which is important to employee retention and job

satisfaction at nonprofit organizations.

Career Advancement Dimension Convergent Data Analysis

Using the convergent design, I tried to corroborate the quantitative and qualitative results to report the mode and frequency where employees collectively selected strongly agree or agree and the common themes that emerged from the open-ended questions for the career advancement dimension. Based on the analysis, the data do not converge for Questions 32-37. Since this affiliate only has four full-time employees, it is possible that the employees have yet to engage in this career advancement phase fully. McGarry (2023) studied post-pandemic employee retention in nonprofit organizations, and it is evident that this organization needs support with career progression as it offers clear growth pathways and supportive management, encouraging long-term commitment, which is important to employee retention and job satisfaction at nonprofit organizations.

Conclusion of Chapter 4

Based on the findings, employees at this affiliate desire to work for an executive leader who leads with servant leadership. Collectively, all the trends from the data indicate that the executive leader is particularly skilled in helping subordinates grow and succeed and putting subordinates first (Liden et al., 2008).

In hiring, the executive leader has supported new employees (Weisberg & Dent, 2016). In onboarding, the executive leader provided new employees with clear expectations, regular meeting opportunities, and mentors (Haddad, 2020). During professional learning and personal development, the executive leader has created opportunities for employees to engage in their own growth and development through team meeting participation, attendance at conferences, and leading projects of interest

(Haddad, 2020; Linscott, 2011; Williams, 2005). The organization has strengths with having a positive organizational culture and learning and development opportunities, which are important to nonprofit organizational success; career progression is noted as an area for improvement (McGarry, 2023).

The executive leader at the affiliate is exceptionally skilled in having a servant leadership approach to employee engagement. The findings from the data collection also indicate opportunities for human resource management improvement for this affiliate, which are addressed as recommendations in the Action Plan in Chapter 5.

Chapter 5: Discussion

Introduction

My two research questions are a culmination of the organization's significant

challenge, Herzberg's Two-Factor Theory, and the literature review, as well as the gaps

in the literature about servant leadership and the employee experience at predominately

Black nonprofit organizations that service Black children and families in urban

communities. Before providing recommendations, it is important to revisit the crux of my

theoretical framework, Herzberg's Two-Factor Theory of Motivation.

Herzberg's Two-Factor Theory of Motivation

After learning about the history of Herzberg's Two-Factor Theory and his

publication of "The Motivation to Work" study in 1951, I knew this theoretical

framework aligned nicely with the problem I was solving. Although Maslow's theory

described our individual hierarchy of needs, Herzberg addressed how the organization

can impact an employee's motivation to work.

Herzberg's Two-Factor Theory connects how an organization impacts the

employee's motivation. In fact, by researching this theoretical framework, I learned that

the term job enrichment came about from Herzberg's research (British Library, n.d.).

Herzberg (2003) wrote a Harvard Business Review titled "One more time: How do you

motivate employees?" to explain how managers developed personnel practices such as

wage increases, benefits, and job participation to help motivate employees as short-term

solutions.

An organization can ensure that hygiene factors are met as a way to decrease job

dissatisfaction, while an organization's motivator factors increase job satisfaction for

employees. I selected Herzberg's Two-Factor Theory as the theoretical framework to

research hiring practices in predominately Black nonprofit organizations serving Black

children and families from urban communities. As a researcher, Herzberg's Two-Factor

Theory is the theoretical framework that emerged from my literature review. Here are

some of the terms that emerged from the search description:

- employee engagement factors

- involvement

- commitment

- job satisfaction

- work motivation

- intrinsic satisfaction

- job dissatisfaction

- employee turnover/turnover intent

- human resources/human resource management

- decision-making

- staff retention

- compensation

Review of Research

In "The Motivation to Work" study, Herzberg et al. (1959) explained that when

unmet, an organization's hygiene factors can lead to employee job dissatisfaction.

Hertzberg et al described the goal of improving hygiene factors as a way to decrease job

dissatisfaction. Below are the references that detail how these factors present themselves

in hiring and employee engagement at organizations. Hygiene factors can be related to an

organization's

- working conditions

- policies and rules

- supervisor quality

- base wage, salary

Policies and Working Conditions

Berry and Morris (2008) described employee engagement, job satisfaction, and turnover intent. Their study shared that employee engagement can reduce an employee's intent to leave an organization. Ideally, working conditions related to employee engagement must be favorable to reduce disengagement, which could lead to turnover. Berry and Morris shared that organizations can leverage Herzberg's Two-Factor Theory to define employee engagement in their unique organizations.

Kahaki et al. (2022) studied work design characteristics by surveying 270 Iranian employees using a work design questionnaire. The results from this study indicated that the work design questionnaire has psychometric solid properties to assess the positive and negative outcomes of work characteristics. Organizations focusing on work design can reduce stress and increase job satisfaction. The work design questionnaire was developed by Morgeson and Humphrey (2006) with 21 work characteristics and four themes:

- task characteristics

- knowledge characteristics

- social characteristics

- work context

Although these references do not specifically include research on hiring practices

at predominately Black nonprofit organizations that service Black children and families

in urban communities, I believe the following solutions can be generalized as human

resource best practices for hiring and overall employee engagement related to policies

and working conditions at nonprofit organizations:

- Policies at nonprofit organizations:
  - Encourage employee engagement with shared decision-making
  - Use Herzberg's Two-Factor Theory to define and improve what employee engagement looks like
- Working conditions at nonprofit organizations:
  - Leverage the work design questionnaire to reduce stress and burnout and improve job satisfaction and employee motivation

Base Wage and Salary

Werner et al. (2003) described how some organizations receive United Way

funding. Werner et al. surveyed 1,811 employees from 69 nonprofit organizations in

urban communities that receive United Way funding. Werner et al. indicated that

employees who work for United Way-funded nonprofit organizations receive higher pay

than agencies that do not receive funding. This is important because other affiliates

within the nation receive United Way funding. The local affiliate I consulted with does

not receive United Way funding.

McGarry (2023) also indicated how equitable recruiting practices and effective

management styles contribute to employee retention and job satisfaction at nonprofit

organizations. Benefits and compensation play a crucial role in employee retention.

When employees are rewarded for their contributions, their sense of value and long-term

commitment increase.

Although these references do not specifically include research on hiring practices at predominately Black nonprofit organizations that service Black children and families in urban communities, I believe the following solution can shed light on hiring challenges that involve pay and compensation.

In "The Motivation to Work" study, Herzberg et al. (1959) explained that motivator factors can influence job satisfaction. Herzberg et al. described the goal of improving motivator factors to increase job satisfaction. Below are the references that detail how these factors present themselves in hiring and employee engagement at organizations. Motivator factors can be related to

- achievement

- recognition

- responsibility

- the work itself

- advancement

- personal growth

Responsibility and the Work Itself

Lee and Wilkins (2011) shared the seven motivational concepts that explain why managers select public or nonprofit employment. Managers with increased responsibility, family-friendly policies, and volunteer opportunities are more likely to choose a career at a nonprofit organization. This highlights how the work and responsibility of leaders within nonprofit organizations can motivate their career choices.

Judge et al. (2002) generalized how the big five personality traits impact job

satisfaction across sectors. Results from this meta-analysis indicated that individuals with the big five personality traits of neuroticism had the most significant relationships with job satisfaction. On page 531, Judge et al. defined the big-five personalities as,

- Neuroticism: Individuals who experience adverse life events more than other individuals

- Extraversion: Individuals who find social and interpersonal interactions at work rewarding

- Openness to Experience: Individuals who are scientific, artistic, creative, divergent thinking, low religiosity, and political liberation can feel both the good and bad more deeply

- Agreeableness: Individuals with greater motivation to achieve interpersonal intimacy and greater levels of well-being

- Conscientiousness: Individuals with a greater likelihood of obtaining work rewards like pay, promotions, recognition, respect, and personal accomplishment

McGarry (2023) also indicated how equitable recruiting practices and effective management styles contribute to employee retention and job satisfaction at nonprofit organizations. A positive organizational culture fosters retention by promoting engagement, transparency, and respect.

Although these references do not specifically include research on hiring practices at predominately Black nonprofit organizations that service Black children and families in urban communities, I believe that the following solutions can be generalized as human resource best practices for hiring at nonprofit organizations, which can lead to job

satisfaction:

- The compelling mission and vision of the nonprofit organization can attract good-fit employees.

- Employees' big five personality traits can impact their experience at a nonprofit organization.

If not present in an organization, hygiene factors, including working conditions, supervisor quality, and policies, can negatively impact employee satisfaction. On the other hand, motivator factors such as having responsibility at work, achievement, and recognition motivate employees. This theoretical framework is important to nonprofit organizations with hiring challenges because it addresses employee engagement. In this chapter, I describe how Herzberg's Two-Factor Theory provides solutions for the affiliate's significant challenge of hiring practices. Additionally, strategies from McGarry (2023) indicated how equitable recruiting practices and effective management styles contribute to employee retention and job satisfaction at nonprofit organizations; if not present, it can lead to employee turnover.

Summary of Findings

Motivator Factors at the Affiliate

Herzberg et al. (1959) explained how motivator factors increase organizational employee satisfaction. Motivator factors can be related to responsibility, the work itself, advancement, and personal growth. In my findings, employees experience motivator factors from hiring and onboarding to professional learning and personal development at this affiliate. The results from my Servant Leader and Employee Experience Survey indicate how working for a servant leader provides employees with positive experiences

of responsibility and personal growth. At this affiliate, employees are satisfied with the present motivator factors because the executive leader's servant leadership has created a culture where employees feel encouraged to achieve and grow personally and professionally.

Hygiene Factors at the Affiliate

Herzberg et al. (1959) explained how improving hygiene factors decreases employee job dissatisfaction at an organization. In my findings, hygiene factors include the affiliate's working conditions and supervisor quality throughout the employee experience, from hiring to onboarding, professional learning, personal development, and career advancement. The results from my Servant Leader and Employee Experience Survey indicate how working for a servant leader provides employees with a positive experience and great working conditions. Based on survey participant responses, the executive leader's servant leadership style converges with putting subordinates first and helping subordinates grow and succeed (Liden et al., 2008). These servant leader qualities indicate that the supervisor quality of the executive leader is also positive at this affiliate. These positive factors make employees feel empowered and involved in shared decision-making, which indicates exceptional supervisor quality.

Alternatively, the findings did not indicate strong written policies in the employee handbook supporting what employees can expect from hiring, onboarding, professional learning, personal development, and career advancement. In fact, during the root cause analysis, the executive leader shared how the United Way resources are leveraged when new employees join the affiliate. Based on Herzberg's Two-Factor Theory, organizational policies are one way to ensure that hygiene factors are met and employees

are satisfied. The recommendation is to improve the affiliate's employee handbook to include specific sections about employee engagement at each phase of their employee experience, which can help improve the hiring and onboarding phase for new employees at this affiliate.

Additionally, the data indicated inconsistencies with the onboarding buddy/ mentor experience. The recommendation is to include this as a policy in the employee handbook. Research shows that when new employees have an onboarding buddy/mentor, they are more prepared for the organizational culture, leading to growth and development. These recommendations highlight ensuring hygiene factors are met through written policies in the employee handbook and that employees are satisfied.

Recommendations From Research

Now that it is confirmed what servant leader attributes are essential to employees and why it matters to work for an executive leader with a servant leadership style, I propose an action plan that leverages theory and practice using Herzberg's Two-Factor Theory and the human resource management best practices for nonprofit organizations.

Since the findings did not indicate strong written policies in the employee handbook supporting what employees can expect from hiring, onboarding, professional learning, personal development, and career advancement, I propose two recommendations from research that will continue to ensure that hygiene factors are being met in the affiliate's policies. These recommendations can also enhance all elements of this affiliate's working conditions and supervisor quality through these documented policies. The goal is to continue to enhance the employee experience of hiring, onboarding, professional learning, personal development, and career

advancement.

Herzberg's Two-Factor Theory was influential in creating an action plan from the lens of human resource management. Improving the employee handbook and providing an onboarding buddy to new employees address the fundamental aspects of the policies at the affiliate. These two activities can establish clear expectations and enhance communication, which can help employees understand their roles, responsibilities, and the organizational culture, as well as convey important information about the organization's values and policies. These are important to ensure employees are satisfied throughout the hiring process and beyond.

McGarry (2023) indicated how equitable recruiting practices and effective management styles contribute to employee retention and job satisfaction at nonprofit organizations. Benefits and compensation play a crucial role in employee retention. When employees are rewarded for their contributions, their sense of value and long-term commitment increase. Learning and development opportunities empower continuous growth and skill enhancement, as early as onboarding and into promotions. A positive organizational culture fosters retention by promoting engagement, transparency, and respect. Career progression offers clear growth pathways and supportive management, encouraging long-term commitment.

Figures 6 and 7 detail two activities, a timeline, human resources needed, assessment methods, goals, and indicators of success that this affiliate can adopt to improve its policies and ensure hygiene factors are met and documented in the employee handbook throughout their employee experience.

Figure 6

Hiring Practices: Servant Leader and the Employee Experience Action Plan Activity 1

Specific activity	Timeline	Persons responsible	Resources needed	Formative assessment method	Summative assessment method	Goal	Indicator of success
Define what employee engagement looks like in the employee handbook.	3 months	Executive leader and full-time staff	Current employee handbook	The executive leader and full-time staff will collaborate to write and add the following sections to the employee handbook: June 2024: Add a section about what employees should expect to experience in the hiring and onboarding phases from day 1 to the beginning of month 2 of employment at the affiliate.	By September 1, 2024, the employee handbook will have added sections that detail employee engagement in hiring, onboarding, professional learning and personal development, and career advancement at the affiliate.	Add policies to the employee handbook to ensure that hygiene factors are met and that 100% of employees are satisfied with hiring practices.	As the affiliate scales, 100% of employees will have an employee handbook that includes policies on what employee engagement looks like in each phase of their employee journey at this affiliate.
				July 2024: Add a section about what employees should expect to experience in the professional learning and personal development phase from month 3 and beyond at the affiliate. August 2024: Add a section about what employees should expect to experience in the career advancement phase from month 7 and beyond at the affiliate.			

"In order to build a rewarding employee experience, you need to understand what matters most to your people." –Julie Bevacqua (Balsa, 2024, p. 2)

Figure 7

Hiring Practices: Servant Leader and the Employee Experience Action Plan Activity 2

Specific activity	Timeline	Persons responsible	Resources needed	Formative assessment method	Summative assessment method	Goal	Indicator of success
Assign all new employees an onboarding buddy.	12 months	Executive leader	New hires and current employees	From day 1 to the beginning of month 2, the executive leader will assign new hires an onboarding buddy in the onboarding phase: 1. Immediately when the Administrative Assistant position is filled. 2. Ongoing, as new employees are hired throughout the year.	Throughout 2024, as new employees are hired, they will be assigned an onboarding buddy.	Add policies to ensure that hygiene factors are met and that 100% of employees are satisfied with onboarding practices.	As the affiliate scales, 100% of new hires will be assigned an onboarding buddy to help them acclimate to the affiliate and their role.

"Train people well enough so they can leave. Treat them well enough so they

don't have to." – Sir Richard Branson (Balsa, 2024, p. 2)

As Herzberg's Two-Factor Theory suggests, satisfied employees emerge from a solid foundation of well-handled hygiene factors. This affiliate can unlock the potential for harmonious, engaged, and motivated employees by prioritizing hygiene factors, propelling employees toward success. This approach is a strategic investment in the well-being and empowerment of employees. First, by refining the foundational element of the hiring experience, the comprehensive employee handbook will lay the groundwork for a workplace environment that establishes clear expectations and fosters transparent communication with ongoing support and development. Second, a positive onboarding experience paves the way for employees to learn from their peers. As this affiliate hires more employees, these recommendations will help the organization to scale effectively and in a way that honors employee engagement in all phases of the employee experience.

These short-term recommendations of enhancing the employee handbook and assigning an onboarding buddy to new hires lead to effective onboarding, which is critical to the long-term success of employees and the organization. In any organization, an effective onboarding experience saves organizations time and resources on the back end. This is particularly important for nonprofit organizations because supervisor quality, working conditions, and policies set the stage for employee satisfaction in the long term.

Research has shown that nonprofit organizations that leverage human resource management best practices have policies that establish clear expectations, enhance communication, address compliance and risk management issues, and improve organizational culture, all leading to an effective onboarding experience for employees. These hiring and onboarding practices can positively impact employee engagement in any organization, and they are all necessary to the employee experience from hiring and onboarding to professional learning and personal development to career advancement (McGarry, 2023).

Conclusion of Chapter 5

In the journey of improving an organization's foundation inspired by Herzberg's Two-Factor Theory, organizations are not just checking off boxes. Organizations are crafting an environment where employees feel seen, supported, and part of something meaningful. The data from my Servant Leader and Employee Experience Survey show that working for an executive leader with servant leadership qualities positively impacts the employee experience at predominately Black nonprofit organizations that service Black children and families from urban communities.

As organizations enhance their employee handbook policies and onboarding

experiences, they are not just preventing dissatisfaction. They collaboratively create a work environment where every team member contributes to the collective success and mission with purpose. Within nonprofits, organizational success is about prioritizing employees by documenting these experiences and offering opportunities for connection throughout every phase of the employee journey.

> *"I am convinced that nothing we do is more important than hiring and developing people." – Lawrence Bossidy* (Balsa, 2024, p. 2)

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Appendix

Whitley's Servant Leader and Employee Experience Survey

Servant Leader Qualities Dimension

I desire to work for an Executive Leader who is concerned with the personal welfare of others.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who actively engages in the community and encourages others to do the same.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who demonstrates the capacity to analyze intricate issues with a solutions-focused mindset.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who is empowering.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who helps others to learn, grow and succeed.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who models authenticity and honesty in their own personal and professional life.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

I desire to work for an Executive Leader who leads with integrity.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

Can you describe a time when your Executive Leader demonstrated genuine concern for your personal welfare or that of your colleagues?

What actions or behaviors does your Executive Leader exhibit that makes you feel empowered in your role?

Hiring Dimension

During the hiring process, the Executive Leader empowered me to ask questions about my role.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the hiring process, the Executive Leader answered all of my questions regarding my role.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the hiring process, the Executive Leader empowered me to ask questions about the affiliate's culture.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the hiring process, the Executive Leader answered all my questions about the affiliate's culture.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the hiring process, the Executive Leader outlined what success looks like in the first 1-3 months as a new employee.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

Describe your experience during the hiring process, especially regarding the level of clarity and openness you felt from the Executive Leader.

How did the Executive Leader ensure you had a clear understanding of the company's culture and your role within it during the hiring phase?

Onboarding Dimension

During the onboarding process (month 1), the Executive Leader provided me with clear expectations of my role and responsibilities.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the onboarding process (month 1), the Executive Leader provided me with a mentor/onboarding buddy to acclimate to my role and the affiliate.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the onboarding process (month 1), the Executive Leader scheduled one-on-one meeting time with me to answer any questions about my role.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the onboarding process (month 1), the Executive Leader gradually assigned me projects/assignments for my role.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

During the onboarding process (month 1), the Executive Leader modeled the organization's and affiliate's mission and vision.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

Reflecting on your first month, in what ways did the Executive Leader provide clarity on your role and responsibilities?

How was the mentorship or "onboarding buddy" system beneficial in your acclimation to your role and the company?

Were there any unique or innovative approaches the Executive Leader employed during your onboarding that stood out to you?

Professional Learning & Personal Development Dimension

The Executive Leader supports me to make my own work-related decisions.

Strongly Disagree	Disagree	Agree	Strongly Agree	Extremely professional
○	○	○	○	○

The Executive Leader serves to make my job easier rather than harder.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader inquiries about my life outside of work.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader supports my professional goals and fulfillment.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader is interested in my personal goals and fulfillment.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

How does the Executive Leader show interest in your personal and professional aspirations outside of daily work tasks?

[   ]

Can you describe an instance where the Executive Leader proactively created or suggested an opportunity for your personal or professional growth?

[   ]

Career Advancement Dimension

The Executive Leader prioritizes employees' success over their own.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader creates opportunities to help employees reach their personal and professional goals.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader uses innovative solutions to address work-related challenges so that employees are successful in their roles.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader uses innovative solutions to create growth and development opportunities for employees.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

The Executive Leader assigns employees to projects/assignments that align with personal and/or professional interests.

Strongly Disagree	Disagree	Agree	Strongly Agree
○	○	○	○

How does the Executive Leader ensure that employees are assigned to projects or roles that align with their personal or professional interests?

→