



**“EXAMINING THE RELATIONSHIP BETWEEN TRANSFORMATIONAL  
LEADERSHIP AND INTRINSIC MOTIVATION  
AMONG EMPLOYEES IN ECCO STORE IN IRELAND”**

By Zeynep Naz Onay

MA in Human Resource Management | National College of Ireland

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## National College of Ireland

### Project Submission Sheet

**Student Name:** Zeynep Naz Onay  
**Student ID:** 22176268  
**Programme:** Human Resources Management **Year:** 2024  
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**Supervisor:** April Hargreaves  
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## **ABSTRACT**

### **Purpose**

The aim of this study is to explore the connection between transformational leadership and intrinsic motivation among staff at Ecco Store in Ireland to help improve the leadership style.

### **Methodology**

The Research will use both qualitative and quantitative methods. The study was also qualitative, and questionnaires were used to obtain the views of the respondents. Both quantitative and qualitative methods was used, and it is justified to strengthen the validity of the results and spot any discrepancies.

### **Findings**

The study found out that there is a positive correlation between transformational leadership and intrinsic motivation. Also, management considers talent acquisition, and the employees are self-driven on all activities. Training helps develop employee skills and thus motivates them.

### **Practical Applications**

Effective governance practices will benefit the retail sector's progression and therefore boost occupation in the nation. This is one of the noteworthy worldwide concepts of obliteration of abject poverty. Through the help of human resources, organizations can reform their policy to help the staff benefit from their supervisors intentionally.

### **Research Limitations**

The research was conducted only in Ireland Ecco store; however, Ecco Store have different outlets across the globe. Therefore, the results might not depict the Ecco leadership wholly.

### **Originality and Value**

There is no research that has been done on the motivation of the Ecco store Employee. Therefore, this work is tailored only for the Ecco store. And the results can be significant to other retailers dealing with similar or competitive products.

### **Keywords**

Transformational Leadership, Intrinsic Motivation, KPI and Ecco Store

### **Abbreviations**

CEO – Chief Executive Officer

CLV- Customer Lifetime Value

DEI - Diversity, equity and inclusion

EQ - Emotional Intelligence Quotient

HAS - Health and Safety

HR - Human Resource

HRM - Human resource Managers

HRP - Human Resource Planning

KPI – Key Performance Indicators

RFM - Recency, Frequency and Monetary value

SMART - Specific, Measurable, Attainable, Relevant, Time-bound.

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## INTRODUCTION

### 1.1. Background of the Study

Transformational leadership is a process where a more senior individual chooses a junior and walks with them throughout their career to mold them for success (Cherian, Gaikar & Raj, 2020). Senior employees must intentionally walk with their juniors to promote transformational leadership as the employee grows to top company positions. Transactional leadership is the opposite of transformational leadership. Communication and social interaction with others shape leadership (Amegayibor, 2021). Efficient teamwork assures organizational success as it engages innovation, reduces struggle, and satisfies employees. The paper examines approaches for more effective teams in organizations by looking at the characteristics of a good team leader and strategies to create an environment for people to display those characteristics.

Clear communication and an aligned mission among the team members ensure effectiveness. Team members should have a common understanding of the team's mission, each member's role, and the collective contribution. Frequent communication mediums, including daily meetings among team members and updates about progress, help to maintain transparency and order. SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals increase the openness and accountability of aims for the whole team (Northouse, 2021).

Diversity within teams is one of the most crucial factors in effectiveness. Teams can equip themselves with various tools to address issues by collaborating with people from different social, cultural, and technical disciplines (Altheeb, 2020). Teams that integrate to value each individual's contribution and treat everyone with dignity yield outcomes such as teamwork and inventiveness. Organizations should facilitate diversity by employing equitable hiring processes, providing diversity training, and establishing platforms for diversified staff members to contribute to the operations. Developing and strengthening teams entails empowering employees, encouraging them, and building trust (Gwavuya, 2011). Team managers should have permission to delegate authority and decision-making, allowing team members to control their work and contribute meaningfully. Open dialogue, transparency, and accountability earn credibility.

Great team leaders possess the ability to envision the team's future and identify the necessary goals. They motivate and retain team members by conveying a strong message and involving partners' efforts in achieving the company's goals. Steve Jobs, co-founder of Apple Inc.,

was recognized for inspiring leadership and enabling the corporation to invade and restructure the technology sector (Hofstad, 2021).

Team leaders with EQ (emotional intelligence quotient) are good at what they do. This ability allows leaders to perceive and manage their own emotions, as well as those of those around them. They empathize, communicate efficiently, and bond well with the entire team. A prevalent case is Indra Nooyi, ex-CEO of PepsiCo, who underscored that empathy and emotional intelligence are indispensable to possessing leadership skills (McCauley & Palus, 2021).

The most successful team leaders are adaptable and flexible, enabling them to deal with change and unpredictability smoothly. They see new opportunities, change, and adapt their strategies when they arise (Ritz, Brewer & Neumann, 2016). Their actions motivate others to believe in themselves. One of the traits that makes Jeff Bezos, founder of Amazon, well-known is his openness to changing and experimenting with new ideas in a search for long-term success (Altheeb, 2020). Influential team leaders with high ethical standards act with integrity and apply the correct principles during decision-making. They demonstrate hands-on leadership by earning people's trust and respect with their actions. General Motors CEO Mary Barra focuses on integrity and ethical business practices as core leadership tenets (Hofstad, 2021).

This administration technique has several beneficial effects on both individuals and governments. It further boosts an employee's self-development, and when a person has realized their full potential, they can operate beyond their interests to be beneficial to the company (Lorinkova & Perry, 2019). When all employees in a firm work under a transformational leader, they will unanimously boost the corporation's performance (Nanjundeswaraswamy & Swamy, 2014). Their motivation to collaborate as a team will make advantage the organization in the long run. The inspiration a leader instills in their workers will benefit the business, as they prioritize the interests of the enterprise over their own (Nanjundeswaraswamy & Swamy, 2014). Because the manager serves as a role model for his juniors, the workers will also employ vigor to benefit the union. Transformational leadership encourages workers to develop their capabilities, which boosts the organization's performance (Ribelin, 2003). It creates a smooth atmosphere in the workplace as the workers and their colleagues appreciate themselves and inspire each other.

## **Intrinsic Motivation**

An exciting take on the centrality of employee motivation is a perspective that discovers its importance for different sectors. Firstly, as mentioned above, the demographics are expected to change even more in the future. That implies that the labor supply market will be built further challenged, turning the competition between the employers on the qualifications market even fiercer. However, the realm will extend beyond the traditional boundaries. Not only the service sector will struggle to compete for employees, but also such public institutions as healthcare, education, etcetera, will be forced to do it due to their competition with private sector entities. Thus, all sectors' organizational policy and strategy need to stress motivation as an inalienable element of attracting, retaining, and rewarding the highly qualified (Miao *et al.*, 2017). Contemporary societal dynamics, secondly, highlight the necessary improvement of performance on all organizational levels. One of the central factors that above such development is motivation since all other aspects depend on it: "Its impact is felt beyond the firm. Indeed, it applies not only at the macro level of nation or industry but also at the micro level of firm and of the individual manager". On the one hand, it creates a task for HR and line managers to develop a successful work environment that intrinsically motivates employees, thus increasing the level of performance. On the other hand, it opens a possibility for leadership to positively impacting corporate motivation in ways not connected to the given sector (Miao *et al.*, 2017)

On the other hand, constructing the teams involves integrating a systematic planning approach, effective leadership, and a conducive organizational culture. Organizations that can implement communication strategies, diversity, inclusion, and empowerment manage to build teams to accomplish their aims and drive the whole company's success (Michael, 2008). Establishing team leaders with visionary leadership, emotional intelligence, adaptability, and integrity is of utmost importance, as team leaders play a crucial role in realizing the best output and creating a culture of excellence. With ongoing development and the availability of backups, organizations will eventually grow a group of top leaders who can handle any situation. These leaders are flexible and driven to lead the teams to success in the business world, which has to deal with constant change. (Ng'ethe, Namusonge, & Iravo, 2012). To ensure team leaders exhibit effective leadership traits, organizations can offer training and development opportunities to aspirants and existing managers to improve their management skills. Leadership training may

include, among others, workshops, seminars, coaching, and mentoring to help leaders cultivate qualities such as vision, emotional intelligence, adaptability, and integrity.

Continuous feedback and performance evaluations serve as a means for enhancing performance, identifying areas for improvement, and validating effective leadership qualities. The 360-degree assessment enables middle managers to evaluate their leadership efficacy and identify areas for growth by soliciting feedback from their colleagues, subordinates, and supervisors (Rafiq, Kahdim, & Afzal, 2023). Such a proactive strategy can serve as an exemplary model for others. By recognizing and commending exceptional leadership, these companies deliberately maintain those behaviors and inspire other leaders to emulate them.

### **Ecco Store Ireland**

Ecco is a multinational shoe manufacturer based in Bredebro, Denmark. Ecco has global distribution channels for both wholesale and retail operations. Ecco shoes are gaining popularity in the Chinese market. The Ecco market in Ireland thrives among people aged 35 to 40 and over 50 years old. Ecco offers a range of items, including footwear for men, women, and children, as well as sling bags, school bags, shopping bags, and men's bags. In addition, the assortment comprises belts and wallets designed specifically for guys. This study specifically examines the organizational hierarchy of Ecco Store, with a particular emphasis on the staff based in Ireland.

Ecco Stores seeks growth through various marketing methods. According to the report, customer segmentation may be a unique marketing strategy. Ecco Stores can design more targeted and personalized marketing campaigns based on purchase behavior to help customers become more loyal to the brand and increase sales (Hughes, 2011). Market segmentation has traditionally been employed to categorize customers who share common characteristics. The platform offers a distinct benefit as it allows for the customization of marketing messages and promotions tailored to individual clients (Lilien *et al.*, 2017). This data-driven report uses the retail-standard RFM segregation method (Sorger *et al.*, 2013). Recency shows the time since a customer last bought; frequency indicates the number of transactions; and monetary value shows the total budget. These assessments helped Ecco Stores determine its clients' Customer Lifetime Value (CLV) and identify high-value customer segments for crucial marketing activities.

### **1.2. Problem Statement**

The management style has a crucial impact on employees' behavior, as it influences important factors such as motivation and problem-solving abilities (Veríssimo *et al.*, 2024).

Implementing a management strategy that promotes workers' training, modeling, coaching, orientation, and performance to reinforce the organization's core values fosters unity in operations, beliefs, problem-solving, and perception, hence reducing conflicts among workers. Zuraik and Kelly (2019) contend that transformational leadership is optimal for organizations aiming to achieve innovation and success. Nevertheless, in order to have an impact on results, this style of leadership needs to be combined with a suitable work environment (Zuraik & Kelly, 2019). Organizations frequently struggle to achieve a high level of responsiveness and agility while consistently delivering results and preserving stability.

Transformational leaders seek to influence the firm by creating a positive forum for innovation. These leaders foster mindfulness by moving their staff beyond employees' self-interests to a state of motivation aimed at achieving the organization's vision. The chief strategies to trigger this effect include direct inspiration, intellectual stimulation, and emotional appeals (Zuraik & Kelly, 2019). Mayer & Salovey and Caruso (2012) ability model identify the need to recognize, understand, and control emotions to sustain the existing relationship, affect teamwork, and retain customers. Understanding and managing emotions helps eradicate planning, negotiating, or decision-making biases.

Researchers have created a suitable phrase to describe an organization that is equally focused on both using existing resources and exploring new opportunities, which leads to innovation (Wakabi, 2016). This business effectively maintains a stability between the short-term and long-term objectives of its top management. The short-term objectives prioritize overall performance, while the long-term objectives aim to discover and recognize new opportunities (Zuraik & Kelly, 2019). Exploration primarily entails being receptive to acquiring knowledge and putting into practice novel prospects, which includes tasks such as improving processes, incorporating technology, and executing new strategies. Incorporating these elements, along with corporate principles such as assistance, recognition, empathy, awareness, and other constructive behaviors, ensures the company's success (Nurfaizi & Muafi, 2022)

Since leadership is the most influential aspect of organizational success, companies should strive to retain or recruit quality leaders to maintain a positive organizational climate. The achievements of the world's largest business companies, like Microsoft and Amazon, are mainly attributed to their corporate cultures and leadership styles (Zuraik & Kelly, 2018). With the ability

to attract and maintain customers, financial results such as profits, return on sales, and revenue growth are attainable (Zuraik & Kelly, 2018).

### **1.3. Research Objectives**

This research examines the relationship between intrinsic motivation and transformational leadership at Ecco Store in Ireland.

#### **1.3.1. General Objective of the Study**

The purpose of the study is to investigate the relationship between intrinsic motivation and transformational leadership among employees of the Ecco Store in Ireland.

#### **1.3.2. Specific Objectives of the Study**

The particular goals of the study are as follows:

1. To examine the affiliation between transformational leadership style and sales at the Ecco store.
2. To compare Ecco sales with other retail sales.
3. To explore the relationship linking transformational governance and intrinsic inspiration

### **1.4. Research Questions**

1. Is there a correlation between intrinsic motivation and transformational leadership at the Ecco Store in Ireland?
2. What are some of the ways organizations can promote transformational leadership at the Ecco Store?
3. Does the Ecco Store promote Intrinsic motivation?

### **1.5. Scope of the Study**

This study will specifically examine Ecco Store's leadership structure in Dublin City, Ireland, through a survey of its employees. The Ecco market in Ireland flourishes among individuals aged 35 to 40 and those who are 50 years old and over. Ecco offers a range of footwear options for males, females, and young individuals. They provide a variety of products, including sling bags for women, school bags, shopping bags, men's bags, belts, and wallets.

## **1.6. Significance of the Study**

The study on Ecco stores is significant for other retail shops in Ireland and other nations. This study reveals that Ecco stores can improve their leadership skills and increase product sales.

### **1.6.1. Significance for Practice**

Since the retail industry is one of Ireland's leading employers, the research will help create job opportunities and new ventures. Effective governance practices will benefit the retail sector's progression and therefore boost occupation in the nation. This is a globally significant concept aimed at eliminating extreme poverty. Consequently, trade is capital-centric, and the retail industry's readiness for leadership will be critical for the merchandising industry.

### **1.6.2. Significance for Policy Makers**

The research holds great importance for policymakers in both the corporate and public sectors. With the assistance of human resources, firms can revise their policies to enable employees to deliberately derive advantages from their bosses. Senior individuals should be directed by policies to provide mentorship to their successors prior to being promoted. This greatly benefits the retail sector by improving industrial welfare and product sales.

### **1.6.3. Significance to Research**

The research will supplement existing scholarly research at the university for future reference. Other scholars can use the studies to build on the research's strengths and weaknesses. Future researchers will conduct preliminary research on what to do and areas to investigate.

## **LITERATURE REVIEW**

### **2.0. Introduction**

This section includes the literature on the topic. This chapter discusses the research topic's theoretical framework, conceptual framework, and other relevant literature.



## **2.1. Employee Relations Framework**

This section delves into the theoretical framework of reinforcement philosophies, which closely align with transformational management philosophies, objective setting models, and the implementation of strategies. These strategies enable transformational leaders to increase the awareness of their team members' roles and the significance of their work, ultimately motivating them to prioritize their own interests for the benefit of the organization (Sudha, Azam, & Tham, 2023). To get followers ready for more responsibilities, the leaders strengthen their convictions and talents. Consequently, followers have a more trustful relationship with the leader and have more motivation to do more than initially expected (Ribelin, 2003).

### **2.1.1. The Elements of Employee Relations**

The main elements consist of the association's formal and informal business strategies and practices, the progression of events, the design and implementation of formal frameworks, and the negotiation structures, acceptance, and procedural arrangements and practices developed to facilitate the effective functioning of the system.

### **2.1.2. Regulations and Rules in Industrial Relations**

The occupation guidelines aim to establish a framework for the majority of minor rights and regulations. The internal policy includes strategies for handling complaints, redundancies, and disciplinary matters, as well as restrictions on compensation procedures and shop stewards' rights. Labor legislation, trade union and business group regulations, and the procedural or substantive concepts and agreements that form the norms determine the external. The guidelines and rules are communicated in aggregate arrangements or as custom and practice (Department of Enterprise Trade and Employment, 2024).

### **2.1.3. Individualism and Collectivism**

One can distinguish between "independence"—approaches that focus on a single representative and community—and the extent to which groups of laborers have a free voice and participate in interactions with chiefs (Purcell, 1987).

### **The HRM Approach to Employee Relations**

The emphasis is on responsibility, commonality, correspondence, singular agreements, inclusion, quality, adaptability, cooperation, and harmonization. Human resource planning (HRP), also known as labor force planning, is a great tool for human resources (HR) managers to use in figuring out what HR needs to be done to help the company reach its long-term goals and stay

within its budget (Hassan, Wright & Park , 2015).. It is defined as the methodical cycle for dissecting the relationship's needs based on the number of representatives required and what sort of information, abilities, and gifts are needed to accomplish the relationship's requirements (Hassan, Wright & Park, 2015).

In order to ensure that a hierarchical critical marketable strategy's sustainability is maintained in the commercial center, HRP is an essential component. In terms of hiring and upcoming organizations, there is a lot of interest in the job; nevertheless, the investigation led by many HR supervisors is subpar and still has problems distinguishing between determination and enlistment, which leads to the selection of some unsuitable representatives (Veríssimo *et al.*, 2024).

During the recruitment and selection process, assuming that a human resource management (HRM) plan has been implemented to determine the number of extra staff members needed, HRM is necessary to facilitate the organization's approach and policies to ensure prompt selection.

In choosing the best choice of instruments, poor determination of competitors due to improper utilization of apparatuses or less time spent while choosing; in this manner, line chiefs must guarantee its expense and legitimacy and break down cautiously on the qualities of the candidates (Altheeb, 2020). The use of psychometric tests is critical in estimating individual up-and-comers' capacity, insight, and character (Amegayibor, 2021). The best way for an organization to continue implementing its field-tested strategies is through training and development, which involves expanding its systems for preparation and advancement exercises for its employees, enabling them to excel in their abilities and capacities (Cherian , Gaikar & Raj , 2020).

Health and well-being exercises occur in work environments to ensure and deal with the health and safety of representatives and stakeholders. Health and Safety (HAS) strategies are implemented by officials, HR, and line administrators to ensure worker safety (Nurfaizi & Muafi, 2022). Assessments are critical to distinguish and survey any dangers that compromise the HAS in an association and have the option to take appropriate estimations on overseeing them. Training in HAS is fundamental for each representative to be prepared for approaches to dealing with well-being when a risk occurs (Altheeb, 2020).

#### **2.1.4. Transformational Leadership Theories Naturing Intrinsic Culture in an Organization**

With a result-oriented market structure, an organization is able to focus on increasing its competitiveness and achievement (Amegayibor, 2021). Because the role culture models the firm's

functional structure, individuals can value the firm's accuracy and efficacy through an understanding of the channels to report concerns to their superiors. Ahmad *et al.* (2018) shows a high correlation between organizational climate and employee satisfaction levels. For example, a high-tension environment within the firm reduces the willingness to admit mistakes, especially among top officials, or share variable information, resulting in minimal chances of innovation. Opportunities for advancement, self-realization, task involvement, and interpersonal relationships that are appropriate and practical hinder poor outcomes (Lucarello, 2023). Due to the amount of time spent resolving cases brought about by staff conflicts, an ineffective culture has an impact on the firm's general operations and leadership. Therefore, the organization subsequently experiences indigent customer relations due to detached employees, lower profits, and high turnover (Lucarello, 2023).

#### **2.1.5. Legal Accountability of The Employee to The Company**

HR analytics has revolutionized talent acquisition and retention, enabling a more strategic and data-driven approach to attracting and keeping top talent (Rönnegard, 2024). Organizations can forecast applicant success, determine the most efficient sourcing channels, and enhance the candidate experience overall by evaluating recruiting data (Boudreau & Ziskin, 2019).

Work fulfillment is characterized as a pleasurable, positive, enthusiastic state brought about by the evaluation of the individual occupation, or past employment encounters. It is a general demeanor and satisfaction with five particular measurements of employment: pay, the work itself, advancement opportunities, supervision, and collaborators (Rönnegard, 2024). Hierarchical duty is the quality of inclination toward obligation that a worker has toward the association's mission. A representative may have diverse perspectives on the different parts of the occupation. The worker may feel dissatisfied, as though they could improve on the off chance that they were employed in an alternate calling or have considerations of seeking after their fantasy work (Jang, 2023). Sometimes, workers may feel trapped in "deadlock occupations," as if their employment is not enhancing them (Jang, 2023).

Employees who perceive insufficient remuneration may be less loyal or focused on the business's success (Mirza & Azmy, 2023). These representatives will gripe, prompting low efficiency, a negative mentality, and low morale in the workplace. Work disappointment will hurt the organization and manifest in high turnover rates, increasing costs associated with contracting

and preparing new workers. The organization can conceivably lose clients because when representatives do not feel esteemed, it is troublesome for them to regard the clients as esteemed (Mohd-Shamsudin *et al.*, 2024)

Workers who are cheerful and satisfied with their occupations improve output and profitability, as occupation fulfillment enhances work execution (Singh & Lakshmi, 2023). Entire Food is an exceptional organization to work for, as workers play a vital role in the success of their business (Ajirowo, Abdulkareem & Rabiou, 2023). Every association the representatives have with the clients serves to determine whether the worker can be a promoter or a depreciator for the business. Therefore, superintendents need to guarantee that workers feel some fulfillment in their employment.

Inspiration is defined as the process of stirring and supporting objectively coordinated behavior. The double component hypothesis and Herzberg's inspiration cleanliness hypothesis describe aspects of the work environment that affect job satisfaction while others lead to disillusionment (Ghadernejad, 2023). One variable, 'motivational components,' was identified with occupation fulfillment, and the other, like 'cleanliness', was linked to employment disappointment. The Whole Food Company meets the inspiration element criteria of employment fulfillment, which comprise obligation, accomplishment, acknowledgment, and the work itself (Adanlawo & Nkomo, 2023). When these elements are available, they enhance a specialist's efforts and execution.

#### **2.1.6. Employee Perception and Inclusivity**

Diversity, equity, and inclusion (DEI) policies are critical, and Drayton-Brooks and Patterson (2022) highlight the real problems and advantages of minority participants' recruitment. The study stresses that the quality, creativity, and results of research are all increased by diversity. The fact that minority groups have remained underrepresented in research indicates the lack of DEI policies (Drayton-Brooks & Patterson, 2022). According to the study, minority students do not trust research because they have faced prior bias and injustices, which is a challenge when doing recruitment. The research suggests that schools recommend research mentorship and integration of research into subjects to young students to address the issues. Research diversity advocates the use of creative recruiting methods, culturally relevant materials, and collaboration with minority-serving organizations to increase correspondence (Menifield *et al.*, 2024).

Drayton-Brooks and Patterson's (2022) research reveals the necessity of removing all the barriers to minority research involvement to attain genuine diversity, equity, and inclusion in education. This study expands discussions on inclusion, equality, and representation in healthcare research, achievable through the identification of diversity problems, merits, and approaches. (McQuinn *et al.*, 2023). The results highlight the importance of tailored recruitment, mentoring, and socialization as a means of achieving research diversity. Research on DEI is required because systemic issues, despite attempts to resolve minority engagement in research, are still persistent.

### **Inclusivity Of the Employee's Culture and Communication**

Saleem & Ilkhanizadeh (2021) examine how culture management affects incivility among participants and reveal the capability of civility interventions. This study provides to the scholarly discussion on healthcare outcomes by incorporating cultural influence. The authors discovered that perceived incivility decreased after forming a committee, developing standards of conduct, reinforcing courteous behavior, and creating a goal. This emphasizes the cruciality of an all-encompassing set of rules and a code of proper conduct in fostering a courteous and supportive environment, which is central to keeping workers satisfied and committed (Ndou, 2023). This study's pre- and post-intervention assessments show the effectiveness of cultural management tactics in lowering incivility (Saleem & Ilkhanizadeh, 2021). The study's potential weakness is that the findings may not be generalizable beyond nursing students. This leaves a gap for future research to assess how diversity, equality, and inclusion policies affect health workers' outcomes when cultural management interventions are transferred to diverse healthcare workforce populations. Bridging this gap will help scientists know how corporate culture affects staff retention and engagement, which is beneficial for evidence-based healthcare civility and inclusion efforts (Andersen, Jensen & Kjeldsen, 2020).

According to King & Bailey (2021), international students' experience in the US higher education sector underscores the value of cultural knowledge and inclusion, with a focus on DEI policies. The research shows the matters of staff retention and engagement in public health care by investigating the ways US students and teachers could make the classroom experience of the students studying abroad more exciting and better for them. King and Bailey (2021) highlight that one of the most critical things in making these students feel at home is bonding with people, understanding cultural differences, and promoting intercultural communication. By incorporating

these ideas, DEI initiatives in healthcare organizations can contribute to providing a good level of health or welfare and a sense of affiliation to the employees. The implementation of criteria for standardized grading, good communication, and cultural diversity training and education underlines the dire need for cultural competency training for healthcare staff. This King & Bailey study fills a gap in the research in relation to intercultural communication in DEI policies in healthcare settings, providing evidence-based practical solutions for enhancing inclusion and cultural competence in diverse workplaces (King & Bailey 2021).

### **Overall Leadership Style**

Ecco Stores employs a general leadership style known as democratic leadership. Woods (2004) refers to the democratic leadership style as shared leadership, which allows every member of an organization to take part in the decision-making process. This type of leadership is human relations oriented. Before making any decisions, we encourage all employees to contribute. Ecco Stores has a variety of worker initiatives that ensure that their concerns are considered before making any major decisions. The company also motivates the employers to foster creativity and develop innovative designs for later implementation. The company also considers employees' views on marketing strategies, allowing them to develop unique marketing styles (Birch, 2019).

### **Analysis of the Senior Leadership**

The company's CEO portrays authentic leadership characteristics. Authentic leadership is associated with transparent and ethical behaviors that encourage the open sharing of information and consideration of followers' contributions. Authentic leaders act in a way that portrays the values and behaviors expected from their followers or team, enabling them to earn their followers' trust (Gatling *et al.*, 2016).

Self-awareness, balanced processing, relational transparency, and an internalized moral stance are just a few traits of authentic leaders. *f*Transparency ensures the leader is open about his thoughts and feelings while communicating with others. Self-awareness helps the leader understand his strengths and weaknesses, including how his behavior and interactions affect others. Internalized moral perspectives help leaders regulate behavior and resist group and societal pressures. Balanced processing means the leader makes final decisions after an objective approach to the provided data (Gatling *et al.*, 2016).

## **Adaptive Versus Transformational Leadership**

Adaptive leaders aim to assist organizations and individuals in adapting to and surviving a variety of hardships during the change process. This entails creating innovation and opportunities to meet organizational goals. On the other hand, transformational leadership aims to change individuals and social systems to turn followers into leaders (Rodriguez *et al.*, 2017). Ecco Stores can adopt transformational leadership as the organization's leaders use various methods to enhance motivation, performance, and morale. The methods include acting as role models and inspiring their followers, ensuring employee minds are connected with the company's mission, and challenging them to be responsible for what they do. Also, transformational leaders realize the strengths and weaknesses of their followers and distribute tasks in a way that improves employees' performance (Phung *et al.*, 2022). This has been crucial in dealing with the market pressure of continuing to be a top player in the shoes and sportswear market.

## **Ethical Climate of Ecco Stores**

Ecco Stores understands that honesty, compliance with the law, and ethical business practices are vital to success. The company has provided various policies to prevent discrimination and harassment, including a code of conduct for suppliers and employees. Ecco Stores is also committed to conducting its operations in a healthy, safe, energy-efficient, and environmentally friendly manner. The company is also committed to ensuring product safety, protection of human rights, privacy, and fair recruitment strategies (Ecco, 2024).

According to Kozak (2018), Ecco stores face various ethical issues. Firstly, there are workers' rights issues, where some complain that the company pays very high wages to its executives while other workers in the supply chain fail to meet their basic needs. Other issues include controversial technologies, tax-evading practices, animal rights, toxins, and pollution. However, the company has made numerous efforts to deal with these ethical issues in order to ensure the business's effective running.

## **Effects of Diversity on The Organization**

Organizational diversity is the intentional hiring of a workforce with a wide range of differing characteristics in terms of religion, race, age, gender, ethnicity, education, and experience, among others. This is crucial in an organization; a diverse workforce tends to be more innovative and take different problem-solving approaches due to the sharing of eclectic ideas.

Diversity will also enable the organization to deal with the culture shock usually experienced when venturing into global markets (Raju, 2017).

The Ecco Stores company aims to build an all-inclusive culture that welcomes everyone. The diversity, equity, and inclusion statement, "Together with our employees, partners, communities, and consumers, we act on our company purpose by fostering a culture of inclusion, impact, and shared opportunity," shows the company's commitment to creating this culture (Ecco, 2024). Every stakeholder in the company is working to achieve this goal. There has been an increase in the hiring of minority groups, such as African Americans, people with disabilities, underrepresented groups, and women. Due to its diversity efforts, the company's reputation has increased, and it is now deemed the face of the modern world. The company also enjoys diversified leadership and technical skills, which have contributed significantly to its success. Embracing diversity in its workforce has enabled Ecco Stores to operate in various geographical regions and understand and embrace different cultures (Ecco, 2024). Diversity in the company has improved employees' engagement with the company and helped to achieve job equity. Other diversity-related advantages in the company include achieving an adaptable workforce, improved creativity and productivity, enhanced customer relations, access to more talented employees, and improved ability to handle the global market (Olewiler, 2019).

### **Unveiling the Customer Potential by an RFM Model Analysis**

Customer behavioral segmentation demonstrated Retail's clients' different landscapes through RFM analysis. We have identified customer groupings based on recency, frequency, and monetary value, which result in unique customer behavior patterns for each group. Henceforth, the consumer base insight enables the company to develop highly targeted marketing engagements and explore more segments.

### **Nurturing Loyalty: Brand fanatics breeding**

"Loyal Champions" is a section that consists of 'Retail's most faithful customers. Their buying spectra are dynamic, which involves a high purchase frequency, recent transactions, and significant spending, as evidenced by their strong brand affiliation. Dedicating this niche to its private loyalty reward system and benefits will be vital. Gupta and Lehmann (2005) found that such strategies are a crucial driver for brand advocacy among customers, boosting their lifetime value. Specially tailored discounts, access to new products before general release dates, and



personalized recommendations could nurture the belief in the customers that they are essential and support their continuous patronage (Sorger, 2013).

### **Engaging Value Seekers: Utilizing the Price Sensitivity Factor in Marketing Strategy**

The "Discount Hunters" market segment appears to be promising for growth. Their purchase frequency can be viewed as a sign of great interest in the retail collection, but their low average spending requires emphasizing other factors such as pricing. Customized sales and bonuses relating to their value-oriented view of the world would yield a very good response (Palmatier & Sridhar, 2020). For this special offer, a discount for a limited time, special bundled deals, or flash sales can encourage them to buy more frequently or even increase their average check size. The potential to convert "Discount Hunters" into customers that are more desirable is evident through the thoughtful implementation of these measures.

### **Rekindling the Relationship with Your Unresponsive Customers**

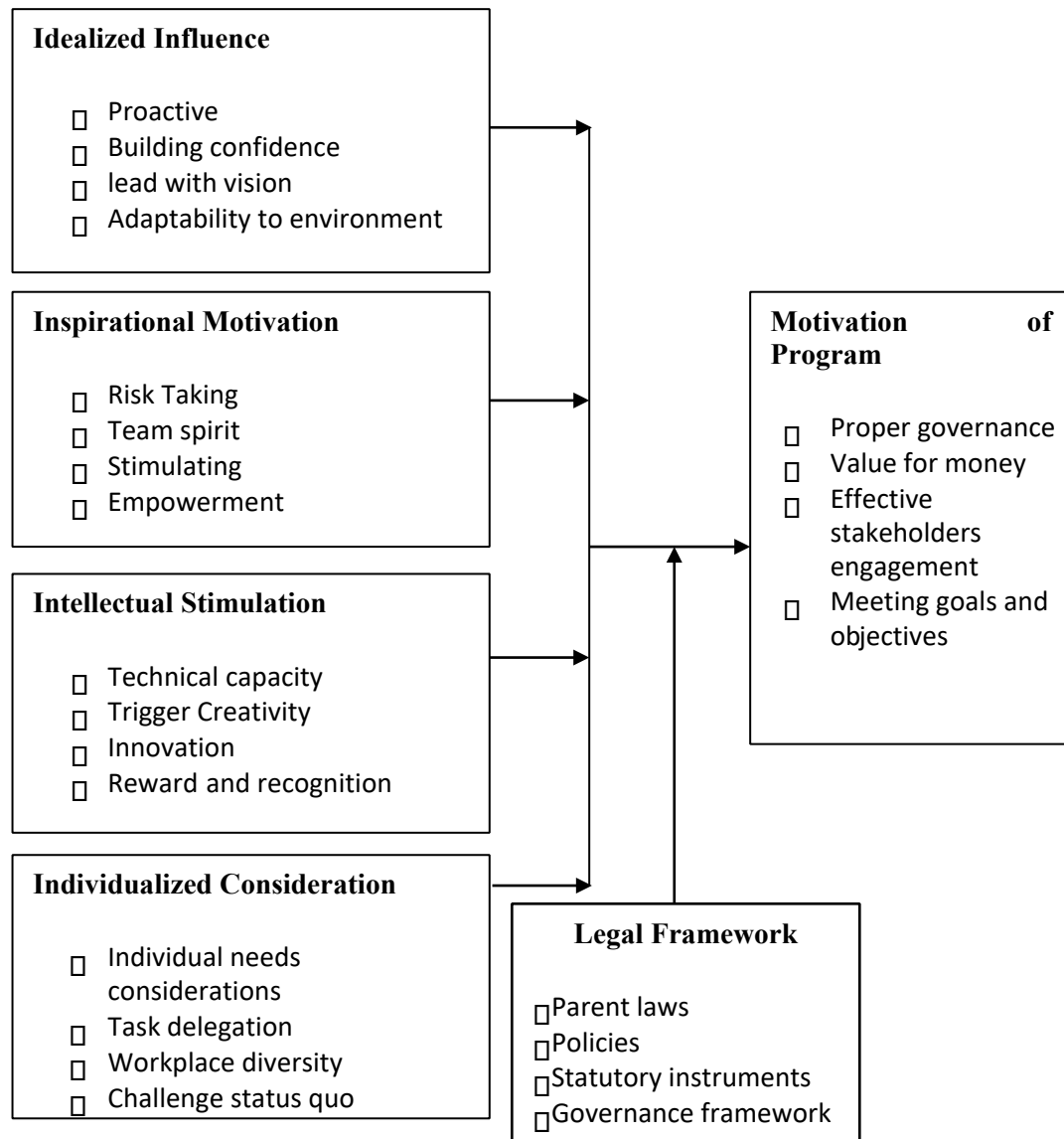
The "Sleeping Giants" segment denotes a core of powers that have not been fully utilized. These clients have been with our business for over a quarter year, yet they have not made any purchases since then. Personalized win-back campaigns, taking into account their previous purchase history, could help restore their desire to redeem it. Dealing with abandonments by suggesting other attractive items or offers based on their earlier selections might serve as a way to return and complete their purchases. In addition, retailers can introduce loyalty program benefits that will rekindle the eagerness of lapsed customers to regain their relationship with the brand.

### **Unleashing Growth Potential: Importance of Occasional Buyers**

"Renegades in the making" is an excellent opportunity for us to strive and develop ourselves. While the high average spend value indicates the intention to purchase at retail value, the low purchase frequency may be an overlooked opportunity to maintain customer engagement. Using this information as a basis for past purchases, our organization can implement personalized approaches. Customized email newsletters featuring our future new product lines that match their previous purchase history, or special offers for additional high-value products, could persuade them to extend their retail patronage on more occasions. Such tactics can also force some "potential renegades" to act as true loyalists and top-billing clients (Trinh, Dawes & Sharp, 2023).

## 2.2. Conceptual Framework

The relationship between transformational leadership and intrinsic motivation among employees in an Irish Ecco store was presented via a conceptual framework. The legal framework act as a moderating factor. Figure 2.1 graphically represents this relationship.



### 2.2.1. Transformational Leadership

Effectively addressing the cognitive and emotional aspects of leadership, understanding when to act, and assigning tasks are all components of transformational leadership (Hayes, 2015). According to an example based on a study, Joan encourages educators to experiment with new ideas and methods, which stimulates critical thinking and progress. This encourages creativity and innovation. She also exhorts students to take advantage of Kate, the curriculum coordinator, for assistance. Joan pays close attention to her teachers' worries on the new standards and curriculum (Nothhouse & Lee, 2021). She encourages those struggling to seek help from Kate, demonstrating her commitment to their growth.

Joan's leadership is primarily transformational, focusing on inspiring, motivating, and supporting her staff to achieve their fullest potential. Motivation helps create favorable working conditions, inspiring and enhancing motivation (Virgiawan *et al.*, 2021). However, there are also transactional elements, particularly in her setting high standards and expectations for meeting curriculum standards. Kate's role as a curriculum coordinator may involve more transactional elements, such as ensuring teachers adhere to the Writer's Workshop method.

Joan's leadership style significantly contributed to the success of the program. Her dedication, support, and ability to motivate her staff were crucial in achieving positive outcomes. Motivational variables help to enhance constructive emotional wellness and help individuals develop and contribute to their work environment. Motivational components are important because they directly influence an individual's decision to try their hardest (Virgiawan *et al.*, 2021).

Execution administration is the methodology of characterizing, measuring, assessing, giving criticism to, and enhancing execution. Execution administration aims to increase worker engagement. Execution administration can be measured with the goal that workers can get input, and supervisors can set particular objectives to help enhance the worker's execution (Nothhouse & Lee, 2021).

Representatives' behavior must consider the organization's financial stability and the treatment of workers to ensure that they are making the right choice before accepting work offers (Staffing Manager: Human Resources Degree Directory). When representatives are fulfilled by their employment, they feel their input is recognized and has effect. They become engaged. Representative employment fulfillment likewise advantages the organization as it serves to

enhance proficiency and lower turnover rates, which implies less cash the organization will need to pay to contract new representatives continually (Virgiawan *et al.*, 2021).

The traits of transformational leadership are demonstrated by Joan's style of leadership. She encourages creativity, motivates her team, and shows great understanding and support for their professional development. Joan is a multifaceted example of transformational leadership. Her long hours, commitment to the school, and active participation in the classroom serve as an example for her staff to follow. Joan urges her instructors to experiment with new techniques, pursue professional development, and work as a team.

### **2.3. Empirical Studies**

Effective leadership is recognized as the capacity of a human being to discern the true way and encourage others to follow it, whether that path is taken by a person, a group, or an organization. A basic tenet of transformational leadership theory is that a successful leader would persuade subordinates to self-surrender and exert extraordinary effort in order to execute projects at a higher level (Yukl, 2008). According to Keller (2012), in a big R&D company, transformational leadership has a favorable impact on the performance of R&D projects.

## **METHODOLOGY**

### **3.0. Introduction**

The approach taken to address the study objectives is described in this chapter. This chapter covers the research design, study population, sample techniques, data gathering instruments, and data processing procedures. The examination of quality measurements and ethical issues are also covered in this chapter.

### **3.1. Research Philosophy**

The positivism and post-positivism paradigms are the two basic frameworks that direct research in the social sciences. According to positivism, all knowledge must be backed up by data from observations, experiments, and logical or mathematical arguments. According to Saunders (2003), universal scientific truths can only be established through empirical testing of the observed consequences. Quantitative research primarily uses this paradigm, which is objective due to its logical justifications. On the other hand, post-positivism is a subjective philosophical study that

seeks to comprehend human views and lived experiences. Thus, it takes the form of qualitative research.

Both positivism and post-positivism paradigms were used in this study. These paradigms were chosen given the nature of the research. The research relied on the data obtained through the questionnaires. Quantitative and qualitative research philosophies and related analytical methods were thus required for the study (Kothari, 2004).

### **3.2. Research Design**

Both quantitative and qualitative methods were used in the study (Bernard, 2018). Additionally qualitative in nature, the study gathered respondents' opinions through the use of questionnaires. It made sense to employ both quantitative and qualitative methodologies to increase the validity of the findings and identify any differences.

### **3.3. Data Collection Procedures**

To increase the response rate, the questions were designed to address specific objectives (Gill, 2002). According to Frankel *et al.* (2006), questionnaires should be used when senior management is the target audience because they may not be available for interviews. The main data was gathered using semi-structured questionnaires that included both closed- and open-ended questions. Questionnaires were preferred because of their affordability and ability to gather a variety of data in the shortest amount of time.

Questionnaires made it possible to record the respondents' opinions. The questionnaires were self-administered using Google Forms, giving respondents plenty of time to complete and fill in their responses. Because of convenience and affordability, Google Forms were chosen over the physical delivery of the questionnaires. The respondents could fill out the document in their homes, offices, or even while on their way home from work—the researcher followed up by phone calls after a week to two weeks.

According to Creative research methods in practice (2015), secondary sources of data are thought to have a number of flaws, including the fact that they are only estimates, have restricted access, and lack the dependability of the gathering methods. Additionally, they clarify that secondary data may be utilized if it is the only method available for achieving a specific study purpose. It is significant to highlight that the information from the reports was organized in such a way that it could quickly address the study's goals. Finally, data was gathered concurrently with the distribution of the questionnaires.

### 3.3.1. Data Selection and Exploration

Retail provides the customer data set for the research. This extensive data source includes various customer types and purchase patterns. It provides a holistic view of customer behavior (Baesens, 2014). It unites data from different platforms, scrutinizing examples such as surveys, transaction history, and possibly ratings from third parties to accurately depict interactions between retailers and customers. Initially, we focused our efforts on a detailed data investigation. We looked closely at the variables on hand, determined their data types (numerical and categorical), and investigated whether they were fit to perform an RFM analysis. Only the survey form considered the traits that had an immediate or potential bearing on the customer's approach to purchasing. Hence, their value is portrayed (Hughes, 2011.).

### 3.3.2. Data Cleaning and Preparation

Real data is usually imperfect, such as inaccuracies and gaps. A data cleaning campaign was implemented for faithful record-keeping and precise examination. Missing values were identified through mean imputation for numerical data and modal for categorical data. A case study was also done for outliers—data points that deviate noticeably from the norm. In the case of the analysis, any particular occurrence was either tailored to a lesser value of extreme or removed if they were detected as genuine errors.

### RFM Analysis and Customer Segmentation

This research employs the RFM (Recency, Frequency, Money) model, a well-known segmentation method in the retail area. The RFM analysis assigns scores to each customer based on three key dimensions of their purchase behavior, as shown and explored below:

- **Recency:** The dimension is the last purchase, which is meant to express the time since the customer's previous purchase. A high recency score signifies a purchase made not long ago.
- **Frequency:** This part of the metric denotes the number of distinct transactions a customer has carried out in a specified time interval. The higher the score on that indicator, the shorter the interval between the customer's subsequent purchase occurrences (Sorger, 2013).
- **Monetary Value:** The figure annexes the total goods a customer purchases in retail. In every case, a higher monetary value score means that the customer spends more on a transaction cost.

RFM scores are used to create a benchmark profile of each customer's purchasing behavior. The paper outlines two categories and calculates the results with IBM SPSS Statistics (Field,

2024). Following the RFM score, we grouped customers by score. Data points are iteratively clustered into  $k$  (the predefined number) using  $k$ -means clustering. Recursively, the algorithm minimizes within-cluster distances (closeness between data points within a cluster) and maximizes between-cluster distances. Cluster validation methods, such as the silhouette method, determine the optimal number of clusters ( $k$ ). This method shows cluster compactness (cohesion) and separation (dissimilarity), helping us choose the best customer segments for further analysis and their values (Hughes, 2011).

### **Data Visualization**

Data visualization becomes a critical player in effectively conveying the conclusion of such an analysis. For a visual representation, a scatter plot or heat map will describe the identified customer groups based on RFM analysis. The correlation between two subsets of RFM dimensions can be expressed straightforwardly by scatterplots (for example, the relationship between recency and monetary value), and the clusters can be visualized. Heatmap can directly indicate all three RFM dimensions, allowing you to display the distribution of RFM scores as a color-coded visual representation of customer segment distribution. These graphics will play a significant role in delivering the crucial findings of the segmentation process to the stakeholders in retail (Hughes, 2011).

### **3.4. Data Analysis and Presentation**

According to Saunders *et al.* (2009), data analysis is the systematic application of statistical tools to process data into meaningful information. Data collected from the questionnaires was coded, classified, and then counted to rank the primary forms of directors' remuneration and the nonfinancial characteristics that determine the remuneration. Finally, descriptive analysis in the form of percentages and frequencies was utilized to assess the findings and how the respondents felt about the director's age, experience, and qualifications as determinants of their remuneration.

### **3.4. Diagnostic Tests**

Normality and multicollinearity were used as diagnostic procedures to guarantee the caliber of the research. Before the analysis is done, the essential assumptions of linear regressions have to be met. A multi-collinearity test was performed on the regression model to make sure that the connection between the independent and dependent variables was not misinterpreted (Field, 2024).

### **3.6. Research Quality**

Research measurement frameworks' reliability is their capacity to produce results that are consistent across respondents (Kothari, 2004). To conduct high-quality research, the entire study design must follow the scientific method. It is the methodical process of ensuring that the study's findings are correct and reliable, as well as that any conclusions drawn are accurate and appropriate in a precise way (Kothari, 2004). The study used both secondary and primary data and presented an unbiased interpretation of the findings.

### **3.7. Ethical Issues in Research**

The university's Institutional Scientific and Ethical Review Committee approved the data collection from the individuals, protecting the study's ethical standards. All the collected information was kept completely private and used only for academic purposes. Furthermore, no group or individual suffered prejudice because of this study; participation was voluntary, free of compulsion or inducement, and confidentiality was maintained throughout.

## **FINDINGS AND ANALYSIS**

### **4.0. Introduction**

The study's outcomes and conclusions are presented in this chapter in accordance with the methodology and research objectives. This chapter's first section discusses the respondents' demographic characteristics and response rate, while the second half analyzes the study's factors and goals.

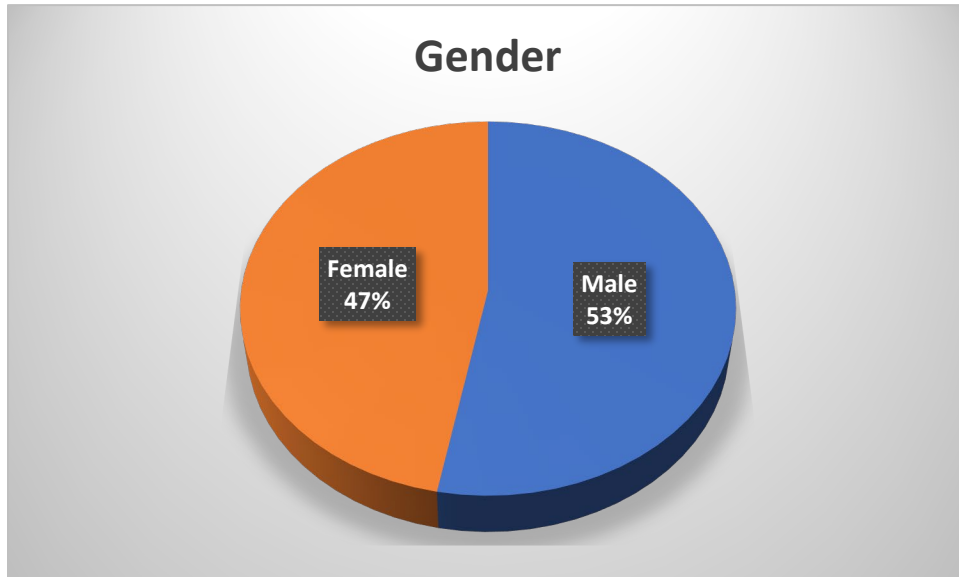


#### 4.1. Findings

##### Demographic

##### Gender

The distribution of the respondent's gender is shown below.



Most of the respondents were male rather than female, even though the difference was not significant.

##### Age

The Age descriptive statistics of the respondents are shown below.

| <i>Descriptive Statistics of Age</i> |          |
|--------------------------------------|----------|
| Mean                                 | 48.17    |
| Standard Error                       | 1.498286 |
| Median                               | 50.5     |
| Mode                                 | 63       |
| Standard Deviation                   | 14.98286 |
| Sample Variance                      | 224.486  |
| Kurtosis                             | -1.32472 |
| Skewness                             | -0.24468 |
| Range                                | 47       |

|                             |          |
|-----------------------------|----------|
| Minimum                     | 23       |
| Maximum                     | 70       |
| Sum                         | 4817     |
| Count                       | 100      |
| Confidence Level<br>(95.0%) | 2.972924 |

The average age of an employee at Ecco is 35 years old. Most of the employees are below 30 years old; therefore, most of them are youthful. The employees at Ecco are youthful. The employee's median age is 30 years old.

### Highest Level of Education

The following are the education at Ecco Store Ireland Employee

#### Highest Level of Educational Qualification

|       |                      | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | High School          | 29        | 29.0    | 29.0             | 29.0                  |
|       | Bachelor's<br>degree | 41        | 41.0    | 40.0             | 69.0                  |
|       | Masters              | 30        | 30.0    | 29.0             | 98.0                  |
|       | Total                | 100       | 100.0   | 100.0            |                       |

41% of the employees have their degrees, and only 29% are high school graduates. 30% of the employees have masters.

### Employee Position at Ecco Store

| What position are you at ECCO STORES? |           |         |                  |                       |
|---------------------------------------|-----------|---------|------------------|-----------------------|
| Position                              | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
| Manager                               | 25        | 25      | 25               | 25                    |
| Senior<br>Employee                    | 16        | 16      | 16               | 41                    |

|                 |     |     |     |     |
|-----------------|-----|-----|-----|-----|
| Junior Employee | 29  | 29  | 29  | 70  |
| Casual Employee | 30  | 30  | 30  | 100 |
| Total           | 100 | 100 | 100 |     |

41% of the employees hold managerial and senior positions. Only 59% are junior and casual employees. The ratio makes mentorship possible one by one if the senior employee is intentional about mentorship.

| Is the leadership style at Ecco Store Transformational? |           |         |               |                    |
|---|-----------|---------|---------------|--------------------|
|   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Yes   | 59        | 59      | 59            | 59                 |
| No  | 41        | 41      | 41            | 100                |
| Total   | 100       | 100     | 100           |                    |

59% of employees do not agree that Ecco Store's leadership is transformational, and 41% do not consider it to be transformational.

### **Investigate The Relationship Between Transformational Leadership Style and ECCO Sales**

#### **Job Qualification**

| Does your qualifications match your current job roles? |           |         |               |                    |
|--|-----------|---------|---------------|--------------------|
| Rating   | Frequency | Percent | Valid Percent | Cumulative Percent |
| 1  | 11        | 11      | 11            | 11                 |
| 2  | 9         | 9       | 9             | 20                 |
| 3  | 8         | 8       | 8             | 28                 |
| 4  | 7         | 7       | 7             | 35                 |
| 5  | 12        | 12      | 12            | 47                 |
| 6  | 13        | 13      | 13            | 60                 |
| 7  | 10        | 10      | 10            | 70                 |

|       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 8     | 14  | 14  | 14  | 84  |
| 9     | 8   | 8   | 8   | 92  |
| 10    | 8   | 8   | 8   | 100 |
| Total | 100 | 100 | 100 |     |

47% of the employees' job description does not meet their qualification, hence the need for mentorship.

### The Skills and Job Match



The employee rated the skills to match their job description. The employee could not be academically qualified, but the rating can be related to passion.

### Other Employee Qualifications

| Other employees at your workplace have the skills required for their current job roles. |           |         |               |                    |
|---|-----------|---------|---------------|--------------------|
|   | Frequency | Percent | Valid Percent | Cumulative Percent |
| 1   | 8         | 8       | 8             | 8                  |
| 2   | 9         | 9       | 9             | 17                 |
| 3   | 8         | 8       | 8             | 25                 |
| 4   | 14        | 14      | 14            | 39                 |

|       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 5     | 10  | 10  | 10  | 49  |
| 6     | 14  | 14  | 14  | 63  |
| 7     | 9   | 9   | 9   | 72  |
| 8     | 14  | 14  | 14  | 86  |
| 9     | 8   | 8   | 8   | 94  |
| 10    | 6   | 6   | 6   | 100 |
| Total | 100 | 100 | 100 |     |

49% of the employee have rated their skills not to match their job description. The skills and the job description were rated more than 6, which 51% of the employees agreed with.

### Recruitment and Talent

| Management considers talent while recruiting at your workplace. |           |         |               |                    |
|---|-----------|---------|---------------|--------------------|
|   | Frequency | Percent | Valid Percent | Cumulative Percent |
| 1   | 15        | 15      | 15            | 15                 |
| 2   | 5         | 5       | 5             | 20                 |
| 3   | 9         | 9       | 9             | 29                 |
| 4   | 10        | 10      | 10            | 39                 |
| 5   | 9         | 9       | 9             | 48                 |
| 6   | 7         | 7       | 7             | 55                 |
| 7   | 11        | 11      | 11            | 66                 |
| 8   | 10        | 10      | 10            | 76                 |
| 9   | 15        | 15      | 15            | 91                 |
| 10  | 9         | 9       | 9             | 100                |
| Total   | 100       | 100     | 100           |                    |

52% agreed that the employee considers talent while recruiting employees. Hence, the Ecco Store's nature talents.

### Training and Development

| <b>There is a high value for Training and Development at your workplace.</b> |       |           |         |               |                    |
|--|-------|-----------|---------|---------------|--------------------|
|  |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 1     | 11        | 11.0    | 11.0          | 11.0               |
|  | 2     | 9         | 9.0     | 9.0           | 20.0               |
|  | 3     | 3         | 3.0     | 3.0           | 23.0               |
|  | 4     | 9         | 9.0     | 9.0           | 32.0               |
|  | 5     | 11        | 11.0    | 11.0          | 43.0               |
|  | 6     | 10        | 10.0    | 10.0          | 53.0               |
|  | 7     | 10        | 10.0    | 10.0          | 63.0               |
|  | 8     | 14        | 14.0    | 14.0          | 77.0               |
|  | 9     | 15        | 15.0    | 15.0          | 92.0               |
|  | 10    | 8         | 8.0     | 8.0           | 100.0              |
|  | Total | 100       | 100.0   | 100.0         |                    |

The following are the descriptive ratings of the employee leadership.

#### Training

| <b>Training and development are essential in enhancing motivation and performance at your workplace.</b> |   |           |         |               |                    |
|--|---|-----------|---------|---------------|--------------------|
|  |   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 1 | 6         | 6.0     | 6.0           | 6.0                |
|  | 2 | 9         | 9.0     | 9.0           | 15.0               |
|  | 3 | 12        | 12.0    | 12.0          | 27.0               |
|  | 4 | 9         | 9.0     | 9.0           | 36.0               |
|  | 5 | 10        | 10.0    | 10.0          | 46.0               |
|  | 6 | 9         | 9.0     | 9.0           | 55.0               |

|  |           |     |       |       |       |
|--|-----------|-----|-------|-------|-------|
|  | 7         | 11  | 11.0  | 11.0  | 66.0  |
|  | 8         | 16  | 16.0  | 16.0  | 82.0  |
|  | 9         | 9   | 9.0   | 9.0   | 91.0  |
|  | 10        | 9   | 9.0   | 9.0   | 100.0 |
|  | Tot<br>al | 100 | 100.0 | 100.0 |       |

54% agree that the training helps motivate them at their place of work.

| <b>Training and development are a significant factor in keeping you effective.</b> |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 1         | 11        | 11.0    | 11.0          | 11.0               |
|  | 2         | 8         | 8.0     | 8.0           | 19.0               |
|  | 3         | 13        | 13.0    | 13.0          | 32.0               |
|  | 4         | 11        | 11.0    | 11.0          | 43.0               |
|  | 5         | 13        | 13.0    | 13.0          | 56.0               |
|  | 6         | 8         | 8.0     | 8.0           | 64.0               |
|  | 7         | 13        | 13.0    | 13.0          | 77.0               |
|  | 8         | 9         | 9.0     | 9.0           | 86.0               |
|  | 9         | 8         | 8.0     | 8.0           | 94.0               |
|  | 10        | 6         | 6.0     | 6.0           | 100.0              |
|  | Tot<br>al | 100       | 100.0   | 100.0         |                    |

56% agree that employee training makes them more effective, while only 44% disagreed with a rating below 5.

|  |
|--|
| <b>Training and development keep you updated on current business and market practices.</b> |
|--|

|           |           | Frequen<br>cy | Percen<br>t | Valid<br>Percent | Cumulative<br>Percent |
|-----------|-----------|---------------|-------------|------------------|-----------------------|
| Val<br>id | 1         | 8             | 8.0         | 8.0              | 8.0                   |
|           | 2         | 10            | 10.0        | 10.0             | 18.0                  |
|           | 3         | 14            | 14.0        | 14.0             | 32.0                  |
|           | 4         | 16            | 16.0        | 16.0             | 48.0                  |
|           | 5         | 7             | 7.0         | 7.0              | 55.0                  |
|           | 6         | 16            | 16.0        | 16.0             | 71.0                  |
|           | 7         | 5             | 5.0         | 5.0              | 76.0                  |
|           | 8         | 6             | 6.0         | 6.0              | 82.0                  |
|           | 9         | 11            | 11.0        | 11.0             | 93.0                  |
|           | 10        | 7             | 7.0         | 7.0              | 100.0                 |
|           | Tot<br>al | 100           | 100.0       | 100.0            |                       |

52% of the employees agree that the employee training helps them to be at par with the current business and market practices.

| <b>Your workplace considers learning and development essential.</b> |   |               |             |                  |                       |
|---|---|---------------|-------------|------------------|-----------------------|
|   |   | Frequen<br>cy | Percen<br>t | Valid<br>Percent | Cumulative<br>Percent |
| Val<br>id   | 1 | 8             | 8.0         | 8.0              | 8.0                   |
|   | 2 | 7             | 7.0         | 7.0              | 15.0                  |
|   | 3 | 11            | 11.0        | 11.0             | 26.0                  |
|   | 4 | 10            | 10.0        | 10.0             | 36.0                  |
|   | 5 | 9             | 9.0         | 9.0              | 45.0                  |
|   | 6 | 6             | 6.0         | 6.0              | 51.0                  |
|   | 7 | 12            | 12.0        | 12.0             | 63.0                  |
|   | 8 | 6             | 6.0         | 6.0              | 69.0                  |
|   | 9 | 17            | 17.0        | 17.0             | 86.0                  |



|  |       |     |       |       |       |
|--|-------|-----|-------|-------|-------|
|  | 10    | 14  | 14.0  | 14.0  | 100.0 |
|  | Total | 100 | 100.0 | 100.0 |       |

55% of different employees have received training at Ecco Stores.

| <b>There is a tangible avenue for learning and development at your workplace.</b> |       |           |         |               |                    |
|---|-------|-----------|---------|---------------|--------------------|
|   |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | 1     | 10        | 10.0    | 10.0          | 10.0               |
|   | 2     | 10        | 10.0    | 10.0          | 20.0               |
|   | 3     | 11        | 11.0    | 11.0          | 31.0               |
|   | 4     | 10        | 10.0    | 10.0          | 41.0               |
|   | 5     | 7         | 7.0     | 7.0           | 48.0               |
|   | 6     | 14        | 14.0    | 14.0          | 62.0               |
|   | 7     | 9         | 9.0     | 9.0           | 71.0               |
|   | 8     | 8         | 8.0     | 8.0           | 79.0               |
|   | 9     | 6         | 6.0     | 6.0           | 85.0               |
|   | 10    | 15        | 15.0    | 15.0          | 100.0              |
|   | Total | 100       | 100.0   | 100.0         |                    |

From the rating above, the Ecco store provides avenues for mentorship.

| <b>Employees with good skills are products of learning and development.</b> |   |           |         |               |                    |
|---|---|-----------|---------|---------------|--------------------|
|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | 1 | 10        | 10.0    | 10.0          | 10.0               |
|   | 2 | 7         | 7.0     | 7.0           | 17.0               |
|   | 3 | 6         | 6.0     | 6.0           | 23.0               |

|  |           |     |       |       |       |
|--|-----------|-----|-------|-------|-------|
|  | 4         | 11  | 11.0  | 11.0  | 34.0  |
|  | 5         | 11  | 11.0  | 11.0  | 45.0  |
|  | 6         | 8   | 8.0   | 8.0   | 53.0  |
|  | 7         | 12  | 12.0  | 12.0  | 65.0  |
|  | 8         | 14  | 14.0  | 14.0  | 79.0  |
|  | 9         | 12  | 12.0  | 12.0  | 91.0  |
|  | 10        | 9   | 9.0   | 9.0   | 100.0 |
|  | Tot<br>al | 100 | 100.0 | 100.0 |       |

34% of the rate was below 5. Hence, employees with high skills are used to train other employees.

| <b>Learning and development were significant factors in performance at your workplace.</b> |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 1         | 5         | 5.0     | 5.0           | 5.0                |
|  | 2         | 9         | 9.0     | 9.0           | 14.0               |
|  | 3         | 13        | 13.0    | 13.0          | 27.0               |
|  | 4         | 13        | 13.0    | 13.0          | 40.0               |
|  | 5         | 9         | 9.0     | 9.0           | 49.0               |
|  | 6         | 7         | 7.0     | 7.0           | 56.0               |
|  | 7         | 9         | 9.0     | 9.0           | 65.0               |
|  | 8         | 13        | 13.0    | 13.0          | 78.0               |
|  | 9         | 11        | 11.0    | 11.0          | 89.0               |
|  | 10        | 11        | 11.0    | 11.0          | 100.0              |
|  | Tot<br>al | 100       | 100.0   | 100.0         |                    |

From the results above, learning and development are essential for performance in the workplace.

### **Correlation between Job description and the Leadership of the Employee**

The following is the correlation between the Job position and the Company leadership rating.

### Correlations

|  |                            | 1. Do<br>you<br>consent<br>to take<br>part in<br>the<br>Survey<br>? | 2.<br>What's<br>your<br>Gender<br>? | "3.<br>What's<br>Your<br>Age? | 4. Highest<br>Level of<br>Educational<br>Qualificatio<br>n | 5. Do<br>you<br>work<br>in the<br>Ecco<br>Store<br>? | 6. How<br>long<br>have<br>you<br>worke<br>d in<br>Ecco<br>Stores? | 7. What<br>position<br>are you at<br>ECCO<br>STORES<br>? |
|--|----------------------------|---|-------------------------------------|-------------------------------|--|--|---|--|
| 1. Do you<br>consent to<br>take part in<br>the Survey? | Pearson<br>Correlatio<br>n | . <sup>a</sup>  | . <sup>a</sup>                      | . <sup>a</sup>                | . <sup>a</sup>   | . <sup>a</sup>                                       | . <sup>a</sup>  | . <sup>a</sup>   |
|  | Sig. (2-<br>tailed)        |   | .                                   | .                             | .  | .  | .   | .  |
|  | N                          | 100   | 100                                 | 100                           | 100  | 100  | 100   | 100  |
| 2. What's<br>your<br>Gender?                           | Pearson<br>Correlatio<br>n | . <sup>a</sup>  | 1                                   | -.024                         | -.117  | . <sup>a</sup>                                       | .046  | .242 <sup>*</sup>  |
|  | Sig. (2-<br>tailed)        | .   |                                     | .811                          | .248   | .  | .647  | .015   |
|  | N                          | 100   | 100                                 | 100                           | 100  | 100  | 100   | 100  |
| "3. What's<br>Your Age?                                | Pearson<br>Correlatio<br>n | . <sup>a</sup>  | -.024                               | 1                             | -.039  | . <sup>a</sup>                                       | .076  | -.119  |
|  | Sig. (2-<br>tailed)        | .   | .811                                |                               | .697   | .  | .450  | .240   |
|  | N                          | 100   | 100                                 | 100                           | 100  | 100  | 100   | 100  |
| 4. Highest<br>Level of<br>Educational                  | Pearson<br>Correlatio<br>n | . <sup>a</sup>  | -.117                               | -.039                         | 1  | . <sup>a</sup>                                       | .006  | .004   |

|  |                            |                |                   |                |                |                |                |                |
|--|----------------------------|----------------|-------------------|----------------|----------------|----------------|----------------|----------------|
| Qualificatio<br>n                                    | Sig. (2-<br>tailed)        | .              | .248              | .697           |                | .              | .949           | .968           |
|  | N                          | 100            | 100               | 100            | 100            | 100            | 100            | 100            |
| 5. Do you<br>work in the<br>Ecco Store?              | Pearson<br>Correlatio<br>n | . <sup>a</sup> | . <sup>a</sup>    | . <sup>a</sup> | . <sup>a</sup> | . <sup>a</sup> | . <sup>a</sup> | . <sup>a</sup> |
|  | Sig. (2-<br>tailed)        | .              | .                 | .              | .              | .              | .              | .              |
|  | N                          | 100            | 100               | 100            | 100            | 100            | 100            | 100            |
| 6. How long<br>have you<br>worked in<br>Ecco Stores? | Pearson<br>Correlatio<br>n | . <sup>a</sup> | .046              | .076           | .006           | . <sup>a</sup> | 1              | -.138          |
|  | Sig. (2-<br>tailed)        | .              | .647              | .450           | .949           | .              |                | .172           |
|  | N                          | 100            | 100               | 100            | 100            | 100            | 100            | 100            |
| 7. What<br>position are<br>you at<br>ECCO<br>STORES? | Pearson<br>Correlatio<br>n | . <sup>a</sup> | .242 <sup>*</sup> | -.119          | .004           | . <sup>a</sup> | -.138          | 1              |
|  | Sig. (2-<br>tailed)        | .              | .015              | .240           | .968           | .              | .172           |                |
|  | N                          | 100            | 100               | 100            | 100            | 100            | 100            | 100            |

\*. Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

### Regression Analysis Between Age and Leadership Style at Ecco Store

#### Regression

| Coefficients |                                |                              |   |      |                                       |
|--------------|--------------------------------|------------------------------|---|------|---------------------------------------|
| Model        | Unstandardized<br>Coefficients | Standardized<br>Coefficients | t | Sig. | 95.0%<br>Confidence<br>Interval for B |
|              |                                |                              |   |      |                                       |

|   |  | B      | Std.<br>Error | Beta  |            |      | Lower<br>Bound | Upper<br>Bound |
|---|--|--------|---------------|-------|------------|------|----------------|----------------|
| 1 | (Constant)   | 53.962 | 7.136         |       | 7.562      | .000 | 39.792         | 68.133         |
|   | 9. Does your qualifications match your current job roles?                                    | .684   | .561          | .128  | 1.220      | .226 | -.430          | 1.797          |
|   | 10. Are your skills suitable for your current job roles?                                     | -.149  | .509          | -.030 | -.292      | .771 | -1.159         | .861           |
|   | 11. Other employees at your workplace have the skills required for their current job * roles | -.048  | .582          | -.008 | -.082      | .935 | -1.203         | 1.108          |
|   | 12. Management considers talent while recruiting at  | -.577  | .517          | -.116 | -<br>1.116 | .267 | -1.605         | .450           |

|  |  |       |      |       |        |      |        |      |
|--|--|-------|------|-------|--------|------|--------|------|
|  | your workplace.  |       |      |       |        |      |        |      |
|  | 13. You are a better person professionally today than when you joined ECCO Stores. | -.738 | .493 | -.153 | -1.497 | .138 | -1.717 | .241 |
|  | 14. There is a high value for Training and Development at your workplace           | -.196 | .543 | -.038 | -.361  | .719 | -1.275 | .883 |
| a. Dependent Variable: "3. What's Your Age?" |  |       |      |       |        |      |        |      |

There is a positive correlation between leadership and Intrinsic Motivation.

**The regression analysis between Management considers Talent acquisition and employee behaviors.**

| Coefficients |            |                             |            |                           |      |      |                                 |             |
|--------------|------------|-----------------------------|------------|---------------------------|------|------|---------------------------------|-------------|
| Model        |            | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig. | 95.0% Confidence Interval for B |             |
|              |            | B                           | Std. Error | Beta                      |      |      | Lower Bound                     | Upper Bound |
| 1            | (Constant) | .463                        | 3.188      |                           | .145 | .885 | -5.884                          | 6.809       |

|   |       |      |       |                |          |       |      |
|---|-------|------|-------|----------------|----------|-------|------|
| 22. I tell others what to do if they want to be rewarded for their work | .500  | .250 | .224  | 2.00<br>0      | .04<br>9 | .002  | .998 |
| 23. I provide recognition/rewards when others reach their goals.        | .174  | .223 | .085  | .781           | .43<br>7 | -.269 | .617 |
| 24. I call attention to what others can get for what they accomplish    | .097  | .244 | .044  | .400           | .69<br>0 | -.388 | .583 |
| 25. I help others develop themselves                                    | .324  | .224 | .154  | 1.44<br>4      | .15<br>3 | -.123 | .770 |
| 26. I let others know how I think they are doing                        | .129  | .250 | .057  | .514           | .60<br>9 | -.369 | .626 |
| 27. I give personal attention to others who seem rejected               | -.302 | .239 | -.136 | -<br>1.26<br>4 | .21<br>0 | -.779 | .174 |
| 28. I make others feel good to be around me                             | -.397 | .273 | -.172 | -<br>1.45<br>4 | .15<br>0 | -.941 | .147 |
| 29. Others have complete faith in me                                    | -.013 | .238 | -.006 | -.053          | .95<br>8 | -.486 | .461 |
| 30. Others are proud to be  | .446  | .229 | .216  | 1.95<br>1      | .05<br>5 | -.009 | .902 |

|  |   |       |      |       |        |      |       |      |
|--|---|-------|------|-------|--------|------|-------|------|
|  | associated with me  |       |      |       |        |      |       |      |
|  | 31. I express with a few simple words what we could and should do       | .130  | .249 | .059  | .521   | .604 | -.366 | .625 |
|  | 32. I provide appealing images about what we can do                     | .419  | .249 | .187  | 1.681  | .097 | -.077 | .914 |
|  | 33. I help others find meaning in their work                            | -.049 | .256 | -.022 | -.192  | .848 | -.559 | .460 |
|  | 34. I enable others to think about old problems in new ways             | -.042 | .259 | -.019 | -.160  | .873 | -.557 | .474 |
|  | 35. I provide others with new ways of looking at puzzling things        | -.222 | .221 | -.108 | -1.006 | .317 | -.661 | .217 |
|  | 36. I get others to rethink ideas that they had never questioned before | -.061 | .271 | -.027 | -.225  | .823 | -.600 | .478 |
|  | 37. I am content to let others continue working the same way as always. | -.310 | .227 | -.146 | -1.368 | .175 | -.761 | .141 |



|  |      |      |      |       |      |       |      |
|--|------|------|------|-------|------|-------|------|
| 38. Whatever others want to do is okay with me   | .221 | .232 | .103 | .953  | .344 | -.241 | .684 |
| 39. I ask no more of others than what is essential   | .023 | .241 | .010 | .095  | .925 | -.457 | .502 |
| 40. I am satisfied when others meet agreed-upon standards.                                 | .099 | .242 | .047 | .410  | .683 | -.382 | .581 |
| 41. As long as things work, I do not try to change anything.                               | .275 | .261 | .123 | 1.054 | .295 | -.245 | .796 |
| 42. I tell others the standards they must know to carry out their work.                    | .229 | .234 | .102 | .977  | .332 | -.238 | .695 |
| a. Dependent Variable: 12. Management considers talent while recruiting at your workplace. |      |      |      |       |      |       |      |

According to the results, when management considers talent acquisition, employees are self-driven in all their activities.

**Regression analysis between the value for Training and Development at your workplace and the employee are self-driven on all the activities.**

| Model | Coefficients   |            |              |   |      |                  |             |
|-------|----------------|------------|--------------|---|------|------------------|-------------|
|       | Unstandardized |            | Standardized | t | Sig. | 95.0% Confidence |             |
|       | Coefficients   |            | Coefficients |   |      | Interval for B   |             |
|       | B              | Std. Error | Beta         |   |      | Lower Bound      | Upper Bound |

|   |   |       |       |       |       |      |        |       |
|---|---|-------|-------|-------|-------|------|--------|-------|
| 1 | (Constant)  | 1.202 | 3.138 |       | .383  | .703 | -5.045 | 7.449 |
|   | 22. I tell others what to do if they want to be rewarded for their work | .139  | .246  | .065  | .567  | .573 | -.350  | .629  |
|   | 23. I provide recognition/rewards when others reach their goals.        | .459  | .219  | .234  | 2.097 | .039 | .023   | .896  |
|   | 24. I call attention to what others can get for what they accomplish    | .014  | .240  | .007  | .057  | .954 | -.464  | .491  |
|   | 25. I help others develop themselves                                    | -.167 | .221  | -.083 | -.756 | .452 | -.606  | .272  |
|   | 26. I let others know how I think they are doing                        | .296  | .246  | .138  | 1.205 | .232 | -.194  | .786  |
|   | 27. I give personal attention to others who seem rejected               | .166  | .236  | .078  | .706  | .482 | -.303  | .635  |
|   | 28. I make others feel good to be around me                             | -.040 | .269  | -.018 | -.149 | .882 | -.576  | .495  |
|   | 29. Others have complete faith in me                                    | -.072 | .234  | -.035 | -.310 | .758 | -.538  | .393  |

|   |       |      |       |            |      |       |      |
|---|-------|------|-------|------------|------|-------|------|
| 30. Others are proud to be associated with me                           | -.061 | .225 | -.031 | -.269      | .789 | -.509 | .388 |
| 31. I express with a few simple words what we could and should do       | -.090 | .245 | -.043 | -.367      | .715 | -.578 | .398 |
| 32. I provide appealing images about what we can do                     | .284  | .245 | .132  | 1.158      | .250 | -.204 | .772 |
| 33. I help others find meaning in their work                            | -.083 | .252 | -.039 | -.330      | .743 | -.584 | .418 |
| 34. I enable others to think about old problems in new ways             | -.081 | .255 | -.039 | -.316      | .753 | -.588 | .427 |
| 35. I provide others with new ways of looking at puzzling things        | -.325 | .217 | -.165 | -<br>1.497 | .138 | -.758 | .107 |
| 36. I get others to rethink ideas that they had never questioned before | .235  | .267 | .110  | .881       | .381 | -.296 | .766 |
| 37. I am content to let others continue working the same way as always. | -.346 | .223 | -.171 | -<br>1.552 | .125 | -.790 | .098 |

|  |       |      |       |       |      |       |      |
|--|-------|------|-------|-------|------|-------|------|
| 38. Whatever others want to do is okay with me                             | .333  | .229 | .161  | 1.454 | .150 | -.123 | .788 |
| 39. I ask no more of others than what is essential                         | -.061 | .237 | -.029 | -.255 | .799 | -.532 | .411 |
| 40. I am satisfied when others meet agreed-upon standards.                 | .285  | .238 | .140  | 1.197 | .235 | -.189 | .759 |
| 41. As long as things work, I do not try to change anything.               | .333  | .257 | .156  | 1.296 | .199 | -.179 | .845 |
| 42. I tell others the standards they have to know to carry out their work. | .227  | .231 | .106  | .984  | .328 | -.232 | .686 |

a. Dependent Variable: 14. There is a high value for Training and Development at your workplace

Training helps develop employee skills and thus motivates them; the behaviors of the employee are positive and hence motivate them.

## **SUMMARY AND DISCUSSION**

### **5.1. Summary**

Most respondents were male, with the gender imbalance being statistically negligible. At Ecco, an average staff member is 35 years old. Most of the employees are under the age of 30, so they are young. The staff members of Ecco are characterized by their youthful demeanor. The employee's median age is 30 years. As a result, the individuals have remained for a sufficient amount of time to become familiar with the company's operations. Out of the total number of employees, 41% possess degrees, while a mere 29% have completed high school. 30% of the staff possess a master's degree. This shows that the majority of individuals need career mentorship, which enhances the efficiency of the company.

### **5.2 Discussion**

41% of the workforce occupy managerial and senior positions. Only 59% of the employees hold junior or casual positions. Mentorship becomes feasible on an individual basis when the senior employee actively prioritizes mentoring. This ratio is crucial for fostering employee mentorship. The senior employee should adopt a transformational leadership style. A majority of 59% of employees express disagreement with the notion that Ecco Store's leadership is transformational. Additionally, 41% of the employees do not perceive the leadership as transformational. Therefore, it is necessary to execute this leadership style. The job descriptions of 47% of the employees do not match their qualifications, thereby requiring mentorship. The majority of their professional pursuits are incongruent with their current activities; hence, they will experience failure in the absence of guidance from a mentor. The employee assessed their talents to ensure they aligned with their job description. The employee lacks the necessary academic qualifications, but their rating may be attributed to their desire. Mentoring them will be a straightforward assignment within the organization.

49% of the employees reported that their talents were not aligned with their job description. Over 51% of the employees agreed that the abilities and job description were scored above 6. 52% of respondents felt that employees consider talent when hiring staff. Therefore, the Ecco Store displays the innate abilities of nature. A majority of 54% of individuals believe that training is effective in boosting motivation at the workplace. Consequently, it is advisable to promote training within the organization. 56% of respondents expressed agreement that staff training enhances their effectiveness; however, just 44% disapproved, giving a grade below 5. Because employee training

improves efficiency, it is highly likely that Ecco Store will generate increased profits. Out of the total employees, 52% acknowledge that staff training is beneficial for keeping up with current business and market trends. However, only 55% of employees have actually had training at Ecco Stores, while the remaining 45% have never received any training.

Recent discoveries have revealed the complex ways in which transformational leadership and inner motivation are intertwined. Wang and Howell (2010) studied how transformational leadership could contribute to creative changes in organizations, illustrating how such a type of leadership creates an atmosphere that is conducive to inborn motivation by availing significant challenges as well as growth opportunities. Additionally, transformational leadership has a positive impact on employee well-being beyond just increasing their motivation. A study by Nielsen *et al.* (2009) found that transformational leadership leads to better well-being, including factors like job satisfaction and a sense of purpose. This is likely because transformational leadership helps employees find meaning and fulfillment in their work by encouraging their intrinsic motivation. Moreover, transformational leadership's positive effect on intrinsic motivation has a direct impact on performance. Wang *et.al* (2011) analyzed 25 years of research and found that transformational leadership leads to better performance in various workplace settings. This shows that intrinsic motivation, promoted by transformational leadership, significantly boosts employee commitment and productivity.

This paper has undertaken a rigorous analysis of Ecco Stores. The study demonstrates that Ecco Stores is a substantial corporation that has a significant influence on several stakeholders, including employees, consumers, and management. In order to facilitate the efficient functioning of its commercial activities, the company has formulated its mission, values, and mission statements to provide guidance for its operations. The company's goal is to establish itself as a dominant force in the global athletic goods sector through enhanced innovation and client demand fulfillment. Panos Mytaros, the company's CEO, has exhibited a range of leadership approaches. The prevailing leadership style in the organization is democratic leadership, whereby the decision-making process takes into account the concerns of all individuals. Mytaros exemplifies authentic leadership, employing transformational leadership techniques to foster innovation, motivation, and workforce productivity. He leads for example, serving as a role model for others. The company also guarantees ethical procedures to ensure adherence to legal requirements and environmental conservation. Additionally, the company's recruitment process prioritizes diversity and inclusion

by actively including minority organizations and other underrepresented communities. The use of these strategies and effective leadership approaches has resulted in numerous advantages for Ecco Stores, including enhanced customer connections, innovation, productivity, and general corporate well-being.

Leadership and intrinsic motivation are positively correlated. In addition, talent acquisition is taken into account by management, and the employees are motivated to carry out all duties independently. Training facilitates the enhancement of staff skills, hence fostering motivation.

### **5.3 Implications and Future Directions**

Several implications for theory and practice are available from the findings of this dissertation. Transformational leadership's chase within organizations to enhance intrinsic motivation amid employees is deemed important for through it, we can clearly understand the findings. Among managers and supervisors, organizations can rely on the use of training and development programs as a strategy for nurturing them in such qualities. In addition, when an organization senses linkages between transformational leadership, intrinsic motivation, and performance outcomes, it is possible for it to devise approaches that boost job satisfaction and organizational efficiency through employee welfare. These might include establishing a conducive working environment; availing training grounds or empowering workers so they can begin controlling what they do at work. In this discussion, through the integration of recent research and theoretical insights, a comprehensive framework for future studies and organizational interventions towards optimizing employee motivation and performance is provided.

## **CONCLUSIONS**

### **6.1 Conclusions**

41% of the employees hold managerial and senior positions. Only 59% are junior and casual employees. The ratio makes mentorship possible one by one if the senior employee is intentional about mentorship. This ratio is essential to employee mentorship. The senior employee needs to promote a transformational leadership style. 59% of the employees do not agree that the

leadership of Ecco Store is transformational, and 41% do not consider the leadership to be transformational, hence the need for implementing this leadership style. 47% of the employee's job descriptions do not meet their qualifications, thus the need for mentorship. Most of their careers do not match what they are doing; thus, they will fail without mentorship. The employee rated the skills to match their job description. The employee could not be academically qualified, but the rating can be related to passion; mentorship will be an easy task in the organization.

49% of the employees rated that their skills do not match their job description. The skills and the job description were rated more than 6, which 51% of the employees agreed with. 52% agreed that the employee considers talent while recruiting employees. Hence, the Ecco Store's nature's talents. 54% agree that training helps motivate them at the place of work; therefore, training should be encouraged in the organization. 56% agree that employee training makes them more effective, while only 44% disagreed with a rating below 5. Since training makes employees more effective, there is a high probability of Ecco Store making more profit. 52% of the employees agree that employee training helps them to be at par with the current business and market practices; however, 55% of different employees have received training at Ecco Stores, with 45% who have never received training.

This paper has conducted an intense analysis of Ecco Stores. The study shows that Ecco Stores is a big company that impacts many people, including the employees, customers, and management. To ensure the smooth flow of its business operations, the company has established its mission, values, and mission statements to guide its operations. The company aims to be a global leader in the sporting goods industry by improving its innovation and meeting customer needs. According to the results, in Ecco stores we can see various leadership styles. The concluded overall leadership style in the organization is democratic leadership, as everyone's concerns are considered during the decision-making process. There are authentic leaders who portray transformational leadership styles to enhance innovation, motivation, and employee productivity by leading the way and acting as role models. The company also ensures ethical practices to ensure compliance with the law and environmental protection. Also, the recruitment process in the company ensures diversity and inclusion by including minorities and other groups. These efforts and leadership styles have brought about various benefits such as improved customer relations, innovation, productivity, and the overall well-being of the Ecco Stores company.



There is a positive correlation between transformational leadership and intrinsic motivation. Also, management considers talent acquisition, and the employees are self-driven on all activities. Training helps develop employee skills and thus motivates them.

## **RECOMMENDATIONS**

### **7.1 Recommendations by Autor**

Given the common view that the current top executives at Ecco do not exemplify transformational attitudes, it is essential for these organizational figures to recognize it. In this regard, ignoring such a perception is counterproductive, and appropriate action to curb this should go forth. It should also initiate a comprehensive review of leadership models and actively strive to incorporate the appropriate transformational leadership strategies in the company's operations. In conclusion, this will significantly ensure that Ecco's leadership policies are in line with the dynamic dynamics and aspirations of the company's stakeholders, enhancing commitment, inventive reasoning, and general performance. Furthermore, in order to prevent such discrepancies, the HR specialization should involve the use of HR analytics in the assessment of applicants. It means that the process of hiring workers should become more data-oriented and objective, ensuring that the job descriptions correspond to the required qualifications. If HR takes advantage of analytics, with its help, the department can identify patterns and similarities between applicants' profiles and continuously improve the job description to test the system of requirements in terms of organizational needs and the real capabilities of the workforce. Thus, this will lead not only to high-quality hiring practices but also to improved job satisfaction among employees. Also, expansion of training opportunities at Ecco Stores is very crucial in enhancing the development of employees. Therefore, this will help the employees learn new skills and knowledge that will improve their overall performance and also benefit the organization. In addition, high training will also improve the morale and help retain employees since it shows the interest of their professional advancement. In connection with this, by making sure that every member of the team gets the required training, the business will ensure the best performance can be realized, build competent teams, and impart the right skills onto more knowledgeable and resourceful personnel. This

approach does not only benefit the person employed but also contributes to business success and competitiveness.

## **7.2 Personal Learning Statement**

The results of this research were very exciting and enlightening for me. Overall, the journey of undertaking this dissertation has been enlightening, and the lessons learned extend far beyond the academic. The literature review and empirical research I carried out have deepened my knowledge of the complexities of organizational behavior, leadership dynamics, and employee motivation. Moreover, interactions with the staff and other stakeholders of ECCO's stores have broadened my understanding of the practical applications of theoretical concepts.

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## APPENDIXES

### Appendix 1: Questionnaire

#### **INVESTIGATING THE ASSOCIATION BETWEEN TRANSFORMATIONAL LEADERSHIP AND INTRINSIC MOTIVATION AMONG EMPLOYEES IN ECCO STORE IN IRELAND**

This survey is being undertaken to understand the relationship between transformational leadership and intrinsic motivation among employees at Ecco Store in Ireland. This survey is being conducted for academic purposes only.

\* Indicates a required question

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##### Information Sheet

I want to invite you to take part in a research study.

Before you decide, you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Please feel free to contact the researcher- Zeynep Naz Onay.

([nazonaay@gmail.com](mailto:nazonaay@gmail.com)) to clarify any doubts or if you would like to get more information related to the survey. Take your time to decide whether to participate in this survey.

About the researcher:

My name is Zeynep Naz Onay, and I am a student at the National College of Ireland. I am in the penultimate year of an M.A. in Human Resource Management program. Through this survey, I am attempting to understand the relationship between transformational leadership and intrinsic motivation among employees in Ecco Store in Ireland.

I appreciate you taking the time to complete this survey. By completing this questionnaire, I aim to better understand the relationship between transformational leadership and intrinsic motivation. Participation in this survey involves filling out this Google form, which will take approximately 10-15 minutes. This survey will not use identifying information such as your name, email address, or IP address.

If you wish to stop at any point during the survey, you can exit it. Participation in this research is entirely voluntary, and there are no positive or negative consequences to participating in it.

The data collected here will be kept confidential and anonymous. All data and responses will be stored in a password-protected folder. The results of the study will be used for academic purposes only. Please note, as this survey will not collect any identifying information, it will not be possible to retract your answers once you have submitted your responses. In line with the National College of Ireland's Data Retention Policy, data will be securely stored for five years, after which it will be eradicated.

If you have any further questions about this survey, please feel free to contact the researcher (Zeynep Naz Onay): [nazonaay@gmail.com](mailto:nazonaay@gmail.com)

Alternatively, you can also contact the researcher's supervisor, Dr. April Hargreaves: [april.hargreaves@ncirl.ie](mailto:april.hargreaves@ncirl.ie)

1. I have read and thoroughly understood the information mentioned above. \*

*Mark only one oval.*

☐ Agree

Consent Form

-I voluntarily agree to participate in this research study.

-I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences.

-I understand the purpose and the nature of the study mentioned above, and I have had the opportunity to ask questions about it.

-I understand that participation involves the completion of online questionnaires, which will be stored confidentially for academic purposes only.

-I understand that I will not benefit directly from participating in this survey.

-I understand that all information I provide for this study will be treated with confidentiality.

-I understand that my identity will remain anonymous in any reports of this research. This will be done by disguising any details of my responses which may reveal my identity.

-I understand that if I inform the researcher that I or someone else is at risk of harm, they may have to report this to the relevant authorities. They will discuss this with me first but may be required to report with or without my permission.

-I understand that selecting the box indicates giving consent and that the digital data collected will be stored in a password-protected folder. Only the researcher and the supervisor will know the password, which will be stored for five years per the policy of the National College of Ireland.

-I understand that once the online questionnaire is submitted, I cannot retrieve my responses as the researcher collected no identifying information. For the same reason stated above, I cannot withdraw participation from the study once the questionnaire responses have been submitted.

-I understand that I am free to contact any people involved in the research to seek further clarification and information.

2. 1. Do you consent to take part in the Survey? \* *Mark only one oval.*

☐ Yes

☐ No

3.2. What's your Gender? \* *Mark only one oval.*

☐ Male

☐ Female

☐ I prefer not to say

☐ 4.3. What's Your Age? \*

(Use Numbers)

5. 4. Highest Level of Educational Qualification \* *Mark only one oval.*

- ☐ High School
- ☐ Bachelor's Degree
- ☐ Masters
- ☐ Other:
- ☐

6. 5. Do you work in the Ecco Store? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No

7.6. How long have you worked in **Ecco Stores**? \*

*Mark only one oval.*

- ☐ Less than one year
- ☐ 1 - 5 years
- ☐ 5 - 10 years
- ☐ more than ten
- ☐ years

8. 7. What position are you at ECCO STORES? \*

*Mark only one oval.*

- ☐ Manager
- ☐ Senior Employee
- ☐ Junior Employee
- ☐ Casual Employee
- ☐

### **Transformation Leadership**

Transformational leadership is a style where leaders inspire and motivate their followers by creating a vision, fostering innovation, and promoting positive change. They often exhibit charisma, vision, intellectual stimulation, and individual consideration.

**The following question will help us understand how your organization's leadership style motivates employees to work hard.**

**From questions 9 to 21, rate the statement** On a scale of 1 to 10, where 1 is the least scale and

10, the highest scale rate)

9. 8. Is the leadership style at Ecco Store Transformational? \*

*Mark only one oval.*

- ☐ Yes
- ☐ No

10. 9. Does your qualifications match your current job roles? \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10

Leads to ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Highest Rating

11. 10. Are your skills suitable for your current job roles? \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

12. 11. Other employees at your workplace have the skills required for their current roles \* job \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

13. 12. Management considers talent while recruiting at your workplace. \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

14. 13. You are a better person professionally today than when you joined ECCO Stores? \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

### **Talent and Professional development**

**This section of the questionnaire is designed to understand the practices and approaches implemented within the organization concerning employee talent management and professional development opportunities. Your responses will help us assess current strategies' effectiveness and identify areas for improvement.**

15. 14. There is a high value for Training and Development at your workplace \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

16. 15. Training and development is a significant factor in keeping you effective \*

*Mark only one oval.*

1 2 3 4 5 6 7 8 9 10  
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

17. 16. Training and development are essential in enhancing motivation and \* performance at your workplace. *Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. 17. Training and Development keeps you up to date with current business and market practices \*  
*Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. 18. Your workplace considers learning and development essential \*  
*Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. 19. There is a tangible avenue for learning and development at your workplace \*  
*Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. 20. Employees with good skills are products of learning and development \*  
*Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. 21. Learning and development were a significant factor for performance at your workplace \*  
*Mark only one oval.*

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Description of Leadership Styles

Twenty-one descriptive statements are listed below. Judge how frequently each statement to you. The word “others” may mean your followers, clients, or group members.

23. 22. I tell others what to do if they want to be rewarded for their work \*  
*Mark only one oval.*

- ☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
24. 23. I provide recognition/rewards when others reach their goals. \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
25. 24. I call attention to what others can get for what they accomplish \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
26. 25. I help others develop themselves \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
27. 26. I let others know how I think they are doing \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
28. 27. I give personal attention to others who seem rejected \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
29. 28. I make others feel good to be around me \*
- ☐ *Mark only one oval.*

- ☐ Not at all  
☐ Once in a while,  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 30. 29. Others have complete faith in me \*  
*Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 31. 30. Others are proud to be associated with me \*  
*Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 32. 31. I express with a few simple words what we could and should do \*  
*Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 33. 32. I provide appealing images about what we can do \*  
*Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 34. 33. I help others find meaning in their work \*  
*Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐ 35. 34. I enable others to think about old problems in new ways \*  
*Mark only one oval.*



- ☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
36. 35. I provide others with new ways of looking at puzzling things \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
37. 36. I get others to rethink ideas that they had never questioned before \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
38. 37. I am content to let others continue working the same way as always. \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
39. 38. Whatever others want to do is okay with me \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
40. 39. I ask no more of others than what is essential \*
- ☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always
41. 40. I am satisfied when others meet agreed-upon standards. \*
- ☐ *Mark only one oval.*

- ☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
 42. 41. As long as things are working, I do not try to change anything. \*  
☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
 43. 42. I tell others the standards they have to know to carry out their work. \*  
☐ *Mark only one oval.*  
☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ Fairly often  
☐ Frequently, if not always  
☐

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## Appendix 2: Calculations

### Variables Entered/Removed<sup>a</sup>

| Model | Variables Entered   | Variables Removed | Method |
|-------|---|-------------------|--------|
| 1     | 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores?, 11. Other employees at your workplace have the skills required for their current job * roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles? <sup>b</sup> | .                 | Enter  |

a. Dependent Variable: 2. What's your Gender?

b. All requested variables entered.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|----------|-----|-----|---------------|
| 1     | .181 <sup>a</sup> | .033     | -.030             | .509                       | .033            | .523     | 6   | 93  | .789          |

a. Predictors: (Constant), 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores?, 11. Other employees at your workplace have the skills required for their current job \* roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles?

### ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df | Mean Square | F    | Sig.              |
|-------|------------|----------------|----|-------------|------|-------------------|
| 1     | Regression | .814           | 6  | .136        | .523 | .789 <sup>b</sup> |
|       | Residual   | 24.096         | 93 | .259        |      |                   |
|       | Total      | 24.910         | 99 |             |      |                   |

a. Dependent Variable: 2. What's your Gender?

b. Predictors: (Constant), 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores? 11. Other employees at your workplace have the skills required for their current job \* roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles?

|       |  | <b>Coefficients<sup>a</sup></b> |            |                           |        |      |                                 |
|-------|--|---------------------------------|------------|---------------------------|--------|------|---------------------------------|
|       |  | Unstandardized Coefficients     |            | Standardized Coefficients |        |      | 95.0% Confidence Interval for B |
| Model |  | B                               | Std. Error | Beta                      | t      | Sig. | Lower Bound Upper Bound         |
| 1     | (Constant)   | 1.611                           | .241       |                           | 6.696  | .000 | 1.133 2.089                     |
|       | 9. Does your qualifications match your current job roles?                                    | -.015                           | .019       | -.081                     | -.770  | .443 | -.052 .023                      |
|       | 10. Are your skills suitable for your current job roles?                                     | .009                            | .017       | .056                      | .539   | .591 | -.025 .043                      |
|       | 11. Other employees at your workplace have the skills required for their current job * roles | -.027                           | .020       | -.141                     | -1.365 | .176 | -.066 .012                      |
|       | 12. Management considers talent while recruiting at your workplace.                          | .005                            | .017       | .031                      | .300   | .765 | -.029 .040                      |

|  |       |      |       |       |      |       |      |
|--|-------|------|-------|-------|------|-------|------|
| 13. You are a better person professionally today than when you joined ECCO Stores? | -.005 | .017 | -.034 | -.326 | .745 | -.038 | .028 |
| 14. There is a high value for Training and Development at your workplace           | .005  | .018 | .031  | .299  | .765 | -.031 | .042 |

a. Dependent Variable: 2. What's your Gender?

**Variables Entered/Removed<sup>a</sup>**

| Model | Variables Entered | Variables Removed | Method |
|-------|-------------------|-------------------|--------|
|-------|-------------------|-------------------|--------|

|   |   |   |       |
|---|---|---|-------|
| 1 | 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores?, 11. Other employees at your workplace have the skills required for their current job * roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles? <sup>b</sup> | . | Enter |
|---|---|---|-------|

a. Dependent Variable: "3. What's Your Age?"

b. All requested variables entered.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics |     |     | Sig. F Change |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-----|---------------|
|       |                   |          |                   |                            |                 | F Change          | df1 | df2 |               |
| 1     | .216 <sup>a</sup> | .047     | -.015             | 15.095                     | .047            | .756              | 6   | 93  | .606          |

a. Predictors: (Constant), 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores?, 11. Other employees at your workplace have the skills required for their current job \* roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles?

| ANOVA <sup>a</sup> |            |                |    |             |      |                   |
|--------------------|------------|----------------|----|-------------|------|-------------------|
| Model              |            | Sum of Squares | df | Mean Square | F    | Sig.              |
| 1                  | Regression | 1033.794       | 6  | 172.299     | .756 | .606 <sup>b</sup> |
|                    | Residual   | 21190.316      | 93 | 227.853     |      |                   |
|                    | Total      | 22224.110      | 99 |             |      |                   |

a. Dependent Variable: "3. What's Your Age?

b. Predictors: (Constant), 14. There is a high value for Training and Development at your workplace, 13. You are a better person professionally today than when you joined ECCO Stores?, 11. Other employees at your workplace have the skills required for their current job \* roles, 10. Are your skills suitable for your current job roles?, 12. Management considers talent while recruiting at your workplace., 9. Does your qualifications match your current job roles?

| Coefficients <sup>a</sup> |   |                             |            |                           |       |      |                                 |             |
|---------------------------|---|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|
|                           |   | Unstandardized Coefficients |            | Standardized Coefficients |       |      | 95.0% Confidence Interval for B |             |
|                           |   | B                           | Std. Error | Beta                      | t     | Sig. | Lower Bound                     | Upper Bound |
| Model                     |   |                             |            |                           |       |      |                                 |             |
| 1                         | (Constant)  | 53.962                      | 7.136      |                           | 7.562 | .000 | 39.792                          | 68.133      |
|                           | 9. Does your qualifications match your current job roles? | .684                        | .561       | .128                      | 1.220 | .226 | -.430                           | 1.797       |

|  |       |      |       |            |      |        |       |
|--|-------|------|-------|------------|------|--------|-------|
| 10. Are your skills suitable for your current job roles?                                     | -.149 | .509 | -.030 | -.292      | .771 | -1.159 | .861  |
| 11. Other employees at your workplace have the skills required for their current job * roles | -.048 | .582 | -.008 | -.082      | .935 | -1.203 | 1.108 |
| 12. Management considers talent while recruiting at your workplace.                          | -.577 | .517 | -.116 | -<br>1.116 | .267 | -1.605 | .450  |
| 13. You are a better person professionally today than when you joined ECCO Stores?           | -.738 | .493 | -.153 | -<br>1.497 | .138 | -1.717 | .241  |
| 14. There is a high value for Training and Development at your workplace                     | -.196 | .543 | -.038 | -.361      | .719 | -1.275 | .883  |

a. Dependent Variable: "3. What's Your Age?"