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Examining Perceptions Of Servant Leadership In Administration Of Selected Public Schools

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EXAMINING PERCEPTIONS OF SERVANT LEADERSHIP IN ADMINISTRATION
OF SELECTED PUBLIC SCHOOLS

by

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A Dissertation

Submitted to the Graduate Faculty

of the

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In partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Grand Forks, North Dakota
November
2012

This dissertation, submitted by Peggy Jane Mattson Dunn in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Dean of the Graduate School

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Date

PERMISSION

Title: Examing Perceptions of Servant Leadership in Administration of Selected Public Schools

Department: Educational Leadership

Degree: Doctor of Philosophy

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Peggy Jane Mattson Dunn
November 26, 2012

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ACKNOWLEDGEMENTS

This degree can be credited to my children, Ashley and Alex. They were truly my inspiration during this time of triumph and sometimes tears. Ashley and Alex not only believed in their mom, but also encouraged her to "get it done!" Through this adventure, we have learned valuable life lessons: We have the ability to achieve whatever it is in life that we wish for, we are highly motivated to make our dreams come true, and we are a family unit and we support one another to succeed.

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ABSTRACT

The primary purpose of this study was to examine the impact of *Servant Leadership* in an organization using the following variables: valuing people, developing people, building community, displaying authenticity, providing leadership and sharing leadership. The study also examined whether or not a correlation existed between years of faculty service, educational level, and faculty gender.

Three public schools were chosen for this study – the first one located in Midwest Minnesota, the second one located in South Eastern North Dakota, and the third one from Southern Manitoba. The researcher administered, through the OLA group, the Organizational Leadership Assessment (OLA) designed by James Laub. Interviews were also conducted using Page and Wong's Seven Factors of *Servant Leadership* as a guide as well as open-ended questions.

The study findings indicated a positive relationship between *Servant Leadership* and perceptions of staff of selected public schools. Additionally, there were no significant correlations between the level of education, years of experience in current school, age range and area of teaching. Leadership constructs for School A showed "share leadership" as the greatest strength and "build community" as the greatest weakness. Leadership constructs for School B showed "value people" as the greatest strength and "provide leadership" as the greatest weakness. Leadership constructs for

School C showed "develop people" as the greatest strength and "provide leadership" as the greatest weakness. The overall health in Schools A and C was excellent, and School C was rated lower than the other two schools with moderate health.

Interviews were conducted with three school leaders, and each interviewee provided a reflection showing strong *Servant Leadership* qualities. A "focused coding" system was implemented using Page and Wong's Seven Factors of *Servant Leadership* as a guide. This study suggests that a *Servant Leader* positively impacts an organization's overall success.

CHAPTER I

INTRODUCTION

How a person performs is driven by human emotion. Bolman and Deal (2010) note: "Even highly educated and specialized professionals carry their humanity with them when they come to work. They still need to feel safe, to belong, to feel appreciated, and to feel that they make a difference" (p. 68). Historically, showing emotions at work was discouraged (Blanchard, 2012b; Boverie & Kroth, 2001). Specifically, it was regarded as a sign of weakness to show certain emotions including fear, joy, anguish, or love at the workplace. However, these authors explained that it is important to find a channel for these emotions instead of repressing them. In other words, it is critical to find ways to effectively deal with emotion-filled work environments. Ideally, issues at the workplace may be resolved amicably without shifting blame or making others feel uncomfortable.

Leadership has been defined and redefined over the centuries. The one leadership characteristic that some leaders find hard to incorporate or simply do not want to incorporate is that of *Servant Leadership*. *Servant Leadership* is simply meeting the needs of others and serving others first (Greenleaf, 2002). Numerous leaders believe that the primary role of great leaders is to serve (Blanchard, 2010; Greenleaf, 1977, Northouse, 2007). *Servant Leadership* is directly tied to sensitivity. Hoyle and Crenshaw (1997) believe that schools that are able to function effectively exhibit an atmosphere of

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interpersonal sensitivity. Blanchard (2010) also reiterated that, "just as Mandela did, we as human beings can make choices to live and lead at a higher level, to be serving rather than self-serving" (p. xvi). Page and Wong (2003) noted that many theological and psychological reasons exist for some leaders' reluctance to embrace the servant leadership style including two main barriers: authoritarian hierarchy and egotistic pride.

In Hoyle and Crenshaw (1997) *Interpersonal Sensitivity,* The National Policy Board for Educational Administration (Thomson, Hill, & Conny, 1993) defined sensitivity as "perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; and recognizing multicultural differences and relating to people of varying backgrounds." There has never been a more important time for leaders to develop working environments that are humane, challenging, and rewarding (Blanchard, 2012; Boverie & Kroth, 2011). Clearly, organizations deserve leaders who strive to stay current on leadership skills, knowledge and attitudes to effectively create positive and rewarding work environments. Ideally, this is a place where individuals can come to work each day charged up as well as passionate about their work.

The National Policy Board for Educational Administration (NPBEA) organized and defined the skills base for educational administration, which led to the 21 performance domains required for a successful school leader. The NPBEA further provided a definition of Leadership and Management Systems in the 2002 report *Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.*

The theory and practice of leadership and management is in transition. Decentralized organizational systems are replacing bureaucratic hierarchies, collegial leadership is supplanting authoritarian procedures, delegation and empowerment are displacing top-down directives, talent pools from the total organization are replacing talent oligarchies, and quality is viewed as a generic process involving customer focus, worker expertise, process, data-based decision-making, and feedback. These developments substantially change role expectations for school leaders, and require of these leaders strong planning, organizational, communication, interpersonal, group process, problem-solving, and change process skills. (p. 2).

Need for the Study

There is a lack of literature on *Servant Leadership* as it hasn't been studied in a long time. (J. Laub, personal communication, November, 2012). Indeed, as pointed out by (Northouse, 2010), "Until recently, little empirical research on servant leadership has appeared in established peer-reviewed journals" (p. 219). This includes data identifying the relationship between *Servant Leadership* behaviors and attitudes of *Servant Leaders,* organizational culture, and student performance. Further studies addressing the relationship between teacher effectiveness and *Servant Leadership* will help school administrators to minimize conflicts that often occur at the workplace and enhance positive relationships between staff, faculty, students, and the community. This study further explores the uniqueness of *Servant Leadership,* which is a leadership that is based on a leader's behavior and how that behavior affects the organization, specifically public schools.

Statement of the Problem

The human resource frame in *Reframing Organizations* by Bolman and Deal (2003) argued that the most important resource is people as opposed to financial capital or any other assets. The question then is why are people often not always treated as the

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most important resource in an organization? As if responding to this question Hickman (2010) noted that, "Some forms of leadership are dysfunctional and harmful to the organization and its participants. In these cases, leaders have a responsibility to engage in truthful self-reflection and self-correction" (p. 324). In other cases, some leaders talk about executing certain leadership practices rather than actually putting them into action (Blanchard, Meyer, & Ruhe, 2007). Indeed, leadership occurs when leaders and followers raise one another to higher levels of motivation and morality (MacGregor Burns cited in Gerzon, 2006).

A school's morale can be felt or experienced upon entering the school building (Lehr, 2004). Similarly, Norton (2008) contends that education is a social system that is directly influenced by the environment in which it is embedded. In *The Power of Nice: How to Conquer the Business World with Kindness,* Thaler and Koval (2006) noted:

> It is often the small kindnesses-the smiles, gestures, compliments, favors-that make our day and can even change our lives. Whether you are leading your own company, running for president of the PTA, or just trying to conduct a civil conversation with your teenage daughter, the power of nice will help you break through the misconceptions that keep you from achieving your goals. (p. 4)

There has never been a more important time for leaders to develop working environments that are humane, challenging, and rewarding (Blanchard, 2012a; Boverie & Kroth, 2011). In the book *Twilight of Wellness: Silencing the Ringing*, Rethan (2006) stated: "In the poisonous workplace, fear runs high, and morale runs low. When fear is palpable, targets are afraid to complain to co-workers and even to administrators for fear that word will get back to the bully from the administration" (p. 169). Sutton (2007) argued that the effects of ineffective leadership includes increased turnover, absenteeism,

decreased commitment to work, and the distraction and impaired individual performance documented in studies of psychological abuse, bullying, and mobbing. Organizations deserve leaders who create positive and rewarding work environments where individuals can come to work each day charged up as well as passionate about their work.

Danielson (2007) argued that a person cannot teach if he or she does not have expertise in that area. Blanchard (2012a) also believes that a good leader should seize every day as a learning opportunity. Leaders can energize their organizations if they keep learning and growing. On the other hand, having a clear understanding of how one perceives others, how one is perceived, and how one interprets what one perceives is a great advantage in relating to many different kinds of people (Owens, 1995). Goleman, Boyatzis, and McKee (2002) believe the way employees perceive their organization's climate is correlated to the leader's actions; the effective leader influences employees' ability to work well.

Purpose of the Study

The purpose of this study was to examine *Servant Leadership* and the perceptions of faculty and administrators at selected public schools.

Research Questions

The following research questions were the focus of this study.

1.   What are faculty perceptions of the administrator's *Servant Leadership* characteristics?

2. To what level does the administrator's leadership reflect the faculty perceptions of a *Servant Leader*?

3. What differences exist in (a) years of service, (b) education level, and (c) gender influence faculty perceptions of a *Servant Leader*?

Definition of Terms

Charisma: "A special gift that certain individuals possess that gives them the capacity to do extraordinary things" (Northouse, 2007, p. 177). "A personal magic of leadership arousing special popular loyalty or enthusiasm" (Maxwell, 2000, p. 207).

Empowerment: "Letting people bring their brains to work and allowing them to use their knowledge, experience, and motivation to create a healthy triple bottom line" (Blanchard, 2010, p. 57).

Interpersonal sensitivity: As defined by the National Board for Educational Administration (1993), "perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences and relating to people of varying backgrounds."

Leadership: A process whereby an individual influences a group of individuals to achieve a common goal.

Mixed-method study: A research study where both quantitative and qualitative data are analyzed.

Organizational Leadership Assessment (OLA): A reliable tool developed by Dr. Jim Laub for measuring *Servant Leadership* in organizations.

Servant Leadership: An understanding and practice of leadership that places the good of those led over the self-interest of the leader. *Servant Leadership* promotes the

value and development of people, the building of community, the practice of authenticity, leadership for the good of those led, and the sharing of power and status for the common good of each individual, the total organization and those served by the organization (Laub, 1999).

Sensitivity: Awareness of needs and emotions of others.

Staff Sensitivity Scale: The sensitivity scale for the staff – developed and validated by John R. Hoyle of Texas A & M University, consist of 39 items to identify how staff members perceive principal behavior.

Significance of the Study

With increasing political influence on education, leaders have felt pressure from politicians and businessmen. Leaders pass along this expectation to their staff with their leadership styles. Staff members then pass on the pressure to their students. Consequently, this study highlights the need for *Servant Leadership* in educational settings. Depending on how leaders in an organization handle increasing pressures and demands, the organization may be run according to political motivations or sheltered from them. Covey (2006) feels that trust is one of the most powerful forms of motivation and inspiration an organization can have. This researcher interprets this notion as the idea that there is no room for "politics." Marzano, Waters, and McNulty (2005) view schools as organizations that operate effectively or not, which increases or decreases a student's chance of academic success. Additionally, imagine the scenario where principals were listed in order of their effectiveness as school leaders (Marzano et al., 2005). Schools with principals rated in the top half based on leadership effectiveness

passed these tests at a rate of 62.5%, whereas schools with principals rated in the bottom half passed these tests at a rate of 37.5%. Dr. Kyte, former Executive Director of the Minnesota Superintendent Association, noted that we need qualified, capable, and committed leaders to run Minnesota public education (C. Kyte, personal communication, 2010).

Most leaders focus on two things: the vision and the bottom line (Maxwell, 2011). In education, the vision is to have all students "pass the test" while the bottom line would be the actual test results. Yet, it is also important to organizations for employees to be happy (Leader to Leader, 2012). Maxwell explained that:

> "The vision is what usually excites us most, and taking care of the bottom line keeps us in business. But between the vision and the bottom line are all the people in your organization. What's ironic is that if you ignore the people and only pay attention to these other two things, you will lose the people and the vision (and probably the bottom line). But if you focus on the people, you have the potential to win the people, the vision, and the bottom line." (p. 298)

CHAPTER II

REVIEW OF LITERATURE

Historical Perspectives of Leadership

It was not until the Industrial Revolution that the task of leadership was formally

studied and documented in a scientific manner. At the beginning of the 1800s, leadership

and management were formally recognized as factors of production when Jean Baptiste

Say (1803), a French economist, argued for the need of entrepreneurs to possess the art of

superintendence and administration. Pearce and Conger (2003) noted:

> These early thinkers on management also spent considerable time trying to figure
> out ways to prevent followers from shirking responsibilities and thus designed
> more and more elaborate methods for controlling the behavior of followers. The
> absolute control of worker behavior-down to the smallest detail-was defined as
> the prerogative of management. (p. 171)

The 1970s to the present brought "shared leadership." Many researchers believe

that this era will not be "another blip on the radar screen of organizational science. Its

time has arrived" (Pearce & Conger, 2003, p. 177). The 21st century leadership (Allen,

Borda, Hickman, Matusak, Sorenson, & Whitmire, 1998) is informed by the need:

- To create a supportive environment where people can thrive, grow, and live in
  peace with one another;
- To promote harmony with nature and thereby provide sustainability for future
  generations; and
- To create communities of reciprocal care and shared responsibility-one where
  every person matters and each person's welfare and dignity is respected and
  supported. (p. 246)

In *The Leadership Engine: Building Leaders at Every Level,* Tichy, Cohen, and

Pritchett (1998*)* argued that the companies that are most successful are the ones whose

leaders invest the time and energy to develop other leaders within the organization.

Ciulla (1995) and Rost and Baker (2000) outlined the definition of leadership in the last

nine decades:

> 1920s—'[Leadership is] the ability to impress the will of the leader on those led
> and induce obedience, respect, loyalty, and cooperation.'
> 1930s—'Leadership is a process in which the activities of many are organized to
> move in a specific direction by one.'
> 1940s—'Leadership is the result of an ability to persuade or direct men, apart
> from the prestige or power that comes from offices or external circumstances.'
> 1950s—'[Leadership is what leaders do in groups.] The leader's authority is
> accorded him by his fellow group members.'
> 1960s—'[Leadership is] acts by a person which influence other persons in a
> shared direction.'
> 1970s—'Leadership is defined in terms of discretionary influence. Discretionary
> influence refers to those leader behaviors under control of the leader which may
> vary from individual to individual.'
> 1980s—'Regardless of the complexities involved in the study of leadership, its
> meaning is relatively simple. Leadership means to inspire others to undertake
> some form of purposeful action as determined by the leader.'
> 1990s—'Leadership is an influence relationship between leaders and followers
> who intend real changes that reflect their mutual purposes.'
> 2000s—'Leadership in the post-industrial world can be defined as an influence
> relationship among leaders and collaborators who intend real changes that reflect
> their mutual purposes, and not exclusively in organizational goals.' (Cuilla, 1995,
> pp. 11-12; Rost & Baker, 2000, p. 5)

Leadership Theories

Several leadership theories have evolved over the years. Primary theories include

the Situational Approach, Contingency Theory, Path-Goal Theory, Transformational

Leadership Theory, Charismatic Leadership, Psychodynamic Approach, Laissez-faire

Leadership, Four Color Leadership Theory and *Servant Leadership*.

Situational Approach

Hersey and Blanchard developed the Situational Leadership theory in 1969. This leadership approach is both directive and supportive during a given situation and is an example of a *Servant Leadership* model (Blanchard, 2010). The leader chooses the right course of action as the situation demands. Blanchard believes that Situational leadership is one of the best ways to lead, "it is based on the beliefs that people can and want to develop and there is no best leadership style to encourage that development. You should tailor leadership style to the situation" (p. 76).

Contingency Theory

Several approaches to leadership could be called contingency theories; the most widely recognized is Fiedler's contingency theory (Northouse, 2007). Fiedler's Contingency theory is based on leadership styles and situations, thus matching the leader to the situation. Hughes, Ginnett, and Curphy (1996) further explained that Fiedler's contingency model maintains that leaders are more consistent (and consequently less flexible) in their behavior. Fiedler even developed *the least preferred co-worker (LPC) scale*. This scale is not used to understand the individuals, but to understand the leader. The scores help the leader recognize if they need to work on relationships or tasks. This category of leaders motivates employees to accomplish organizational goals as well as offer support by removing obstacles and clearing the path to success.

Transformational Leadership Theory

Transformational leadership is a process that changes and transforms people. "It is concerned with emotions, values, ethics, standards, and long-term goals and includes

assessing followers' motives, satisfying their needs, and treating them as full human beings" (Northouse, 2007, p. 175). Further, four dimensions define this type of leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized considerations (Andressen, Konradt, & Neck, 2012). Northouse (2007) noted that Transformational Leadership is part of the "New Leadership" paradigm, which focuses on the charismatic and affective elements in leadership. Transformational leaders are generally creative, interactive, visionary, empowering, and passionate (Schockley-Zalabak, 2009). Bass and Riggio (2006) noted one particular concern: Both transformational and charismatic leadership theories involve what many refer to as the dark side of charisma—those charismatic leaders who use their abilities to inspire and lead followers to destructive, selfish, and even evil ends. Page (2008) noted the difference between transformational and *Servant Leadership* styles: "The extent to which the leader is able to shift the primary focus of his or her leadership from the organization to the follower is the distinguishing factor in determining whether the leader may be a transformational or *Servant Leader*" (p. 7).

Charismatic Leadership

Conger (1989) noted, "Charismatic leaders also tend to be highly sensitive to the abilities and the emotional needs of their followers who are the most important resource for attaining the leaders' goals" (p. 97). Bass and Riggio (2006) argued, "these leaders exhibit many elements of transformational leadership (the charismatic elements particularly) but have personal, exploitative, and self-aggrandizing motives" (p. 77). Authenticity exists in leaders with an ethical conscience. Research done by Tafvelin,

Armelus, and Westerberg (2011) suggest that transformational leaders contribute to employee well-being by creating a climate characterized by encouragement to make improvements, possibilities to initiative, and enough communication.

The traits outlined in the acrostic **CHARISMA (C**oncern; **H**elp; **A**ction; **R**esults; **I**nfluence; **S**ensitivity; **M**otivation; **A**ffirmation) are not inborn; but attainable by anyone who cares about other people (Maxwell, 2000). The Psychodynamic approach looks at different leadership styles and not just one single model or theory. The approach consists of looking at personality. The leader needs to be aware of their own personality as well as those that work with them. This approach began with Freud and continued through the works of Carl Jung.

Laissez-faire Leadership

Laissez-faire Leadership includes permissive supervision—the avoidance or absence of leadership. Specifically, "Necessary decisions are not made. Actions are delayed. Responsibilities of leadership are ignored. Authority remains unused" (Bass & Riggio, 2010, p. 79). Similarly, the human relations theory and behavioral science theory (Sharp & Walter, 2004) described ways in which human elements should be taken into consideration within leadership paradigms. Additionally, both theories suggest the importance of employee teamwork, the important relationship between the way workers feel about the job, and their morale, and the primary need to meet the overarching goals of the organization and the employees.

Four Color Leadership Theory

This is a theory used in many school workshops and was inspired by Carl Jung and presented by Tracy Flynn Bowe (2008). This concept is used in training workshops with leaders and staff. The core idea is that every person/personality can be a leader. Bowe noted that Carl Jung was the grandfather of personality typology and that the revolution of personality theories began in 1920. Further, Jung described two basic attitudes toward life:

Introversion
- An internal orientation toward ideas and inner experiences and responses.
- A preference for processing internally.
- Need to develop internal clarity before engaging broadly with others.
- Reflects then acts.
- Need organizational time alone.

Extroversion
- An external orientation toward people and outer experiences.
- A preference for processing externally.
- Need to talk and engage with others in order to develop internal clarity.
- Acts and then reflects.
- Need organizational time with others. (Bowe, 2008)

The color indicator helps further identify a leader's core personality traits. The leader learns their strengths and weaknesses and receives tips for using their personality type in leading a successful organization.

Servant Leadership

Servant Leadership emphasizes that leaders should be attentive to the concerns of their followers while showing empathy with them, taking care of them and nurturing them (Northouse, 2007). In his book, *On Becoming a Servant Leader,* Greenleaf (1996) wrote:

The best test, and the most difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived? (pp. 2-3)

Ten characteristics—as espoused in Greenleaf's (1996) book *On Becoming a Servant Leader*—that are central to the development of *Servant Leadership* include:

1. Listening. Communication between leaders and followers is an interactive process that includes sending and receiving messages (i.e., talking and listening). Servant leaders communicate by listening first. They recognize that listening is a learned discipline that involves hearing and being receptive to what others have to say. Through listening, *Servant Leaders* acknowledge the viewpoint of followers and validate these perspectives.

2. Empathy. Empathy is "standing in the shoes" of another person and attempting to see the world from that person's point of view. Empathetic *Servant Leaders* demonstrate that they truly understand what followers are thinking and feeling. When a *Servant Leader* shows empathy, it is confirming and validating for the follower. It makes the follower feel unique.

3. Healing. To heal means to make whole. *Servant Leaders* care about the personal well being of their followers. They support followers by helping them overcome personal problems. Greenleaf (1996) argued that the process of healing is a two-way street-in helping followers become whole, *Servant Leaders* themselves are healed.

4. Awareness. For Greenleaf, awareness is a quality within *Servant Leaders* that makes them acutely attuned and receptive to their physical, social and political environments. It includes understanding oneself and the impact one has on others. With awareness, *Servant Leaders* are able to step aside and view themselves and their own perspectives in the greater context of the situation.

5. Persuasion. Persuasion is clear and persistent communication that convinces others to change. As opposed to coercion, which utilizes positional authority to force compliance, persuasion creates change through the use of gentle nonjudgmental argument. According to Spears (2002), Greenleaf's emphasis on persuasion over coercion is perhaps related to his denominational affiliation with the Religious Society of Friends (Quakers).

6. Conceptualization. Conceptualization refers to an individual's ability to be a visionary for an organization, providing a clear sense of its goals and direction. Conceptualization goes beyond day-to-day operational thinking to focus on the "big picture" and also equips *Servant Leaders* to respond to complex organizational problems in creative ways, enabling them to deal with the intricacies of the organization in relationship to its long-term goals.

7. Foresight. Foresight encompasses a *Servant Leader's* ability to know the future. It is an ability to predict what is coming based on what is occurring in the present and what has happened in the past. For Greenleaf, foresight has an ethical dimension because he believes leaders should be held accountable for

any failures to anticipate what reasonably could be foreseen and to act on that understanding.

8. Stewardship. Stewardship is about taking responsibility for the leadership role entrusted to the leader. *Servant Leaders* accept the responsibility to carefully manage the people and organization they have been given to lead. In addition, they hold the organization in trust for the greater good of society.

9. Commitment to the growth of people. Greenleaf's conceptualization of *Servant Leadership* places a premium on treating each follower as a unique person with intrinsic value that goes beyond his or her tangible contributions to the organization. *Servant Leaders* are committed to helping each person in the organization grow personally and professionally. Commitment can take many forms, including providing followers with opportunities for career development, helping them develop new work skills, taking a personal interest in their ideas, and involving them in decision making (Spears, 2002).

10. Building Community. *Servant Leadership* fosters the development of community. A community is a collection of individuals who have shared interests and pursuits and feel a sense of unity and relatedness. Community allows followers to identify with something greater than themselves that they value. *Servant Leaders* build community to provide a place where people can feel safe and connected with others, but are still allowed to express their own individuality. (pp. 221-223)

Greenleaf (2002) believes that a leader should want to serve first and then aspire to lead. When remembering two very influential men in Greenleaf's life, he reflected that although both men never knew each other, they would have been friends. "They shared two inestimable qualities: great integrity and a profound sense of the mystical - each was guided by the heart" (p. 262). Those two qualities are essential in *Servant Leadership*. In *Leading Organizations, Perspectives for a New Era,* Greenleaf (2010*)* noted:

> Servants, by definition, are fully human. Servant leaders are functionally superior because they are closer to the ground-they hear things, see things, know things, and their intuitive insight is exceptional. Because of this they are dependable and trusted. They know the meaning of that line from Shakespeare's sonnet, 'They that have power to hurt and will do none.' (p. 93)

Power and Leadership

Power is related to leadership because it refers to the capacity or potential to influence others (Northouse, 2007). Northouse (2007) noted the following Five Bases of Power:

- Referent Power: Based on followers' identification and liking for the leader. A schoolteacher who is adored by her students has referent power.

- Expert Power: Based on followers' perceptions of the leader's competence. A tour guide who is knowledgeable about a foreign country has expert power.

- Legitimate Power: Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.

- Reward Power: Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power.

- Coercive Power: Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power.

In more recent work, Northouse (2013) argued that leaders use position power or personal power. Position power is derived from rank and the leader feels entitled to a higher status. These leaders display Legitimate power, Reward power and Coercive power In contrast, personal power is derived from leaders who are likeable and knowledgeable. When leaders act in ways that are important to followers, it puts the leader in power. These leaders exhibit Referent Power and Expert power.

Jim Laub and Ken Blanchard Leadership Theories

Laub (1999) believes in a leadership that is "rooted in our most ethical and moral teaching; leadership that works because it is based on how people need to be treated, motivated and led" (p. 4). As a result, Laub created the Organizational Leadership Assessment (OLA). This instrument has been utilized in at least 50 dissertations and numerous organizations. The instrument measures the perceptions of people within an organization. Laub suggests that *Servant Leadership* is the right way to lead and that this conclusion is reinforced through the summary reports of all OLA's on record.

In *Servant Leadership: Developments in Theory and Research* (2010), Dr. Jim Laub wrote a chapter on *Servant Leadership* which includes summaries of forty-two dissertations and theses that used the OLA to study various aspects of Servant organizations in different types of institutions. Included in the summaries are 14

studies done by Amadeo (2008), Anderson (2005), Chu (2008), Drury (2004), Hebert

(2003), Inbarasu (2008), Johnson (2008), Miears (2004), Van Tassell (2006), Svoboda

(2008), and Wyllie, (2009) (all cited in Laub, 2010). These studies showed a clear,

positive correlation between the Servant organization (OLA score) and job satisfaction.

Another study conducted by Herbst (2003) found that:

> Statistically significant relationships, at the .10 level, could be reported between the OLA score and specific measures of student achievement. In schools where servant leadership is being practiced at higher levels students are achieving at higher levels. (p. 110)

> Blanchard (2010) believes in empowering people and identifies some key

language to help leaders move from the command-and-control to a culture of

empowerment are:

Hierarchical Culture	Empowerment Culture
Planning	Visioning
Command and Control	Partnering for Performance
Monitoring	Self-monitoring
Individual Responsiveness	Team Responsibility
Pyramid Structures	Cross-Functional Structures
Work Flow Processes	Projects
Managers	Coaches/Team Leaders
Participative Management	Self-Directed Teams
Do as you are told	Own your own job
Compliance	Good judgment (p. 62)

Empowering people leads to trust, which then leads to self-motivation, which then

leads to a successful organization. Specifically, trust is the most basic and essential

element of both personal and business success (Lee, Chen, & Chen, 2011). Further, it is

"OK" to be a leader who is a partner and cheerleader. Autocratic and democratic

leadership is for underdeveloped leaders. The two extremes are not in balance; one being

too soft and easy and the other being too tough and domineering. For instance, the late

Steve Jobs was known as an autocratic bully and also a business genius. However, some

believe that, to the extent that business leaders succeed, it is usually because of other

qualities, like long-term vision and relentless execution (Foroohar, 2012).

Oplinger (2012) cited a recent survey showing that 65% of people leave their job

due to lack of empowerment. There is a distinction between authentic and bogus

empowerment. Bogus empowerment involves inflated claims and undelivered promises

to employees of shared power. Authentic empowerment is a reciprocal moral relationship

that entails responsibility, trust, respect, and loyalty and emphasizes that empowerment is

more than discretion on the job and requires freedom to choose and freedom from

emotional manipulation (Ciulla, 2004).

Research on psychological empowerment suggests that there are four key

components that determine whether people feel empowered: meaning (consistency with

values or ideals; care about the work), self-determination (behavioral choice or

autonomy), self-efficacy (self-confidence about one's ability to perform well on a task),

and belief in the prospect of making a significant impact on the organization (Offermann,

1998). A recent study confirmed: "psychological empowerment is significantly related to

behavioral support for organizational change" (Lamm & Gordon, 2010, p. 33). If staff

members feel empowered, organizational change can occur. One approach to establishing

a climate of empowerment within an organization is through assessment (Scott and

Jaffee, 1991).

Empowerment Assessment

1. Clarity of Purpose
   - People know where they stand
   - I know what is expected of me
   - Tasks and responsibilities are clearly organized
   - Systems and procedures are adequate
   - I know what the company (team) stands for

2. Morale
   - People are trusted
   - Policies are flexible enough to consider personal needs
   - I feel respected as a person
   - Individual differences in lifestyle and values are respected
   - I like working here
   - There is a positive spirit
   - If I had a personal problem, the company (team) would stand by me while I worked it out

3. Fairness
   - I approve of the things that go on here
   - People are treated fairly
   - I trust what the company (team) says

4. Recognition
   - Individual effort is rewarded appropriately.
   - If people do something well, it is noticed.
   - The company (team) looks at what you can do, not who you know.
   - The company (team) expects the best from people.

5. Teamwork
   - People help each other out.
   - People work together to solve difficult problems.
   - People care for each other.
   - People here are out for the company (group), not themselves.

6. Participation
   - People have a voice in decisions.
   - Problems are shared.
   - People get the resources they need to do their jobs.

7. Communication
   - I am kept informed of what's going on in the company.

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- Communication is clear and timely between groups.
- I understand why things are asked of me.

8. Healthy Environment
   - People are able to manage the pressure of their work.
   - I am not expected to do too many things.
   - Change is managed well.
   - Red tape and procedures don't interfere with getting things done.
   - I am able to grow and learn.
   - There are opportunities for career development. (pp. 24-25)

Blanchard (2010) further argued that the servant leader's role is to help people achieve their goals. *Servant Leaders* want to make a difference in the lives of their people and, in the process, impact the organization. Blanchard (2010) developed the following acronym SERVE:

S stands for See the Future. This has to do with the visionary role of leaders. 'The Power of Vision.' Leadership is about taking people from one place to another. We can't say enough about the importance of having a compelling vision. Once a clear vision is established, goals and strategies can be developed within the context of the vision.

E stands for Engage and Develop People. 'Treat Your People Right.' A transformational journey from self leadership to one-on-one leadership, to team leadership, to organizational leadership. As a leader, once the visions and direction are set, you have to turn the hierarchical pyramid upside down and focus on engaging and developing your people so that they can live according to the vision. You also must take care of your customers in a way that creates customer maniacs and raving fans.

R stands for Reinvent Continuously. Reinventing continuously has three aspects. First, great leaders reinvent continuously on a personal level. They are always interested in ways to enhance their knowledge and skills. The very best leaders are learners. Great leaders find their own approach to learning-some read, some listen to audio books or downloads, some spend time with mentors. They do whatever it takes to keep learning. We believe if you stop learning, you stop leading. We feel that everyone in every organization, every year, should have at least one learning goal. What do you hope will be on your resume next year that's not on it this year? For example, maybe you want to learn Spanish this year, since more and more of your customers are Spanish-speaking. You might want to learn some new computer program that will make your life simpler and

help you retrieve the information you need to make effective decisions. Whatever it is, focus on learning something new every year.

Leaders must also work to instill the desire for improvement into the people doing the day-to-day work. The leader may champion this cause, but the people make it happen-or not.

The third part of Reinvent Continuously is the idea of structural invention. Many people assume that an organizational structure is permanent. In many cases, the organizational structure no longer serves the business-the people are serving the structure. Great leaders don't change the structure just to have something to do. They understand that their organizational structure should be fluid and flexible. That belief is key to creating the energizing structures and systems that are characteristic of high performing organizations. Other, less proficient leaders tend to let the structure drive their decisions rather than adapting the structure to meet the business's ever-changing demands.

Don Shula, the famous NFL coach and coauthor with Ken Blanchard of *Everyone's a Coach,* was a great believer in this. He said great teams are 'audible-ready.' Suppose a football quarterback calls 'halfback right.' When he gets to the line of scrimmage, he sees that the defense is all to the right. He does not turn to the halfback and say, 'Hold on; I think they'll kill you.' He decides to call a new play. Why? Because the structure and what they've set up are no longer appropriate. Shula always felt it was important to realize that you don't call an audible for nothing. It's good to have a plan; it's good to have your structure in place. But always be watchful, and determine whether it's serving you, your customers, and your people well. If it's not, change it.

V stands for Value Results and Relationships. Great leaders are those who lead at a higher level and value both results and relationships. Both are critical for long-term survival. Not either/or, but both/and. For too long, many leaders have felt that they needed to choose. Most corporate leaders have said it's all about results. In reality, there are two tests of a leader. First, does he or she get results? Second, does he or she have followers? By the way, if you don't have followers, it's very hard to get long-term results.

The way to maximize your results as a leader is to have high expectations for both results and relationships. If leaders can take care of their customers and create a motivating environment for their people, profits and financial strength are the applause they get for a job well done. You see, success is both results and relationships. It's a proven formula.

E stands for Embody the Values. All genuine leadership is built on trust. Trust can be built in many ways. One way is to live consistently with the

values you profess. If I say customers are important, my actions had better support that statement. If I choose to live as if customers are unimportant, people will have reason to question my trustworthiness. In the final analysis, if my people deem me untrustworthy, I will not be trusted-or followed as a leader. Embody the Values is all about walking your talk. The leader, above all, has to be a walking example of the vision. Leaders who say 'Do as I say, not as I do' are ineffective in the long run. (pp. 277-279)

Another important acronym developed by Blanchard and Miller (2010) is GROW. The idea behind this acronym is for leaders and followers to see every day as an opportunity to grow: **G**ain Knowledge; **R**each out to others; **O**pen your World; and walk toward **W**isdom.

Leadership and Change

Personal conflicts can and do occur in organizations, often when change occurs. In *Reframing Organizations,* Bolman and Deal (2003) addressed this by stating:

Interpersonal strife can block progress and waste time. It can make things unpleasant at best, painful at worst. Some groups are blessed with little conflict, but most encounter predictable differences in goals, perceptions, preferences, and beliefs. The larger and more diverse the group, the greater the likelihood of conflict. (p. 176)

Leadership should bring about real change that leaders intend (Burns, 1992). Incompetent leadership occurs when leaders or their followers do no have the will or skill to sustain effective action and consequently do not create positive change (Kellerman, 2004). Social psychologists believe that groups should be better than individuals at detecting changes and responding to them (Shoemaker & Day, 2010). However, groups can fall victim to narrow-minded analysis, tunnel vision, a false sense of consensus and poor information gathering. Schwartz (2010) believes that the future of education will be what we have now:

Various splinter groups arguing that their favored approach is best for schools, and no solid way to compare the results. (Standardized tests measure only a very small part of the capabilities that people need education to gain.) This is an extremely dysfunctional way to deal with the future. (p. 12)

Yukl (2006) identified many reasons why members of organizations resist

change:

Lack of trust-distrust of the people who propose the change; Belief that change is unnecessary-satisfaction with the status quo and no clear evidence of serious problems with the current way of doing things; Belief that the change is not feasible-a view that the change is unlikely to succeed, too difficult, or likely to fail like some previous efforts; Economic threats-fear that the change may benefit the organization but result in personal loss of income, benefits, or job security; Relative high costs-concern that the cost of change may be higher than the benefits due to loss of resources already invested in the current approach or loss of performance as employees learn the new procedures and debug the new system; Fear of personal failure-organizational members' reluctance to abandon known skills or expertise and their insecurity about mastering new ways of doing things; Loss of status and power-fear of shifts in power for individuals or subunits that may result in loss of status in the organization; Threat to values and ideals-resistance to change that appears incompatible with personal values or strongly held values embedded in the organization's culture; and Resentment of interference-opposition of individuals to perceived control, manipulation, or forced change by others in situations where they have no choice or voice in the change. (p. 516)

To address some of the concerns listed above, Maxwell (2000) came up with Ten

Conflict Commandments:

Follow the 101 percent principle; Love people more than opinions; Give others the benefit of the doubt; Learn to be flexible; Provide an escape hatch for the person in conflict; Check your own attitude; Don't overreact to conflicts; Don't become defensive; Welcome the conflict; and Take a risk. (p. 101)

Maxwell (2000) provided a specific example to illustrate the ten conflict

commandments make common sense:

Don't become defensive. You never win in relationships when you're defensive. A secure leader knows how to say, 'I'm sorry. I was wrong. I misunderstood. Please forgive me.' The moment that you defend yourself, the moment that you

stand up for your rights, you're going to start a battle. We never resolve differences by being defensive. (p. 101)

Blanchard and Britt (2008) argued that individuals in an organization would need to combine their talents and consistently involve others in the running of the organization to create successful changes. Additionally, organizations need to work as a community because none of us is as smart as all of us (Blanchard, 2012a). In Gordon's (2009) book, *The Shark and the Goldfish: Positive Ways to Thrive During Waves of Change,* the author told a simple story of the relationship between a shark and a fish. In the story, the fish is going through a great change and the shark teaches the fish that "dealing with waves of change is all about how we perceive and respond to the change we are facing" (p. xii). The message in the story highlights the need to accept change to have a successful future. In contrast to Gordon's fable, Fullan (2008) offered six secrets to enhance a positive and harmonious organization that include: Love your employees; Connect peers with purpose; Capacity building prevails; Learning is the work; Transparency rules; and Systems learn.

One way to develop leaders is though coaching. Coaching is a process using conversations to create an environment that results in individual growth, purposeful action, and sustained improvement (Blanchard, 2010). When coaching, it is necessary to emphasize on strengths at the same time as identifying weaknesses. When leaders are coaching, it is also important for them to know their own strengths and weaknesses. It is also important to coach through training, "people learn through training, and training is one of the best ways to develop people in your organization" (Blanchard, 2010, p. 159).

Shared learning evolves through coaching and good team leaders execute the following skills when leading teams:

- Envisioning Skill: The ability to envision desired end states and to articulate and communicate them to others.

- Inventive Skill: The ability to think of numerous nonobvious ways of getting something done.

- Negotiation Skill: The ability to work persistently and constructively with peers and superiors to secure resources or assistance that is needed to support one's team.

- Decision-Making Skill: The ability to choose among various courses of action under uncertainty, using all perspectives and data that can be efficiently obtained to inform the decision.

- Teaching Skill: The ability to help team members learn both experientially and didactically.

- Interpersonal Skill: The ability to communicate, listen, confront, persuade, and generally to work constructively with others, particularly in situations where people's anxieties may be high.

- Implementation Skill: The ability to get things done. At the simplest level, knowing how to make lists, attend to mundane details, check and recheck for omitted items or people, and follow plans through to completion. At a more sophisticated level, the ability to constructively and assertively manage power,

political relationships, and symbols to get things accomplished in social

systems (Hackman & Walton, 1986).

Teams

Teams are essential in organizations and enhance success of the organization.

Blanchard (2010) described a way to maximize team excellence with PERFORM.

- **P**urpose and values are the glue that holds the team together and form the foundation of a high performing team. Identifying a clear purpose is the first step in getting a team off to a good start. In high performing teams, the team is dedicated to a common purpose and shared values. Team members understand the team's work and its importance, and strategies for achieving clear goals are agreed on.

- **E**mpowerment is what happens when the organization supports the team in doing its work effectively. An empowered team has access to business information and resources. Team members have the authority to act and make decisions with clear boundaries, and they have a clear understanding of who is accountable for what.

- **R**elationships and communication, both internal and external, are the team's lifeblood. Team members must respect and appreciate each other's differences and be willing to work toward the common good rather than individual agendas. When relationships and communication are running smoothly, trust, mutual respect, and team unity are high. Team members actively listen to one another for understanding. The team uses effective methods to find common ground and manage conflict.

- **F**lexibility is the ability to adapt to constantly changing conditions and demands, with team members backing up and supporting one another as needed. In a flexible team, roles are shared as team members work together. Team members share in team development and leadership. Team members identify and use their individual strengths. The team anticipates change and readily adapts to it.

- **O**ptimal productivity is what's generated by a high performing team. When operating at optimal productivity, the team consistently produces significant results. Its members are committed to high standards and measures for goal accomplishment. The team uses effective problem solving and decision making to achieve goals.

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- **R**ecognition and appreciation are ongoing dynamics that build and reinforce productivity and morale by focusing on progress and the accomplishment of major milestones throughout the team's life. Everyone-including the team members, the team leader, and the larger organization-is responsible for recognition and appreciation. When recognition and appreciation flourish, the team leader and members acknowledge individual and team accomplishments. The organization values and recognizes team contributions. Finally, team members feel highly regarded within the team.

- **M**orale is the sense of pride and satisfaction that comes from belonging to the team and accomplishing its work. High morale is essential for sustaining performance over the long term. When morale is high, team members are confident and enthusiastic about their work. Everyone feels pride and satisfaction in being a part of the team. Team members trust one another. (pp. 170-171)

Teams can assess how they are doing through PERFORM. If some characteristics are not evident in the team, those items can be improved to produce a highly performing team. Blanchard (2010) believes that servant leaders make the world a better place, because their goals are focused on the greater good. High performing teams exhibit two common characteristics: everybody is involved in decisions that affect them, the group is smarter than any individual. Great leaders also give praise to their followers. Blanchard and Johnson (2003) noted that The One Minute Praising works well when you:

Tell people up front that you are going to let them know how they are doing; Praise people immediately; Tell people what they did right-be specific; Tell people how good you feel about what they did right, and how it helps the organization and the other people who work there; Stop for a moment of silence to let them "feel" how good you feel; Encourage them to do more of the same; and Shake hands or touch people in a way that makes it clear that you support their success in the organization. (p. 44)

It is also important for leaders to have clear mechanisms for reprimand. Blanchard and Johnson (2003) also noted that The One Minute Reprimand works well when you:

Tell people beforehand that you are going to let them know how they are doing and in no uncertain terms; Reprimand people immediately; Tell people what they

did wrong-be specific; Tell people how you feel about what they did wrong-and in no uncertain terms; Stop for a few seconds of uncomfortable silence to let them feel how you feel; Shake hands, or touch them in a way that lets them know you are honestly on their side; Remind them how much you value them; Reaffirm that you think well of them but not of their performance in this situation; Realize that when the reprimand is over, it's over. (p. 59)

Sensitivity and Servant Leadership

Howard Gardner believes that individuals who display strong interpersonal sensitivity are revealing one of the seven aspects of intelligence he has identified in human beings (Hoyle & Crenshaw, 1997). Gardner further defined interpersonal intelligence "as the capacity to understand individuals and to use such understanding to interact with such individuals" (cited in Hoyle & Crenshaw, 1997, p. 4). Principals may be able to prevent staff morale and performance problems before they grow out of proportion. Specifically, Hoyle and Crenshaw (1997) identified seven key elements that could help a leader be more sensitive: perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or conflict; managing conflict; obtaining feedback; recognizing multicultural differences; and relating to people of different backgrounds.

According to Muse et al. (1993), building sensitivity in leaders can be accomplished when they:

- Encourage feedback from school groups and respond immediately to their suggestions Listen carefully and empathetically.
- Delay the formation of impressions about others until adequate information or observations are acquired.
- Gain impressions from first-hand knowledge and not merely from the comments of others.
- Understand the critical importance of maintaining and enhancing the self-esteem of others.
- Recognize the individual differences that make people unique.

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- Learn to differentiate among members of the same group.
- Recognize the ways in which others are similar and dissimilar to themselves.
- Observe the reactions of others, including nonverbal cues, to better understand situations.
- Maintain emotional control.
- Recognize that other can grow and that judging habits must allow that growth to occur.
- Dismiss inappropriately perceived attitudes, values, and behaviors of others.
- Avoid stereotypes of sex, race or ethnicity.
- Anticipate the emotional effects decisions and actions might have on others.
- Respond tactfully and respectfully in emotional situations.
- Elicit the perceptions, feelings, and concerns of others.
- Recognize that conflict is inevitable and use it to strengthen relationships.
- Follow through on commitments and keep one's word.
- Use the name of the other person when conversing with him or her.
- Recognize and praise others.
- Show respect and courtesy toward others.
- Question, clarify, and correct others in a positive and professional manner.
- Suggest compromises.
- Be active listeners by focusing on what is said and by paraphrasing the speaker's views, feelings, and concerns.
- Support others without assuming responsibility for their performance.
- Request assistance to resolve problems.
- Help others save face when taking a different position. (pp. 14-15)

Surveying staff on a regular basis (twice yearly) is a good way for *Servant Leaders* to make sure that teamwork is thriving. In 2012, members of the VIVA Project Minnesota Teachers Idea Exchange prepared a *360 Degree Leadership* evaluation plan to be administered to principals in Minnesota. The document has 10 recommendations for ensuring principals are good managers and strong instructional leaders who can create a positive school climate. Figure 1 provides a summary of The VIVA Project Minnesota Teachers Idea Exchange (2012). Figure 2 is an example of a valuable survey tool that was designed by Hoyle (1997). Figure 3 is a list of 21 leadership responsibilities that Marzano and Waters (2009) recommended for school-level administrators.

Effective principals . . .	Demonstrated by
. . . build trust with staff to ensure a caring and effective culture of educator.	• Staff survey • Exit survey
. . . show empathy and the ability to address issues from different perspectives.	• Staff survey • Exit survey
. . . work collaboratively with staff to transform the environment into a positive, vibrant learning community for all students.	• Staff survey • Exit survey
. . . are approachable and accessible by staff, students, parents and community members.	• Staff, parent and student surveys • Participation in open houses, family nights and community events
. . . value integrity and are fair and ethical.	• Staff, parent and student surveys
. . . set high appropriate expectations for all learners.	• Staff, parent and student surveys
. . . create and maintain a safe and caring learning environment that is welcoming to students, staff and community.	• Staff, parent and student surveys • Portfolio reflection
. . . provide time to communicate with staff individually, allowing staff to communicate while she/he listens respectfully.	• Staff surveys
. . . nurture a collaborative relationship between staff, parents and students when conflicts arise, while fostering and valuing the relationship between individuals and working to create a safe environment to address issues.	• Staff, parent and student surveys
. . . address disciplinary issues ethically, honestly and with the stakeholders' best interests, and with an understanding of the impacts any action may have on the stakeholders, their family or educational community.	• Staff, parent and student survey
. . . are highly visible in the school common areas (bus duty, cafeteria, hallways) and classrooms. This allows the principal opportunities to build relationships with students thereby promoting and modeling positive interaction, essential connections and a meaningful learning community.	• Staff, parent and student surveys

Figure 1. The VIVA Project Minnesota Teachers Idea Exchange

How often does your principal__	Frequently	Occasionally	Rarely	Never
Listen to you?				
Laugh with you?				
Praise your accomplishments?				
Delegate an important task to you?				
Ignore you?				
Ask about your family, etc.?				
Discuss your career goals?				
Solve classroom student problems?				
Criticize you in front of others?				
Set high standards for students?				
Set high standards for teachers?				
Acquire needed supplies?				
Help you improve your performance?				
Give encouragement when you need it?				
Help you with parent complaints?				
Accurately evaluate your performance?				
Provide helpful staff development?				
Appear tactful and caring?				
Respect culture and gender sensitivity?				
Back you up if you are right?				
Communicate clearly?				
Treat you with respect?				
Keep the building clean?				
Keep the building safe?				
Keep to him/herself?				
Share power?				
Appear unhappy?				
Make you feel important?				
Share in your victories and defeats?				
Care for you as a unique person?				
Appear too serious?				
Appear insensitive to other ethnic groups?				
Appear driven by school policies, not what's best?				
Show love for all kids?				
Inspire you to be "better than you were before"?				
Keep his/her word?				
Keep what you say confidential?				
Appear to be a "servant-leader"?				

Figure 2. Staff Sensitivity Scale.

Responsibilities	The Extent to Which the Principal . . .	Specific Practices
Culture	Fosters shared beliefs and a sense of community and cooperation	• Promotes cooperation among staff • Promotes a sense of well-being • Promotes cohesion among staff • Develops an understanding of purpose • Develops a shared vision of what the school could be like
Order	Establishes a set of standard operating procedures and routines	• Provides and enforces clear structure, rules, and procedures for students • Provides and enforces clear structures, rules, and procedures for staff • Establishes routines regarding the running of the school that staff understand and follow
Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	• Protects instructional time from interruptions • Protects teachers from distractions
Resources	Provide teachers with materials and professional development necessary for the successful execution of their jobs	• Ensures teachers have necessary materials and equipment • Ensures teachers have necessary staff development opportunities that directly enhance their teaching
Involvement in curriculum, instruction, and assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	• Is involved in helping teachers design curricular activities • Is involved with teachers to address instructional issues in their classrooms • Is involved with teachers to address assessment issues
Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	• Establishes high, concrete goals and expectations that all students meet them • Establishes concrete goals for all curriculum, instruction, and assessment • Establishes concrete goals for the general functioning of the school • Continually keeps attention on established goals
Knowledge of curriculum, instruction, and assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	• Is knowledgeable about instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice
Visibility	Has quality contact and interactions with teachers and students	• Makes systematic frequent visits to classrooms • Maintains high visibility around the school • Has frequent contact with students
Contingent Rewards	Recognizes and rewards individual accomplishments	• Recognizes individuals who excel • Uses performance rather than seniority as the primary criterion for reward and advancement • Uses hard work and results as the basis for reward and recognition
Communication	Establishes strong lines of communication with teachers and among students	• Is easily accessible to teachers • Develops effective means for teachers to communicate with one another • Maintains open and effective lines of communication with staff
Outreach	Is an advocate and spokesperson for the school to all stakeholders	• Assures the school is in compliance with district and state mandates • Advocates on behalf of the school in the community • Advocates for the school with parents • Ensures the central office is aware of the school's accomplishments

Figure 3. 21 Leadership Responsibilities for School-Level Administrators (Marzano & Waters, 2009, pp. 91-93).

Figure 3 Continued

Input	Involves teachers in the design and implementation of important decisions and policies	• Provides opportunity for input on all important decisions • Provides opportunities for staff to be involved in developing school policies • Uses the leadership team in decision making
Responsibilities	**The Extent to Which the Principal . . .**	**Specific Practices**
Affirmation	Recognizes and celebrates school accomplishments and acknowledges failures	• Systematically and fairly recognizes and celebrates accomplishment of teachers • Systematically and fairly recognizes and celebrates accomplishments of students • Systematically acknowledges failures and celebrates accomplishments of the school
Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	• Remains aware of personal needs of teachers • Maintains personal relationships with teachers • Is informed about significant personal issues within the lives of staff members • Acknowledges significant events in the lives of staff members
Change agent	Is willing to and actively challenges the status quo	• Consciously challenges the status quo • Is comfortable with leading change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things
Optimizer	Inspires and leads new and challenging innovations	• Inspires teachers to accomplish things that might seem beyond their grasp • Portrays a positive attitude about the ability of the staff to accomplish substantial things • Is a driving force behind major initiatives
Ideals/beliefs	Communicates and operates from strong ideals and beliefs about schooling	• Holds strong professional beliefs about schools, teaching, and learning • Shares beliefs about schools, teaching, and learning with the staff • Demonstrates behaviors that are consistent with beliefs
Monitors/ Evaluates	Monitors the effectiveness of school practices and their impact on student learning	• Monitors and evaluates the effectiveness of curriculum, instruction, and assessment
Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	• Is comfortable with major changes in how things are done • Encourages people to express opinions contrary to those with authority • Adapts leadership style to the needs of specific situations • Can be directive or nondirective as the situation warrants
Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices ad makes the discussion of these a regular aspect of the school's culture	• Keeps informed about current research and theory regarding effective schooling • Continually exposes the staff to cutting-edge ideas about how to be effective • Systematically engages staff in discussions about current research and theory • Continually involves the staff in reading articles and books about effective practices
Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	• Is aware of informal groups and relationships among staff of the school • Is aware of issues in the school that have not surfaced but could create discord • Can predict what could go wrong from day to day

Climate

Successful educational outcomes require a team effort on the part of students, families, teachers, staff, union leaders, business partners, and community members, all led by a strong principal. In order for our students to reach their highest academic potential and become active, contributing members of our society, all stakeholders must strive together to create positive, stable, supportive, respectful, caring and professional relationships, and a healthful school climate. Effective administrators strive to create a sense of community and academic purpose that is clear to anyone who walks into the building. Over time, the school climate becomes the culture of the school. Additionally, Marzano and Waters (2009) noted:

> Striking the right balance between district direction and school support, and superior execution of the responsibilities and practices we have presented, may be the difference between a failed system and one that delivers on the promise of opportunity and hope for all children through high-reliability education. (p. 116)

The secret blend for effective leadership as described by Blanchard and Johnson (2003) includes integrity, partnership, and affirmation.

Integrity: Leading with integrity means being the person you want others to be. People are more apt to trust and respect you when what you say and what you do are one and the same.

Partnership: The key to effective leadership is the relationship you build with your team. It is easier to get up the hill when you climb it together.

Affirmation: Praise is the easiest way to let people know they are appreciated. Each of us has the capacity to recognize goodness in others.

Perfecting the Blend: People will think for themselves when you quit doing it for them. Leadership is the process of getting everyone to the place they are supposed to go. The highest achievement as a leader is winning the respect and trust of your team.

Peripheral Edge of Servant Leadership and Sensitivity

Trust is important in any leadership process. While certain behaviors can establish the leader as a boss, keeping secrets, revealing little of their thinking about people and their performance, and hoarding what they know about the business and its future can drains trust right out of a team (Covey, 2006). Further, "Trust is a function of two things: character and competence. Character includes your integrity, your motive, your intent with people. Competence includes your capabilities, your skills, your results, your track record. And both are vital" (p. 30). Additionally, establishing effective team trust and functioning depends upon open exchange of knowledge and information (Gundersen, Hellesoy, & Raeder, 2012).

The OLA Instrument

The Organizational Leadership Assessment (OLA), developed by James Laub, is a reliable tool that can measure *Servant Leadership* in organizations. In his research, Laub (1999) attempted to answer three questions. How is *Servant Leadership* defined? What are the characteristics of *Servant Leadership*? Can the presence of these characteristics within organizations be assessed through a written instrument?

Laub (1999) used a total of eighty items on the field test, with 828 people from 41 organizations in the United States and one organization from the Netherlands. Laub reported that the instrument had an estimated reliability of 0.98. Potential subscores were

considered, but there was a high correlation between the scales. Therefore, a broad use of

the overall OLA score is recommended for research purposes. For instance, OLA has

been used widely to assess the general health of organizations.

Laub (1999) identified six levels of organizational health that characterize three

broad categories of organizational leadership:

> First, Org 1 and Org 2 represent the presence of autocratic leadership
> characterized by the leader as dictator, putting the needs of the leader first, and the
> leader treating others as servants.
> Second, Org 3 and Org 4 represent the presence of paternalistic leadership
> characterized by the leader as parent, putting the needs of the organization first,
> and the leader treating others as children.
> Finally, Org 5 and Org 6 represent the presence of Servant Leadership
> characterized by the leader as steward, putting the needs of the led first, and the
> leader treating others as partners. (p. 115)

Figure 4 provides a summary of Laub's (1999) OLA Model: The *Servant Leader.*

Figure 5 illustrates the Health of Organization Model.

Values People	• By believing in people • By serving other's needs before his or her own • By receptive, non-judgmental listening
Develops People	• By providing opportunities for learning and growth • By modeling appropriate behavior • By building up others through encouragement and affirmation
Builds Community	• By building strong personal relationships • By working collaboratively with others • By valuing the differences of others
Displays Authenticity	• By being open and accountable to others • By a willingness to learn from others • By maintaining integrity and trust
Provides Leadership	• By envisioning the future • By taking initiative • By clarifying goals
Shares Leadership	• By facilitating a shared vision • By sharing power and releasing control • By sharing status and promoting others

Figure 4. Laub's OLA Model: The *Servant Leader.*

Figure 5. Health of Organization Model.

Summary

Leadership is not something you do to people, it is something you do with them (Blanchard & Johnson, 2003). This researcher feels that there needs to be a balance between healthy body and healthy mind. The concerns are not that of nutrition so much as to those pertaining to mental health. Matthew Miles described in Sergiovanni and Starratt's (2007) book, *Supervision: A Redefinition*, that "healthy" in any school or organization can be achieved through the 10 dimensions of health:

1. Goal focus. In a healthy organization, the goal (or usually, goals) of the system would be reasonably clear to the system members, and reasonably well accepted by them. This clarity and acceptance, however, should be seen as a necessary but insufficient condition for organizational health. The goals must also be achievable with existing or available resources, and be appropriate-more or less congruent with the demands of the environment.

2. Communication adequacy. Since organizations are not simultaneous face-to-face systems like small groups, the movement of information within them becomes crucial. This dimension of organizational health implies that there is relatively distortion-free communication vertically, horizontally, and across the boundary of the system to and from the surrounding environment. That is, information travels reasonably well-just as the healthy person "knows himself or herself" with a minimum level of repression, distortion, and the like. In the healthy organization, there is good and prompt sensing of internal strains; there are enough data bout problems of the system to ensure that a good diagnosis of system difficulties can be made. People have the information they need and have gotten it without exerting undue efforts.

3. Optimal power equalization. In a healthy organization the distribution of influence is relatively equitable. Subordinates (if there is a formal authority chart) can influence upward, and even more important-as Rensis Likert has demonstrated-they perceive that their boss can do likewise with her or his boss. In such an organization, intergroup struggles for power would not be bitter, though intergroup conflict (as in every human system known) would undoubtedly be present. The basic stance of persons in such an organization, as they look up, sideways, and down, is that of collaboration rather than explicit or implicit coercion.

4. Resource utilization. We say of a healthy person, such as a second-grader, that he or she is "working up to his or her potential." To put this another way,

the classroom system is evoking a contribution from the student at an appropriate and goal-directed level of tension. At the organization level, "health" would imply that the system's inputs, particularly the personnel, are used effectively. The overall coordination is such that people are neither overloaded nor idling. There is a minimal sense of strain, generally speaking (in the sense that trying to do something with a weak or inappropriate structure puts strain on that structure). In the healthy organization, people may be working very hard indeed, but they feel that they are not working against themselves, or against the organization. The fit between people's own dispositions and the role demands of the system is good. Beyond this, people feel reasonably self-actualized; they not only feel good in their jobs, but they have a genuine sense of learning, growing, and developing as persons in the process of making their organizational contribution.

5. Cohesiveness. We think of healthy people as those who have a clear sense of identity; they know who they are underneath all the specific goals they set for themselves. Beyond this, they like themselves; their stance toward life does not require self-derogation, even when there are aspects of their behavior, which are unlovely or ineffective. By analogy, at the organization level, system health would imply that the organization knows "who it is." Its members feel attracted to membership in the organization. They want to stay with it, be influenced by it, and exert their own influence in the collaborative style suggested above.

6. Morale. The implied notion is one of well-being or satisfaction. Satisfaction is not enough for health, of course; a person may report feelings of well-being and satisfaction in his life while successfully denying deep-lying hostilities, anxieties, and conflicts. Yet it still seems useful to evoke, at the organization level, the idea of morale; a summated set of individual sentiments, centering on feelings of well-being, satisfaction, and pleasure, as opposed to feelings of discomfort, unwished-for strain, and dissatisfaction.

7. Innovativeness. A healthy system would tend to invent new procedures, move toward new goals, produce new kinds of products, diversify itself, and become more rather than less differentiated over time. Such a system could be said to grow, develop, and change, rather than remaining routinized and standard.

8. Autonomy. Healthy people act "from their own center outward." A healthy organization, similarly, would not respond passively to demands from the outside, feeling itself the tool of the environment, and it would not respond destructively or rebelliously to perceived demands either. It would tend to have a kind of independence from the environment, in the same sense that healthy people, while they have transactions with others, does not treat their responses as determinative of their own behavior.

9. Adaptation. The notions of autonomy and innovativeness are both connected with the idea that a healthy person, group, or organization is in realistic, effective contact with the surroundings. When environmental demands and organization resources do not match, a problem-solving, restructuring

approach evolves in which both the environment and the organization become different in some respect. More adequate, continued coping of the organization, as a result of changes in the local system, the relevant portions of the environment, or more usually both, occurs. And such a system has sufficient stability and stress tolerance to manage the difficulties, which occur during the adaptation process.

10. Problem-solving adequacy. Finally, any healthy organism-even one as theoretically impervious to fallibility as a computer-always has problems, strains, difficulties, and instances of ineffective coping. The issue is not the presence or absence of problems, therefore, but the manner in which the person, group, or organization copes with problems. Chris Argyris has suggested that in an effective system, problems are solved with minimal energy; they stay solved; and the problem-solving mechanisms used are not weakened, but maintained or strengthened. An adequate organization, then, has well-developed structures and procedures for sensing the existence of problems, for inventing possible solutions, for deciding on the solutions, for implementing them , and for evaluating their effectiveness.

This researcher strongly believes that a leader needs to lead by example and therefore needs to set good examples. Be kind, be sensitive, serve others, and always be aware that greatness comes through when building others up. Aim for other's greatness more than for our own (Ingram, 2007). Additionally, as explained by (Sparks, 2005) "the language leaders use and the ways in which they

interact with others can disempower or empower, enable or disable, intensify

resistance or increase commitment, and inspire passion and creativity or promote

resignation and passivity."   And simply put by Bolton (1999), it is not what you

say but how you say it and not what you do, but how you do it.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine *Servant Leadership* and the perceptions of faculty and administrators at selected public schools.

Research Questions

The following research questions were the focus of this study.

1. What are faculty perceptions of the administrator's *Servant Leadership* characteristics?

2. To what level does the administrator's leadership reflect faculty perceptions of a *Servant Leader*?

3. Do differences in (a) years of service, (b) education level, and (c) gender influence faculty perceptions of a *Servant Leader*?

Research Design

To fulfill the purpose of this study, a quasi-experimental mixed-method research design was chosen. In quasi-experimental design, participants are not necessarily chosen at random nor does the researcher provide treatments. Within the mixed-method model, both quantitative and qualitative data are analyzed as part of the research. Rudestam and Newton (2001) noted that a combination of quantitative and qualitative methodologies is

often a good choice of method for conducting studies with the depth of understanding for qualitative methods and data.

The mixed-method utilized in this study is the sequential, explanatory design to analyze both quantitative and qualitative data. The data was then used to examine *Servant Leadership* within three selected public schools. The quantitative data provided insight to school climate for the educational leaders practicing *Servant Leadership*. The Organizational Leadership Assessment (OLA) instrument developed by Dr. Jim Laub (1999) was used to measure the level of *Servant Leadership* in three public schools. Interviews were also conducted with individuals utilizing *Servant Leadership* in their professional leadership practices.

Semi-structured interviews were used as a "guide": in other words, questions might not always be asked in the same order. The interviewer initiates questions and poses follow-up questions in response to interviewee's descriptions and accounts (Roulston, 2010). The interview method used in this study is designed to be open-ended and conversational (Finders, 1996). Phenomenological interviewing in this study generated detailed and in-depth descriptions of human experiences (Roulston, 2010). The interviews were recorded on audiotape and transcribed at a later date. Completed transcripts were then coded based on Emerson, Fretz, and Shaw's (1995) idea of "focused coding" where the researcher does a line-by-line analysis of the transcribed work on the basis of topics that have been identified. The Wong and Page's (2003) Seven Factors of *Servant Leadership* topics were utilized for this research.

Quantitative Design

In quantitative data analysis, you want to name it, measure it and relate it. The hypothesis is that the practice of Servant Leadership is associated with high scores in the OLA assessment. The data from the surveys were grouped into categories/constructs and analyzed using the SPSS program. Participants characteristics are shown in Table 1.

Qualitative Design

Interviews were conducted with three leaders in public education. An informal interview with open-ended questions was conducted first and a follow-up interview with questions derived by Wong and Page (2003) were used as a guide. Each participant provided a written consent before interviews were conducted. Each interview was recorded and upon completion of the interviews the data were transcribed and coded.

Qualitative research allowed the researcher to learn more about the meaning and the mechanics of *Servant Leadership.* The rationale for using qualitative research in combination with quantitative research in this study follows the view by Marshall and Rossman (1989) that:

> The significance of organizational culture as a way of understanding, describing, and explaining complex social phenomena has been increasingly acknowledged by students of organizations, consultants to organizations, and those of us who spend most of our workday lives within organizations. Moreover, students of educational organizations have found the concept of culture elusive but powerful in understanding the complexities of schools and schooling. (p. 47).

Qualitative data can also be used to strengthen quantitative research designs (Leech & Onwuegbuzie, 2007). Additionally, Creswell (2007) argued that qualitative researchers should engage in at least two of the following procedures:

- Triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence.
- Peer review or debriefing provides an external check of the research process.
- Negative case analysis, the researcher refines working hypotheses as the inquiry advances.
- Clarifying researcher bias from the outset of the study is important so that the reader understands the researcher's position and any biases or assumptions that impact the inquiry.
- Member checking, the researcher solicits participants' views of the credibility of the findings and interpretations.
- Rich, thick description allows readers to make decisions regarding transferability.
- External audits allow an external consultant, the auditor, to examine both the process and the product of the account, assessing their accuracy. (pp. 207-209)

Participants

The participants in the qualitative section were chosen based on their reputation as exceptional leaders. Interviewee 1 is currently a superintendent in Oregon who has been awarded "Superintendent of the Year" and was asked to Co-chair a committee for Governor John Kitzhaber of Oregon. Interviewee 2 is a retired Vice President for Student Affairs at a post-secondary institution. During a lecture, this leader captured the researcher's attention as an exceptional leader who has vast experience working with students of all ages during his career as an educator. Interviewee 3 was recommended as an exceptional superintendent in Minnesota and had been nominated for "Superintendent of the Year".

Eight school districts were invited to participate in the quantitative study; these districts were recommended as schools that would in all probability facilitate the study. The researcher received permission from five school leaders to have staff and administrators participate in the study. In the end, two schools in the United States were

invited to participate in the study. A third school in Canada was also invited to participate in this study.   A copy of the instrument was provided to each school leader in advance. The researcher was granted permission by Dr. Jim Laub, the head of the Organizational Leadership Assessment, to utilize the OLA assessment. The researcher and Dr. Laub were in regular phone contact during administration of the survey and collection of data for this study.

Instrumentation

The researcher was given access codes and directions for taking the OLA; this information was passed on to participants. Participants were asked to identify highest level of education, years experience, years experience in the present school, age range, and area of teaching. These questions were run through the SPSS software to test for correlations with responses on the OLA. Raw data for all three schools was transferred into SPSS software for data analysis. Pseudonyms are used for each school.

Analysis

The Organizational Leadership Assessment (OLA), a survey instrument, was used to examine *Servant Leadership* (see Appendix A). The variables were analyzed with the SPSS program. A one-way ANOVA was utilized to determine if there were any relationships regarding services, level of education, gender, and faculty with regards to the perception of a *Servant Leader.*

Page and Wong's Seven Factors of Servant Leadership (see Appendix B) were used as a guide when interviewing. Transcripts from the interviews were grouped into the following codes: Empowering and developing others, Vulnerability and humility,

Serving others, Open participatory leadership, Inspiring leadership, Visionary leadership and Courageous Leadership.

Procedures

Schools participating in the Organizational Leadership Assessment (OLA) study received a cover letter by email providing directions and access codes. Upon completion, an Organizational Leadership Assessment Evaluation Report was given to each school for their use. These reports contained an overview of the ranking and six key areas, the health level of the organization, Perception match, Job satisfaction, Readiness for change, Detailed item report and Summary, Creating your improvement plan, and OLA group products and services. The school leaders were interviewed once with open-ended questions and once using Page and Wong's Seven Factors of Servant Leadership as a guide.

Limitations

A few factors might have influenced the number of participants taking the OLA survey. The survey was conducted during the last two weeks of the school year, which is a busy time for staff. Thus, completing a survey might not have been a high priority for some staff. Difficulty accessing and taking the OLA survey might have been another limitation; participants had to navigate to another website and specific codes were to be used. However, this study did have at least 30 participants, which is sufficient to establish correlations of moderate size.

Role of Researcher

The researcher adhered to a model of ethical behavior, including ethical

sensitivity, ethical judgment, ethical motivation, and ethical action (Narvaez & Endicott,

2009), this researcher followed:

Ethical Sensitivity: Notice!
> Pick up on the cues related to ethical decision-making and behavior; Interpret the situation according to who is involved, what actions to take, and what possible reactions and outcomes might ensue.

Ethical Judgment: Think!
> Reason about the possible actions in the situation and judge which action is most ethical.

Ethical Motivatiaon: Aim!
> Prioritize the ethical action over other goals and needs.

Ethical Action: Act!
> Implement the ethical action by knowing how to do so and follow through despite hardship. (p. 9)

Researcher Permission and Ethical Considerations

Blanchard and Peale (1988) noted: "There is no right way to do a wrong thing" (p.

19). Therefore, the researcher took into consideration Blanchard and Peale's Five

Principles of Ethical Power for Individuals. Brief descriptions of these principles are

given below:

Purpose: I see myself as being an ethically sound person. I let my conscience be my guide. No matter what happens, I am always able to face the mirror, look myself straight in the eye, and feel good about myself.

Pride: I feel good about myself. I don't need the acceptance of other people to feel important. A balanced self-esteem keeps my ego and my desire to be accepted from influencing my decisions.

Patience: I believe that things will eventually work out well. I don't need everything to happen right now. I am at peace with what comes my way!

Persistence: I stick to my purpose, especially when it seems inconvenient to do so! My behavior is consistent with my intentions. As Churchill said, 'Never! Never! Never! Give Up!'

Perspective: I take time to enter each day quietly in a mood of reflection. This helps me to get myself focused and allows me to listen to my inner self and to see things more clearly. (p. 80)

Interview participants received questions derived from Page and Wong's Seven Factors of Servant Leadership. These questions were approved by the IRB board (IRB-201108-044, August 29, 2011 & June 27, 2012) in advance of the final interview. Written consent to participate was completed and participants were aware that they could withdraw from the study at any time. The final report was given to participants to be checked and critiqued before final printing of this dissertation. This is important because, as Glesne (2011) noted, no matter how a researcher views their role, they develop relationships with research participants. Finally, the researcher abided by the guidelines provided in the sixth publication manual of the American Psychological Association (2010). It is the researcher's responsibility to adhere by the basic ethical and legal principles that underlie all scholarly research and writing. Specifically to: "To ensure the accuracy of scientific knowledge, to protect the rights and welfare of research participants, and to protect intellectual property rights" (p. 11).

CHAPTER IV

RESULTS

Quantitative Results

A combined total of 103 certified staff members from three schools were asked to participate in the survey. Roughly one-third (31) completed the survey.

Research Question 1: What are the perceptions of the faculty on the administrator's Servant Leadership characteristics?

School A faculty and administrators shared similar perceptions of the health status in their organization, which suggested a very high level of shared awareness and open communication. Clearly, the faculty perceived this administrator's leadership more positively than they perceived the organization.

School B also shared similar perceptions of the health status in their organization amongst faculty and administrators, which suggested a very high level of shared awareness and open communication. This faculty perceived the opposite of School A in regards to the administrator's leadership and the organization; School B faculty perceived the organization more positively than they did the leadership in their building.

School C shared similar perceptions as Schools A and B pertaining the health status in their organization, which suggested a very high level of shared awareness and open communication. This faculty shared similar perceptions as School B pertaining the

administrator's leadership and the organization; School C faculty perceived the organization more positively than they did the leadership in their building.

Research Question 2: To what level does the administrator's leadership reflect the faculty perceptions of a servant leader?

School A listed six factors that they perceive taking place as a reflection of *Servant Leadership* in their organization.

- Leaders in this organization do not demand special recognition for being leaders.

- Leaders in this organization build people up through encouragement and affirmation.

- Leaders in this organization seek to influence others out of a positive relationship rather than from the authority of their position.

- Leaders in this organization lead by example by modeling appropriate behavior.

- Leaders in this organization allow workers to help determine where this organization is headed.

- Leaders in this organization are open to learning from those who are below them in the organization.

School B listed the following six factors that they perceived taking place as a reflection of *Servant Leadership* in their organization.

- In this organization, a person's work is valued more than their title.

- I am respected by those above me in the organization.

- I feel appreciated by my supervisor for what I contribute to the organization.

- People in this organization are caring and compassionate towards each other.

- I receive encouragement and affirmation from those above me in the organization.

- People in this organization accept people as they are.

School C listed the following six factors that they perceived taking place as a reflection of *Servant Leadership* in their organization.

- Leaders in this organization lead by example by modeling appropriate behavior.

- Leaders in this organization take appropriate action when it is needed.

- Leaders in this organization practice the same behavior they expect from others.

- People in this organization accept people as they are.

- People in this organization work to maintain positive working relationships.

- People in this organization allow for individuality of style and expression.

Research Question 3: What differences exist across a) years of service, b) education level, and c) gender in the faculty regarding perception of a servant leader?

A one-way ANOVA was utilized to determine if there were any relationships regarding services, level of education, gender and faculty with regards to the perception of a *Servant Leader*. No correlations were found between the variables at the $p<.05$ level of significance. Table 1 provides the participants in the study. Table 2 summarizes the raw data for organizations A, B, and C. Also shown are averages for each question in the survey.

Table 1

Teacher/Administrator Participants: Highest Level of Education, Years Experience, Years Experience In This School, Age Range, Area of Teaching.

Sex	Number of Participants	Highest Level of Education	Years Experience	Years Experience in this School	Age Range	Area of Teaching
Male: 11 Female: 20	31	Bachelors 15 Masters 13 Specialist: 3	1-5 years: 5 6-10 years: 6 11-20 years: 8 More than 20 years: 12	1-5 years: 13 6-10 years: 9 11-20 years: 3 More than 20 years: 6	21-30: 6 31-40: 4 41-50: 12 51-60: 4 Older than 60: 5	Elem.: 14 Mdl Schl: 3 High Schl: 9 Specialist: 5

Table 2

Survey Results by Question.

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
A	1	1	1	3	7	2	3.57
A	2	0	0	1	9	4	4.21
A	3	1	2	4	6	1	3.29
A	4	0	3	2	8	1	3.5
A	5	0	0	2	8	4	4.14
A	6	0	1	2	4	7	4.21
A	7	0	0	5	6	3	3.86
A	8	1	0	1	10	2	3.86
A	9	0	1	4	5	4	3.86
A	10	0	0	4	4	6	4.14
A	11	0	2	2	5	5	3.93
A	12	0	1	3	6	4	3.93
A	13	0	2	4	6	2	3.57
A	14	0	1	3	6	4	3.93
A	15	0	2	3	6	3	3.71
A	16	0	1	1	7	5	4.14
A	17	0	0	2	8	4	4.14
A	18	0	1	2	9	2	3.88
A	19	0	0	3	8	3	4
A	20	0	6	2	5	1	3.07
A	21	0	1	2	9	2	3.86

Table 2 Continued

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
A	22	0	0	1	5	8	4.5
A	23	0	0	0	6	8	4.57
A	24	0	0	0	6	8	4.57
A	25	0	0	1	7	6	4.36
A	26	0	0	2	2	10	4.57
A	27	0	1	0	8	5	4.79
A	28	0	2	0	7	5	4.07
A	29	0	1	2	5	6	4.14
A	30	0	1	1	8	4	4.07
A	31	0	0	0	7	7	4.5
A	32	1	1	1	3	8	4.14
A	33	1	1	1	5	6	4
A	34	0	0	4	5	5	4.07
A	35	0	0	1	4	9	4.57
A	36	0	1	2	7	4	4
A	37	0	0	0	7	7	4.5
A	38	0	1	3	4	6	4.07
A	39	0	0	0	2	12	4.86
A	40	0	0	0	6	8	4.57
A	41	0	0	0	5	9	4.64
A	42	0	0	1	7	6	4.36
A	43	0	0	2	7	5	4.21
A	44	0	0	2	8	4	4.14
A	45	1	1	0	8	4	3.93
A	46	0	0	0	6	8	4.86
A	47	0	0	2	6	6	4.29
A	48	0	0	2	4	8	4.43
A	49	0	0	1	5	8	4.5
A	50	0	1	4	4	5	3.93
A	51	0	0	0	9	5	4.36

Table 2 Continued

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
A	52	0	0	0	7	7	4.5
A	53	0	0	0	7	7	4.5
A	54	0	1	1	6	6	4.21
A	55	0	0	2	6	6	4.29
A	56	0	0	1	6	7	4.43
A	57	0	1	3	5	5	4.00
A	58	0	0	1	6	7	4.43
A	59	0	0	2	5	7	4.36
A	60	0	0	0	6	8	4.57
A	61	0	1	3	3	7	4.14
A	62	0	1	1	4	8	4.36
A	63	0	0	1	6	7	4.79
A	64	0	0	1	5	8	4.5
A	65	0	1	0	4	9	4.57
A	66	0	0	1	6	7	4.43
B	1	0	0	0	6	3	4.33
B	2	0	0	1	4	4	4.11
B	3	0	0	0	7	2	4.22
B	4	0	0	1	5	3	4.22
B	5	0	1	4	1	3	3.67
B	6	0	0	1	5	3	4.22
B	7	0	0	0	4	5	4.56
B	8	0	0	0	5	4	4.44
B	9	0	0	0	4	5	4.56
B	10	0	0	0	4	5	4.56
B	11	0	0	0	4	5	4.56
B	12	0	0	0	6	3	4.33
B	13	0	0	4	3	2	3.78
B	14	0	0	3	5	1	4.33
B	15	0	0	0	7	2	4.22
B	16	0	0	3	4	2	3.89
B	17	0	0	1	5	3	4.22

Table 2 Continued

Organization	Question		Likert Scale				Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
B	18	0	0	0	6	3	4.33
B	19	0	0	0	5	4	4.44
B	20	0	0	3	5	1	4.33
B	21	0	0	0	7	2	4.22
B	22	0	0	3	3	3	4
B	23	0	1	0	4	4	4.22
B	24	0	2	0	3	4	4
B	25	0	1	0	3	5	4.33
B	26	0	1	0	5	3	4.11
B	27	0	1	0	4	4	4.22
B	28	0	2	0	4	3	3.89
B	29	0	2	0	5	2	3.78
B	30	0	2	1	3	3	3.78
B	31	0	1	1	2	5	4.22
B	32	0	2	2	2	3	3.66
B	33	0	3	0	3	3	3.67
B	34	0	2	1	3	3	3.78
B	35	0	2	1	3	3	3.78
B	36	0	1	1	4	3	3.67
B	37	0	1	1	2	5	4.22
B	38	0	2	0	4	3	5.56
B	39	0	1	1	3	4	4.11
B	40	0	2	0	4	3	3.89
B	41	0	2	0	4	3	3.89
B	42	0	1	0	5	3	4.11
B	43	0	1	2	3	3	3.89
B	44	0	2	0	3	4	4
B	45	0	2	0	3	4	4
B	46	0	1	2	3	3	3.89
B	47	0	1	0	4	4	4.22
B	48	0	1	1	3	4	4.11
B	49	0	1	1	3	4	4.11
B	50	0	1	2	3	3	3.89

Table 2 Continued

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
B	51	0	1	0	5	3	4.11
B	52	0	2	0	3	4	4
B	53	0	1	1	3	4	4.11
B	54	0	2	1	3	3	3.78
B	55	0	0	0	5	4	4.44
B	56	0	0	0	6	3	4.33
B	57	0	0	1	5	3	4.22
B	58	0	0	0	4	5	4.56
B	59	0	0	0	5	4	4.44
B	60	0	0	1	3	5	4.44
B	61	0	1	0	3	5	4.33
B	62	0	0	1	1	7	4.67
B	63	0	0	0	5	4	4.44
B	64	0	0	0	2	7	4.78
B	65	0	0	1	3	5	4.33
B	66	0	0	1	2	6	4.56
C	1	0	0	0	7	1	4.13
C	2	0	1	5	1	1	3.25
C	3	0	0	3	4	1	3.75
C	4	0	0	1	6	1	4.00
C	5	0	4	2	1	1	2.88
C	6	0	1	3	3	1	3.5
C	7	0	1	2	3	2	3.75
C	8	0	1	1	4	2	3.88
C	9	0	0	2	5	1	3.88
C	10	0	0	2	5	1	3.88
C	11	0	0	2	5	1	3.88
C	12	0	1	1	5	1	3.75
C	13	0	2	4	2	0	3.00
C	14	0	4	3	0	1	3.13
C	15	0	2	1	4	1	3.5

Table 2 Continued

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
C	16	0	0	1	5	2	4.13
C	17	1	1	1	2	3	2.38
C	18	0	0	1	5	2	4.13
C	19	0	0	1	5	2	4.13
C	20	0	3	3	1	1	3.00
C	21	0	1	2	4	1	3.63
C	22	1	1	3	2	1	3.13
C	23	1	1	0	3	3	3.75
C	24	0	2	2	3	1	3.38
C	25	1	2	0	4	1	3.25
C	26	0	3	1	3	1	3.25
C	27	0	2	1	2	3	3.75
C	28	0	1	1	3	3	4.00
C	29	0	1	1	4	2	3.88
C	30	0	1	1	4	2	3.88
C	31	0	1	0	5	2	4.00
C	32	1	1	2	3	1	3.25
C	33	1	1	0	3	3	3.75
C	34	0	2	0	4	2	3.75
C	35	1	2	2	1	2	2.5
C	36	1	1	1	3	2	3.5
C	37	0	0	2	2	4	4.25
C	38	0	1	0	6	1	3.88
C	39	0	0	1	5	2	4.13
C	40	0	0	0	5	3	4.38
C	41	1	1	1	3	2	3.5
C	42	0	2	0	4	2	3.75
C	43	1	1	1	3	2	3.5
C	44	0	2	0	4	2	3.75
C	45	0	0	2	3	3	4.13
C	46	1	1	0	4	2	3.63

Table 2 Continued

Organization	Question	Likert Scale					Averages
		SD(1)	D(2)	N(3)	SA(4)	SA(5)	
C	47	0	1	1	4	2	3.88
C	48	1	0	1	5	1	3.5
C	49	0	2	3	2	1	3.25
C	50	0	1	1	4	2	3.88
C	51	0	0	2	4	2	3.75
C	52	1	1	1	4	1	3.38
C	53	0	1	1	4	2	3.88
C	54	0	2	2	2	2	3.5
C	55	1	1	0	3	3	4
C	56	0	1	0	5	2	4
C	57	1	1	1	3	2	3.5
C	58	1	0	0	4	3	4
C	59	1	1	0	4	2	3.88
C	60	0	0	1	3	4	4.38
C	61	1	1	1	3	2	3.5
C	62	0	0	1	2	5	3.88
C	63	0	1	0	4	3	4.13
C	64	0	0	0	4	4	4.5
C	65	0	2	1	1	4	3.88
C	66	0	1	0	2	5	4.38

Table 3 provides a summary of the One-way Anova statistics.

Table 3. Homogeneous Subsets.

| Homogeneous Subsets | | Subset for alpha = 0.05 |
OrgUnit	N	1
School A	13	39.3077
School B	10	42.5000
School C	8	37.8750
Sig.		.223

Figure 6 shows the three schools in the study at their organization health level:

Org. 1 = Autocratic (toxic health)

Org. 2 = Autocratic (poor health)

Org. 3 = Negative Paternalistic (limited health)

Org. 4 = Positive Paternalistic (moderate health)

Org. 5 = Servant (excellent health)

Org. 6 = Servant (optimal health)
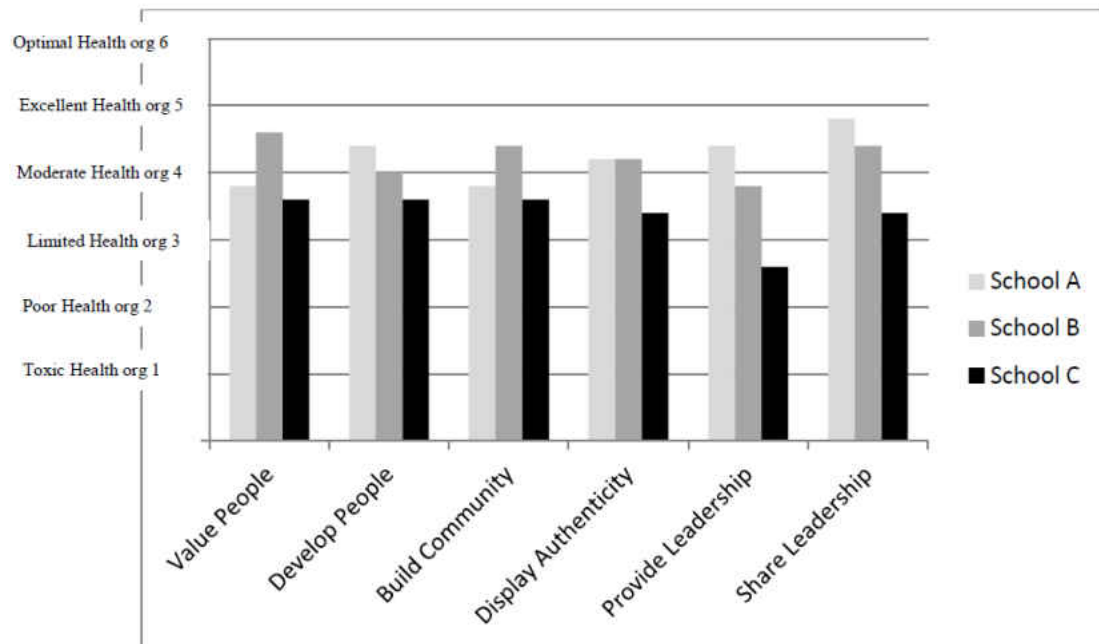

Figure 6. Power Level Graph

Qualitative Results

Three public school administrators were asked to participate in the semi-structured interview process. Two are currently serving public schools K-12 in the role of superintendent. One is a retired Vice President for Student Affairs at a public university. The interviews took place at the interviewee's choice of location.

Interviewee A was interviewed once in her office in Springfield, OR. The second interview was conducted via phone. Interviewee B chose to meet in a popular coffee spot in MN. It was a good spot as it provided some privacy and was not busy both times that the researcher and the interviewer met. Interviewee C also chose to meet at a coffee shop on both occasions.

Using Page and Wong's Seven Factors of Servant Leadership as a guide, each interview was conducted as an open-ended, semi-structured interview. Upon completion of the interviews, the transcribed pages were coded accordingly: Empowering and Developing Others, Vulnerability and Humility, Serving Others, Open Participatory Leadership, Inspiring Leadership, Visionary Leadership and Courageous Leadership- Integrity and Authenticity.

Empowering and Developing Others

From the beginning of Interviewee 1's current position as a superintendent, the staff members were empowered. Communication began with getting all on-board to participate. This superintendent reflected on the comments that were first made.

> So, I immediately saw when I came that there was going to be a need for a lot of changes, I call it "floor to ceiling" and I say this to the staff. Where ever we start is the floor and we are going to reach the ceiling and celebrate and then that's going to be the floor and then whenever we reach that ceiling we celebrate. There probably never will be an end because if you want to think of this as an elevator, you keep going up; kids change and requirements change and needs change and so we'll always be looking at things that way.

Professional development is another way in which this superintendent empowered people by contributing to their personal growth.

> In terms of professional development, when I first came I did go to the board and I said if you want people to change, we need time to train them, so we did do late starts and then we did some all day Fridays and when we did the all day Fridays

some of it was furlough and some of it was for training…we really count on it being more based on training a cadre of teachers who then go back and train the rest of the group because we really want to build capacity.

The retired Vice President for Student Affairs, Interviewee 2, shared his views on empowering and developing others. His first reflection was how he was empowered by the President of the university at that time, Mr. Tom Clifford.

He wanted me to learn something about living and he wanted me to take 1 day a week and do things just with my wife and family, he said, 'don't worry about having to work.' He wanted me to come back fresh and know how to use all my talents and not to be tired and stressed. 'We want you fresh and we want you to stay fresh.' He (Mr. Clifford) was a very wise leader . . . With the support of Clifford, I learned about me, he gave me the freedom to grow . . . He created an environment that allowed people to be creative and take risks.

Additionally, this interviewee shared his views on involving others to participate in decision-making, cultivating relationships, and contributing to personal growth.

You want to set expectations and you involve them in the process . . . I tell people when I hire them that as long as you are employed by me, I want you to know that the primary objective is that we are going to help you develop as a professional so that you can become overqualified and we want you to become overqualified so that you stay on the job because you want to, and when you want to be there, we're going to have a better organization and that does not mean that we don't want you to grow and develop, we will celebrate as you jump out of the nest and fly in different directions. We were really into staff development . . . I really feel very strongly that when you make a commitment with the people that you are with, I want to give them every opportunity to continue to grow as an individual. To have staff development opportunities, to have workshop opportunities, an opportunity to be part of the organizational structure because when people hear that they are growing and they continue to grow, they develop the sense that the organization cares about them and they care in return . . . I want them to feel like they are making choices all along about who they want to be and where they want to grow and so they have those kind of opportunities and decisions, because when you get people who are vibrant, you get a better employee and the students are the benefactors and the other staff who they come in contact with.

Superintendent Interviewee 3 shares his views on how he empowered others to participate in the leadership process.

I've had situations where a skilled player just is not comfortable for whatever reason sharing their thoughts or insights on a manner and I've gone one-on-one to say you have what it takes, I trust your voice; in fact your voice is one of the stronger voices that everyone needs to listen to because of all of your experiences. You really encourage them and sometimes you just have to pry those shy leaders.

Vulnerability and Humility

The first interviewee reiterated the need to maintain authority as a *Servant Leader:*

You do have to have clear boundaries with the people, just having clear boundaries are important. Just because you are warm and caring does not mean that you aren't going to get things done.

Similarly, the interviewee pointed out the need to create and maintain humility throughout the leadership process:

The first thing is that you have to recognize the more success you have the humbler you need to become. This is in the "Good to Great" book. When something great happens in the organization, look out the window, meaning look at the people working out there. When something not good happens, look in the mirror. So, if great things happen, I have to attribute that to all the people out there doing the work and if something not good happens I have to look at myself and say as the leader of this organization "what did I do or not do to cause this to happen?" No matter what it is. I think that's another important thing and I think the third thing is that you just really need to hold the faith that the people doing the work know a lot more about the work than you do and that you really have to be in dialogue and be a profound listener to what people are saying…I'm only as strong as the people I work through. So, I say I work with administrators, I work with principals, I work with teachers who work with kids, so it's all those people that really make a difference so I couldn't imagine being anything but humble.

Another way to maintain authority while maintaining humility and taking a "back seat" was expressed by Interviewee 2:

I would say to everybody, "if you want to grow, if you want more opportunity, you've got to reach beyond and if you've got a problem with me or something I've done and I hear from somebody and I hear about it from somebody other than you; I have a ladder with 10 rungs on it and if you're number 6 and you're moving up that ladder with professional development and I hear from somebody

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else, you just dropped back down to a 1." And then I say, "if you just come in, no matter what you say and you're open and honest about it, we can deal with it, etc. and you've gone from a 6 to a 7." You'll also recognize that I've said that you treat people with dignity and you don't put people down in front of other people.

Interviewee 3 believed in the power of admitting one's mistakes. In others words, putting yourself in a vulnerable position and being humble at the same time is a great way to lead by example.

> There is actually power in admitting to your mistakes; it is powerful to do. The reality is that we are working with well-developed human beings who can see right through the façade, so why not just be open and honest. You can lead from the heart but also rationally from the head…Show your imperfections. Look at it through the lens of service to the organization.

Serving Others

Interviewee 1 talked about how she served others in her school district through a hands-on attitude that demonstrated selflessness and being a "steward."

> I think I've done almost every job in the district. I put the lines down on the football field; that was really fun. I delivered the mail between the different schools, I've sorted the mail, I've worked in the print shop, I've changed oil on a bus, I've been on multiple bus routes, special ed., regular ed., and I stick my name in the substitute pool and I substitute . . . I've gone to the bus rodeos and the bus drivers were saying "we've never had another superintendent come to this," . . . and left money and said anyone from our district I want to give them free drinks, so, that's just a current example of something very typical that I do. I try to do all the jobs of the classified people; I talk a lot about how hard those jobs are. When I do school visits, I'm making sure I'm spending time with classified people. I think people really need to believe that you understand their work and the truth is once you start doing the jobs, you really see how complex everyone's job is.

This interviewee also explained how the art of serving others was really not that difficult—it is all about the process.

> What's the process that is used? Management should be a system that works really well. It shouldn't take a whole lot of time. I send out a thousand notes every year to kids, and people say "how do you do that" and I tell them I have a system that makes it work.

Interviewee 2 believed that in serving others, you needed to do that within a

holistic approach.

> I talk about people being holistic individuals; you have to talk about an
> organization being holistic too. If you wanna help an organization grow, you
> gotta get everybody participating in that holistic model. I always talked about we
> need to develop a system. There is a good book to reach called 'The Customer
> Always Comes Second,' because throughout your organization, the people always
> come first. And then it's your people in the organization who get lots of
> customers. If the people don't tie in first, they don't feel that they are important,
> you can work all you want and you're never going to get a lot of customers…My
> philosophy is you treat your people well.

This interviewee even named his son after a man who made him feel very special,

a man who served everyone and made everyone feel important, a true steward of the

community.

> I named my son after a man . . . he was a graduate teacher of mine; every time I
> saw him, he made me feel like the most important person and in the next instant
> he was making someone else feel like the most important person.

Interviewee 3 described in clear detail what stewardship should entail in the

leadership process:

> Leadership is situational and I have board members who have the heart that want
> to serve the district, who want to serve my success, they want to serve their
> success. There are times when the heat is on and they need to be making very
> difficult decisions and it may not appear on the surface that we are making
> decisions that are serving the organization but leadership at that level is very
> messy and from the outside you don't always understand how decisions are made.
> Whose best interest is in mind here? Are we stewarding resources, people, are we
> stewarding maybe a power base that has been institutionalized maybe because of
> a group of parents that have organized around a certain issue. It's complex, it's
> very complicated, it's not easy to define . . . You don't always lead from a covert
> *Servant Leadership* qualities. I would hope that as one that has those principles of
> *Servant Leadership* that it be like bones that I could press against if there is some
> inappropriate power and control and that type of thing. I could challenge that
> appropriately using thoughtful questions that would impact what it is we are
> doing. It does not always come easily during the high-tides of emotion . . . Each

community has its nuances. A special interest in one city might not be a special interest in another city. Know yourself and know what your core beliefs are and be courageous. Leadership always has to be a good fit. So my values need to be lined up with the organizations values in order for us to work courageously together on issues.

Open Participatory Leadership

Interviewee 1 demonstrated the qualities of a true *Servant Leader,* a leader who takes the time to listen to other, promotes kindness, honesty, trust and openness and demonstrates a genuine care for others:

In order for people to trust me, they needed to know me and they also needed to know that I knew their work and so I think by now, probably for sure by the end of this year, I think I've done almost every job in the district (26 schools in eight years).

When I first interviewed for this job, the board said so how are you going to build trust and I said I'm going to be in the buildings all the time and they said but the job is just so big, how can you possibly do that and I said the big rock theory; if you have a cylinder and you have a bunch of sand and you fill it up with sand and then you try to put the big rock in, it's not going to fit. But, if you put the big rock in first, then the sand will fit around it. So, the metaphor is, if I'm out in the buildings, I'm building trust but I also really understand the reality out there and so if I understand the reality, I'm not going to make poor decisions to begin with and if I don't make poor decisions to begin with it gives me more time to be out in the buildings.

An interesting example is of a principal who was moving from one school to another, I had a meeting with her to ask what have you learned from your last . . . I had some things I could suggest, but I said good leaders reflect, so I just want you to reflect and you know by the end of the conversation she had said everything I would have said to her . . . like she said sometimes I have so many creative ideas, I talk too much, I need to listen more. So, that is a very different approach where I didn't just come in and say you don't listen enough. I didn't have to say a word other than I agree with you and then you for being able to analyze your strengths, that's a sign of a great leaders . . . That's all I had to say and she left feeling great.

Interviewee 2 shared that it was "ok" to care; he believed that people knew that he really cared:

I had 120 people in my division and I knew all of them from the file clerks to the people on the board. I wanted certain people in my organization, nice, caring. One spoiled egg can spoil other eggs. My pledge is: My commitment to you is to provide every opportunity to help you grow as an individual. My goal: Doing your job because you love it. There is more turnover, but that's fine. If you love your job, you stay! A leader should be caring enough to confront in a kind way, help those who are struggling, support and be honest! . . . You need to be a caring person and have a caring administration. You are not evolving as a person if you are not aware when you are not caring.

When promoting kindness, honesty, trust in a building, you begin by being that way all the time. And, you can't fool people, people will know right away whether you are sincere . . . So, first of all you have to set an example and the second thing you've got to make it very clear what the mission is and insist on that kind of behavior. Set expectations and then set up the support system that you need to have within the organization.

Interviewee 3 described the risks involved in making decisions, and noted the

basic need for servant leaders to know their team:

Know yourself and know your team . . . Just doing that self-assessment of your own internal trust, being able to trust others is important and then once that's established, finding the strengths and negative soft-spots of your team for delegating . . . You're not going to get very far in leading people if you're not kind.

Inspiring Leadership

Interviewee 1 depended on the leadership of all the administrators in the large

school district and was evident in encouraging others to work towards a common goal:

I work through principals to work with teachers to work with other staff to work with children. I can't work with 11,000 children; but, I have to impact them for the good and I can do that through the leader. So, I'm only as strong as the leadership team that I have and the leaders I have leading organizations.
What I have said to people is we are professionals, we are going to work in a continuous improvement model but we are not going to go crazy about these tests. You know that we are going to be focused on our kids, what they know, what they need to know, we are going to provide staff development and we are going to respect that you are professionals and if we do those things, we'll get there, Period!

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Interviewee 2 shared how he did not want to surround himself with "bones of

himself," meaning more of the same. He wanted to inspire his people:

> If it is more of the same, the quicker the organization gets stale. I wanted people
> to push, I wanted people to be challenged and I really believe that by willing to be
> challenged, you've got to have confidance, you've got to be self-assured.
> I believe that when you care about your staff, that they will walk across the world
> for you. And if you want to motivate them, you care about them.

Interviewee 3 inspired leadership through delegation of roles that were dispersed

according to talent sets and also by listening to the team's desires:

> Be very thoughtful, make sure you know the abilities of your team so that you can
> put everybody in their right spot . . . You need to know who is on that team and
> you need to be very selective . . . In education, we're very inclusive, we like to
> think that we include everybody in the decision- making process.

> Also, when you have a fire in your belly and you don't see a place for you to
> influence or inspire, I think that's the call of nature-to stick with people-you need
> to go find them. Your greatest desires and world's greatest needs, when they
> meet together, good things will happen. If they don't meet, you will continue in
> frustration and too many leaders resign themselves to that.

Visionary Leadership

Setting a clear purpose and vision was high on the priority list for Interviewee 1

when she began working in her current district nine years ago:

> I believe that as a person who leads in the community and serves in the
> community, my job is to learn the different perspectives. Galvanize the people
> around the vision . . . So, now how am I going to make people understand how are
> we going to together create a vision and a set of expectations that's really going to
> galvanize us and compel us to move in that direction.

> We also make sure that we make a really good process and we have an articulated
> process . . . I drew a picture for the board because it is getting harder with no play
> in the budget and people have given up compensation for years; the picture
> showed that student achievement, including well-rounded students is what our job
> is and it's gonna take four things. It takes having enough staff to do the job, it
> takes having enough days, it takes having enough supplies/materials and it takes

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having a culture where people feel good and we can't get any of these out of whack.

Interviewee 2 felt that it was important to sit with your people and develop a

mission together; with the Number 1 mission being to care about people:

> My insistence was that everyone hired into administration had a basic idea of what our mission was and this is that "we care" about everybody that we come in contact with; including yourself and I wanted to pick up that attitude and I wanted to portray that attitude to help people become over-qualified for what they do. I really feel that my major responsibility was insist on defining the mission of the organization, the mission of the institution and what direction we wanted to take and then how can we play a role in helping each other fulfill that mission.

Interviewee 3 pointed out the need for courage especially when the opposite of

visionary leadership occurs:

> If you're doing things within the organization where your soul is being breeched, if you're serving that special interest that is not part of your district's mission overall…you need to meet the organization by being courageous, in the face of that, making those decisions that align up with both the roles and your soul, as I say, they really need to line up.

Courageous Leadership—Integrity and Authenticity

Interviewee 1 firmly believed in a process filled with open communication to all

parties involved:

> In the end what you want is that everyone might not love the decision, but they really respect the process. Each event is very facilitated, not to prevent people from saying stuff but to allow people to say stuff in such a manner that one person didn't take an hour, that everyone got their voice in the room and just to really do as much as we needed to do to have people felt heard . . . It just really takes a strong belief that we can settle problems together, we can, everything can be done respectfully.

Interviewee 2 felt strongly that it was not necessary to attack someone else's

integrity or dignity when being a leader. On the contrary, it was important to treat all

people like human beings:

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I really feel that part of honesty is being honest and I try to teach the concept that I care about people, that I'm willing to confront them, if you can't confront someone whom you're having a problem with then you really don't care. Also, don't say that you're going to do something that you can't do. You don't make a commitment and you don't make promises if you can't do it. You gotta be smart on your feet to make a promise that you can commit to.

Interviewee 3 indicated that the question on Courageous Leadership was important food for thought in the process of learning and practicing *Servant Leadership*:

There is a moral imperative in us. You can be stupid and walk by standing tall with the face of adversity without any type of a moral foundation and maybe self-interest and that type of thing. But, the leaders of today, they really need to have that moral imperative in what they are doing and why they are doing it. Because you can be pulled the other way by special interests that may be advantageous to you to engage . . . but you need to be courageous in the face of that.

When in crises and you need to make decision or there could be major damage done, you make the decision. In all other cases you partner with those that you need to shape and help make the decision that is best.

In conclusion, the three interviewees harbored strong beliefs pertaining to *Servant Leadership*. They were all passionate about what they did and how they used *Servant Leadership* as a guide when doing their day-to-day work with the community, parents, the school board, administrators, teachers and non-certified staff . This researcher, along with Chu (2010) and the three interviewees, believe that true leadership is not about your title, but all about your attitude and how each leader serves their people.

Table 4. Seven Factors of *Servant Leadership* Interviewee Examples.

Seven Factors	Interviewee 1	Interviewee 2	Interviewee 3
Empowering and Developing Others	"Where-ever we start is the floor and we are going to reach the ceiling and celebrate and then that's going to be the floor and then whenever we reach that ceiling we celebrate."	"The primary objective is that we are going to help you develop as a professional so that you become overqualified and we want you to become overqualified so that you stay on the job because you want to."	"I've gone one-on-one to say you have what it takes, I trust your voice."
Vulnerability and Humility	"The first thing that you have to recognize is the more success you have the humbler you need to become."	"You treat people with dignity and you don't put people down in front of other people.	"There is actually power in admitting to your mistakes; it is powerful to do. The reality is that we are working with well-developed human beings who can see right through the façade, so why not just be open and honest."
Serving Others	"I think people really need to believe that you understand their work and the truth is once you start doing the jobs, you really see how complex everyone's job is."	"Throughout your organization, the people always come first. And then it's your people in the organization who get lots of customers . . . My philosophy is, you treat your people well."	"My values need to be lined up with the organizations in order for us to work courageously together on issues."
Open Participatory Leadership	"If I'm out in the buildings, I'm building trust but I also really understand the reality out there and so if I understand the reality, I'm not going to make poor decisions."	"I wanted certain people in my organization; nice, caring, etc. One spoiled egg can spoil other eggs."	"Know yourself and know your team . . . being able to trust others is important and then once that's established, finding the strengths and negatives soft-spots of your team for delegating."
Inspiring Leadership	"I'm only as strong as the leadership team that I have…We are going to provide staff development and we are going to respect that you are professionals and if we do those things, we'll get there, Period!"	"I believe that when you care about your staff, that they will walk across the world for you. And if you want to motivate them, you care about them."	"In education, we're very inclusive; we like to think that we include everybody in the decision-making process."

Table 4 Continued

Seven Factors	Interviewee 1	Interviewee 2	Interviewee 3
Visionary Leadership	"Galvanize the people around the vision…We also make sure that we make a really good process and we have an articulated process."	"My insistence was that everyone hired into administration had a basic idea of what our mission was and this is that "we care" about everybody that we come in contact with, including yourself."	"You need to meet the organization by being courageous, in the face of that, making those decisions that align up with both the roles and your sole, as I say, they really need to line up."
Courageous Leadership—Integrity and Authenticity	"In the end what you want is that everyone might not love the decision, but they really respect the process…It just really takes a strong belief that we can settle problems together, we can, everything can be done respectfully."	"If you can't confront someone whom you're having a problem with, then you really don't care."	"The leaders of today really need to have that moral imperative in what they are doing and why they are doing it."

CHAPTER V

SUMMARY

This study sought to examine the impact of *Servant Leadership* in an organization

using the following variables: valuing people, developing people, building community,

displaying authenticity, providing leadership, and sharing leadership. The study also

examined whether or not years of faculty service, educational level, and faculty gender

correlated with responses on the OLA survey. Therefore, the researcher conducted a

study with selected public schools to learn if there was a correlation between perceptions

of teachers and administrators. Three interviews were also conducted for the purpose of

learning more about leaders who incorporate *Servant Leadership* in their everyday

practices. Through the process of completing this study, the researcher found out that

stronger leaders must work harder to serve and then lead, and by doing so, they will lead

their organizations to tremendous success. Brewer (2010) noted that being a servant

leader is not about being nice for the sake of niceness, it just works.

When examining *Servant Leadership* and the perceptions of faculty and

administrators of selected public schools, the faculty and administrators shared the same

perceptions of health status in their organization. Schools A and B had an excellent

health level and School C had a moderate health level. This implies that all were in

agreement with the health of their school and that improvements can be made. The

differences in the three schools showed that School A faculty perceived their administrator more positively than they perceived the organization as a whole, where Schools B and C faculty perceived the organization as a whole more positively than they perceived their administrator. This suggests that organizations need a shared vision for their leaders. Blanchard (2012) noted that one way to achieve this is to leave morning messages to all employees (including administrators) reminding them of the values and vision of the organization.

When comparing faculty perceptions of their administrator as a *Servant Leader*, three schools gave differing results. Of the top six factors for each school, only one factor was the same between two schools; School A and School C both listed the factor that leaders in the organization lead by example by modeling appropriate behavior. An interesting twist is that School A's top six factors all contained "leader" in the summary, School B referred to only the "people" and the "organization" in the summary, and School C had an equal mix of "leader" and "people" in the summary. Clearly, this suggests that that School A had a leader in their building who was a servant leader and that Schools B and C both had organizations that served within the *Servant Leadership* framework. In regards to the differences in levels of education, gender, and faculty, there were no significant correlations at the $p<.05$ level of significance.

In the qualitative study, the interviewees reflected on their use of *Servant Leadership* pertaining to empowering and developing others, vulnerability and humility, serving others, open participatory leadership, inspiring leadership, visionary leadership,

and courageous leadership-integrity and authenticity. Table 3 in Chapter IV highlights entries in this dissertation by each interviewee.

Discussion and Conclusions

When drawing connections on the final conclusions of this study, the researcher would like to note that, as an experienced educator, leadership has a large impact on how an organization runs. Additionally, based on the researcher's professional experiences as well as on this study, it can be suggested that *Servant Leadership* promotes the overall well-being of public schools and the students that are served.

There were no significant correlations between the level of education, years experience, years experience in current school, age range, and area of teaching. This suggests that all persons have an equal perception in their feelings toward *Servant Leadership.* This is a very strong indicator that it does not matter what age you are, your gender, your level of education, or your experience—*Servant Leadership* is important in running a successful organization.

This researcher feels that good educators are turning to other occupations. While there are many dedicated and talented *Servant Leaders*, there is also a loss of many great leaders due to lack of understanding and lack of empowerment by those at the very top of the leadership hierarchy. A recent group of educators gathered together by the education magazine Good (2008) revealed the current state of education and those who choose it as a profession. They noted:

> Instructors are working stockbroker hours for a fraction of the pay while confronting governmental micromanagement, understaffing, unsupportive administrations, and students whose parents are either stretched thin just trying to

get by or simply don't care. Not surprisingly, the number fleeing the classroom is growing. (p. 81)

Some public schools are in crisis due to poor leadership. Organizations with less than optimal leadership practices do not provide strong, consistent, or inspiring leadership and will fall short in their mission. The Cost-of-Doing-Nothing Calculator as explained by Blanchard (2011) tells us that workers are more productive in *Servant Lead* organizations. Leadership impacts the bottom line. This paper provides additional evidence as to why *Servant Leadership* is valuable. Staff responses to the OLA support the conclusion that *Servant Leadership* is important to them. It is also important to the *Servant Leaders* who were interviewed. This researcher believes that all organizations should strive for great leadership.

Limitations of Research

This study was at a small scale and quasi-experimental, which limits the conclusions that can be drawn. The results of our mixed-methods research suggests that *Servant Leadership* is preferred among all individuals regardless of years of service, educational level or gender. Additionally, *Servant Leadership* is preferred among the three interviewees who have lead successful organizations.

Recommendations for Further Studies

Leadership styles and theories have evolved for centuries and will continue to do so. Further studies involving *Servant Leadership* will help determine whether this style is more or less effective than other leadership styles. It is Laub's belief that

> Leadership can be done differently. Organizations can change. *Servant Leadership* can gain credibility, if not full acceptance, and then will transcend its current limited role as merely another leadership style to be applied situationally.

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When this happens, more people will take on acts of leading through service to others, organizations will become healthier places to work, communities will be transformed through a shared commitment to the common good and society and its leaders will have another, more powerful, model of leadership to emulate. (p. 11)

Research on *Servant Leadership* is growing and people are discovering this leadership practice to be world changing and transforming (Laub, 2004). Additionally, studies need to be ongoing, drawing together scholars, writers, and practitioners to debate and continually refine the practice of *Servant Leadership*. A research study of great interest to all in education would involve analysis of the empirical relationship between leadership style and test reports for Adequate Yearly Progress (AYP). Comparisons between schools that fail to meet the AYP goals and schools that meet or exceed the AYP goals could be made with regard to the type of leadership in those schools. In short, it would be interesting to see if there is a correlation between leadership style (*Servant Leadership)* and student scores.

APPENDICES

Appendix A

INFORMED CONSENT

TITLE:	*Sensitivity in Leadership*
PROJECT DIRECTOR:	*Peggy Jane Dunn*
PHONE #	*701-740-5833*
DEPARTMENT:	*Educational Leadership*

STATEMENT OF RESEARCH

A person who is to participate in the research must give his or her informed consent to such participation. This consent must be based on an understanding of the nature and risks of the research. This document provides information that is important for this understanding. Research projects include only subjects who choose to take part. Please take your time in making your decision as to whether to participate. If you have questions at any time, please ask.

WHAT IS THE PURPOSE OF THIS STUDY?

You are invited to be in a research study about *Sensitivity in Leadership* because you *are a leader who can provide insight into the role that sensitivity plays when leading an organization.*

The purpose of this research study is *to determine whether leaders who use sensitivity in their organization impact work performance in a positive way. How a person performs in their daily activities, which includes their job, is driven by human emotion. Because human emotion has such a strong influence on how a person performs his/her job, it would seem that sensitivity would be a "must" in leadership style.*

HOW MANY PEOPLE WILL PARTICIPATE?

Approximately *four* people will take part in this study at the University of North Dakota. Two school districts will be surveyed and four individuals will be interviewed.

HOW LONG WILL I BE IN THIS STUDY?

Your participation in the study will last *1 hour for initial interview and 1 hour for follow-up*. The interviews will take place at your place of business after interview times are set up.

WHAT WILL HAPPEN DURING THIS STUDY?

The first one-hour interview will be open-ended questions, which will be recorded, transcribed and coded for data analysis. The follow-up interview will also be one hour in length and will have specific interview questions.

[Identify and explain any procedures that are experimental]

[Explain tasks, surveys, interviews or procedures; describe the assignment to control or experimental groups, length of time for participation, frequency of procedures, location etc.]

[If the study involves surveys or questionnaires, include a statement that the subject is free to skip any questions that he/she would prefer not to answer.]

WHAT ARE THE RISKS OF THE STUDY?

There may be some risk from being in this study *[Describe the risks-psychological, emotional, physical, legal, privacy issues, etc. Depending on the type of study, some risks may be better described as things that could make the subject "uncomfortable" –such a fatigue or embarrassment. There is no such thing as a "risk free" study. If there are no known risks, state that there are "no foreseeable risks" to participating]*

Describe or list additional counseling or support services for studies that may engender strong emotions.

Example:
You may experience frustration that is often experienced when completing surveys. Some questions may be of a sensitive nature, and you may therefore become upset as a result. However, such risks are not viewed as being in excess of "minimal risk"

If, however, you become upset by questions, you may stop at any time or choose not to answer a question. If you would like to talk to someone about your feelings about this study, you are encouraged to contact, [if appropriate add in hotline numbers, agencies etc. if a University of North Dakota student add the UND's Student Counseling Center or (another service if appropriate)

[Unforeseen Risks: In addition to anticipated/expected risks, certain studies may involve unforeseen reactions, hazards, discomforts, and inconveniences affecting the quality of life. If you anticipate unforeseen risks, a statement must be included that "participation in the study may involve unforeseen risks". Where possible, list such risks, indicate what will be done to avoid or minimize such unforeseen risks.]

If the research involves women of child bearing potential, and the risks of the interventions to the embryo or fetus are not well known [not needed if the interventions present no additional risk to a fetus or embryo] add "If you become pregnant during the research, there may be unknown risks to the embryo or fetus, or risks to the embryo or fetus that we did not anticipate."

WHAT ARE THE BENEFITS OF THIS STUDY?

You *[may not/will not]* benefit personally from being in this study. However, we hope that, in the future, other people might benefit from this study because *[describe why others might*

WILL IT COST ME ANYTHING TO BE IN THIS STUDY?

You *will not* have any costs for being in this research study.

WILL I BE PAID FOR PARTICIPATING?

You *will not* be paid for being in this research study.

WHO IS FUNDING THE STUDY?

The University of North Dakota and the research team are receiving no payments from other agencies, organizations, or companies to conduct this research study.

CONFIDENTIALITY

The records of this study will be kept private to the extent permitted by law. In any report about this study that might be published, you will not be identified. Your study record may be reviewed by Government agencies, and the University of North Dakota Institutional Review Board.

Any information that is obtained in this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of **transcribing and coding data that interviewees cannot be identified. All transcripts/tape recordings will be stored in locked file cabinet and on computer with firewall protection and password protection. A copy of the transcription will be provided to you for review.**

If we write a report or article about this study, we will describe the study results in a summarized manner so that you cannot be identified.

IS THIS STUDY VOLUNTARY?

Your participation is voluntary. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your current or future relations with the University of North Dakota.

CONTACTS AND QUESTIONS?

The researcher conducting this study is *Peggy Jane Dunn*. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact *Peggy Jane Dunn* at *701-740-5833* during the day and after hours. *Dr. Gary Schnellert, advisor to researcher, can be contacted at 1-320-260-0609.*

If you have questions regarding your rights as a research subject, or if you have any concerns or complaints about the research, you may contact the University of North Dakota Institutional Review Board at (701) 777-4279. Please call this number if you cannot reach research staff, or you wish to talk with someone else.

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Subjects Name:_____

_____   _____
Signature of Subject   Date

_____   _____
Signature of Person Who Obtained Consent   Date

Organizational

Leadership

4243 North Sherry Drive

Marion, IN 46952

jlaub@indwes.edu

Assessment

General Instructions

The purpose of this instrument is to allow schools to discover how their leadership practices and beliefs impact the different ways people function within the school.   This instrument is designed to be taken by people at all levels of the organization including teachers/staff, managers and school leadership. As you respond to the different statements, please answer as to what you believe is generally true about your school or school unit. Please respond with your own personal feelings and beliefs and not those of others, or those that others would want you to have. Respond as to how things *are* … not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response we seek is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the brief instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

School being assessed: _____

Name of your work unit: _____

Indicate **your present role/position** in the school. Please **circle one**.

> 1 = School Leadership (top level of leadership)
>
> 2 = Management (supervisor, manager)
>
> 3 = Teacher/Staff (member, worker)

Please provide your response to each statement by placing an **X** in <u>one </u>of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

Section 1: In this section, please respond to each statement as you believe it applies to <u>the entire school</u> including teachers/staff, managers/supervisors and school leadership.

		1	2	3	4	5
1	Trust each other					
2	Are clear on the key goals of the school					
3	Are non-judgmental—they keep an open mind					
4	Respect each other					
5	Know where this school is headed in the future					
6	Maintain high ethical standards					
7	Work well together in teams					
8	Value differences in culture, race and ethnicity					
9	Are caring and compassionate towards each other					

10	Demonstrate high integrity and honesty					
11	Are trustworthy					
12	Relate well to each other					
13	Attempt to work with others more than working on their own					
14	Are held accountable for reaching work goals					
15	Are aware of the needs of others					
16	Allow for individuality of style and expression					
17	Are encouraged by supervisors to share in making *important* decisions					
18	Work to maintain positive working relationships					
19	Accept people as they are					
20	View conflict as an opportunity to learn and grow					
21	Know how to get along with people					

In general, people within this school . . . .

Please provide your response to each statement by placing an **X** in <u>one</u> of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

Section 2: In this next section, please respond to each statement as you believe it applies to the leadership of the school including managers/supervisors and school leadership

	Managers/Supervisors and the School Leadership in this School	1	2	3	4	5
22	Communicate a clear vision of the future of the school					
23	Are open to learning from those who are *below* them in the organization					
24	Allow teachers/staff to help determine where this school is headed					
25	Work in collaboration with teachers/staff, not separate from them					
26	Use persuasion to influence others instead of coercion or force					
27	Don't hesitate to provide the leadership that is needed					
28	Promote open communication and sharing of information					
29	Empower teachers/staff to make *important* decisions					
30	Provide the support and resources needed to help teachers/staff meet their professional goals					
31	Create an environment that encourages learning					
32	Are open to receiving criticism and challenge from others					
33	Say what they mean, and mean what they say					
34	Encourage each person to exercise leadership					

35	Admit personal limitations and mistakes					
36	Encourage people to take risks even if they may fail					
37	Practice the same behavior they expect from others					
38	Facilitate the building of community and team collaboration					
39	Do not demand special recognition for being leaders					
40	Lead by example by modeling appropriate behavior					
41	Seek to influence others from a positive relationship rather than from the authority of their position					
42	Provide opportunities for all teachers/staff to develop to their full potential					
43	Honestly evaluate themselves before seeking to evaluate others					
44	Use their power and authority to benefit the teachers/staff					
45	Take appropriate action when it is needed					

Please provide your response to each statement by placing an X in one of the five boxes.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

Managers/Supervisors and the School Leadership in this School		1	2	3	4	5
46	Build people up through encouragement and affirmation					
47	Encourage teachers/staff to work *together* rather than competing against each other					
48	Are humble—they do not promote themselves					
49	Communicate clear plans and goals for the school					
50	Provide mentor relationships in order to help people grow professionally					
51	Are accountable and responsible to others					
52	Are receptive listeners					
53	Do not seek after special status or the "perks" of leadership					
54	Put the needs of the teachers/staff ahead of their own					

Section 3: In this next section, please respond to each statement, as you believe it is true about <u>you personally </u>and <u>your role</u> in the school.

In viewing my own role …	1	2	3	4	5
55 I feel appreciated by my principal for what I contribute					
56 I am working at a high level of productivity					
57 I am listened to by those *above* me in the school					
58 I feel good about my contribution to the school					
59 I receive encouragement and affirmation from those *above* me in the school					
60 My job is important to the success of this school					
61 I trust the leadership of this school					
62 I enjoy working in this school					
63 I am respected by those *above* me in the school					
64 I am able to be creative in my job					
65 In this school, a person's *work* is valued more than their *title*					
66 I am able to use my best gifts and abilities in my job					

Appendix C

Interview Questions

Servant Leadership Study

Derived from Page and Wong's Seven Factors of Servant Leadership

Empowering and Developing Others
       How do you delegate responsibilities and empower others?
       How do you get others to participate in decision-making?
       How do you cultivate good relationships among group members?
       How do you contribute to your employees' personal growth?
       How do you go about "healing" others?

Vulnerability and Humility
       How do you maintain authority/control while remaining humble?
       How do you go about taking a "back seat" to others?

Serving Others
       How do you demonstrate selflessness/self-sacrifice?
       How do you focus on the best interests of others?
       How do you act as a "steward" for the community?

Open Participatory Leadership
       How do you ensure that you are truly listening to others?
       How do you promote kindness, honestly, trust and openness?
       How do you demonstrate genuine care for others?

Inspiring Leadership
       How do you inspire a winning team spirit?
       How do you get others to do their best?
       How do you get others to buy into a common goal or vision?

Visionary Leadership
      How do you determine your personal mission/vision?
      How do you articulate a clear sense of direction and purpose for your organization?
      How do you know what needs to be improved in your organization?
      How do you maintain a focus on the "big picture" of education?

Courageous Leadership—Integrity and Authenticity
      How do you focus on keeping your promises and commitments?
      How do you maintain your moral courage to do what is right?
      * Which Servant Leadership traits do you perceive (and others perceive) as the most important in contributing to your success as a public school principal?
      * How do you develop these Servant Leadership traits?

Appendix D

Evaluation Report for School A

O RGANIZATIONAL
L EADERSHIP
A SSESSMENT

Evaluation Report for:

School A

Display Authenticity
Value People
Share Leadership
Healthy Organizations
Develop People
Provide Leadership
Build Community

Created by
James Laub, Ed.D.

Website: www.OLAgroup.com

Table of Contents

EXECUTIVE SUMMARY

Your Organizational Health . . .

Health Level = org^5... Excellent Health

Workers experience this organization as a servant-oriented organization characterized by authenticity, the valuing and developing of people, the building of community and the providing and sharing of positive leadership. These characteristics are evident throughout much of the organization. People are trusted and are trustworthy. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. Leaders and workers view each other as partners working in a spirit of collaboration. (See expanded description on page 7)

org^6 - Optimal Health

org^5 - Excellent Health

org^4 - Moderate Health

org^3 - Limited Health

org^2 - Poor Health

org^1 - Toxic Health
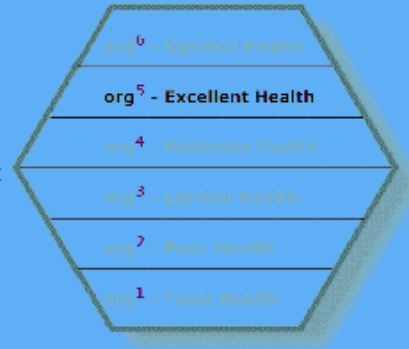
HIGHEST KEY AREAS OF ORGANIZATIONAL HEALTH	LOWEST KEY AREAS OF ORGANIZATIONAL HEALTH
• Share Leadership	• Value People
• Develop People	• Build Community

Your Organizational Response . . .

Organization being assessed	*Highland Elementary School*
Unit Assessed (if applicable)	*Sub-Group*
Group providing the assessment	*Total Organization*
Total number of respondents	*13*
Top Leadership respondents	*1*
Management respondents	*1*
Workforce respondents	*11*
Date of the assessment	*5/15/2012*

EXECUTIVE SUMMARY CONTINUES ←

Your Organizational Dynamics . . .

PERCEPTION MATCH* = <u>VERY HIGH</u> MATCH (Page 9)
(*between Top Leadership and Workforce)

The Top Leadership and the Workforce have the same perception of the current health status of the organization. This suggests a very high level of shared awareness and open communication.

READINESS-FOR-CHANGE (RFC) = <u>MODERATE TO GOOD</u> RFC (Page 13)

There is a moderate to good readiness-for-change within the organization. Workers and leaders possess a sufficient level of energy for pursuing change, which suggests that an ability exists to improve in the Six Key Areas of organizational health. To increase readiness-for-change, first address awareness and open communication. Improving these areas through the sharing of these OLA results and facilitating open discussion around them will enhance your readiness to move into greater organizational health.

JOB SATISFACTION = <u>VERY GOOD</u> (Page 11)

Workers believe that they personally are making a significant contribution to the organization and that their job is very important to its success. They are able to consistently use their best gifts and abilities in their job while being highly creative in their work. They enjoy the work they do and believe that they personally are working at a very high level of productivity.

KEY PATTERNS

- ✓ Workers perceive the Organization, as a whole, less positively than the Leadership (Page 10)
- ✓ Leaders perceive the Organization, as a whole, less positively than the Leadership (Page 10)
- ✓ Workers are looking for more direction from the leadership (Page 6)
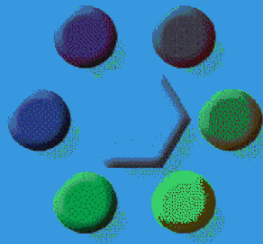
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The *Organizational Leadership Assessment (OLA)*

measures six characteristics of organizational and leadership practice that are critical to optimal organizational health and determine an organization's Health Level. The OLA also measures the Perception Match of the workforce and leadership concerning the organization's health. These six areas characterize organizations that provide authentic and shared leadership, empowered workers and a community of people who work effectively together to fulfill the organization's mission. The six characteristics are listed and expanded below.

Display Authenticity   Value People

Share Leadership   **Healthy Organizations**   Develop People

Provide Leadership   Build Community

In Your Organization, the Six Characteristics Ranked Highest to Lowest...

❶	**Share Leadership**	⇨ By creating a shared vision and sharing decision-making power, status and privilege at all levels of the organization
❷	**Develop People**	⇨ By providing opportunities for learning, modeling appropriate behavior and building up others through encouragement
❸	**Provide Leadership**	⇨ By envisioning the future, taking initiative and clarifying goals
❹	**Display Authenticity**	⇨ By integrity and trust, openness and accountibility and a willingness to learn from others
❺	**Value People**	⇨ By listening receptively, serving the needs of others first and trusting in people
❻	**Build Community**	⇨ By building strong relationships, working collaboratively and valuing individual differences

The following reports will provide you with an understanding of how your organization and leadership are perceived by those within the organization (top leadership, management, and the workforce).

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Organizational Leadership Assessment
. . . Results

POWER LEVEL

This is the average score of your organization's Workforce in the Six Key Areas compared to the average score of all organizations that have completed the OLA. It is the Workforce score that determines your organization's health level.

	Toxic Health org [1]	Poor Health org [2]	Limited Health org [3]	Moderate Health org [4]	Excellent Health org [5]	Optimal Health org [6]
Value People						
Develop People						
Build Community						
Display Authenticity						
Provide Leadership						
Share Leadership						
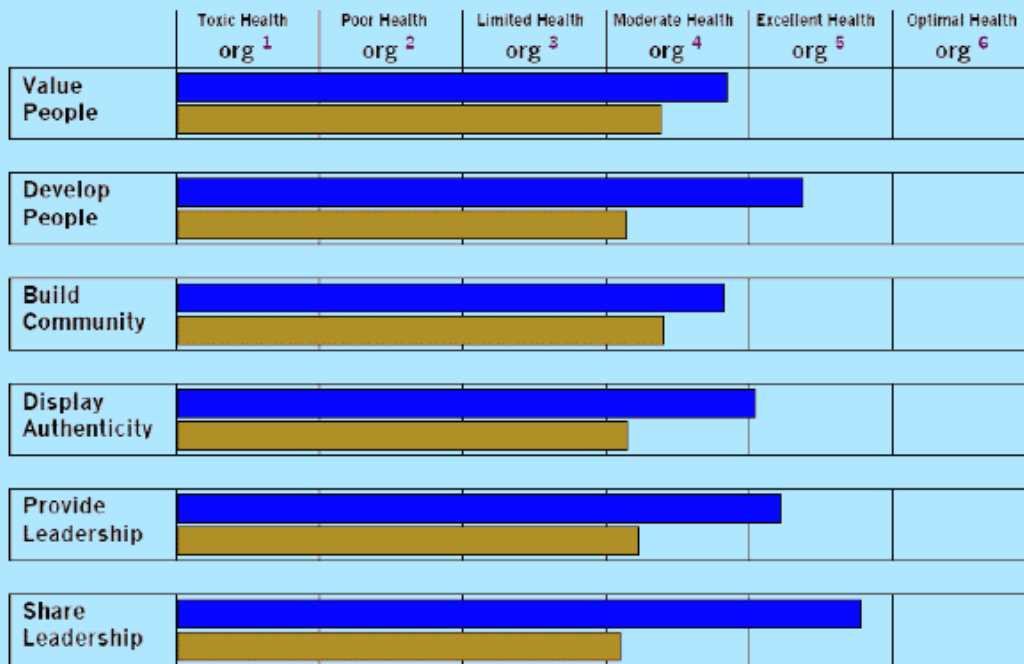
■ = Your Workforce average score
■ = Average score of all organizations who have taken the OLA

KEY PATTERNS

Your organization's highest key areas of organizational health were...
✓ Share Leadership
✓ Develop People

Your organization's lowest key areas of organizational health were...
✓ Value People
✓ Build Community

The relationship between the scores of "Provide Leadership" and "Share Leadership" indicates ...
✓ Workers are looking for more direction from the leadership

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org⁵ Description

Excellent Organizational Health

*This organization is now operating with **Excellent** Organizational Health in terms of its workers, leadership and organizational culture and it exhibits these characteristics throughout most levels of operation.*

The Workers: *Motivation, morale, attitude & commitment, listening, relationships vs. tasks*

Most workers feel valued here, for who they are as well as for what they contribute to the organization. They are believed in and are encouraged to develop to their full potential as workers and as individuals. Most leaders and workers listen receptively to one another and are involved together in some of the important decisions of the organization. Most relationships are strong and healthy and diversity is valued and celebrated.

The Leadership: *Power, decision-making, goals & direction*

People are encouraged to provide leadership at all levels of the organization. Power and leadership are shared so that most workers are empowered to contribute to important decisions, including the direction that the organization is taking. Appropriate action is taken, goals are clear and vision is shared throughout most of the organization.

The Team: *Community, collaboration and team learning*

A high level of community characterizes this positive work environment. People work together well in teams and prefer collaborative work over competition against one another.

The Culture: *Authenticity, integrity, accountability, creativity, trust, service, communication*

This is an environment mostly characterized by the authenticity of its workers, supervisors and senior leaders. People are open and accountable to others. They operate with honesty and integrity. This is a 'people first' environment where risks are encouraged, failure can be learned from and creativity is encouraged and rewarded. People are trusted and are trustworthy throughout the organization. Fear is not used as a motivation. People are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. This is an environment that is characterized by open and effective communication.

The Outlook: *Type of workers attracted, action needed*

This is a servant-oriented organization, which will continue to attract some of the best and most motivated workers who can welcome positive change and continuous improvement. It is a place where energy and motivation are continually renewed to provide for the challenges of the future. The outlook is very positive. Ongoing attention should be given to building on existing strengths and continuing to learn and develop towards an optimally healthy organization.

Descriptions of All Six Organizational Health Levels

Servant Leadership	org[6]	**Optimal** Health	Workers experience this organization as a servant-minded organization characterized by authenticity, the valuing and developing of people, the building of community and the providing and sharing of positive leadership. These characteristics are evident throughout the entire organization. People are trusted and are trustworthy throughout the organization. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. Leaders and workers view each other as partners working in a spirit of collaboration.
	org[5]	**Excellent** Health	Workers experience this organization as a servant-oriented organization characterized by authenticity, the valuing and developing of people, the building of community and the providing and sharing of positive leadership. These characteristics are evident throughout much of the organization. People are trusted and are trustworthy. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other. Leaders and workers view each other as partners working in a spirit of collaboration.
Paternalistic Leadership	org[4]	**Moderate** Health	Workers experience this organization as a positively paternalistic (parental-led) organization characterized by a moderate level of trust and trustworthiness along with occasional uncertainty and fear. Creativity is encouraged as long as it doesn't move the organization too far beyond the status quo. Risks can be taken, but failure is sometimes feared. Goals are mostly clear, though the overall direction of the organization is sometimes confused. Leaders often take the role of nurturing parent while workers assume the role of the cared-for child.
	org[3]	**Limited** Health	Workers experience this organization as a negatively paternalistic (parental-led) organization characterized by minimal to moderate levels of trust and trustworthiness along with an underlying uncertainty and fear. People feel that they must prove themselves and that they are only as good as their last performance. Workers are sometimes listened to but only when they speak in line with the values and priorities of the leaders. Conformity is expected while individual expression is discouraged. Leaders often take the role of critical parent while workers assume the role of the cautious child.
Autocratic Leadership	org[2]	**Poor** Health	Workers experience this organization as an autocratic-led organization characterized by low levels of trust and trustworthiness and high levels of uncertainty and fear. People lack motivation to serve the organization because they do not feel that it is their organization or their goals. Leadership is autocratic in style and is imposed from the top levels of the organization. It is an environment where risks are seldom taken, failure is often punished and creativity is discouraged. Most workers do not feel valued and often feel used by those in leadership. Change is needed but is very difficult to achieve.
	org[1]	**Toxic**	Workers experience this organization as a dangerous place to work … a place characterized by dishonesty and a deep lack of integrity among its workers and leaders. Workers are devalued, used and sometimes abused. Positive leadership is missing at all levels and power is used in ways that are harmful to workers and the mission of the organization. There is almost no trust and an extremely high level of fear. This organization will find it very difficult to locate, develop and maintain healthy workers who can assist in producing positive organizational change.

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PERCEPTION MATCH

The Six Key Areas

This is your organization's average score in the six critical areas of organizational health based on the perception of different positions within your organization (top leadership, management and workforce).
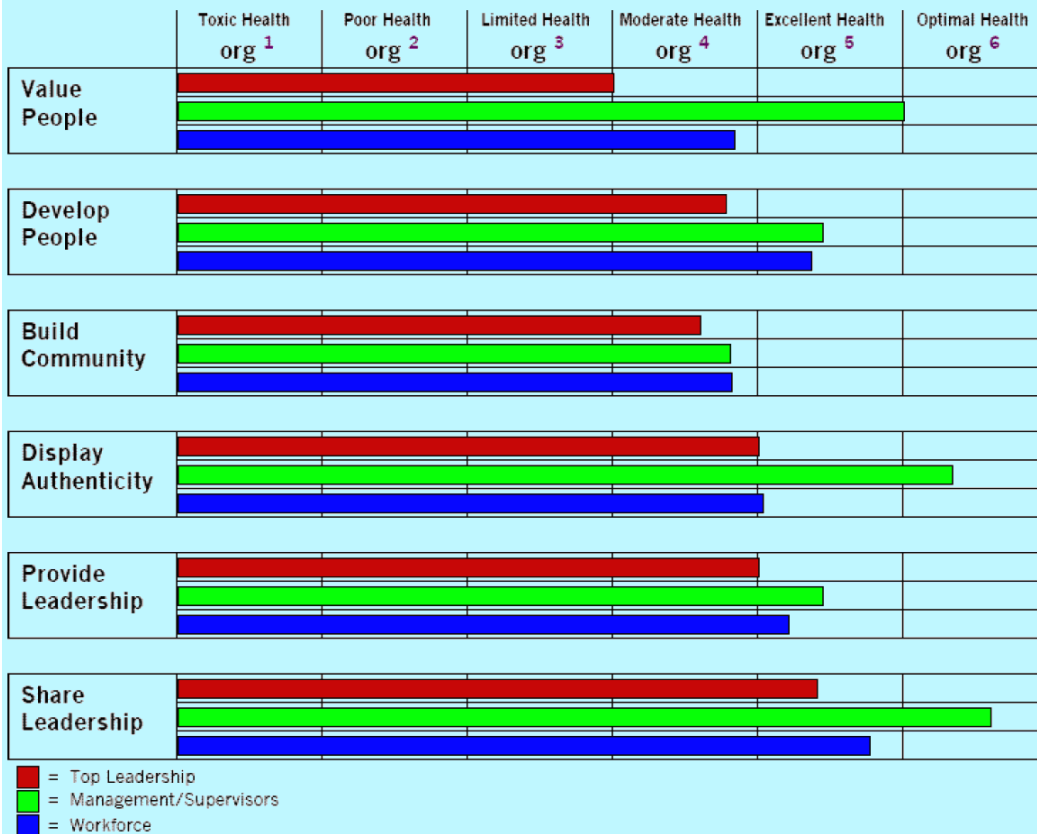
	Toxic Health org [1]	Poor Health org [2]	Limited Health org [3]	Moderate Health org [4]	Excellent Health org [5]	Optimal Health org [6]
Value People						
Develop People						
Build Community						
Display Authenticity						
Provide Leadership						
Share Leadership						

■ = Top Leadership
■ = Management/Supervisors
■ = Workforce

The Top Leadership and the Workforce have the same perception of the current health status of the organization. This suggests a very high level of shared awareness and open communication.

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PERCEPTION MATCH

Organization & Leadership

*The OLA also assesses your **Organization**, as a whole, in comparison to the **Leadership** of your organization (executive leaders and managers).*

This report allows you to see:

1. *A contrast of how your Organization and Leadership are perceived by those in the organization*
2. *A look at the different perceptions that may be present between different positions within your organization (workforce, managers, top leadership)*

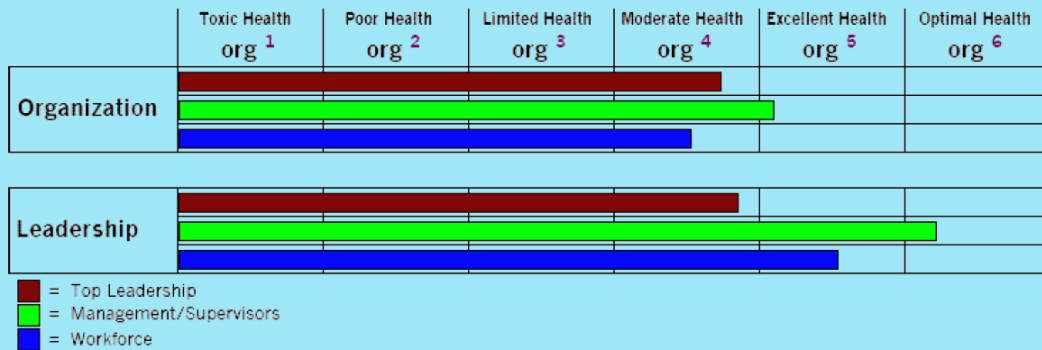|	Toxic Health org [1]	Poor Health org [2]	Limited Health org [3]	Moderate Health org [4]	Excellent Health org [5]	Optimal Health org [6]
Organization						
Leadership						

■ = Top Leadership
■ = Management/Supervisors
■ = Workforce

KEY PATTERNS IN YOUR ORGANIZATION

Comparison of Organization & Leadership:

- Workers perceive the **Organization**, as a whole, less positively than they do the **Leadership**
- Managers perceive the **Organization**, as a whole, less positively than they do the **Leadership**
- Top Leaders perceive the **Organization**, as a whole, less positively than they do the **Leadership**

Difference in Perception between Top Leaders and Workforce:

- Workers view the **Organization** less positively than the Top Leadership does
- Workers view the **Leadership** more positively than the Top Leadership does
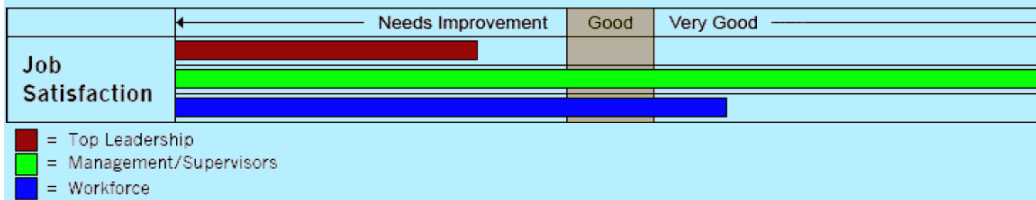
Job Satisfaction

Response by Positions

This report provides you with a summary of your organization's responses to the Job Satisfaction scale within the OLA assessment. It reveals whether your workers, managers and top leadership fall within, above, or below the average of all organizations that have taken the OLA.

	Needs Improvement	Good	Very Good
Job Satisfaction			

- ■ = Top Leadership
- ■ = Management/Supervisors
- ■ = Workforce

Summary of Worker's perception:

JOB SATISFACTION = <u>VERY GOOD</u>

Workers believe that they personally are making a significant contribution to the organization and that their job is very important to its success. They are able to consistently use their best gifts and abilities in their job while being highly creative in their work. They enjoy the work they do and believe that they personally are working at a very high level of productivity.

The following six factors were used to assess Job Satisfaction in your organization:

- I feel good about my contribution to the organization
- My job is important to the success of the organization
- I am working at a high level of productivity
- I enjoy working in this organization
- I am able to be creative in my job
- I am able to use my best gifts and abilities in my job

Your organization's...

Readiness-for-Change

You can move your organization towards optimal organizational health by increasing your **Readiness-for-Change (RFC)**. Two important ways this can be enhanced are by increasing your organization's Health Level and by increasing your organization's Perception Match. These two comprise the two scales on the Readiness-for-Change graph shown on the next page of this report.

INCREASE YOUR PERCEPTION MATCH

Your organization's Perception Match is determined by the closeness of perception between your leaders and the workforce regarding the presence and strength of the six Key Areas of organizational health. A low Perception Match on the RFC graph means that there is a significant gap between the perception held by the workforce and the perception of the leaders.

You can begin to close this perception gap and increase your Perception Match through an open, facilitated discussion of your organization's OLA results.

INCREASE YOUR HEALTH LEVEL

Your organization's *Health Level* is determined by the strength of the six critical characteristics of organizational health described on page 5 and measured on page 6 of this report. The higher the *Health Level* the stronger these characteristics exist in your organization.

$$org^6 = \text{OPTIMAL ORGANIZATIONAL HEALTH}$$

You can increase your Health Level by improving these six key areas of organizational health within all aspects and operations of your organization.

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Readiness-for-Change (RFC)

High

Good RFC

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L
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Moderate RFC

Limited RFC

Low

Low ← → High

PERCEPTION MATCH
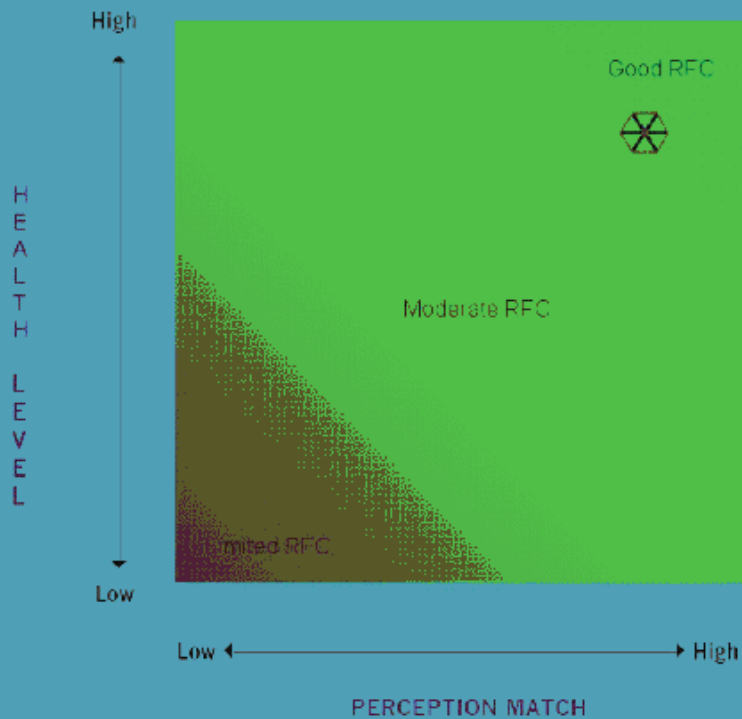
Your Organization's Readiness-for-Change = <u>MODERATE TO GOOD</u> RFC

There is a moderate to good readiness-for-change within the organization. Workers and leaders possess a sufficient level of energy for pursuing change, which suggests that an ability exists to improve in the Six Key Areas of organizational health. To increase readiness-for-change, first address awareness and open communication. Improving these areas through the sharing of these OLA results and facilitating open discussion around them will enhance your readiness to move into greater organizational health.

Readiness-for-Change **will start you on a path towards optimal organizational health...**

Value People	Org1	Org2	Org3	Org4	Org5	Org6
1	People in this organization respect each other					
2	People in this organization accept people as they are					
3	People in this organization trust each other					
4	People in this organization are aware of the needs of others					
5	People in this organization are caring & compassionate towards each other					
6	Leaders in this organization are receptive listeners					
7	Leaders in this organization put the needs of the workers ahead of their own needs					
8	I feel appreciated by my supervisor for what I contribute to the organization					
9	I am respected by those above me in the organization					
10	I am listened to by those above me in the organization					
Develop People	Org1	Org2	Org3	Org4	Org5	Org6
11	People in this organization view conflict as an opportunity to learn & grow					
12	Leaders in this organization provide opportunities for all workers to develop to their full potential					
13	Leaders in this organization use their power and authority to benefit the workers					
14	Leaders in this organization provide mentor relationships in order to help people grow professionally					

OLA

#	Item	Org1	Org2	Org3	Org4	Org5	Org6
15	Leaders in this organization build people up through encouragement and affirmation						
16	Leaders in this organization create an environment that encourages learning						
17	Leaders in this organization lead by example by modeling appropriate behavior						
18	Leaders in this organization practice the same behavior they expect from others						
19	I receive encouragement and affirmation from those above me in the organization						
Build Community		Org1	Org2	Org3	Org4	Org5	Org6
20	People in this organization relate well to each other						
21	People in this organization know how to get along with others						
22	People in this organization work to maintain positive working relationships						
23	People in this organization work well together in teams						
24	People in this organization attempt to work with others more than working on their own						
25	People in this organization value differences in culture, race & ethnicity						
26	People in this organization allow for individuality of style and expression						
27	Leaders in this organization facilitate the building of community & team						
28	Leaders in this organization encourage workers to work together rather than competing against each other						

OLA

		Org1	Org2	Org3	Org4	Org5	Org6
29	Leaders in this organization work alongside the workers instead of separate from them						
Display Authenticity		Org1	Org2	Org3	Org4	Org5	Org6
30	People in this organization are non-judgmental – they keep an open mind						
31	People in this organization are trustworthy						
32	People in this organization demonstrate high integrity & honesty						
33	People in this organization maintain high ethical standards						
34	Leaders in this organization admit personal limitations & mistakes						
35	Leaders in this organization promote open communication and sharing of information						
36	Leaders in this organization are accountable & responsible to others						
37	Leaders in this organization are open to learning from those who are below them in the organization						
38	Leaders in this organization honestly evaluate themselves before seeking to evaluate others						
39	Leaders in this organization are open to receiving criticism & challenge from others						
40	Leaders in this organization say what they mean, and mean what they say						
41	I trust the leadership of this organization						
Provide Leadership		Org1	Org2	Org3	Org4	Org5	Org6
42	People in this organization know where this organization is headed in the future						

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		Org1	Org2	Org3	Org4	Org5	Org6
43	People in this organization are clear on the key goals of the organization						
44	People in this organization are held accountable for reaching work goals						
45	Leaders in this organization communicate a clear vision of the future of our organization						
46	Leaders in this organization encourage people to take risks even if they may fail						
47	Leaders in this organization don't hesitate to provide the leadership that is needed						
48	Leaders in this organization take appropriate action when it is needed						
49	Leaders in this organization communicate clear plans & goals for the organization						
50	Leaders in this organization provide the support and resources needed to help workers meet their goals						
Share Leadership		Org1	Org2	Org3	Org4	Org5	Org6
51	People in this organization are encouraged by supervisors to share in making important decisions						
52	Leaders in this organization allow workers to help determine where this organization is headed						
53	Leaders in this organization give workers the power to make important decisions						
54	Leaders in this organization encourage each person in the organization to exercise leadership						
55	Leaders in this organization use persuasion to influence others instead of coercion or force						
56	Leaders in this organization are humble – they do not promote themselves						

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#	Item	Org1	Org2	Org3	Org4	Org5	Org6
57	Leaders in this organization seek to influence others out of a positive relationship rather than from the authority of their position						
58	Leaders in this organization do not demand special recognition for being leaders						
59	Leaders in this organization do not seek after special status or the "perks" of leadership						
60	In this organization, a person's work is valued more than their title						
Job Satisfaction		Org1	Org2	Org3	Org4	Org5	Org6
61	I am working at a high level of productivity						
62	I feel good about my contribution to the organization						
63	My job is important to the success of this organization						
64	I enjoy working in this organization						
65	I am able to be creative in my job						
66	I am able to use my best gifts and abilities in my job						

■ = Top Leadership
☐ = Management/Supervisors
■ = Workforce

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Workforce - Highest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
SL	Leaders in this organization do not demand special recognition for being leaders						
DP	Leaders in this organization build people up through encouragement and affirmation						
SL	Leaders in this organization seek to influence others out of a positive relationship rather than from the authority of their position						
DP	Leaders in this organization lead by example by modeling appropriate behavior						
SL	Leaders in this organization allow workers to help determine where this organization is headed						
DA	Leaders in this organization are open to learning from those who are below them in the organization						

Management/Supervisors - Highest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
SL	In this organization, a person's work is valued more than their title						
VP	I am respected by those above me in the organization						
DA	I trust the leadership of this organization						
DP	I receive encouragement and affirmation from those above me in the organization						
VP	I am listened to by those above me in the organization						
VP	I feel appreciated by my supervisor for what I contribute to the organization						

Top Leaders - Highest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
SL	Leaders in this organization do not seek after special status or the "perks" of leadership						
SL	Leaders in this organization do not demand special recognition for being leaders						
DA	Leaders in this organization admit personal limitations & mistakes						
SL	Leaders in this organization use persuasion to influence others instead of coercion or force						
SL	In this organization, a person's work is valued more than their title						
VP	Leaders in this organization put the needs of the workers ahead of their own needs						

VP = Values People	DP = Develops People	BC = Builds Community
DA = Displays Authenticity	PL = Provides Leadership	SL = Shares Leadership

Workforce - Lowest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
DP	People in this organization view conflict as an opportunity to learn & grow						
DA	People in this organization are non-judgmental – they keep an open mind						
VP	People in this organization respect each other						
VP	People in this organization trust each other						
BC	People in this organization attempt to work with others more than working on their own						
VP	People in this organization are aware of the needs of others						

Management/Supervisors - Lowest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
DP	People in this organization view conflict as an opportunity to learn & grow						
BC	People in this organization attempt to work with others more than working on their own						
PL	People in this organization are held accountable for reaching work goals						
VP	People in this organization are aware of the needs of others						
DP	Leaders in this organization provide mentor relationships in order to help people grow professionally						
VP	People in this organization trust each other						

Top Leaders - Lowest Six Scores		Org1	Org2	Org3	Org4	Org5	Org6
VP	People in this organization trust each other						
BC	People in this organization value differences in culture, race & ethnicity						
VP	People in this organization are caring & compassionate towards each other						
SL	Leaders in this organization encourage each person in the organization to exercise leadership						
BC	Leaders in this organization facilitate the building of community & team						
VP	I feel appreciated by my supervisor for what I contribute to the organization						

VP = Values People	DP = Develops People	BC = Builds Community
DA = Displays Authenticity	PL = Provides Leadership	SL = Shares Leadership

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Summary Report - Highest and Lowest
...Results by Individual Items

This page is designed to contrast the Top Leader's response with that of the Workforce. If no Top Leaders completed the OLA for this organization this report page will be incomplete.

■ = Top Leadership
■ = Workforce

This graph shows where the Top Leaders and the Workforce are in <u>most</u> agreement (Highest Perception Match).

Highest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
PL	People in this organization know where this organization is headed in the future						
DA	People in this organization demonstrate high integrity & honesty						
DA	Leaders in this organization promote open communication and sharing of information						
PL	Leaders in this organization provide the support and resources needed to help workers meet their goals						
DA	People in this organization maintain high ethical standards						
PL	People in this organization are held accountable for reaching work goals						

This graph shows where the Top Leaders and the Workforce are in <u>least</u> agreement (Highest Perception Match).

Lowest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
VP	I am respected by those above me in the organization						
DP	I receive encouragement and affirmation from those above me in the organization						
VP	I feel appreciated by my supervisor for what I contribute to the organization						
DA	I trust the leadership of this organization						
BC	Leaders in this organization facilitate the building of community & team						
DP	People in this organization view conflict as an opportunity to learn & grow						

VP = Values People	DP = Develops People	BC = Builds Community
DA = Displays Authenticity	PL = Provides Leadership	SL = Shares Leadership

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Summary Report - Highest and Lowest
...Results by Individual Items

This page is designed to contrast the Management/Supervisor's response with that of the Workforce. If no Managers/Supervisors completed the OLA for this organization this report page will be incomplete.

▢ = Management/Supervisors
▢ = Workforce

This graph shows where the Managers/Supervisors and the Workforce are in <u>most</u> agreement (Highest Perception Match).

Highest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
DA	Leaders in this organization promote open communication and sharing of information						
PL	Leaders in this organization provide the support and resources needed to help workers meet their goals						
BC	People in this organization allow for individuality of style and expression						
SL	People in this organization are encouraged by supervisors to share in making important decisions						
VP	People in this organization accept people as they are						
SL	Leaders in this organization give workers the power to make important decisions						

This graph shows where the Managers/Supervisors and the Workforce are in <u>least</u> agreement (Highest Perception Match).

Lowest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
DA	People in this organization are trustworthy						
VP	People in this organization are caring & compassionate towards each other						
DA	Leaders in this organization say what they mean, and mean what they say						
VP	I am listened to by those above me in the organization						
DA	Leaders in this organization are open to receiving criticism & challenge from others						
SL	Leaders in this organization encourage each person in the organization to exercise leadership						

VP = Values People	DP = Develops People	BC = Builds Community
DA = Displays Authenticity	PL = Provides Leadership	SL = Shares Leadership

OLA

This page is designed to contrast the Top Leader's response with that of the Management/Supervisors. If no Top Leaders or Managers/Supervisiors completed the OLA for this organzation this report page will be incomplete.

■ = Top Leadership
■ = Management/Supervisors

This graph shows where the Top Leaders and the Managers/Supervisors are in <u>most</u> agreement (Highest Perception Match).

| Highest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
PL	People in this organization are clear on the key goals of the organization	■	■	■	■		
DA	People in this organization are non-judgmental – they keep an open mind	■	■	■	■		
VP	People in this organization respect each other	■	■	■	■		
BC	People in this organization work well together in teams	■	■	■	■		
BC	People in this organization relate well to each other	■	■	■	■		
BC	People in this organization allow for individuality of style and expression	■	■	■	■		

This graph shows where the Top Leaders and the Managers/Supervisors are in <u>least</u> agreement (Highest Perception Match).

Lowest Perception Match Items		Org1	Org2	Org3	Org4	Org5	Org6
VP	I am respected by those above me in the organization	■					
DA	I trust the leadership of this organization	■					
DP	I receive encouragement and affirmation from those above me in the organization	■					
VP	I am listened to by those above me in the organization	■					
VP	I feel appreciated by my supervisor for what I contribute to the organization	■					
SL	Leaders in this organization encourage each person in the organization to exercise leadership	■					

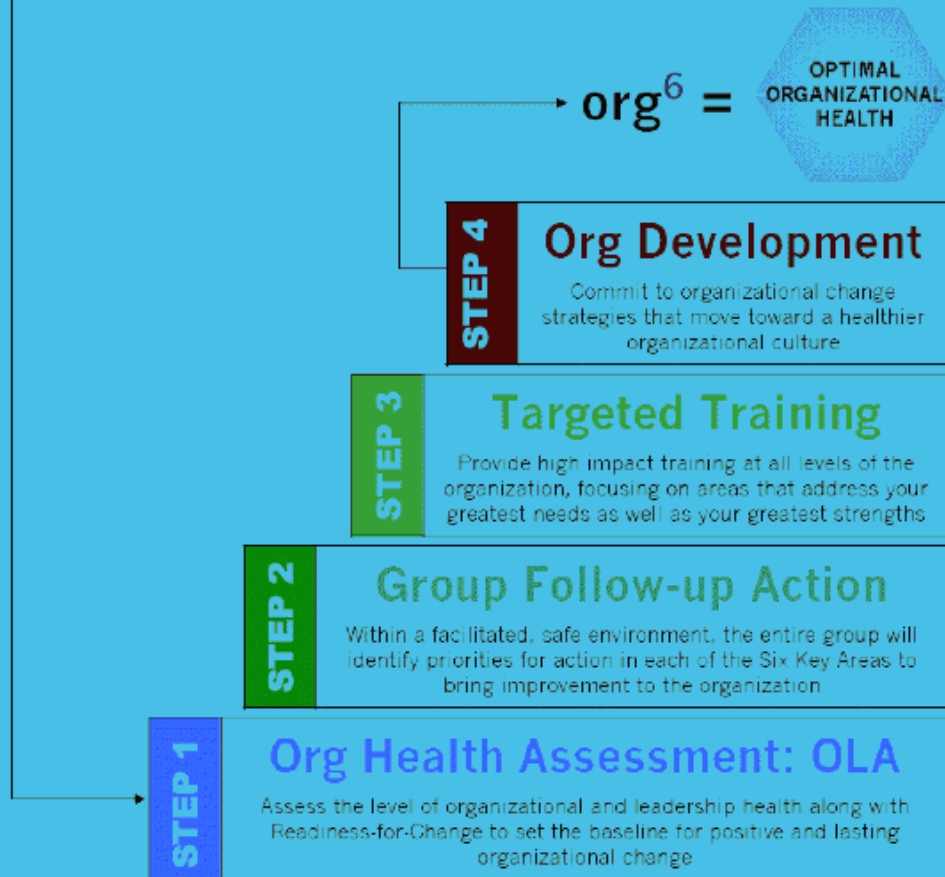|		
VP = Values People	DP = Develops People	BC = Builds Community
DA = Displays Authenticity	PL = Provides Leadership	SL = Shares Leadership

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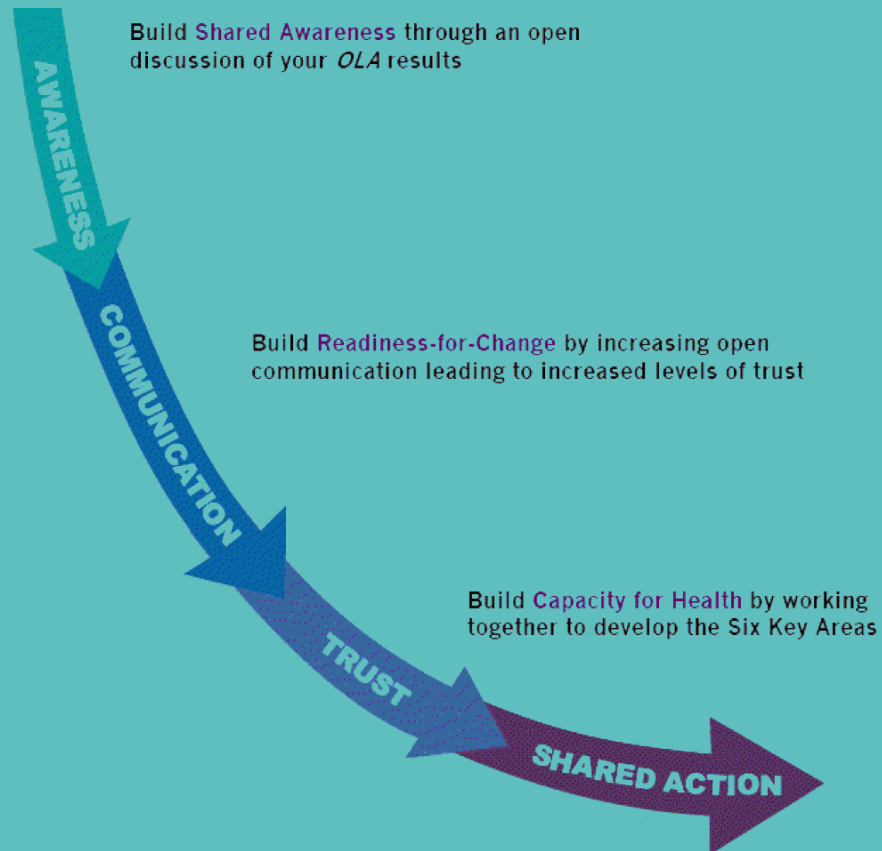
Organizational Action Plan
Building Your Organizational Health

$$org^6 = $$ OPTIMAL ORGANIZATIONAL HEALTH

STEP 4 — **Org Development**
Commit to organizational change strategies that move toward a healthier organizational culture

STEP 3 — **Targeted Training**
Provide high impact training at all levels of the organization, focusing on areas that address your greatest needs as well as your greatest strengths

STEP 2 — **Group Follow-up Action**
Within a facilitated, safe environment, the entire group will identify priorities for action in each of the Six Key Areas to bring improvement to the organization

STEP 1 — **Org Health Assessment: OLA**
Assess the level of organizational and leadership health along with Readiness-for-Change to set the baseline for positive and lasting organizational change

We can partner with you at all levels

For group facilitation, training and coaching, contact:
Dr. Jim Laub, OLAgroup
email: ola@OLAgroup.com
website: www.OLAgroup.com

Organizational Leadership Assessment
... Products and Services

OLAgroup – The OLAgroup is a network of organizational coaches and trainers who are committed to helping your organization establish optimal organizational health. These OLAgroup partners are specifically trained in utilizing the OLA to assess the current health of your organization, to determine your readiness for change and to assist you in finding the best path toward positive and healthy change.

 ... assess the health of your organization

OLA – the OLA is a 66 item web-delivered assessment that provides an assessment of organizational health from a values-based (servant) leadership perspective. The instrument is designed to be taken by people at all position levels of the organization (Top Leaders, Supervisors/Managers & Workforce). The report provides an organizational health level, perception match between the 3 position levels and Readiness-for-Change. The OLA takes about 15 minutes to complete and sub-group reports can be delivered along with an overall organizational analysis.

 ... assess the health of individual employees and leaders

OLA360 – the OLA360 is a web-based review tool that facilitates anonymous, multi-angle performance assessment of both individuals and organizations. Individuals can be reviewed from the perspective of self, manager, coworkers, customers and direct reports. These reviews provide concrete, result-based feedback and encourage open interaction and communication – driving strategies for personal and professional improvement for all employees in the organization.

OLApartners **... assess the health of individual employees and leaders**

OLApartners – if you desire to use the OLA products to help organizations to become healthier contact us to see about credentialing training in the use of the OLA instruments and process.

For more information
Go to our website at www.olagroup.com

Or Contact:

Dr. Jim Laub • The OLAgroup
email: ola@OLAgroup.com
website: www.OLAgroup.com

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