8-2019

Servant Leadership Measures in PK-12 Schools

Elizabeth Renfro
East Tennessee State University

Servant Leadership Measures in PK-12 Schools

_____

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

_____

by

Elizabeth Shea Cash Renfro

August 2019

_____

Dr. James H. Lampley, Chair

Dr. William B. Flora

Dr. Virginia Foley

Dr. William B. Greer

Keywords: Servant Leadership, Public Schools

ABSTRACT

Servant Leadership Measures in PK-12 Schools

by

Elizabeth Shea Cash Renfro

Servant leaders work for the betterment of their followers while also seeking to achieve goals for the organization. Servant leaders, in particular, are among those who strive to work for the greater good of those they serve. Servant leaders possess ethical and moral traits that allow them to serve as an example for followers within an organization, including the public school system.

Permission to use the Servant Leadership Measures Survey was given by the lead author of the survey. The survey measured the degree that leaders exhibit leadership characteristics that are most associated with the servant leadership dimensions of Emotional Healing, Creating Value for the Community, Conceptual Skills, Empowerment, Helping Subordinates Grow and Succeed, Putting Subordinates First, and Ethical Behavior. A 28-item survey was distributed to the 4 Directors of Schools that self-identified as servant leaders. The same 28-item survey from the employee perspective was distributed to teachers within the participating school districts.

The purpose of this study was to compare the self-reported servant leadership scores of Directors of Schools to their faculty members' scores. Participants included Directors of Schools and teachers from 4 public school districts from the First Region of Tennessee. A non experimental, quantitative approach was used to determine whether Directors of Schools shared the same perception of their leadership style as the teachers who work within their school district.

According to the findings Directors primarily scored themselves within the high range for showing servant leadership traits, and teachers in all districts scored their Director from the moderate to high range for demonstrating servant leadership characteristics. However, despite scores typically falling within the same range, there were overall significant differences between scores as teachers' scores were significantly lower than their Director's scores for several of the dimensions.

DEDICATION

First and foremost, I would like to dedicate the work and research associated with this study to God; I am thankful for His love, forgiveness, healing, mercy, and strength… "I can do all things through Christ which strengthened me." Philippians 4:13.

To my wonderful husband Larry; you have been the light in the storm, the calm voice of support and encouragement, and knew how to make me smile when times were less than perfect. To my daughters, Alexa and Ashley; both of you are truly angels in this world. I am beyond blessed and honored to be your mother. Alexa, thank you for supporting and encouraging me from the moment I began my doctoral journey. Not one day has gone by that you haven't been there for me. You are always positive no matter the situation. Thank you for being my daughter and also my friend; thank you for serving as a professional mentor when I began my teaching career. Ashley, thank you for always smiling and your wonderful, positive attitude. The day I saw you receive your pharmacy doctorate, I didn't think I could be any prouder of you, but each day you continue to amaze me with your quiet strength and calmness; you are a special blessing to all you encounter. To my son-in-laws Josh and Zach; thank you for your prayers, support, and encouragement. Both of you are wonderful young men, and I am blessed to have you as part of my family. To my mother, you have been a loving mother and you have guided me by example; your support and encouragement has been unwavering.

Lastly, but most certainly not least, I dedicate this dissertation to my precious angel grandsons Samuel Keelan and Malachi Bernie. Becoming a grandmother has been one of the most joyous blessings in my life. Samuel Keelan, you never cease to amaze your Maw Maw Day; the world awaits what you can offer them. Malachi, I love you so much; you are a special little boy and God has His hand upon you.

ACKNOWLEDGEMENTS

I have many people to thank for being part of my doctoral journey for without their prayers, encouragement, and support, I would not have made it to this point. First, I would like to thank God and my family (Larry, Alexa, Zach, Ashley, Josh, Samuel, Malachi, and Mother) for their love and endless support. Next, I must thank my chair Dr. James H. Lampley; I could not have asked for a better advisor through this process. Also I wish to thank my other committee members, Dr. William B. Greer, Dr. William B. Flora, and Dr. Virginia Foley. In addition, I would like to express my thanks and appreciation to Betty Ann Proffitt, Joanna Wicker, and all ELPA faculty and staff. I wish to thank my sister Katherine and her family, Ryan, Kyle, Karlie, Zach, Jasper, and Kennedy; I love each of you. I want to express my sincerest thanks and love to my cousin and second sister Angie and her husband Mike and daughter Jenny; Angie, you have been one of my biggest supporters through cancer check-ups and my doctoral journey. To Linda, Donald, Brandi, Brett, and Logan; I am so glad we are family and I love each of you.

I wish to sincerely thank Dr. Rita Plemmons, not only are you a wonderful physician but you are also my friend. I wish to specifically thank Dr. Vicky Keedy and all the staff at Vanderbilt University Ingraham Cancer Center; I have the highest respect for you as my physician. I remember you said to me "Shea, don't worry, that is my job." At every check-up, I am greeted by your kindness and encouragement.

In addition, I would like to thank Bill and Edwina Greer, Jeff and Beth Anderson, Paul and Carol Bennett, Joanna Anderson, Linda Zerby, John H. Taylor, Thomas Chaves, and Chris and Dana Hollifield for their examples as servant leaders. Lastly, I wish to thank all directors of schools, principals, and teachers for their participation in this study. I would also like to thank Dr. Robert Liden for the use of his Servant Leadership Measures Survey.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Leadership has been an essential element in the world since human beings have known

the influence of competition, organization, structure, and decision-making. Leadership is a topic

of the ages (Natemeyer & Hersey, 2011). Leadership has evolved throughout the years, as its

presence in both formal and informal organizations is demanded. Because of this there are

several different types of leadership including transformational, situational, authoritarian,

charismatic, transactional, innovative, and servant leadership. Each of these styles of leadership

involves some type of influence and is primarily concerned with how the leader affects

subordinates; without influence, leadership cannot exist (Maxwell, 2007; Northouse, 2007).

Influence is similar to respect in that it must be earned; it cannot be mandated (Maxwell).

Maxwell (2007) stated that "Leadership is influence— nothing more, nothing less" (p.13). The

level of influence that a leader has on others is due to multiple factors: character, relationships,

knowledge, intuition, experience, past successes, and ability. Influence heavily involves the

personality of the leader, who they know, what they know, what they feel, where they have been,

what they have done, and what they can do (Maxwell). According to Maxwell, "If you can't

influence people, then they will not follow you. And if people won't follow, you are not a leader.

That's the Law of Influence" (p. 20).

Servant leadership is a unique style of leadership in that it places the needs of the

followers before the needs of the leader. Greenleaf (2008) first coined the concept of servant

leadership in 1970 when he described it as,

> The servant-leader is servant first… It begins with the natural feeling that one
>
> wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That

person is sharply different from one who is leader first, perhaps because of the need to

assuage an unusual power drive or to acquire material possessions…The leader-first and

the servant-first are two extreme types. Between them there are shadings and blends that

are part of the infinite variety of human nature. (Par. 2)

The difference manifests itself in the care taken by the servant-first to make sure that

other people's highest priority needs are being served. The best test, and 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? (Par. 3)

Greenleaf (2008) proposed that servant leadership was based on empowering followers while

also nurturing and defending them. Servant leadership is based on high moral character, with the

leader displaying integrity, honesty, and ethical decision-making in all practices. Furthermore,

Northouse (2007) described ethics as being based on values and morals that are deemed

appropriate by society. Ethics is defined as "…much more complex than merely making

decisions about the right or wrong way to act in a given situation… Ethics is concerned with

human conduct, as distinguished from mere human behavior. Conduct implies that there is a

choice" (Rebore, 2014, p. 6). Ethics provide a framework for decision making and reflection on

personal human values (Rebore, 2014, p. 8). Ultimately, servant leadership is comprised of

ethical choices, ethical actions, and ethical treatment toward all. The fact that servant leadership

strives to put others first is what separates it from other types of leadership. Yukl (2010) wrote

that the servant leader must represent what is considered morally good and right, even if it does

not benefit the organization, specifically in terms of financial gain. He corroborated Greenleaf

11

(2016) when he asserted, "…providing meaningful work for employees is as important as providing a quality product or service for the customer" (Yukl, 2010, p. 419). Hence, servant leadership exceeds the expectations of an organization by focusing on the personal needs of followers. In this case power is not wielded as a weapon by servant leaders; instead, power serves as a means of inspiration.

As both men and women comprise the leadership workforce, they often emulate the characteristics of a servant leader because this leadership style has gained popularity over the years (Black, 2013). Servant leadership has proven to have both positive and negative effects upon those who demonstrate it, whether the leader is male or female. Servant leaders are present in various types of organizational entities including the public school system.

Public school systems are schools supported by public and government funds; public schools are entities that house the teaching of foundational skills and knowledge, train children to be peaceable and productive in society, and educate them in the way of leadership, democracy, and constitutional rights and obligations that protect our freedom (Hess, 2004). Strong leadership, as well as caring leadership, is necessary for public school systems to thrive. While students need discipline, structure, and accountability, they also need to be nurtured. It should be recognized that, "Nurturing emotional relationships are the most crucial primary foundation for both intellectual and social growth" (Scholastic, 2017, Paragraph 3). "When there are secure, empathetic, nurturing relationships, children learn to be intimate and empathetic, and eventually to communicate their feelings, reflect on their own wishes, and develop their own relationships" (Par. 4). Students need leaders who serve as disciplinarians and educators and also as caring role models. Such behavior allows students to grow as individuals and to see the need for community growth and working for the benefit of all. Hess (2004) addressed Plato's conviction that nations

needed a leader who was far-sighted and could see into the true needs of the future; just as in public schools whereby the focus should transcend the needs of the individual and have a larger picture of society as a whole. In this case leaders with a vision for the future are more willing to see the bigger picture and the need to serve. This view applies not only to students but also to subordinates within the leader's administration. Students and school administrators require a leader like the Director of Schools who is a positive role model in that the Director empowers followers to become leaders. In this instance servant leadership is the most appropriate leadership style for this cause as it promotes integrity, altruism, humility, empathy, healing, personal growth, fairness, justice, and empowerment (Yukl, 2010). Yukl further elaborated that followers' trust, loyalty, and satisfaction was likely to increase when the leader demonstrated integrity and concern. This favorable relationship influenced subordinates to carry out requests and perform their responsibilities more easily and effectively. If the Director of Schools wanted top-notch employees, then he or she would influence subordinates to be servant leaders; the Director would lead by example. An employee-oriented culture attracts and sustains talented and committed subordinates; servant leaders who are able to produce this type of culture are also able to influence others to be servant leaders.

As the world continues to evolve and change, there is a great need for leadership. This need exists within many societal organizations and spheres, including the church, government, educational settings, professional workplace, etc. Indeed, leaders are necessary to provide order in society and to help guide others toward success. It is evident that leadership styles are unique and that they vary according to their own individual strengths and weaknesses. Because of individuality all leaders vary regarding the leadership style they adopt and how it is practiced.

Statement of Purpose

Servant leaders possess ethical and moral characteristics that allow them to serve as an example for children within public school systems. This type of leader lays a foundation for children as they build their lives, hence choosing their own path and determining who they want to be as adults. This type of leadership is a rarity as most leaders do not self-identify as servant leaders, nor are they identified as such by their colleagues. Instead, most leaders are primarily concerned with accomplishments and fulfillment of tasks rather than making a positive impact on their followers and others they encounter. Servant leaders, in particular, are among those who seek to work for the greater good of those they serve. Regarding the public school system, this would include not only students but also teachers, staff, parents, and the community. The purpose of this quantitative study was to compare the self-reported servant leadership scores of Directors of Schools to their faculty members' scores on the Servant Leadership Measures Survey (Appendix A; Appendix B).

Research Questions

Four research questions were used to focus this study. They are categorized based on each participating school district (Districts 1-4) in the First Region of Tennessee.

Research Question 1: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 1)?

Research Question 2: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 2)?

Research Question 3: Are teachers' mean scores on the seven dimensions of the Servant

Leadership Measures Survey significantly different from their director's score for the

participating PK-12 school district (District 3)?

Research Question 4: Are teachers' mean scores on the seven dimensions of the Servant

Leadership Measures Survey significantly different from their director's score for the

participating PK-12 school district (District 4)?

Significance of the Study

This research provides awareness of perceptions belonging to teachers regarding their

Director of Schools in four districts of the First Region of Tennessee. In addition, participating

Directors of Schools have self-identified as servant leaders. Results of this study highlight the

role of Director of Schools as servant leaders. This study is significant in that it may foster a

better understanding of servant leadership between Directors of Schools and faculty members.

The study will also indicate a positive school climate that includes teacher job satisfaction and

morale.

Definitions of Terms

In order to assure clarity and understanding there are several terms used in this study that

should be defined.

Best Practice – A method or technique that has consistently shown results superior to those

achieved with other means, and that is used as a benchmark (Business Dictionary, 2017).

Leadership – A process whereby an individual influences a group of individuals to achieve a

common goal (Northouse, 2007).

Public System – Public school systems are schools supported by public funds. Public school

teachers educate children with essential skills and knowledge, turn out productive

citizens, teach children to respect constitutional order, and instruct children in the

framework of rights and obligations that secure our democracy and protect our liberty

(Hess, 2004).

School Climate (Culture) – The teachers' perception of the working environment (Dixon, 2013).

Servant Leadership – A type of leadership that is based on helping others accomplish shared

objectives by facilitating individual development, empowerment, and collective work that

is consistent with the health and long-term welfare of followers (Greenleaf, 1970).

Delimitations and Limitations

This study was delimited to Directors of Schools and teachers in the four identified public

school systems in the First Region of Tennessee. Moreover, the study was delimited by the

determination of Directors of Schools' leadership style. The study was also delimited by the

theoretical framework used for the research. Seven dimensions of servant leadership were

measured on a Likert-type scale with an established instrument. The results of the study may not

be generalized to other school systems or to other states.

The study was limited by the suitability of the theoretical framework in determining the

leadership style of Directors of Schools. It was also limited to the assumption that servant

leadership can be measured. It was assumed that all data collected from the two surveys were

valid and reliable. The study was limited to the appropriateness of the methodology and that it

satisfactorily addressed all research questions. Furthermore, it was assumed that the statistical

tests used to analyze data and differences among variables were appropriate.

Overview of the Study

Chapter 1 of the study provides the introduction, the statement of purpose, research

questions, significance of the study, definitions of terms, limitations of the study, and a general

overview. Chapter 2 presents a review of the existing literature that is relevant to the topic of servant leadership. Chapter 3 includes the methodology of the study, which involves the research methods and procedures used to conduct the analysis. Chapter 4 presents the findings and offers a review and analysis of the acquired research data using a researcher-designed survey instrument. Chapter 5 provides an in-depth discussion of the research findings, conclusions, and recommendations for further research and implementation.

CHAPTER 2

LITERATURE REVIEW

Leadership is required in all facets of life. Leadership can be found in organizations, including business corporations, K-12 school systems, higher education entities, and churches. There are many styles of leadership in the world today, and there are many different types of leaders that implement these styles on a daily basis. These types of leadership include transformational, charismatic, innovative, situational, authoritarian, transactional, and servant. Each style of leadership has its own strengths and weaknesses and is unique to the individuals as to how they apply it. According to Yukl (2010), "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p. 8). Drucker's (2012) definition of a leader is an individual who has followers and is perceived as responsible and visible. Greenleaf (1970) asserted that leaders vary in their styles of leadership. He claimed that while some assume immense organizational burdens, other leaders may silently deal with one matter at a time. Leadership demands that leaders possess certain characteristics in order to be successful. Some of these qualities are innate, while others are learned. In general, the characteristics of an effective leader include: traits (motives, personality, values), confidence and optimism, skills and expertise, behavior, integrity (honesty, behavior consistent with values), influence tactics, and attributions about the follower (Yukl, 2010). Leaders possess a special ability to influence their followers to strive for the betterment of both the organization and themselves; however, their influence is not limited to their followers but to all they encounter. Greenleaf (1970) recognized a trait specific to leaders as he stated, "A mark of a leader, an attribute that puts him in a position to show the way for others, is that he is better than most at

pointing the direction. As long as he is leading, he always has a goal" (p. 9). Working with a goal

in mind sets leaders apart from the rest; if there is no vision, there is no leadership. Yukl (2010)

conveyed that leaders can influence the following entities:

- The interpretation of events by members

- The choice of objectives and strategies to pursue

- The motivation of members to achieve the objectives

- The mutual trust and cooperation of members

- The organization and coordination of work activities

- The allocation of resources to activities and objectives

- The development of member skills and confidence

- The learning and sharing of new knowledge by members

- The enlistment of support and cooperation from outsiders

- The design of formal structure, programs, and systems

- The shared beliefs and values of members

All of these aspects are important to the success of the organization as a whole, and without

attention to these needs, goals, and objectives cannot be accomplished. Leaders portraying

specific types of leadership tackle and meet such needs in their own manner and style.

In addition, from a nautical perspective Covey (2006) described what he calls "the four

roles of leadership": 1) modeling (the anchor), 2) pathfinding (destination of the ship), 3)

alignment (steering wheel), and 4) empowerment (a fully-masted sailing ship). A sincere leader

is one who leads by example as he or she "practice[s] what they preach" and actually embody the

knowledge they give to others; this is how followers learn (Covey, p. 103-104). The vision role

of pathfinding is founded upon one's mission and values; however, Covey affirmed that the

vision must be a group effort, otherwise the group will not have a vested interest in the mission. He claimed that true pathfinding is aligned to the needs of the people. The third role of leadership, alignment (or the steering wheel), ensures that the vision and mission properly correlate to all systems and structures within the organization. To further the understanding of his comparison, Covey introduced the image of a trimtab, which is a small rudder on a larger rudder of a ship. The purpose of a trimtab is to obtain leverage in the water and enables the large rudder to turn; the trimtab is a tool that often saves the day when it becomes too difficult to steer the large rudder by itself. Covey stated, "I love this image of a trimtab, because each of us can become a trimtab figure— inside our families, inside our communities, inside our organizations. It doesn't make any difference what your position is: any person can become a trimtab figure" (p. 106). Every person matters and plays his or her own role in the big picture; their efforts contribute to the accomplishment of the vision and the overall success of the organization.

Finally, the fourth role of leadership, empowerment, is "essentially the fruit of the first three [roles]" (Covey, 2006, p. 105). Once modeling, pathfinding, and alignment have properly been executed, they allow empowerment to naturally occur on its own. If all systems are correctly put in to place with a working vision and examples to follow, then nothing will hinder the fueling of natural creativity and intelligence from those willing to work for the common goal. According to Covey, "With the sails set up fully, responding to the wind, you have the release of that human potential: everyone cooperates together to take that ship to its destination" (p. 106). All leaders, no matter their leadership style, must have a particular influence over their followers in order to work for a common purpose; servant leaders, however, are among those who have a more focused interest on their relationship with their followers. Their approach to accomplishing shared goals begins with the desire to put others first.

Servant leadership is a specific style of leadership that involves a leader or individual leading with compassion and humbleness. Individuals can become a servant leader as long as they are acting according to their moral compass; they do not have to be appointed as a leader (Covey, 2006). Servant leaders are empathetic and base their decisions or judgments with care. As a characteristic, these leaders possess a servant's heart and are most concerned with the well-being of others (i.e., their followers), rather than themselves. Servant leadership "…is about helping others to accomplish shared objectives by facilitating individual development, empowerment, and collective work that is consistent with the help and long-term welfare of followers" (Yukl, 2010, p. 419). Yukl shared Greenleaf's proposal that "…service to followers is the primary responsibility of leaders and the essence of ethical leadership. Service includes nurturing, defending, and empowering followers" (p. 419). The major characteristics of a servant leader include strong listening skills, awareness of others, and a commitment to others through stewardship, and most importantly, empathy. They are honest and possess a strong sense of integrity. It is necessary for a servant leader to be able to have a clear perspective of any problems that arise within their organization but to also look at the overall picture and make decisions that will benefit their followers and the entity for which they work.

Servant leadership differs from other styles of leadership in that, as witnessed through Greenleaf's and Yukl's definitions, it is geared towards benefiting all parties with particular focus on the followers. Other forms of leadership too often shift the benefits towards the leader of the organization. The interest of the followers is often neglected in other styles of leadership as some leaders work for the benefit of themselves rather than the "greater good" of the entire organization. Because of this a servant leader possesses unique and special qualities that are not common to all leaders. Authentic servant leaders will always put the good of others before

themselves, hence, working for the "greater good" in all things as success is desired and achieved.

The Foundation of Servant Leadership

The term "servant leadership" was first proposed in 1970 by Robert K. Greenleaf (Greenleaf, 2008). From this point on, he published numerous works concerning the novel concept of servant leadership, its fundamental nature, and how it could best be applied in organizations. Greenleaf was employed by the American Telephone and Telegraph Company (AT&T) for over 38 years (Greenleaf, 1977). Also, in the 1960s and 1970s, he served as a researcher and lecturer at various prestigious universities including the Massachusetts Institute of Technology's Sloan School of Management and the Harvard Business School (Black, 2013). It was during this time that he began to develop the concept of servant leadership and its application within organizations (Black). Greenleaf is responsible for writing four essays on the topic of a servant. His first essay, *The Servant as Leader,* was published in 1970. *The Institution as Servant, Trustees as Servants,* and *Teacher as Servant* followed. He asserted that the servant's heart represented the true essence of a leader. Greenleaf (1980) justified the importance of servant leadership by stating,

> I believe that caring for persons, the more able and the less able serving each other, is what makes a good society. Most caring was once person to person. Now much of it is mediated through institutions— often larger, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one more just and more caring and providing opportunity for people to grow, the most effective and economical way, while supportive of the social order, is to raise the performance as servant of as

22

many institutions as possible by new voluntary regenerative forces initiated within them by committed individuals: *servants.* (Par. 1)

Such servants may never predominate or even be numerous; but their influence may form a leaven that makes possible a reasonably civilized society (Par. 2).

Greenleaf also wrote that "The servant-leader is committed to serving others through a cause, a crusade, a movement, a campaign with humanitarian, not materialistic goals" (Williams, 1996, p. 143). According to several researchers, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth or people, building community, and calling exemplify servant leadership (Black, 2013; Boyer, 2012; Fridell, Belcher, & Messner, 2009; Greenleaf, 1980; Reinke, 2004; Spears, 1998). The 11th tenant, "calling", was later established by Barbuto and Wheeler (2006).

Greenleaf's theory has been applied to different types of organizations including institutions, trusteeships, businesses, educational entities, foundations, and churches. His theory has evolved over time since its introduction in 1970. For example, in the 1990s, researchers promoted the framework of servant leadership as a model for organizational leaders to follow as a way to promote profitable success in organizational bodies (Black, 2013). Furthermore, the Greenleaf Center for Servant Leadership (founded in 1964), the Larry C. Spears Center for Servant Leadership, and the Servant Leadership Institute (both founded in 2008) have evolved into prominent research entities with resources available for both leaders and followers. Renowned figures in the field, like Larry Spears, who traced the evolution of servant leadership for over 30 years, continue to promote Greenleaf's philosophy and the importance of servant leaders in our society (Black, 2013). Servant leadership has journeyed far and wide, and continues to do so, since its conception by Greenleaf in 1970.

Biblical Servant Leadership

The concept of the servant as a leader is grounded in Judeo-Christian tradition, with over 1,300 references to the word "servant" mentioned in the Bible (Greenleaf, 1980, p. 4). Sendjaya and Sarros (2002) examined the origins and development of servant leadership. In their research Sendjaya and Sarros discussed Greenleaf's definition of servant leadership and the principles associated with such as well as the living embodiment of servant leadership through that of Jesus. The authors acknowledged that there was a scarcity of research on the topic of this leadership style because "the very notion of 'servant as leader' is an oxymoron. It may be difficult to think and act both as leader and servant at the same time— a leader who serves and a servant who leads." Steinbeck (2009) made a similar statement as she questioned the existence of a servant leader when a servant's status is considered to be at the bottom of the social totem pole. She then went on to recognize that this seemingly self-contradictory theory of leadership does not only exist but is increasingly applied in today's work force. She stated, "In actuality, the concept of servant leadership is not only possible, but emerging as a type of leadership that is worthy of extensive consideration" (Steinbeck, p. 31-32). She, along with Sendjaya and Sarros, acknowledged that servant leadership, however, is lacking in empirical research and data when compared to other leadership theories. Although there is a larger library of research on servant leadership in the business world, this leadership model is progressively growing in the educational realm (Pearson, 2014, p. 41).

While Greenleaf is often credited for the establishment of servant leadership, Sendjaya and Sarros (2002) acknowledged that Jesus was the true founder as being the first to actually teach the concept. In the first book of Corinthians of the King James Bible, Jesus was acknowledged as the foundation of all things: "According to the grace of God which is given

unto me, as a wise masterbuilder, I have laid the foundation, and another buildeth thereon. But let every man take heed how he buildeth thereupon" (1 Corinthians 3:10). Greenleaf's (1975) statement corroborated Sendjaya and Sarros's (2002) view of Jesus as the builder and how His example can be applied to others. He stated, "Those outside can criticize, flagellate, disrupt; but only those who are inside can build. For the servant who has the capacity to be a builder, the greatest joy in this world is in building" (Greenleaf, p. 64). Sendjaya and Sarros went on to describe Jesus's model of servant leadership and the fact that it was applied in concrete ways. By being a servant leader, a commitment to personal, professional, and spiritual growth must be made toward every individual within a group. In regards to spiritual growth, servant leadership is not only a theory of study, but it is truly a way of life. It aims to cocreate with God. For instance, the key characteristic of a servant leader is humility. If servant leaders are trying to lead a group, a business, or an industry, they must avoid any thoughts of pride. To supplement, Sendjaya and Sarros described the "the distinctive characteristics of servant leaders lie first and foremost in their primary intent and self-concept" (p. 57).

Niewold's (2007) *Journal of Biblical Perspectives in Leadership* focuses on Christian scriptures and applies different leadership styles and the work of Biblical leaders to the ways of modern day organizations. The authors of the journal articles base their knowledge on a variety of fields such as those in history, Bible and leadership studies, and the social sciences. Niewold discussed the shortcomings of modern evangelicalism and how servant leadership is defined and portrayed today. Niewold furthered his discussion by establishing a new style of leadership, martyria, and stating that it is with this form of leadership that true servitude rests. In his summary, Niewold stated, "Since servant leadership is a reflection, at least in its Christian version, of contemporary Christology, I found servant leadership theologically vacuous and

therefore inadequate as a Christian theory of leadership" (p. 133). He based his argument on comparisons of Biblical leaders such as Jesus and Paul.

Akinyele (2009) posed a different, more positive view of servant leadership. Within the article servant leadership is defined as "the heart of leadership [and focuses] on the wellbeing of followers" (p. 74). Different forms of love are also addressed, and are applied to the Biblical character Esther. In this article she is described as a self-sacrificing leader, who "places the needs of the Jewish people above her own because it was the right thing to do," rather than stand by and watch them be annihilated (p. 74). Unlike Niewold's viewpoint of servant leadership, Akinyele is applauding of this style and portrays it in a positive light. Both sides of the spectrum, however, are demonstrative of the significance of this particular leadership style and the important role it plays within organizations.

The current state of the present research is overall based on the evolution of leadership, in general, and of more specific leadership styles such as servant leadership, transformational leadership, and Christian leadership. It appears that the research of leadership is moving towards the prospect of working for the good of others, even one's followers, instead of putting success and achievement at the top of the list. It is important to realize that selflessness above selfishness results in more success in the long run; but neither should "altruistic" acts be carried out with the sole purpose of achievement in mind. This, in turn, would still be considered selfish. In the King James Bible, Luke 6:38 stated, "Give and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give into your bosom. For with the same measure that ye mete withal it shall be measured to you again." Also, Philippians 2:4 stated, "Look not every man on his own things, but every man also on the things of others." Indeed, selfless styles of leadership (i.e., servant leadership), and certainly one's dependence on faith, are

presenting themselves as the most prominent forms of organizational leadership today.

The most prominent servant leader was Jesus as He acted as both a leader through His teachings and a servant through His service to others by multiple means; however, servant leadership was emulated by many other figures in the Bible. There are additional examples of servant leaders such as the apostles and disciples of Jesus, and as a female example, Ruth. After researching the concept of servant leadership and the characteristics thereof, it is plausible that females are more apt to become servant leaders than men. In some studies only female participants adopted the servant leadership style (Eliff, 2004). This is because, by nature, women are more nurturing than men, and they have a stronger inclination to ensure the well-being of others, given that they have historically played the role of care giver and comforter within the family home (Kleinig, 2007). Ruth emulated these characteristics as a nurturer and care giver.

Loyalty is usually seen as a virtue… It is constituted centrally by perseverance in an association to which a person has become intrinsically committed. Its paradigmatic expression is found in friendship, to which loyalty is integral, but many other relationships and associations seek to encourage it as an aspect of affiliation or membership: families expect it, organizations often demand it, and countries do what they can to foster it (Kleinig, Par. 1).

Hence, loyalty is a necessary element of all relationships, be it friendship, familial, or organizationally related. It is of the utmost importance that there is loyalty among leaders and followers within organizations. Servant leaders demonstrates loyalty by remaining committed to their followers no matter the circumstances (Werner, 2013). They do not abandon their followers in times of trouble or hardship.

Self's (2009) dissertation focused on the element of love and the role it plays within

leaders and organizational leadership. She based her study on the teachings of Paul and his message to the Church of Corinth. She used the writings and proposed analyses of Robbins (1996) to examine this relationship and evaluate how hermeneutics influences one's ability to understand the spiritual role that love plays in this particular scripture, as well as in leadership as a whole. In her study she proposed that there are 10 themes that show Paul as an example of love, as well as 10 ways in which leaders can connect with their followers through love. According to her the construct of love within this realm is not one that has been heavily studied, which in turn poses an interesting and new perspective on the world of leadership. While this indeed acts as a limitation to her study, as she does not have further research with which to compare her work, one can also see the novelty of her study as a strong point. Self (2009) acknowledged that her study is an "...exploration of the spiritual principle and biblical value of love as a construct within the context of organizational leadership, which may ultimately contribute to a deeper understanding of leadership and organizational effectiveness" (p. 1). Self argued that a "leader's [behavior] has influence on an overall perception of how the organization is expected to perform" (p. 2). Indeed, it is true that the manner in which the leadership of an organization behaves and leads offers an image of the overall organization to the public. Hence, it is in the interest of the organization for its leaders to lead with love and special care for their work and their followers.

The relationship between love and leadership is exemplified in the theory of servant leadership. This is an important point as any true leader must be able to demonstrate servant-like qualities for the benefit of those who follow while simultaneously acting as a source of direction and control. Ayers (2006) stated, "...according to Greenleaf...leadership practiced in a manner consistent with the divine attributes of Jesus' servant character is effective and influential,"

hence demonstrating the humble qualities of a servant leader (p. 8). Ayers also stated, "...Paul communicates these [qualities] by juxtaposing Jesus' humility to his position and power. Position and power are two constructs that uniquely concern leaders and functions of leadership" (p. 20). Power is described as "…simply the ability to get things done the way one wants them to be done" (Natemeyer & Hersey, 2011, p. 416). Those who are in powerful positions must be and should be willing to offer their influence and extend their power to others. Servant leaders embrace this mentality towards power as they encourage personal and professional growth. Greenleaf (1977) discussed power through the lens of a servant leader and how it differs from those who do practice this style of leadership. He stated,

> Sometimes it will be a servant's power of persuasion and example. Sometimes it will be coercive power used to dominate and manipulate people. The difference is that, in the former, power is used to create opportunity and alternatives so that individuals may choose and build autonomy. In the latter, individuals are coerced into a predetermined path. Even if it is 'good' for them, if they experience nothing else, ultimately their autonomy will be diminished (p. 41-42).

Greenleaf (1977) furthered his description of coercive power as brutal and overt, while the power held by a servant leader is wielded carefully and with love. He contended that a servant leader is "fully human" in that they listen, are observant, and employ their intuition in making responsible decisions. This allows them to be viewed as dependable and trustworthy in the eyes of their followers (Greenleaf). As this applies to both male and female servant leaders, Greenleaf compared a servant leader's power to a line from a Shakespearean sonnet: "They that have power to hurt and will do none…" (p. 42).

Gender Characteristics of Servant Leadership

To act as a servant leader leaders must possess certain humbling characteristics that allow them to put others before themselves for the betterment of the organization. Indeed, "regardless of gender, solid leaders are needed to successfully navigate organizations through change in times of turbulence" (Pearson, 2014, p. 38). This is true for both male and female leaders, especially servant leaders; however, the effects of such a leadership style vary as to the individual leaders and how they apply it. Both men and women servant leaders have experienced positive and negative effects in regards to their role as a servant leader. In the Fridell, Belcher, and Messner (2009) study, they determined that "current research shows that men and women operate differently." In addition, in Washington, Sutton, and Feild's study (2006), it was discovered that "female leaders were reported by followers as demonstrating more servant leadership than male leaders…women tend to be slightly interpersonal in their leadership than men." Hence, research shows that women assume the role of a servant leader more frequently than men and therefore experience a wider range of positive and negative effects because of this.

To elaborate on this idea, Fridell, Belcher, and Messner (2009) sought to understand the leadership styles of both male and female principals in Midwest public schools. They compared two types of leadership, servant and traditional, and strove to determine whether or not there was a significant discrepancy in male and female leadership, as well as the type each gender practiced. In order to reach a result, surveys were conducted from 445 male and female public school principals. There were more men who participated in the survey than women, as women "…scored themselves higher on all servant leadership items;" however, it was determined that men and women were both equally likely to adopt servant leadership as their leadership style, as well as traditional leadership (Fridell et al.). The differences between males and females, on the

other hand, resided with how they applied servant leadership. In their study Fridell et al. also identified four new concepts within servant leadership: daily reflection, consensus building, healing relationships, and sense of self-worth. In studying how men and women apply these four facets, it was revealed that women are more likely to focus on these four concepts with particular emphasis on daily reflection. Fridell et al. (2009) held the belief that feminine leaders are more likely to practice such values than male leaders.

Duff (2013) thoroughly explored the relationship between gender roles and servant leadership. He defined servant leadership as "…a leadership approach characterized by focus of the leader to support and develop the capabilities and effectiveness of subordinates to reach their highest potential" (p. 211). This study focused on performance management, servant leadership style, leader gender, and team coaching. Duff supported the idea that females were more likely to practice servant leadership and were better suited for it than males. For example, he stated, "…social norms encourage women to be cooperative and men to be individualistic…[therefore], the adoption of servant leadership may be more likely for female managers than for male managers" (p. 206). In modern day society men are often encouraged to be independent, confident, and strong-willed, while women have historically been viewed as meek, subdued followers. Their role as a leader has only flourished in recent years. However, due to the nature of servant leadership, it seems more fitting for females and their historic position in society. Duff discussed the social role theory which believes that "…women are socialized towards norms of communal support in a manner in which men are not…" (p. 214). Women are expected to demonstrate service behavior and be caring and compassionate towards others. While research has shown that both male and females equally practice servant leadership, the degree to which females do so is more prominent. Duff further stated, "At the [center] of servant leadership is the

31

development of a personalized relationship between the manager and employee such that

motivation, encouragement, and development opportunities are tailored to provide optimal

support to employee effectiveness and development" (p. 214). This supports the belief that

women are better servant leaders due to their inherent interpersonal skills and coincides with the

description of servant leadership as being a style that revolves around personalization.

The area of servant leadership offers many positive experiences for women in the field.

As female leaders, they are respected, valued, and revered in their status. They have a stronger

opportunity to voice their opinions and beliefs. Lansford et al. (2010) supported the benefits and

positive outcomes for females in a servant leadership role through their research on the necessary

characteristics and qualities that female leaders must exhibit. Their research was based on an

interview process with nine female leaders in various nonprofit organizations. The interview

questions centered around four elements: their approach to decision-making, how they viewed

their employees' abilities to lead, their views on females as leaders, and various approaches to

differing leadership styles. After analyzing the results of the interviews, Lansford et al.

determined that the female leaders embodied the "relational approaches to leadership;

specifically, [they held] the tenets of collaborative leadership and servant leadership. The

findings also indicate that the leaders value the use of a distinctly feminine style and approach to

leadership..." (p. 51). Furthermore, the authors discussed some of the benefits for females as

servant leaders, as acknowledged by the female leaders themselves. They stated:

> The women reported embracing their own approach, leading by example, bringing
>
> a distinct female voice to leadership, the importance of core values, and leading
>
> authentically when faced with obstacles. The four women also expressed that they lead
>
> with a service orientation and cited a motivation to serve, a core belief in philanthropy,

the desire to change things, and the belief that there are many good people out there who can collectively do good work… [The women were] eager to take on new challenges, [to] work with integrity, and [to] create a cohesive team. (Lansford et al., p. 57).

Being able to self-motivate, as well as motivate and encourage others, especially their own employees, was counted as one of the most significant positive outcomes to their role as servant leaders. Shekari and Nikooparvar (2012) supported the findings of Lansford et al., as they identified the leadership of women to be one of the top ten characteristics of a strong servant leader. They contended that these qualities represented "power and promise" and suggested that those who possessed and met such characteristics were open to "invitation and challenge." Shekari and Nikooparvar's discussion depicted the many opportunities that women servant leaders have for advancement and self-fulfillment because of their role in service.

While servant leadership has many positive effects on female leaders, there are certainly a number of negative effects as well. Duff (2013) stated, "…when women enact roles perceived by others as other than communal, women may face prejudice or ostracism as a result of the perceived conflict between societal role expectations and behavior" (p. 214). Despite level of knowledge, skill, experience, and quality of work, women still remain inferior to men, especially in regards to compensation, promotion, and being included in the decision-making process. In some cases women may be more competent and capable than their male counterparts, yet they are still overlooked for promotion and not taken as seriously as they would if they were male.

Savage-Austin and Honeycutt (2011) elaborated upon the idea of unfair treatment of females in the work force. They discussed a number of obstacles that hinder female servant leaders, and female leaders in general, from advancing. They studied the promotion process for servant leaders among 15 different organizations through questionnaires and an in-depth

interview process. After a thorough investigation of the study, Savage-Austin and Honeycutt discovered that most of the organizations in question did not demonstrate an optimal environment for the practice of servant leadership. As an illustration, the fear of change existed heavily among employees, especially with supervisors who claimed to be servant leaders; in addition, the culture of the organizations was not conducive to one that is necessary for servant leadership because they lacked the level of knowledge and respect needed to practice this leadership style. Savage-Austin and Honeycutt further revealed that the organizations they studied did not "provide support for their leaders to practice the servant leadership philosophy" (p. 53). Thus, as a servant leader, whether male or female, such a work environment would stand as a massive barrier in regards to being able to flourish and grow in leadership style; yet women would seem to face the most difficulty in this situation because of the negative predispositions that already exist.

When researching the negative and positive effects on male servant leaders, information is limited. Most of the literature on servant leadership pertains to the leadership style in general or the role of females within the spectrum. Indeed, there are researchers who have compared and contrasted males and females as servant leaders, but their primary focus has been on servant leadership through the lens of the female. Research does not support that there are more female servant leaders than males; however, research does prove that males are more likely to engage in more autocratic forms of leadership. For instance, Washington, Sutton, and Feild (2006) stated that female managers were more democratic than male managers, which implies that females are more in tune with their followers' feelings and needs, thus democratic. However, some of the positive effects for male servant leaders include being looked upon as more genuine and possessing more true concern for their employees. A servant leader, whether male or female, will

feel compassion and a drive to serve others for the good of the entire organization, otherwise

they would not have adopted this type of leadership. Nevertheless, it appears that male servant

leaders may also be deemed as weak due to the nature of servant leadership; therefore, they may

not be viewed as a strong authority figure.

<div align="center">Servant Leadership in Practice</div>

Washington, Sutton, and Feild (2006) studied the individual differences in servant

leadership by focusing on empathy, integrity, and competence. The authors described servant

leadership as a style that promotes development of people through the sharing of power,

community building, the practice of authenticity in leadership, and the provision of leadership

for the good of followers, the total organization, and clients or customers of the organization.

Washington et al. studied 283 employees and 126 supervisors, and compared their leader-

follower relationship. The employees completed a questionnaire that measured their opinions of

their supervisors' values including empathy, competence, and integrity. The authors measured

the employee perceptions on Dennis and Winston's servant leadership scale that measured a

number of servant leadership qualities. The supervisors were determined to be servant leaders

based on the degree to which they demonstrated empathy, integrity, and competence. This study

also determined the supervisors' level of agreeableness. The study revealed that there was a

positive relationship between the supervisors' agreeableness and the perception as being that of a

servant leader.

In addition, Dennis and Winston (2003) reviewed the findings from Page and Wong's

(2000) study of servant leadership. Through their study, Page and Wong determined that there

were four primary categories of leadership. These included personality, relationship, task, and

process. Dennis and Winston stated, "The personality component concerns the character of the

leader and is related to having a servant heart and serving others with integrity and commitment…" (p. 456). Ultimately, such components offer a positive outcome to not only servant leaders but also those around them. Page and Wong's initial leadership model serves as an important framework for researchers who are interested in discovering more information about servant leadership and leadership in general.

Furthermore Dennis and Bocarnea (2005) revealed certain aspects of servant leadership and determined them to be based on the following: humanity, vision, altruism, empowerment, love, service, and trust. Their study suggested that trust could be measured by Patterson's theory of servant leadership. Dennis and Bocarnea insisted that "leaders must generate trust" (p. 600). They defined trust as "confidence in or reliance on another team member in terms of their morality, and competence…Trust is an essential characteristic of the servant leader" (p. 603). The study determined that all constructs could be measured with the exception of two, hence, allowing servant leaders to measure their own level of service and leadership. More organizations are using metric based tools and reports to determine goals of respective employees as such relates to overall job performance, competence, effectiveness, and success. In addition, loyalty and trust are major components of servant leadership and go hand-in-hand. Yukl (2010) stated that servant leaders "… must empower followers instead of using power to dominate them. Trust is established by being completely honest and open, keeping actions consistent with values and showing trust in followers" (p. 419). To further elaborate on the concept of trust, Joseph and Winston (2005) focused on servant leaders and their respective relationships with followers. As their main focus was trust, the study examined 69 employees from Christian schools, both primary and secondary. The employees participated in surveys which questioned their concept of trust. Joseph and Winston sought to understand whether or not

servant based organizations such as Christian schools possessed higher levels of trust among colleagues. Sendjaya and Pekerti (2010) defined trust as involving voluntary subordination, responsible morality, transforming influence, transcendental spirituality, authentic self, and covenantal relationships. At the same time, Joseph and Winston (2005) found that there was indeed a positive relationship between leader and organizational trust and the level of servant leadership practiced within the organization. Joseph and Winston's study emphasized trust and the importance thereof, as well as empathy, persuasion, awareness, healing, stewardship, foresight, listening, conceptualization, building community, and commitment to the growth of people (p. 10). Joseph and Winston went on to say that "leadership legitimacy begins with trust" (p. 11), and then the other characteristics will follow.

Van Dierendouck and Nuijten (2011) further discussed characteristics of servant leadership including authenticity, accountability, courage, and acceptance among peers. These such characteristics have been discussed little in previously mentioned research. Their study expanded the characteristics associated with servant leadership. Van Dierendouck and Nuijten further contended that servant leadership is puzzling as it "is behaviorally oriented, [and is attentive to] the role of the leader in the relationship with followers" (p. 249-250). They discovered a measurement tool that evaluated the aforementioned characteristics and indeed discovered that all respective attributes were true to the nature of servant leadership. Van Dierendouck and Nuijten drew from Greenleaf's research by including the following statement: "A servant leader knows very well where to take the organization and the people in it. A servant leader needs to be a courageous steward who is able to hold people accountable for their own good" (p. 251).

Schneider and George (2011) compared servant leadership with transformational

leadership and the role they play in service organizations. More specifically, they sought to understand which leadership style best represented the attitudes and commitment of those who chose to volunteer their time for service projects. At the onset of the study, "servant leadership was predicted to better explain the attitudes and commitment of service organization members than transformation leadership" (p. 60). Schneider and George acknowledged that, traditionally speaking, four primary differences existed between servant leadership and transformational leadership. These categories are: moral priority, development, focus of outcomes, and style of influence. Servant leadership is composed of two main ideas, ethical behavior and concern for followers, whereas transformational leadership is focused on goals of the organization and using charismatic influence on followers to achieve such.

To determine if this hypothesis was correct, eight clubs belonging to national service organizations were approached and were asked to provide feedback using online or surveys. Each club had a president who held one-year terms, were not monetarily compensated, and maintained various duties; such duties included arranging club meetings, including all club members in activities, developing goals, and providing training. The surveys required the club members to answer standard demographic questions and rate their perception of their club president based on characteristics of the two leadership styles. Afterward, the participants were asked to complete a Likert-type section ranging from 1 (strongly disagree) to 7 (strongly agree). Among the eight clubs, 110 surveys were completed. The surveys were to describe the correlation between servant leadership and club member satisfaction and commitment and the correlation between transformational leadership and the aforementioned factors. In addition, empowerment was examined and deemed a mediator between servant leadership and transformational leadership, as well as the attitudes of the service club members.

Servant leadership was determined to have the highest correlation with club member

satisfaction while both servant leadership and transformational leadership yielded positive

results. Schneider and George (2011) stated, "Servant leadership may be uniquely suited to the

management challenges of volunteer organizations. For example, in our study, it appears that

volunteers who worked with servant leaders did feel more empowered within the service club

setting" (p. 74). This article gave more insight into how servant leadership compares to other

types of leadership.

<u>Dimensions of Servant Leadership</u>

Servant leadership is founded upon seven dimensions (Liden et al., 2015). Many authors,

including Dennis and Bocarnea (2005), have addressed similar features describing the points

surrounding servant leadership while employing various terms for the same meanings. These

dimensions focus on the importance of serving others, including subordinates. According to Yukl

(2010) the characteristics of a subordinate follower include: traits (needs, values, self-concepts),

confidence and optimism, skills and expertise, attributions about the leader, trust in the leader,

task commitment and effort, and satisfaction with job and leader (p. 12). The servant leader seeks

to attend to the improvement of the follower's traits and their quality of life as an employee. The

seven dimensions, according to Liden et al. (2015), are as follows:

1) Emotional healing, which involves the degree to which the leader cares about
   followers' personal problems and well-being;

2) Creating value for the community, which captures the leader's involvement in helping
   the community surrounding the organization as well as encouraging followers to be
   active in the community;
3) Conceptual skills, reflecting the leader's competency in solving work problems and
   understanding the organization's goals;
4) Empowering, assessing the degree to which the leader entrusts followers with
   responsibility, autonomy, and decision-making influence;

5) Helping subordinates grow and succeed, capturing the extent to which the leader helps followers reach their full potential and succeed in their careers;

6) Putting subordinates first, assessing the degree to which the leader prioritizes meeting the needs of followers before tending to his or her own needs;

7) Behaving ethically, which includes being honest, trustworthy, and serving as a model of integrity (p. 255).

Emotional Healing

The emotional healing dimension of servant leadership regards followers and their personal issues. Communication and listening skills are essential elements in the establishment of appreciation and respect among peers, including the leader/subordinate relationship (Russell, 2000). When employees feel they can confide in their leader, both professionally and personally, then the emotional healing dimension is present. According to Liden et al. (2015), "We can only assume that a follower would not seek a manager's help with a personal problem unless that follower felt that the manager cared about [their] well-being" (p. 267). Spears (2005) shared, "Although this is a part of being human, servant leaders recognize that they have an opportunity to 'help make whole' those with whom they come in contact" (p. 3). Furthermore, if the leader cannot help the subordinate, most organizations now offer employee assistance programs (regarding financial, marital, emotional, and familial problems) that can aid employees in a confidential and caring manner (Society for Human Resource Management [SHRM], 2014).

Community Value

Community involvement is of the utmost importance for organizations; it is essential for leaders to have a healthy relationship with their local public. More frequently, the workplace is perceived as a source for community and making connections for many people (Ashmos & Duchon, 2000). With this in mind servant leaders seek to establish a means for community

40

building in conjunction with the employees (Spears, 2005). Effective servant leaders hold their

community in high regard. One of the key characteristics of servant leaders is their dedication to

community building, not only in the corporate realm, but in all facets of human life (Ramsey,

2006). The value of the community began even during the leadership of Jesus Christ as he

"…instructed His followers about servanthood and emphasized the importance of unity and

community" (Russell, 2000, p. 48). The need to create a network of peers for the sole purpose of

support and creative thinking and development is the foundation of the concept for community;

everyone has a valuable part and must work together (Russell). Active participation within a

community has proven to be an essential component in establishing commitment to and

satisfaction with an organization (Scott & Vitartas, 2008). A servant leader seeks to become a

stable figure in the community, which is grounded in the conceptualization of the organization's

sole purpose (Culver, 2009).

<u>Conceptual Skills</u>

As a leader, conceptualization is the process of seeing the big picture of the organization

as a whole and understanding the necessity for employee involvement and creativity. They are

able to make connections among abstract ideas in order to accomplish a set goal. Doyle (2017)

stated that conceptualization was "[helping] employees 'see the forest through the trees'…

conceptual skills are extremely important for leadership positions, particularly for upper- and

middle-management jobs" (Par. 1-2). The top five conceptual skills are: 1) analysis, 2)

communication, 3) creative thinking, 4) leadership, and 5) problem solving (Doyle, 2017).

According to Spears (2005),

> Servant-leaders seek to nurture their abilities to 'dream great dreams.' The ability
>
> to look at a problem (or an organization) from a conceptualizing perspective means that

one must think beyond day-to-day realities. For many managers this is a characteristic

that requires discipline and practice. The traditional manager is focused on the need to

achieve short-term operational goals. The manager who wishes to also be a servant-leader

must stretch his or her thinking to encompass broader based conceptual thinking (p. 3).

Conceptualization is a necessary skill of a servant leader because it is required for the leader to

establish a vision of the future needs and goals of the organization (Russell, 2000).

Empowerment

Empowerment is an additional significant component to servant leadership. Murari and

Gupta (2012) defined this as "the process of enabling or authorizing an individual to think,

behave, take action, and control work and decision making in autonomous ways. It is the state of

feeling self-empowered to take control of one's own destiny" (p. 35). Russell (2000) identified

one of the keys to empowerment is making employees feel valued and significant. It requires

significant self-confidence in one's leadership ability to be able to empower others to become

leaders themselves (Culver, 2009). In their study Murari and Gupta conducted a survey that

sought to determine the impact that servant leadership has upon employee empowerment; they

found that the correlation between empowerment and employee age was the strongest because

the older employees possessed the highest level of empowerment. This is partly due to longevity

and experience within their respective job roles, thereby, increasing the confidence level

associated with the concept of empowerment. Furthermore, Yukl (2010) stated, "Servant

leadership… is about helping others to accomplish shared objectives by facilitating individual

development, empowerment, and collective work that is consistent with the health and long-term

welfare of followers…" (p. 419). As a result, this is the notion of empowerment; as a general

rule, employees are more willing to improve their productivity and job performance if they

believe they are valued by their organization as a whole. According to Covey (2006), "The key to empowerment is to listen to other people and to value their differences" (p. 107). This applies to both men and women alike as well as people from various backgrounds and cultures. Taylor (1999) stated, as a leader, "If you want to increase your authority, give it away— to a team" (p. 217). This mentality empowers subordinates with an opportunity for growth as they assume their own level of leadership responsibility.

Helping Subordinates Grow and Succeed

Subordinates play an important role within any organization; they can either work as individuals or as a team. At all times a team "exists when individuals work together toward a common goal," but it is essential to recognize that, as a leader, one must strive to grow their subordinates, grooming them for leadership along the way (Taylor, 1999, p. 208). Today organizations have reformed themselves to be more team-oriented and collaborative (Pearson, 2014). Organizational performance, and the culture therein, is enhanced by team-building, creative thinking, and shared vision (Williams, 2010, p. 141). Taylor specified that all individuals endure "predictable stages of growth depending on their age, experience, and maturity, [and similarly] teams must work through predictable stages" (p. 216). According to Russell (2000) one of the most critical characteristics of a servant leader is an ability to commit to growing their followers. Servant leader assist their subordinates, whether individual or team, through such growth stages by acting as both a resource to their followers and a model of leadership. Commitment to a subordinate's growth can be exemplified by concrete actions such as encouraging personal and professional development and making such available, encouraging the voice of employees, and helping employees find other employment if subordinates were to be laid-off (Spears, 2005).

Putting Subordinates First

As servant leaders are expected to grow their subordinates and encourage them to establish their own autonomy, they must learn to put their followers' needs first. Such leaders are counted upon to love their subordinates, colleagues, their own superiors, and even their competitors (Russell, 2000). While most who diagnose corporate strengths and weaknesses examine customer satisfaction, product reviews, and shareholders' views, Greenleaf acknowledge that the most critical analysis of organizational success should be primarily focused on employees (Greenleaf, 1998). Employees were "…the persons he considered the neglected stakeholders, the persons whose goodwill, energy, and loyalty are too often taken for granted. In his view, if employees received the care, training, and attention they deserve, shareholder and customer satisfaction would inevitably follow" (p. 282). In order to elicit trust and confidence servant leaders show concern for their subordinates and consider their overall welfare as a priority (Greenleaf, 1977; Russell). Therefore, if the subordinates' needs are placed at the forefront when strategically planning, then the climate of the organization is more positive and goal-oriented.

Ethical Behavior

Our modern day society is built upon a code of conduct by which we are expected to abide. This code of conduct is known as ethics. Ethics are based upon our morals and values as human beings, and they determine what is right and wrong in our world. Ethics and morals comprise the belief system of an individual, and they determine how a person behaves and handles life's situations. Ethics and morals overlap in many ways as individuals make right or wrong decisions according to what they believe to be ethical and/or moral. However, the two concepts differ in that morals deem what is right or wrong, while ethics determine how people

44

should present themselves according to social and/or professional settings. According to Johnson (2012), "Ethical leaders recognize that moral action is risky, but continue to model ethical behavior despite the danger. They refuse to set their values aside to go along with the group, to keep silent when customers may be hurt, or to lie to investors. They strive to create ethical environments even when faced with opposition…" (p. 81). Hence, it is apparent that while morals and ethics are similar, they play two very different roles in the professional realm. Furthermore, there are multiple dimensions to the concept of ethics, and these vary according to each individuals' experiences, upbringing, and culture. While one person's ethical philosophy may be based upon his or her professional experiences, another individual's belief system may be built around his or her personal background. Johnson (2012) addressed a myriad of characteristics to that of an ethical leader. Such traits include the possession of courage, optimism, integrity, wisdom, justice, compassion, humility, and reverence.

In regards to a leader-follower relationship, "Leaders must…consider ethical issues related to the image they hope to project to followers. In order to earn their positions and to achieve their objectives, leaders carefully manage the impressions they make on others" (Johnson, 2010, p. 21). Such practice is called impression management, and it is not restricted to leaders, but is open to all. In addition, the traits of servant leadership are a key facet in building community relationships and demonstrating caring and ethical behavior in all types of organizations, including public education (Black, 2013). Every person makes an impression upon others, and one must be mindful of his or her behavior when interacting in society.

<u>Servant Leadership in Public Schools</u>

The public school system is an entity that requires positive direction and leadership in order for both staff and students to flourish. Federal mandates for school reform, in terms of

organizational and instructional configuration, increase on an annual basis as the demand for ongoing improvements factor into overall student success (Werner, 2013). Williams (2010) addressed, "The rise of the accountability [movement opened] the door for further research on school culture and accountability… When the demands for accountability are placed on the shoulders of the [superintendent, the school] culture and relationships become ever more important" (p. 74). Top school officials should be aware of and engaged in directing such change throughout the school leadership chain. There are numerous leadership roles in the public school system; however, the Director of Schools position impacts the success of all roles. The Director of Schools position has evolved over the course of time. Initially, the duties of a Director of Schools (superintendent) involved supervising all classroom instruction and maintaining that curriculum was uniform (Pearson, 2014, p. 26). However, this crucial position within the public school system now is accountable for a broader range of duties and functions. According to Pearson (2014) the Director of Schools has a variety of duties that align with servant leadership (Appendix D). The leadership of most public school systems is structured like a pyramid in that the Director of Schools (superintendent) position is the pinnacle point of the pyramid, followed by school administration (principals and assistant principals), teachers, and, finally, students representing the foundation.

The achievement of school organizations, or even the accomplishment of individual educational projects, can be traced back to one primary factor: effective leadership (Enderle, 2014). The characteristics of effectual school leaders "…have a statistically significant relationship with school success. Simply stated, [effective leadership] is important to the future state of our educational system" (Enderle, p. 1). In addition, Williams (2010) asserted, "A superintendent who is attentive to building relationships based on the culture of the organization

and community has a better chance of having meaningful school improvement change efforts and effective results" (p. 74). In particular, servant leadership is valuable in the public school system because it provides a nurturing and caring environment; school employees, as well as students, feel that they are valued. All play their own part in working for the greater good of the school system. Black (2013) corroborated, "Visionary, creative, knowledgeable, principled, and inspiring educational leaders are vital to building and fostering a positive school environment to help meet public education goals in the 21st century" (p. 437). Educators are meant to be service-oriented by proving a safe environment for students, available resources and support services for parents and guardians, and professional development for employees (Hunt, 2002). Hunt (2002) further stated, "Superintendents are heard saying, service, service, service. That is our role as educators: to service the various needs of the children and families in our community" (p.4). Overall studies have shown that servant leadership promotes many benefits within the public school system, including the increase of morale among all employees who work under a leader who assumes this type of authority (Black, 2013; Chambliss, 2013; Dixon, 2013; EL-Amin, 2013; Hunt, 2002).

Leader-employee satisfaction is critically important as school administration, including the Director of Schools, has the responsibility to establish and maintain a positive school environment (Black, 2013). When servant leadership, in particular, is executed effectively, it builds self-esteem and morale for both principals and classroom teachers (EL-Amin, 2013, p. 118-119). Black also determined, "The strong relationship between [the perceptions of servant leadership practices and perceptions of the school climate] suggest that when servant leadership is perceived to be present, the perceptions of the school climate are positive" (p. 459-460).

Moreover, through servant leadership, principal/teacher morale is tied to student success.

When teachers' morale is higher, they are more effective in the classroom, and student academic performance is greater (EL-Amin, 2013; Eliff, 2004; Halawah, 2005). Through a descriptive research approach, EL-Amin (2013) determined that teacher morale in four South Florida elementary schools was directly linked to student achievement in math and reading. This was due to principals effectively employing the style of servant leadership. Principals of the elementary schools self-identified as servant leaders, but EL-Amin acknowledged that a significant outcome of his research was that such self-identification measures are subjective as they are based on individual perceptions. While this is indeed a weakness in the research, other studies that have employed the same style of research instrumentation have obtained similar positive results regarding the relationship between teacher morale and student achievement (Black, 2013; Eliff, 2004). Another significant finding of EL-Amin's (2013) research acknowledged, "The public school principals' ability to accurately hear and understand the teachers' concerns was determined to be an extremely skill for the effective of leadership practices" (p. 119). This skill directly corresponds to the emotional healing dimension of servant leadership.

Eliff's (2004) study affirmed the findings of Halawah (2005), EL-Amin (2013), and Black (2013). He discussed further positive outcomes between school administration, as servant leaders, and the overall health of the school, specifically on the middle school level. Positive student academic growth, faculty and staff attendance, and job satisfaction were all deemed to characterize the participating middle schools as "healthy". In addition to other studies of similar nature, Eliff's quantitative study found significant relationships between 1) servant leadership and student academic achievement and 2) servant leadership and faculty/staff job satisfaction (Chambliss, 2013). Eliff noted that often the middle school level creates a gap in the educational

48

process due to the special nature of students' needs during this adolescent period; however, through his research, he declared that "if a middle school servant leader truly strives to meet the needs of the school's stakeholders (i.e., faculty, students, support staff, parents), then the middle school may no longer be considered the motivational and academic gap in the educational process" (p. 10). This is because the mentality of the servant leader seeks to sincerely help followers, not only students and faculty, but the community as a whole (Eliff).

A study on public schools in Texas contributed to further the understanding of servant leadership and its application in the public school system. Parallel to Eliff's research, Chambliss (2013) determined a positive correlation between servant leadership on the administrative level and teacher job satisfaction. This outcome was based on six dimensions similar to the seven dimensions (Liden et al., 2015) previously addressed. Moreover, this study sought to determine if there was a significance difference between grade level of servant leadership effectiveness. Chambliss discovered that the middle school levels exhibited a stronger relationship to servant leader administrators, but that, overall, all grade levels demonstrated positivity where this relationship was concerned. Alonderiene and Majauskaite (2016) extended the servant leadership research to higher education (both public and private entities) in which they compared job satisfaction with various leadership styles of campus supervisors and administrators. Analogous to Eliff (2004) and Chambliss (2013), Alonderiene and Majauskaite identified a positive correlation between the two variables: faculty job satisfaction and servant leader administrators. Their study focused on several different leadership approaches, including coach, human relations specialist, controlling autocrat, transformational visionary, transactional exchange, and servant leadership styles. They discovered that servant leadership had the highest positive impact upon faculty job satisfaction, whereas controlling autocrat leadership had the least positive impact

(Alonderiene & Majauskaite). Their study substantiated the aforementioned research in that no matter the grade level, the outcomes of servant leadership upon school climate and faculty satisfaction is significant and positive.

The role of Director of Schools is the ultimate leadership position within a public school district. The manner in which a Directors of Schools supervise their school system determines its overall accomplishments. Specifically, Directors who assume the style of servant leadership will demonstrate the characteristics inherit to this leadership style (listening, empathy, healing, persuasion, awareness, foresight, conceptualization, commitment to the growth of people, stewardship, building community, and calling). Such characteristics are employed by those Directors of Schools who establish a positive school climate, including student academic success (Pearson, 2014). Several studies have identified positive correlations between the Director of Schools' servant leadership style and positive school cultures, student academic growth, teacher job satisfaction, and superintendent longevity (Butcher, 2014; Lehman, 2015; Pearson; Williams, 2010; Wilson, 2014).

Pearson's (2014) study identified Directors of Schools as servant leaders in Michigan public schools, including urban, suburban, and rural school districts. Through a qualitative study by means of Wong and Page's (2003) Servant Leadership Profile Revised Instrument (SLPR), she discovered that students' math and reading scores on their end-of-year test (Michigan Educational Assessment Program [MEAP]) were correlated to their Directors of Schools' leadership styles as servant leaders.

Butcher (2014) examined the perceptions of both the Director of Schools and the school district board members on their preferred method of leadership in West Virginia schools. His study focused on the evaluation of 11 leadership behaviors by means of a survey. The major

findings of the study involved both school board members and the Director of Schools agreeing upon communication, vision, and ethics as being the top three desired leadership behaviors; participants also agreed that trust was an essential factor in establishing and maintaining a positive relationship among the Director of Schools and school board members. All four behaviors are directly associated with servant leadership. This study provided insight into the leadership behaviors necessary to be an effective Director.

According to Lehman (2015), "Public school administrators are under tremendous pressures from local state, and federal demands. As the pressures increase, the tenure of superintendents has decreased as has the number of qualified candidates to take the top leadership positions" (p. 191). However, if Directors of Schools demonstrate servant leadership traits, then they are more likely to have a higher longevity within the workplace (Lehman, 2015; Williams, 2010). Williams' (2010) research focused on two parts: 1) principals' and school board members' perceptions of Directors of Schools servant leadership behaviors and 2) how such traits impacted the Directors' longevity within the school system. The Directors of Schools in her study were considered 'gold standard superintendents' due to their 12 (plus) consecutive years of service to a single school district. Her study demonstrated specific servant leadership behaviors and established trends that helped to increase tenure: trust, empowerment, and growing subordinates; modeling, as one of Covey's (2006) characteristics of leadership, was also a strong indicator of prolonged tenure. According to Williams, "…for some [servant leader] superintendents[,] it was the school culture, reducing fear and building trust, learning how to take charge and developing positive relationships between the district, board, and community" that resulted in their longevity (p. 140).

Lehman's (2015) study, affirmed Williams' findings by examining six long-serving

Directors of Schools in the state of Pennsylvania who had previously been identified as servant leaders. Each Director had served for a minimum of 10 years in the same school district. Lehman used a qualitative case study to interview each Director of Schools in order to examine their servant leadership attributes and the impactful moments that resulted in increased longevity (p. iii). Lehman's study was conducted through the lens of the 10 aforementioned servant leadership traits as addressed by numerous researchers (Black, 2013; Boyer, 2012; Fridell, Belcher, & Messner, 2009; Greenleaf, 1970; Hunt, 2002; Reinke, 2004; Russell, 2000; Spears, 1998, 2005; Werner, 2013; Williams, 2010). Lehman sought to determine commonalities among the six Directors of Schools in how they employed servant leadership, the traits thereof, and the leadership themes that guided their decision making and, ultimately, their longevity. Lehman's (2015) findings are as follows:

- Curriculum issues were linked to building community, commitment to the growth of people, empathy, foresight, listening, and stewardship;

- Dealing with a strike was associated with awareness, commitment to the growth of people, foresight, healing, and listening;

- District renovation and reorganization efforts was connected with building community, conceptualization, foresight, listening, persuasion, and stewardship;

- Transportation issues were interconnected with building community, commitment to the growth of people, empathy, foresight, listening, and stewardship;

- Developing union relations was connected to awareness, building community, commitment to the growth of people, empathy, and listening;

- Involvement in the community was coupled with awareness, building community, commitment to the growth of people, empathy, foresight, and stewardship (p. 176).

By acting according to the foundational servant leadership traits, Directors of Schools have an opportunity to not only have a fervent impact upon their school system's culture, student achievement, and teacher morale, but they also have the ability to make it a lasting memorable one (Lehman).

CHAPTER 3

RESEARCH METHOD

The purpose of this quantitative study was to compare self-reported servant leadership scores of Directors of Schools to their faculty members' scores on the Servant Leadership Measures Survey. More specifically, this study addressed the role of the Director of Schools position within four public school districts in the First Region of Tennessee. The leadership style of each Director of Schools was determined through two surveys (Appendix A and Appendix B) that consisted of questions examining seven dimensions: 1) emotional healing, 2) creating value for the community, 3) conceptual skills, 4) empowering, 5) helping subordinates grow and succeed, 6) putting subordinates first, and 7) behaving ethically. Directors of Schools and teachers from each respective school district participated in the survey to determine the Director of Schools' leadership style as that of servant leadership. This chapter includes research questions, in addition to null hypotheses, instrumentation, population, sample, data collection and analysis, as well as a summary of the chapter.

Quantitative research is meant to demonstrate universal objectivity rather than subjectivity; bias is reduced in this type of research due to its inherit use in seeking to eliminate outside factors that could influence final results. McMillan and Schumacher (2010) stated that "quantitative research seeks to establish relationships and explain causes of changes and measured outcomes… In quantitative studies, there is an established set of procedures and steps that guide the researcher" (p. 12). In particular, this study was based on a nonexperimental research design that describes and observes varied phenomena without influence or changes in conditions.

For this study a survey research design was implemented. Surveys can act as a research design method and a data collection method. Surveys are used frequently in educational research to describe attitudes, beliefs, opinions, and other types of information. As a data collection method a survey is used to gain a general perspective (Witte & Witte, 2010). A survey was administered to the participating Directors of Schools for self-identification as a servant leader and a second survey was distributed to teachers within each Director's district to determine their perception of their Director of School as a servant leader.

<u>Research Questions with Null Hypotheses</u>

Four research questions and seven corresponding null hypotheses are categorized based on each participating school district (Districts 1-4) in the First Region of Tennessee.

Research Question 1: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 1)?

$Ho1_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

$Ho1_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

$Ho1_3$: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

Ho1$_4$: Teachers' mean scores on the Putting Subordinates First dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

Ho1$_5$: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

Ho1$_6$: Teachers' mean scores on the Emotional Healing dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

Ho1$_7$: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

Research Question 2: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 2)?

Ho2$_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2$_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2₃: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2₄: Teachers' mean scores on the Putting Subordinates First dimension of the *Servant Leadership Measures Survey* are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2₅: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2₆: Teachers' mean scores on the Emotional Healing dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Ho2₇: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Research Question 3: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 3)?

Ho3₁: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

$Ho2_3$: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

$Ho2_4$: Teachers' mean scores on the Putting Subordinates First dimension of the *Servant Leadership Measures Survey* are not significantly different from their director's score for the participating PK-12 school district (District 2).

$Ho2_5$: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

$Ho2_6$: Teachers' mean scores on the Emotional Healing dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

$Ho2_7$: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

Research Question 3: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 3)?

$Ho3_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_2: Teachers' mean scores on the Empowering dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_3: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_4: Teachers' mean scores on the Putting Subordinates First dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_5: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_6: Teachers' mean scores on the Emotional Healing dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Ho3_7: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

Research Question 4: Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 4)?

Ho4$_1$:   Teachers' mean scores on the Conceptual Skills dimension of the Servant

Leadership Measures Survey are not significantly different from their director's

score for the participating PK-12 school district (District 4).

Ho4$_2$:   Teachers' mean scores on the Empowering dimension of the Servant Leadership

Measures Survey are not significantly different from their director's score for the

participating PK-12 school district (District 4).

Ho4$_3$:   Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension

of the Servant Leadership Measures Survey are not significantly different from

their director's score for the participating PK-12 school district (District 4).

Ho4$_4$:   Teachers' mean scores on the Putting Subordinates First dimension of the Servant

Leadership Measures Survey are not significantly different from their director's

score for the participating PK-12 school district (District 4).

Ho4$_5$:   Teachers' mean scores on the Ethical Behavior dimension of the Servant

Leadership Measures Survey are not significantly different from their director's

score for the participating PK-12 school district (District 4).

Ho4$_6$:   Teachers' mean scores on the Emotional Healing dimension of the Servant

Leadership Measures Survey are not significantly different from their director's

score for the participating PK-12 school district (District 4).

Ho4$_7$:   Teachers' mean scores on the Creating Value for the Community dimension of

the Servant Leadership Measures Survey are not significantly different from their

director's score for the participating PK-12 school district (District 4).

<u>Instrumentation</u>

Two versions of a Servant Leadership Measures Survey were used. Version 1 of the survey (Appendix A) consisted of 28 statements whereby participants indicated their level of agreement on a 7-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). Version 1 of the survey was completed by the Directors of Schools as the survey statements were based upon self-evaluation. Version 2 of the survey (Appendix B) consisted of 28 statements that were similar to version 1 but were worded according to a subordinate's point of view. This version of the survey required the teachers (subordinates) to specify their level of agreement on a 7-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). The 28 statements for survey Version 2 regarded teacher perceptions of their Directors of Schools. All information obtained from respondents was maintained as confidential.

McMillan and Schumacher (2010) defined validity as "the degree to which scientific explanations of phenomena match reality. It refers to the truthfulness of findings and conclusions" (p. 104). Reliability, on the other hand, is necessary for researchers to assess in order to eliminate distortion or bias in their research. As a definition reliability is the consistency or repeatability of the researcher's measurement. It is the concept of how consistent the measurement is but is not a measurement of how valid it is. If a test measures the same thing multiple times and receives the same or similar results, then it is considered reliable. If a test is reliable, then the researcher can also deem it trustworthy and dependable. Reliability is not an accurate measurement; it must be estimated. As a researcher one must ensure the instrument is reliable because without reliability one cannot have validity (Trochim, 2006).

Both versions of the survey were designed by researchers to measure global servant leadership and were published in *Leadership Quarterly* in 2015. The internal consistency

reliability was over 80 for all dimensions of the scale. The validity of the instrument was assessed on multiple studies (Liden et al., 2015). Moreover, each version of the survey measures the seven dimensions of servant leadership.

Population

Four public school systems in the First Region of Tennessee participated in this study. As a result the population of this study consisted of four Directors of Schools and 1,480 public school teachers from four participating public school districts in the First Region of Tennessee. Each district is identified as District 1, District 2, District 3, and District 4. All Directors of Schools held the highest level of leadership within their respective school districts. Of the 1,480 population, 250 teachers agreed to participate in the survey. Teachers were from a variety of academic areas including general education, technical education, special education, foreign language, and related arts teachers (i.e., library, music, physical and health education, art, or technology). In addition, all participants surveyed were employed in the 2018-2019 academic school year.

Data Collection

Before the research was conducted, permission was granted from East Tennessee State University (ETSU) and the ETSU Institutional Review Board (IRB). In addition, a letter requesting permission to conduct the study was sent to the four participating Directors of Schools in the First Region of Tennessee school districts. A request for permission (Appendix C) was sent to Dr. Robert Liden (Professor of Management, Associate Dean for CBA Ph.D. Programs, and Coordinator of the OB/HR Doctoral Program Department of Managerial Studies at the University of Illinois at Chicago) to obtain his approval to use the two versions of his servant leadership survey (Appendix C). After all permissions were granted, the surveys were transferred

to an electronic survey system, and were distributed to the four participating school districts. The time for survey completion was approximately 5 minutes or less. All participant responses were voluntary and confidential.

Data Analysis

After the survey was completed, all data were analyzed using a quantitative method. Statistical analyses of the survey data were conducted using IBM-SPSS. A single sample t-test was used to test the null hypotheses. McMillan and Schumacher (2010) stated that a single sample t-test involves the study of a single group and is used to compare the group mean to a specified value. To establish confidence levels the mean and standard error of the mean were calculated and confidence intervals were established at 95% (p. 300). Data were analyzed according to the .05 level of significance; a comparison of means was conducted with a 3.5 neutrality value on Version 1 of the survey.

Chapter Summary

Chapter 3 contains the purpose, research methodology, and procedures for this quantitative study. An in-depth discussion of the research design was presented so that researchers may repeat and replicate this study in the future. Information on population and procedures as well as data collection and recording were presented. Research questions with corresponding null hypotheses were presented and establishment of validity and reliability of the instrument were discussed in this chapter.

CHAPTER 4

FINDINGS

The purpose of this study was to compare the self-reported servant leadership scores of the Director of Schools to their faculty members' scores on the Servant Leadership Measures Survey. This chapter includes the findings from data analyses based on the research questions. An online survey (Appendix A) was distributed to four Directors of Schools, each from one of the four participating school districts in the First Region of Tennessee. The 28 question 7-point Likert scale allowed Directors of Schools to self-report as to whether or not their leadership style aligned to servant leadership. An online survey (Appendix B) was distributed to teachers within each of the four participating school districts. The 28 question 7-point Likert scale surveyed teachers' perceptions of their Director of Schools according to the leadership style of servant leadership. Participants in this study included four Directors of Schools, with a survey response of 100%, and 233 teacher respondents, with a survey completion rate of 82% according to those who agreed to participate. The surveys were distributed during the Spring 2019 semester. Four research questions and seven corresponding null hypotheses are categorized based on each participating school district (Districts 1, 2, 3, or 4).

Research Questions

Research Question 1

Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 1)?

Ho1$_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Conceptual Skills dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 1) were significantly different from 25, the score of the Director of

Schools on the same survey. The sample mean of 23.52 (SD = 4.14) was significantly different

from 25, $t(60)$ = -2.78, p = .007. Therefore, Ho1$_1$ was rejected. The 95% confidence interval for

the Conceptual Skills mean ranged from -1.48 to -2.54. The effect size d of .52 indicated a

medium effect. Figure 1 displays the distribution of Conceptual Skills scores. The results do not

support the conclusion that the district's teachers have a similar opinion of their Director of

Schools self-report level of servant leadership on Conceptual Skills dimension.
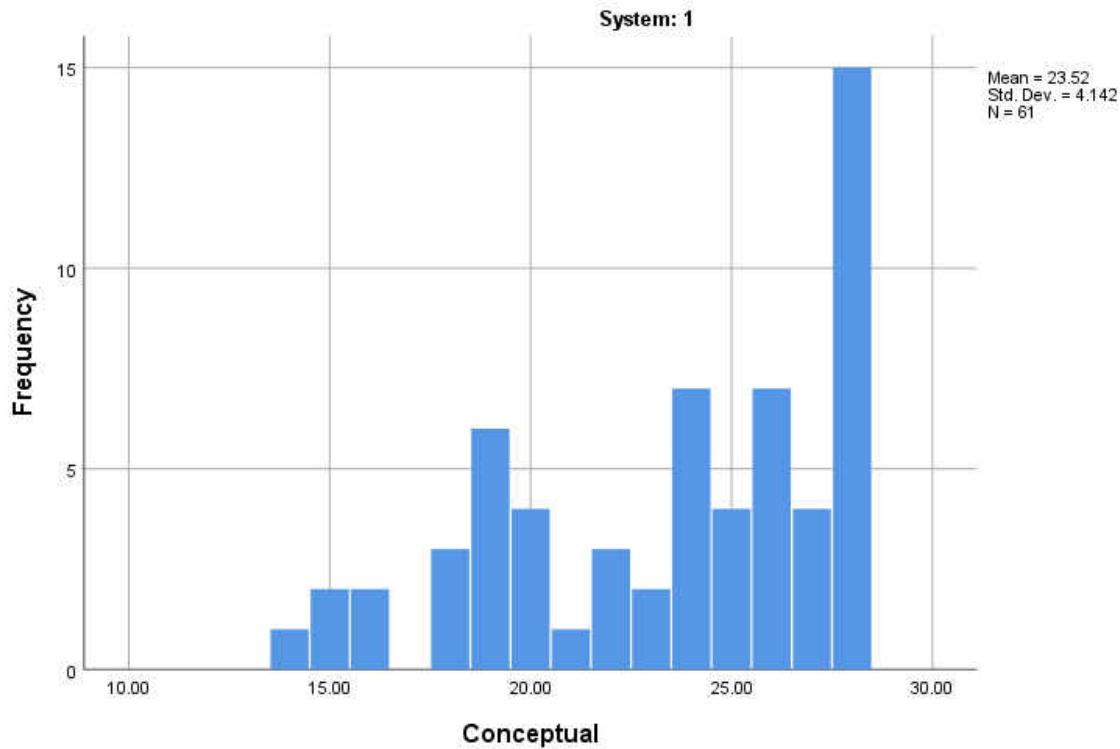
Figure 1. Distribution of conceptual skills scores for system 1

Ho1$_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership

Measures Survey are not significantly different from their director's score for the

participating PK-12 school district (District 1).

A one-sample t test was conducted on the Empowering dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 1) were significantly different from 26, the score of the Director of

Schools on the same survey. The sample mean of 22.74 (SD = 4.01) was significantly different

from 26, $t(60)$ = -6.35, p < .001. Therefore, Ho1$_2$ was rejected. The 95% confidence interval for

the Empowering mean ranged from -4.29 to -2.23. The effect size d of .29 indicated a small

effect. Figure 2 displays the distribution of Empowering scores. The results do not support the

conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Empowering dimension.
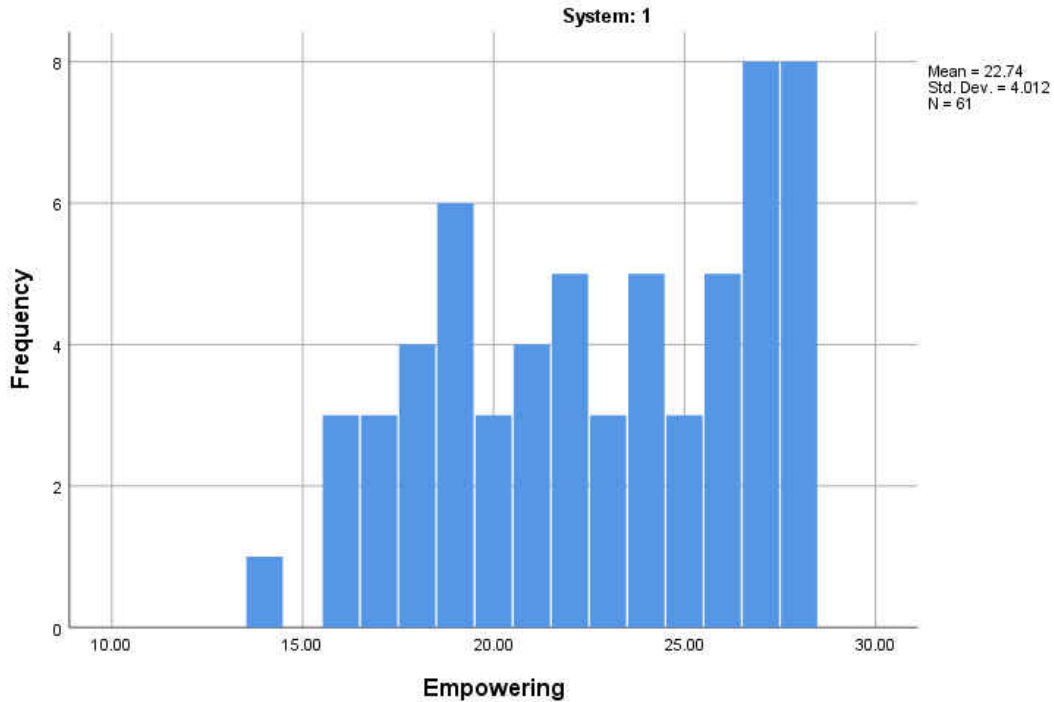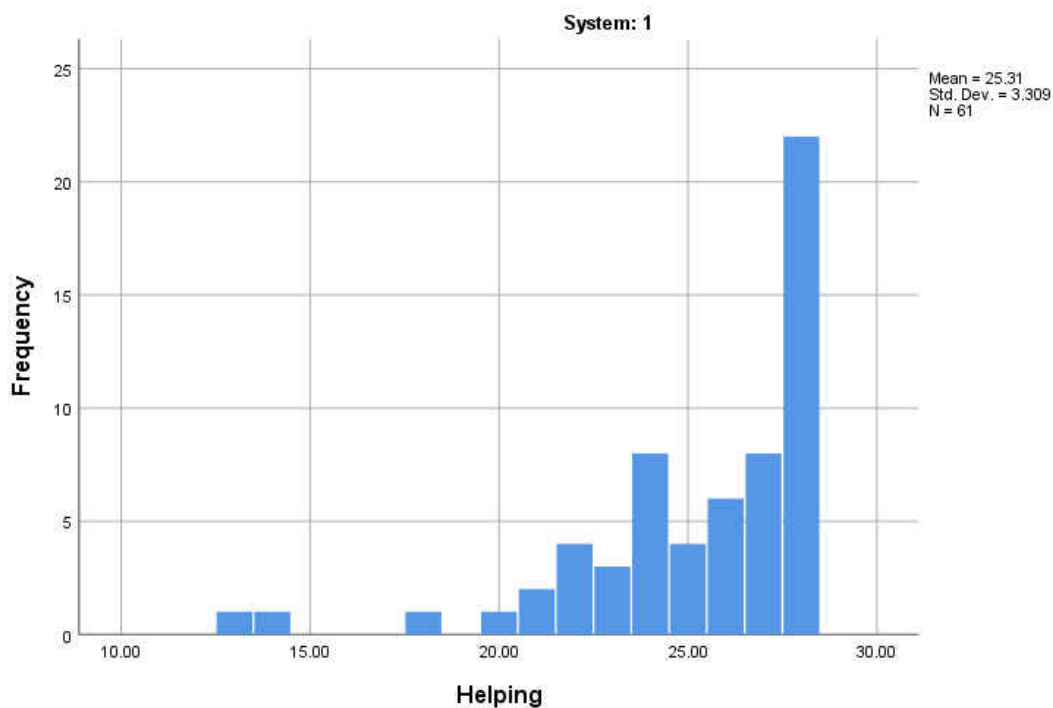

Figure 2. Distribution of empowering scores for system 1

Ho1$_3$: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 1) were significantly different from 26, the score of the Director of Schools on the same survey. The sample mean of 25.31 (SD = 3.31) was

significantly different from 26, $t(60) = -1.63$, $p = .109$. Therefore, Ho1$_3$ was rejected. The 95%

confidence interval for the Helping Subordinates Grow and Succeed mean ranged from

-1.54 to -.16. The effect size *d* of 1.81 indicated a large effect. Figure 3 displays the distribution

of Helping Subordinates Grow and Succeed scores. The results support the conclusion that the

district's teachers have a similar opinion of their Director of Schools self-report level of servant

leadership on the Helping Subordinates Grow and Succeed dimension.

Figure 3. Distribution of helping subordinates grow and succeed scores for system 1

Ho1$_4$: Teachers' mean scores on the Putting Subordinates First dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Putting Subordinates First dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 1) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 23.98 (SD = 3.80) was not significantly different from 24, $t(60) = -.034$, $p = .973$. Therefore, $Ho1_4$ was not rejected. The 95% confidence interval for the Putting Subordinates First mean ranged from -.99 to .96. The effect size d of 1.25 indicated a large effect. Figure 4 displays the distribution of Putting Subordinates First scores. The results support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Putting Subordinates First dimension.
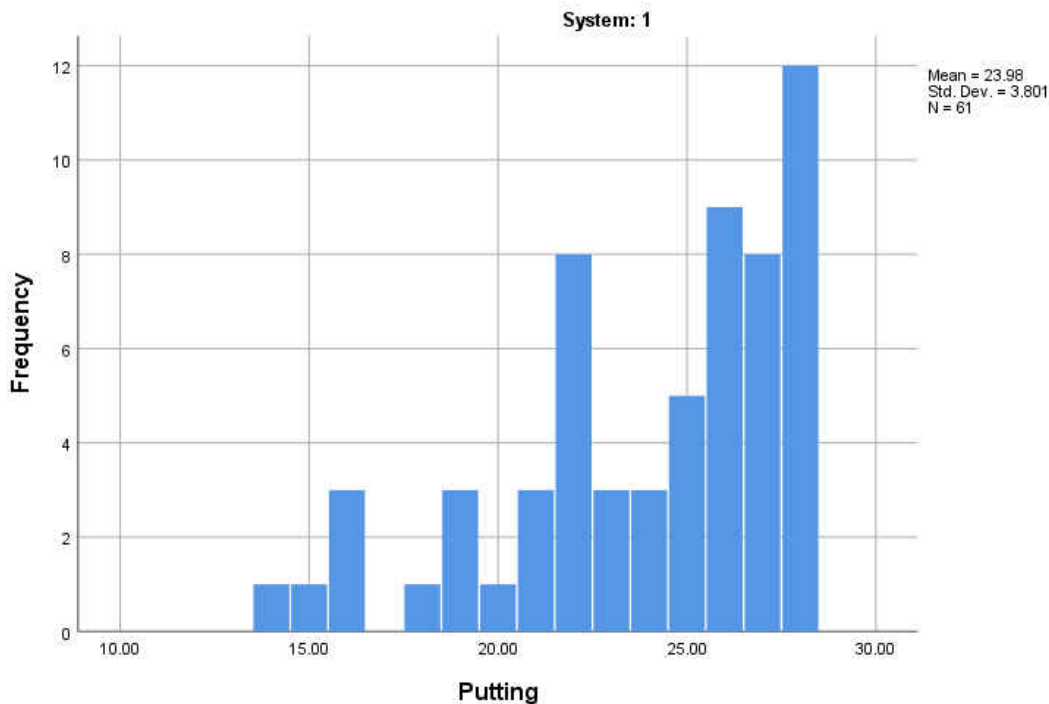

Figure 4. Distribution of putting subordinates first scores for system 1

Ho1₅: Teachers' mean scores on the Ethical Behavior dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Ethical Behavior dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 1) were significantly different from 25, the score of the Director of

Schools on the same survey. The sample mean of 25.28 (SD = 2.90) was not significantly

different from 25, $t(60)= .751$, $p = .456$. Therefore, Ho1₅ was not rejected. The 95% confidence

interval for the Ethical Behavior mean ranged from -.46 to 1.02. The effect size d of .23

indicated a small effect. Figure 5 displays the distribution of Ethical Behavior scores. The results

support the conclusion that the district's teachers have a similar opinion of their Director of

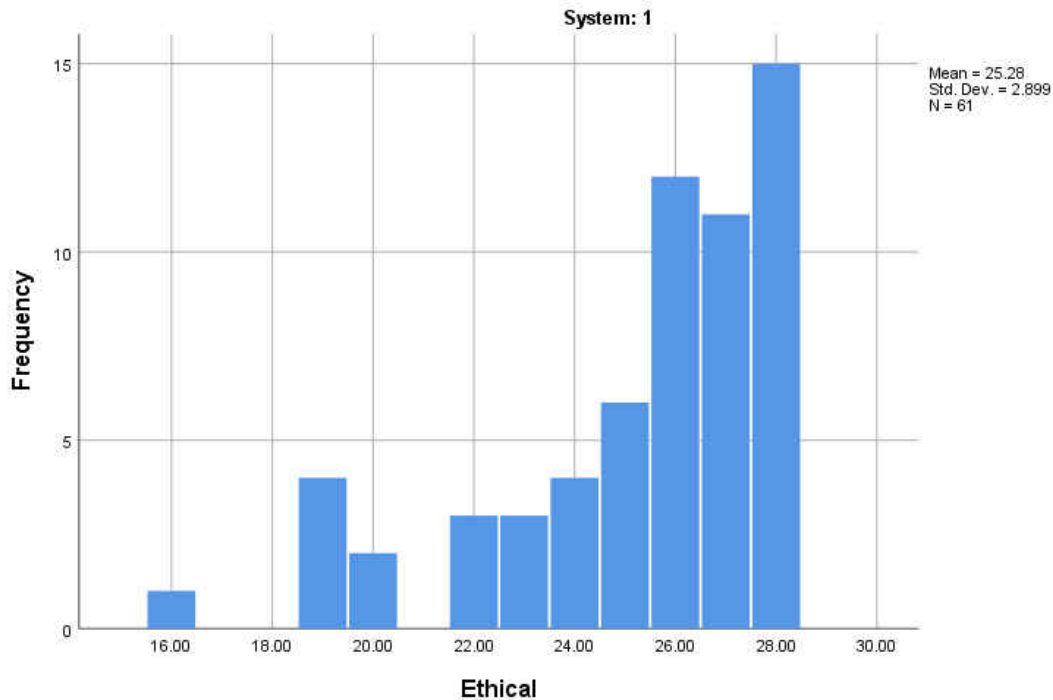Schools self-report level of servant leadership on the Ethical Behavior dimension.

Figure 5. Distribution of ethical behavior scores for system 1

Ho1₆: Teachers' mean scores on the Emotional Healing dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Emotional Healing dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 1) were significantly different from 24, the score of the Director of

Schools on the same survey. The sample mean of 25.49 (SD = 2.87) was significantly different

from 24, $t(60) = 4.06$, $p < .001$. Therefore, Ho1₆ was rejected. The 95% confidence interval for

the Emotional Healing mean ranged from .76 to 2.23. The effect size *d* of .004 indicated a small

effect. Figure 6 displays the distribution of Emotional Healing scores. The results do not support

the conclusion that the district's teachers have a similar opinion of their Director of Schools self-

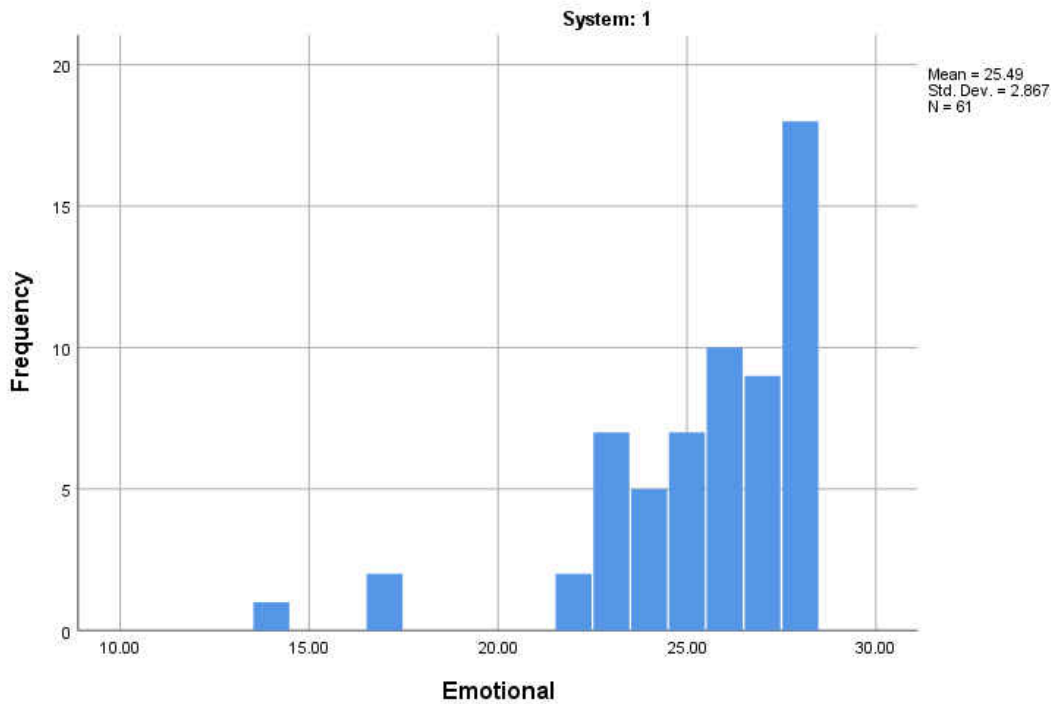report level of servant leadership on the Emotional Healing dimension.

Figure 6. Distribution of emotional healing scores for system 1

Ho1$_7$: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 1).

A one-sample t test was conducted on the Creating Value for the Community dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 1) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 23.77 (SD = 2.61) was significantly different from 24, $t(50) = -.69, p = .495$. Therefore, Ho1$_7$ was rejected. The 95% confidence interval for the Creating Value for the Community mean ranged from -.90 to .44. The effect size d of .49 indicated a small effect. Figure 7 displays the distribution of the Creating

71

Value for the Community scores. The results support the conclusion that the district's teachers do not have a similar opinion of their Director of Schools self-report level of servant leadership on the Creating Value for the Community dimension.
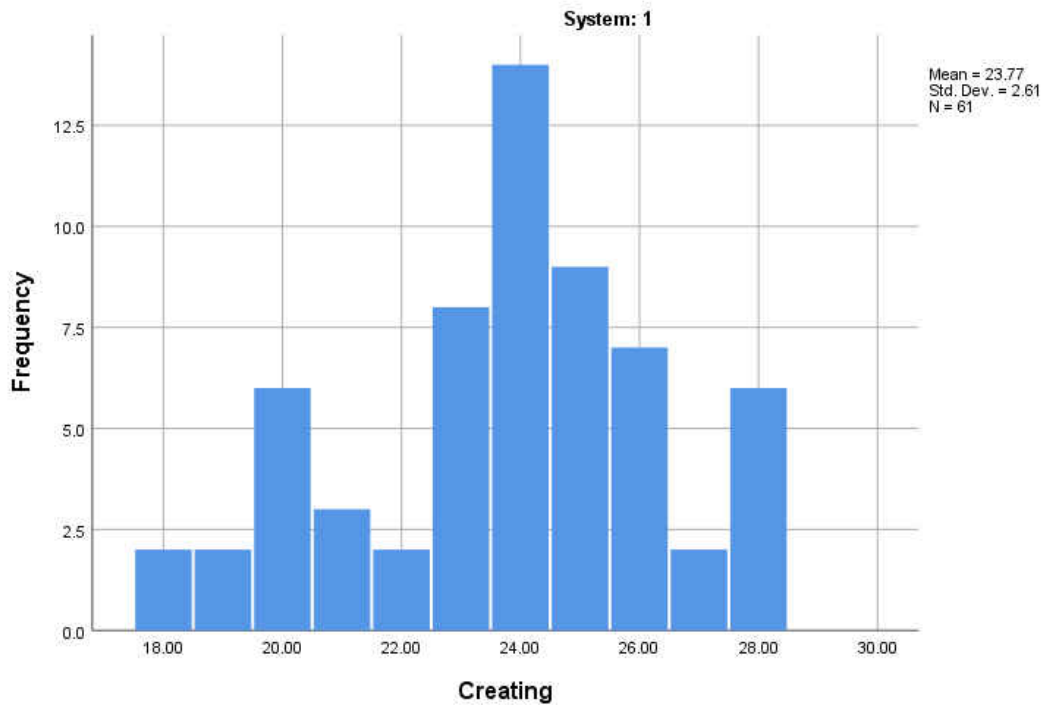

Figure 7. Distribution of creating value for the community scores for system 1

Research Question 2

Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 2)?

Ho2$_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Conceptual Skills dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 2) were significantly different from 26, the score of the Director of Schools on the same survey. The sample mean of 18.14 (SD = 4.91) was significantly different from 26, $t(27)$ = -8.46, p <.001. Therefore, $Ho2_1$ was rejected. The 95% confidence interval for the Conceptual Skills mean ranged from -9.76 to -5.95. The effect size d of 1.46 indicated a large effect. Figure 8 displays the distribution of Conceptual Skills scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Conceptual Skills dimension.
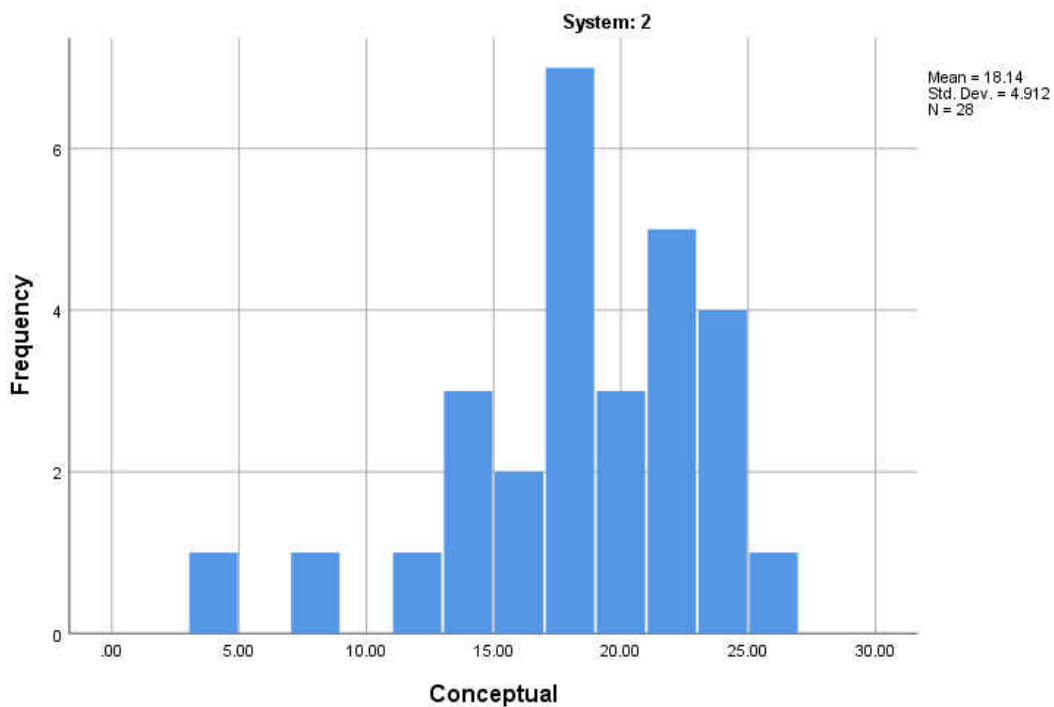

Figure 8. Distribution of conceptual skills scores for system 2

$Ho2_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Empowering dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 2) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 15.93 (SD = 4.75) was significantly different from 24, $t(27) = -9.00$, $p < .001$. Therefore, Ho2$_2$ was rejected. The 95% confidence interval for the Empowering mean ranged from -9.91 to -6.23. The effect size d of 1.21 indicated a large effect. Figure 9 displays the distribution of Empowering scores. The results does not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Empowering dimension.
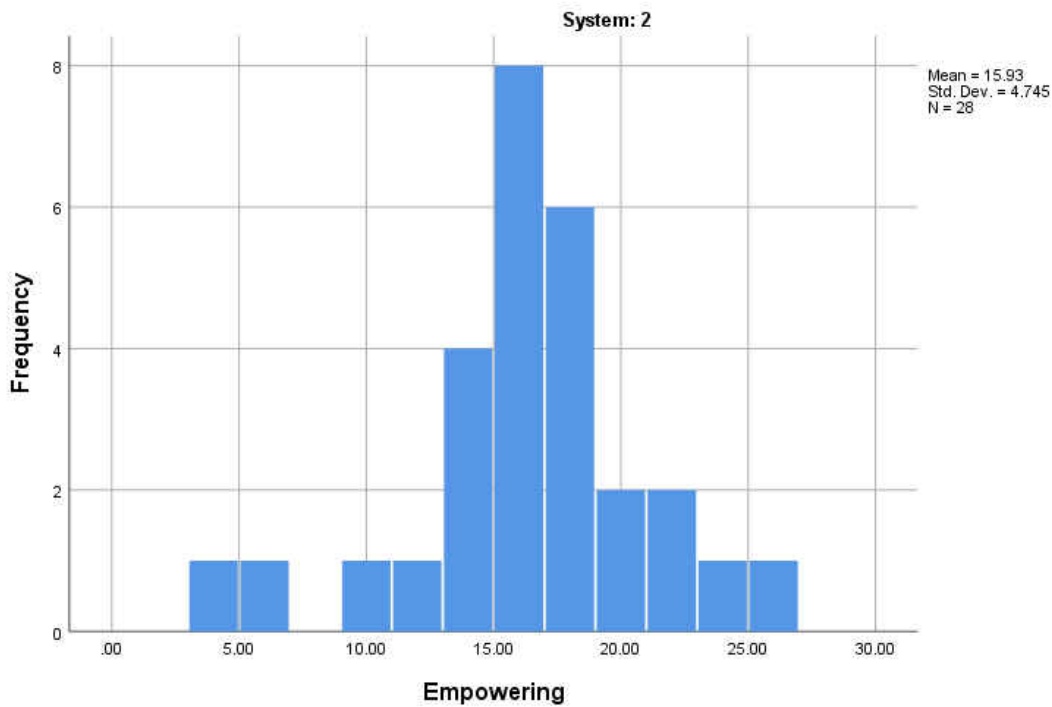

Figure 9. Distribution of empowering scores for system 2

Ho2$_3$: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension

of the Servant Leadership Measures Survey are not significantly different from their

director's score for the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Helping Subordinates Grow and Succeed

dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores

in the participating PK-12 school district (District 2) were significantly different from 28, the

score of the Director of Schools on the same survey. The sample mean of 16.68 (SD = 5.81) was

significantly different from 28, $t(27) = -10.31$, $p < .001$. Therefore, Ho2$_3$ was rejected. The 95%

confidence interval for the Helping Subordinates Grow and Succeed mean ranged from -13.58 to

-9.07. The effect size d of 2.36 indicated a large effect. Figure 10 displays the distribution of

Helping Subordinates Grow and Succeed scores. The results do not support the conclusion that

the district's teachers have a similar opinion of their Director of Schools self-report level of

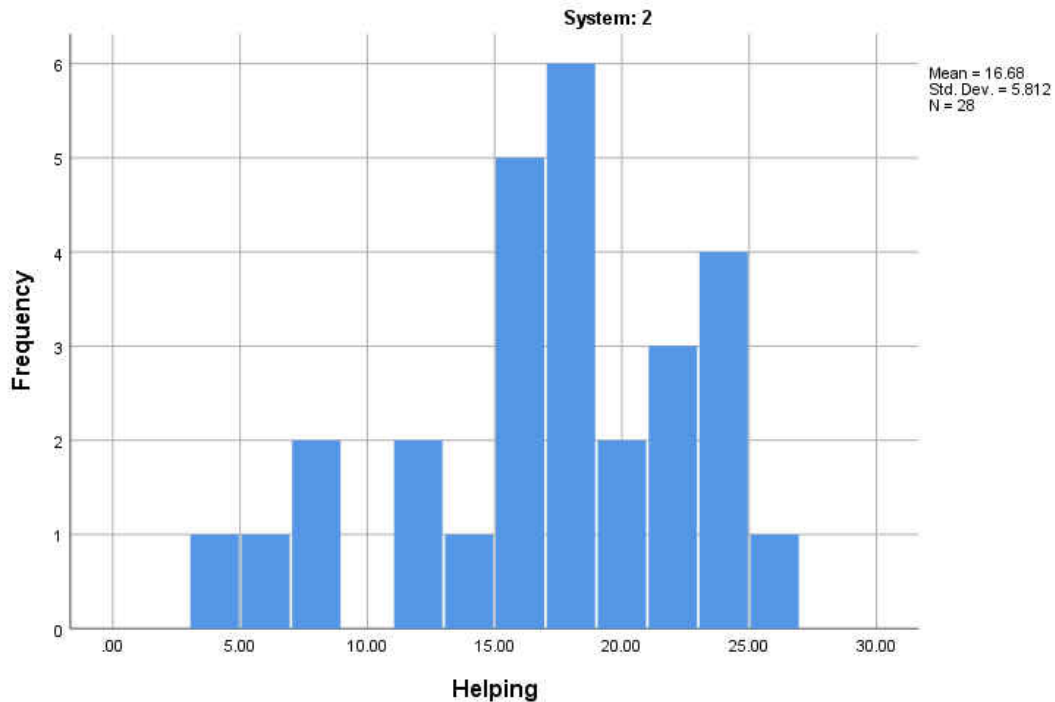servant leadership on the Helping Subordinates Grow and Succeed dimension.

Figure 10. Distribution of helping subordinates grow and succeed scores for system 2

Ho2₄: Teachers' mean scores on the Putting Subordinates First dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Putting Subordinates First dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 2) were significantly different from 25, the score of the Director of Schools on the same survey. The sample mean of 15.96 (SD = 5.55) was significantly different from 25, $t(27) = -11.48$, $p < .001$. Therefore, Ho2₄ was rejected. The 95% confidence interval for the Putting Subordinates First mean ranged from -14.19 to -9.88. The effect size *d* of 1.79 indicated a large effect. Figure 11 displays the distribution of Putting Subordinates First scores. The results do not support the conclusion that the district's teachers have a similar

opinion of their Director of Schools self-report level of servant leadership on the Putting
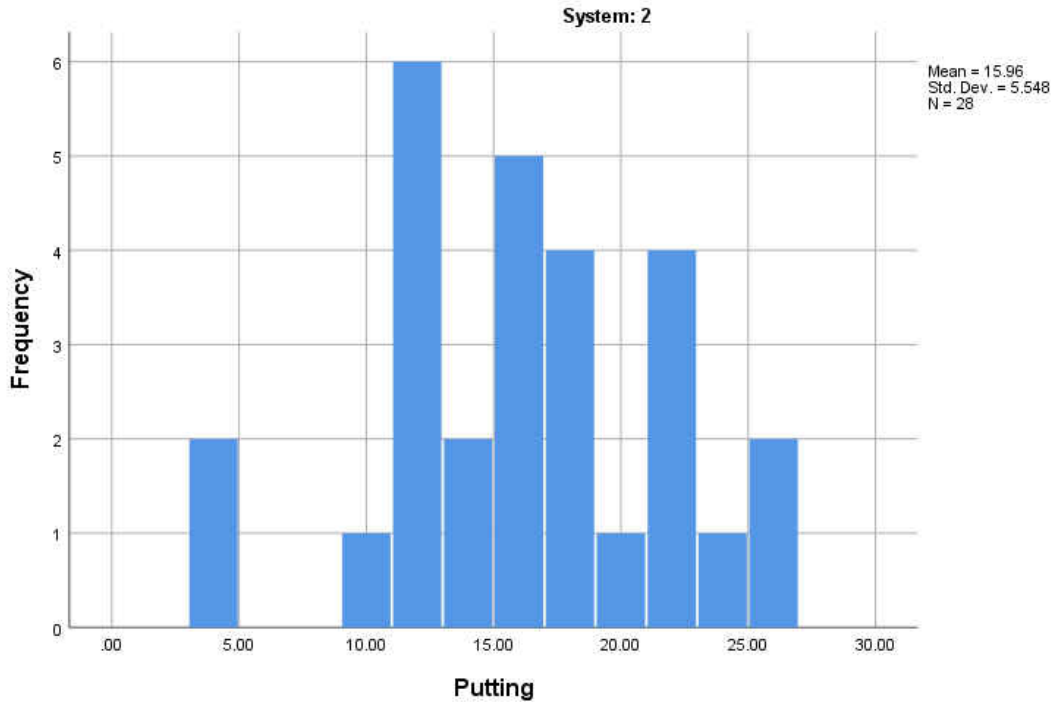
Subordinates First dimension.

Figure 11. Distribution of putting subordinates first scores for system 2

Ho2$_5$: Teachers' mean scores on the Ethical Behavior dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Ethical Behavior dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 2) were significantly different from 28, the score of the Director of

Schools on the same survey. The sample mean of 18.89 (SD = 4.74) was significantly different

from 28, $t(27) = -7.27$, $p < .001$. Therefore, Ho2$_5$ was rejected. The 95% confidence interval for

the Ethical Behavior mean ranged from -10.94 to -6.27. The effect size *d* of 1.77 indicated a

large effect. Figure 12 displays the distribution of Ethical Behavior scores. The results do not

support the conclusion that the district's teachers have a similar opinion of their Director of

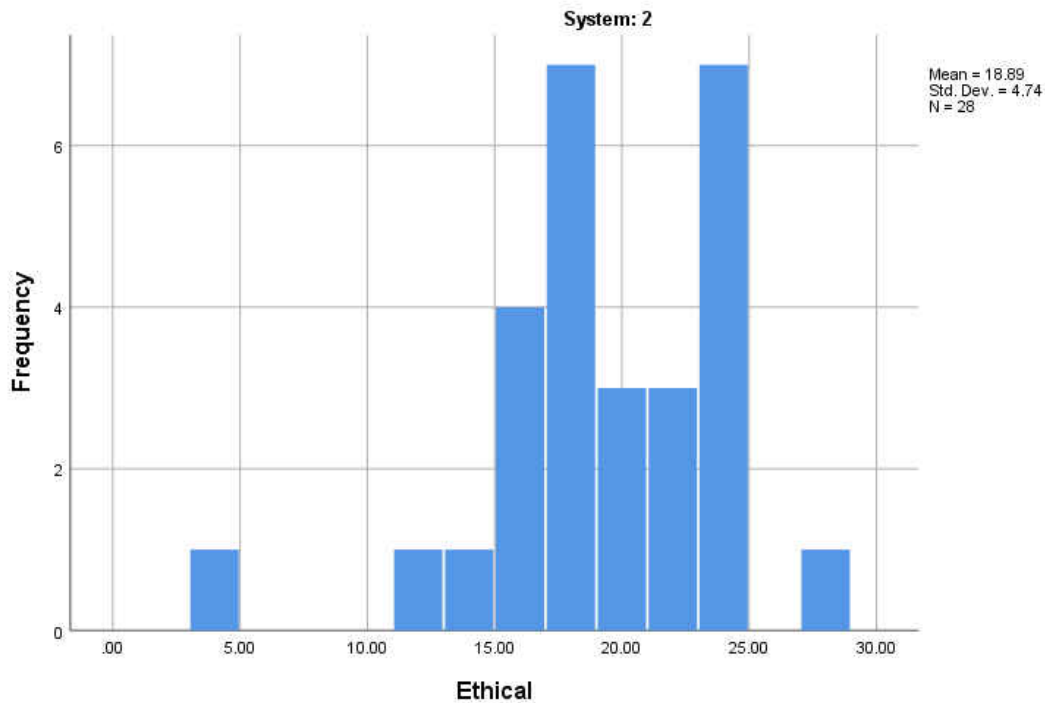Schools self-report level of servant leadership on the Ethical Behavior dimension.

Figure 12. Distribution of ethical behavior scores for system 2

> Ho2$_6$: Teachers' mean scores on the Emotional Healing dimension of the Servant
>
> Leadership Measures Survey are not significantly different from their director's score for
>
> the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Emotional Healing dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 2) were significantly different from 26, the score of the Director of

Schools on the same survey. The sample mean of 18.14 (SD = 5.36) was significantly different

from 26, *t*(27) = -7.76, *p* <.001. Therefore, Ho2$_6$ was rejected. The 95% confidence interval for

the Emotional Healing mean ranged from .76 to -5.78. The effect size *d* of 1.63 indicated a large effect. Figure 13 displays the distribution of Emotional Healing scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Emotional Healing dimension.
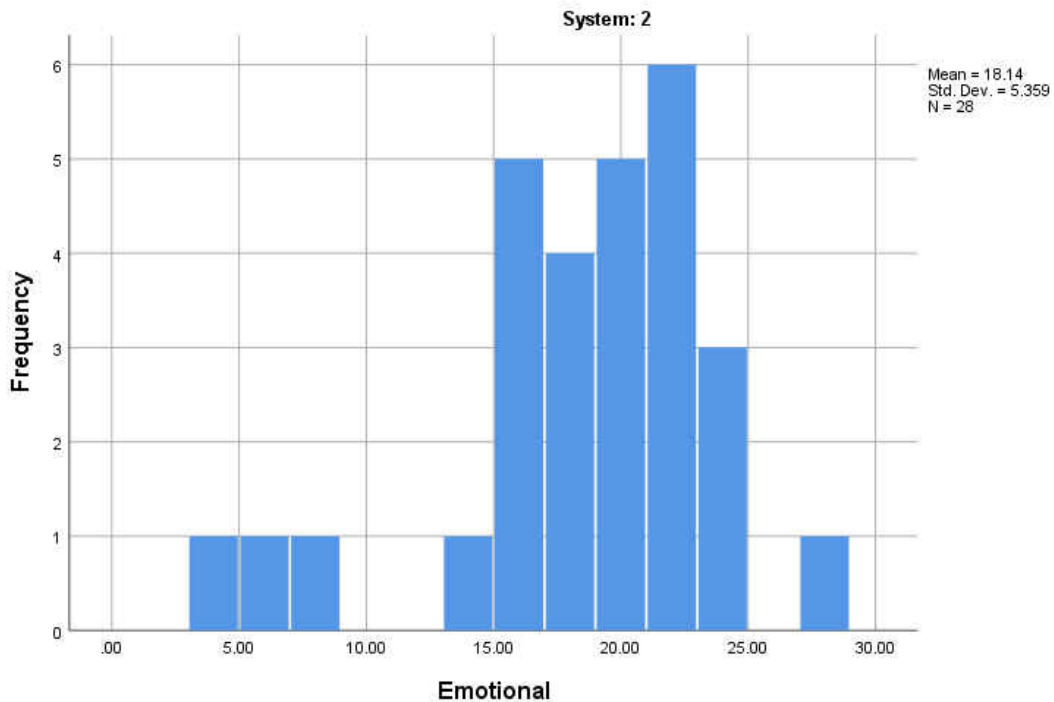

Figure 13. Distribution of emotional healing scores for system 2

Ho2$_7$: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 2).

A one-sample t test was conducted on the Creating Value for the Community dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 2) were significantly different from 26, the score of the Director of Schools on the same survey. The sample mean of 18.71 (SD = 5.19) was

significantly different from 26, $t(27) = -7.43$, $p < .001$. Therefore, Ho2$_6$ was rejected. The 95%

confidence interval for the Creating Value for the Community mean ranged from -9.30 to -5.27.

The effect size d of 1.29 indicated a large effect. Figure 14 displays the distribution of Creating

Value for the Community scores. The results does not support the conclusion that the district's

teachers have a similar opinion of their Director of Schools self-report level of servant leadership
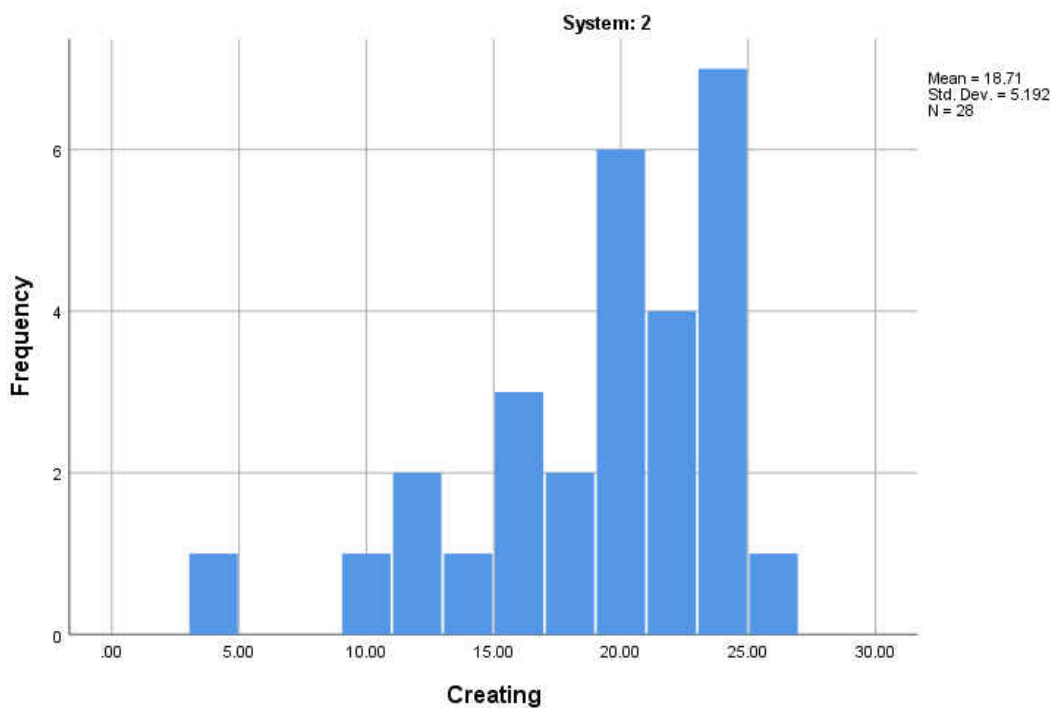
on the Creating Value for the Community dimension.

Figure 14. Distribution of creating value for the community scores for system 2

Research Question 3

Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures

Survey significantly different from their director's score for the participating PK-12 school

district (District 3)?

Ho3$_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Conceptual Skills dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 3) were significantly different from 24, the score of the Director of

Schools on the same survey. The sample mean of 19.76 (SD = 5.40) was significantly different

from 24, $t(50) = -5.60$, $p < .001$. Therefore, Ho3$_1$ was rejected. The 95% confidence interval for

the Conceptual Skills mean ranged from -5.75 to -2.72. The effect size d of .90 indicated a large

effect. Figure 15 displays the distribution of Conceptual Skills scores. The results do not support

the conclusion that the district's teachers have a similar opinion of their Director of Schools self-

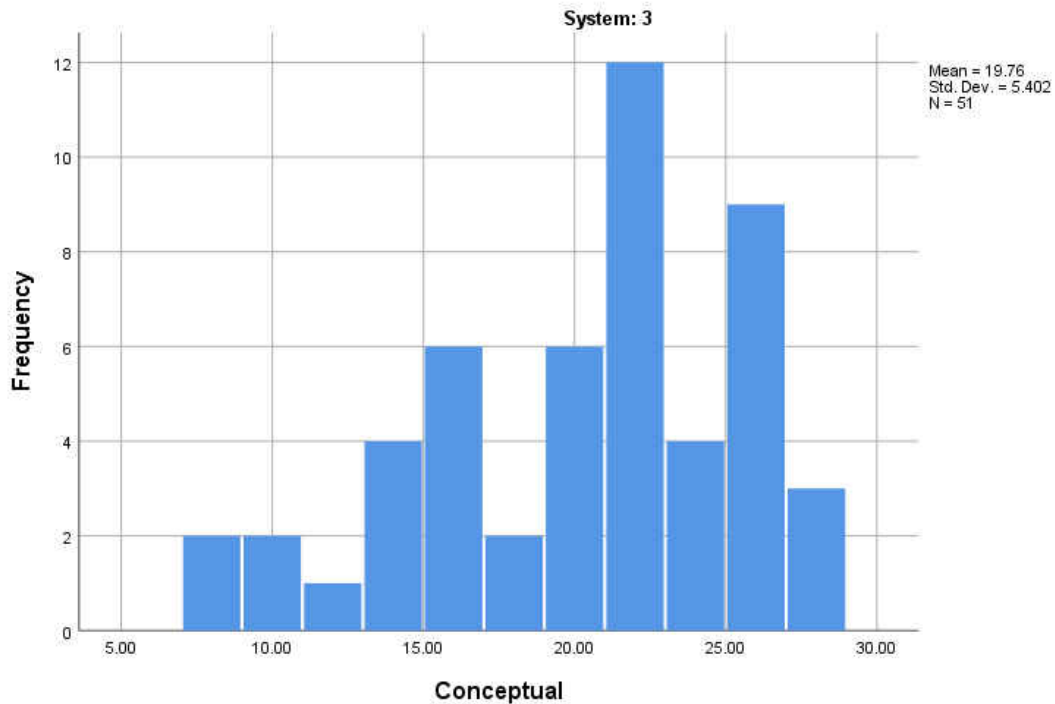report level of servant leadership on the Conceptual Skills dimension.

Figure 15. Distribution of conceptual skills scores for system 3

Ho3$_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership
Measures Survey are not significantly different from their director's score for the
participating PK-12 school district (District 3).

A one-sample t test was conducted on the Empowering dimension of the Servant
Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12
school district (District 3) were significantly different from 28, the score of the Director of
Schools on the same survey. The sample mean of 19.20 (SD = 5.99) was significantly different
from 28, $t(50) = -10.49, p < .001$. Therefore, Ho3$_2$ was rejected. The 95% confidence interval for
the Empowering mean ranged from -10.49 to -7.12. The effect size d of 1.53 indicated a large
effect. Figure 16 displays the distribution of Empowering scores. The results do not support the

conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Empowering dimension.
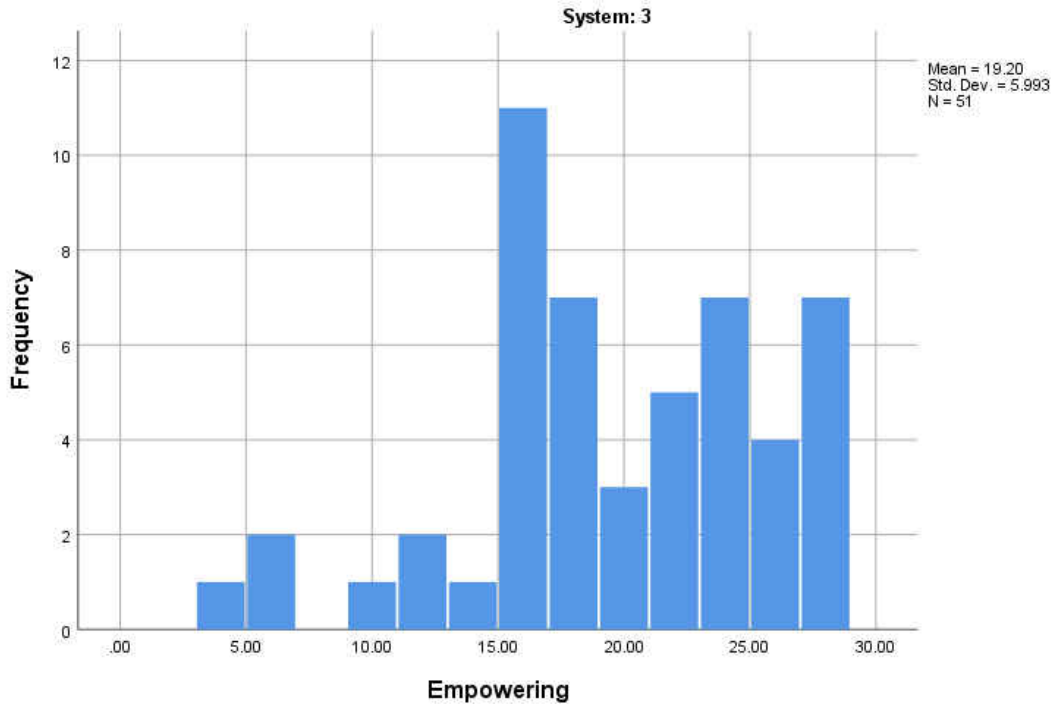

Figure 16. Distribution of empowering scores for system 3

Ho3$_3$: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 3) were significantly different from 28, the score of the Director of Schools on the same survey. The sample mean of 21.73 (SD = 5.71) was significantly different from 28, $t(50) = -7.48$, $p <.001$. Therefore, Ho3$_3$ was rejected. The 95% confidence interval for the Helping Subordinates Grow and Succeed mean ranged from -7.88 to

-4.67. The effect size *d* of 1.93 indicated a large effect. Figure 17 displays the distribution of

Helping Subordinates Grow and Succeed scores. The results do not support the conclusion that

the district's teachers have a similar opinion of their Director of Schools self-report level of

servant leadership on the Helping Subordinates Grow and Succeed dimension.

Figure 17. Distribution of helping subordinates grow and succeed scores for system 3

Ho3$_4$: Teachers' mean scores on the Putting Subordinates First dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Putting Subordinates First dimension of the

Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating

PK-12 school district (District 3) were significantly different from 26, the score of the Director

of Schools on the same survey. The sample mean of 19.49 (SD = 5.58) was significantly different from 26, $t(50) = -8.34$, $p <.001$. Therefore, Ho3$_4$ was rejected. The 95% confidence interval for the Putting Subordinates First mean ranged from -8.08 to -4.94. The effect size d of 1.40 indicated a large effect. Figure 18 displays the distribution of Putting Subordinates First scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Putting Subordinates First dimension.
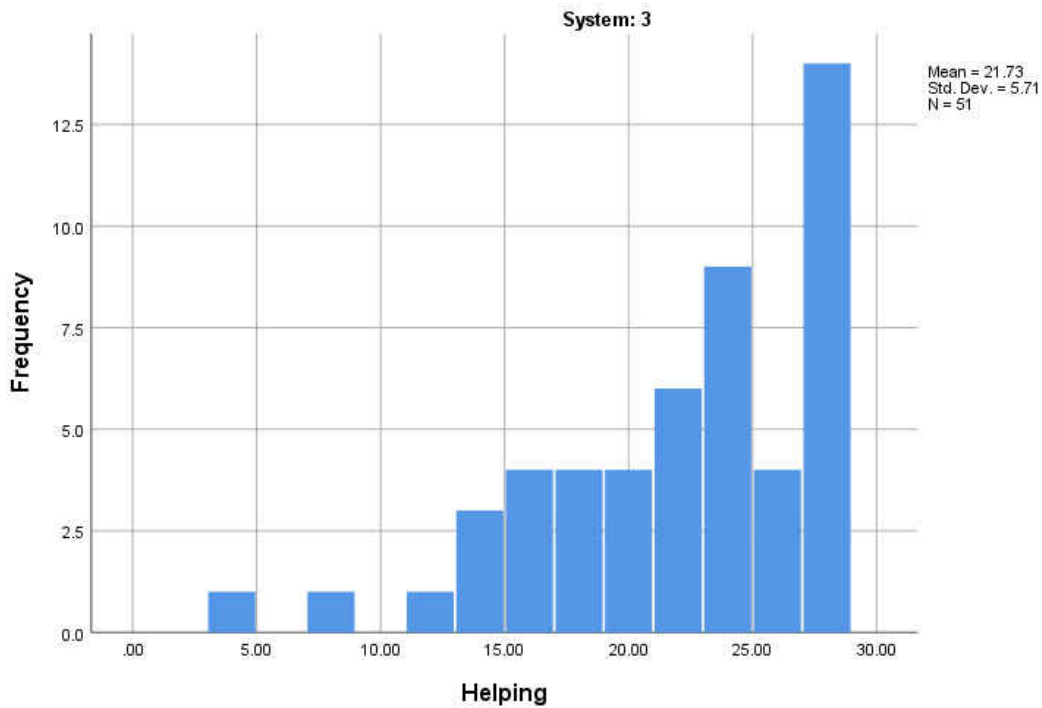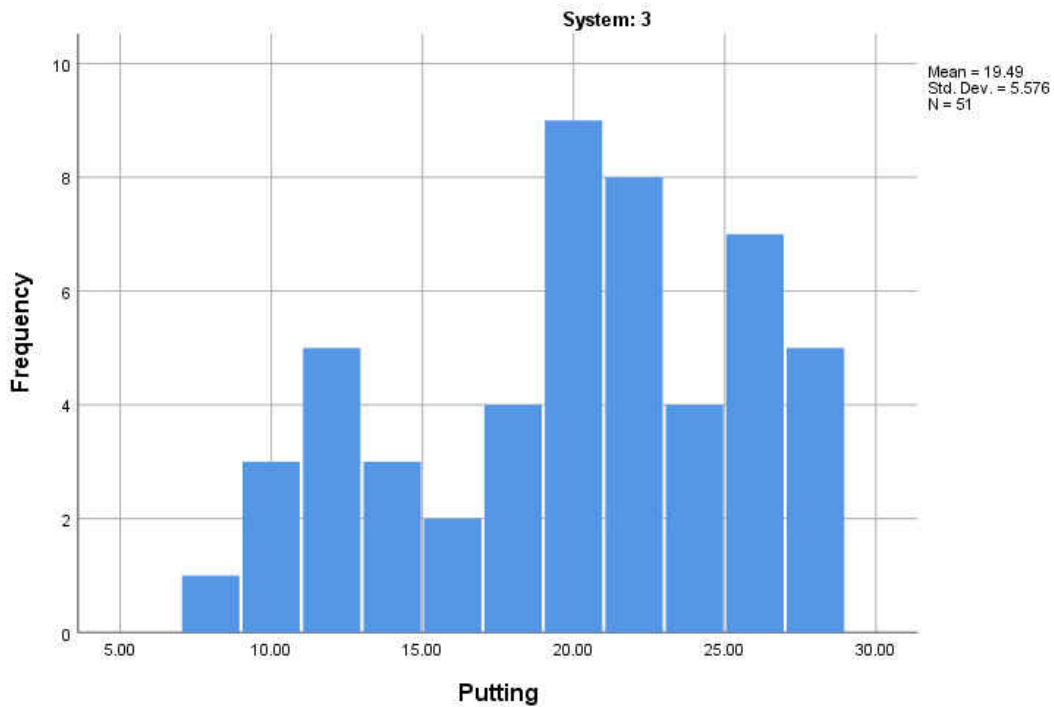

Figure 18. Distribution of putting subordinates first scores for system 3

Ho3$_5$: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Ethical Behavior dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 3) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 21.75 (SD = 4.67) was significantly different from 24, $t(50) = -3.45$, $p = .001$. Therefore, Ho3$_5$ was rejected. The 95% confidence interval for the Ethical Behavior mean ranged from -3.57 to -.94. The effect size d of 1.11 indicated a large effect. Figure 19 displays the distribution of Ethical Behavior scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Ethical Behavior dimension.
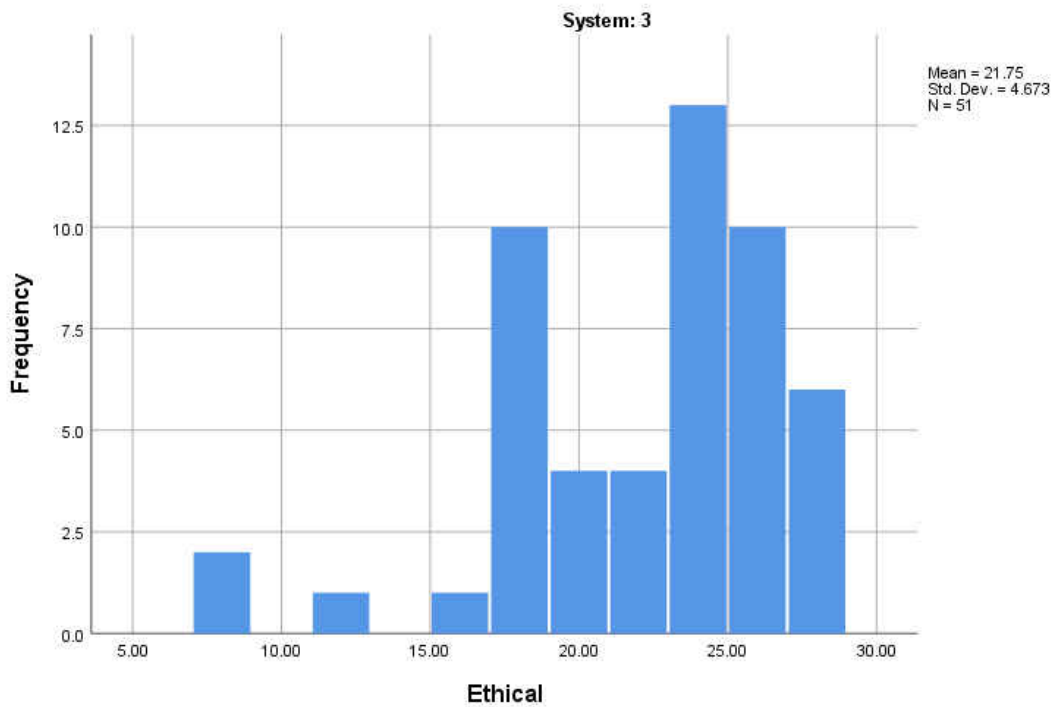

Figure 19. Distribution of ethical behavior scores for system 3

Ho3$_6$: Teachers' mean scores on the Emotional Healing dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Emotional Healing dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 3) were significantly different from 26, the score of the Director of

Schools on the same survey. The sample mean of 21.37 (SD = 5.17) was significantly different

from 26, $t(50)$ = -6.40, p <.001. Therefore, Ho3$_6$ was rejected. The 95% confidence interval for

the Emotional Healing mean ranged from -6.08 to -3.17. The effect size d of 1.18 indicated a

large effect. Figure 20 displays the distribution of Emotional Healing scores. The results do not

support the conclusion that the district's teachers have a similar opinion of their Director of

Schools self-report level of servant leadership on the Emotional Healing dimension.

Figure 20. Distribution of emotional healing scores for system 3

Ho3₇: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 3).

A one-sample t test was conducted on the Creating Value for the Community dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 3) were significantly different from 28, the score of the Director of Schools on the same survey. The sample mean of 21.02 (SD = 4.60) was significantly different from 28, $t(50) = -10.84$, $p < .001$. Therefore, Ho3₇ was rejected. The 95% confidence interval for the Creating Value for the Community mean ranged from -8.27 to -5.69. The effect size *d* of .48 indicated a medium effect. Figure 21 displays the distribution of Creating Value for the Community scores. The results do not support the conclusion that the district's

teachers have a similar opinion of their Director of Schools self-report level of servant leadership
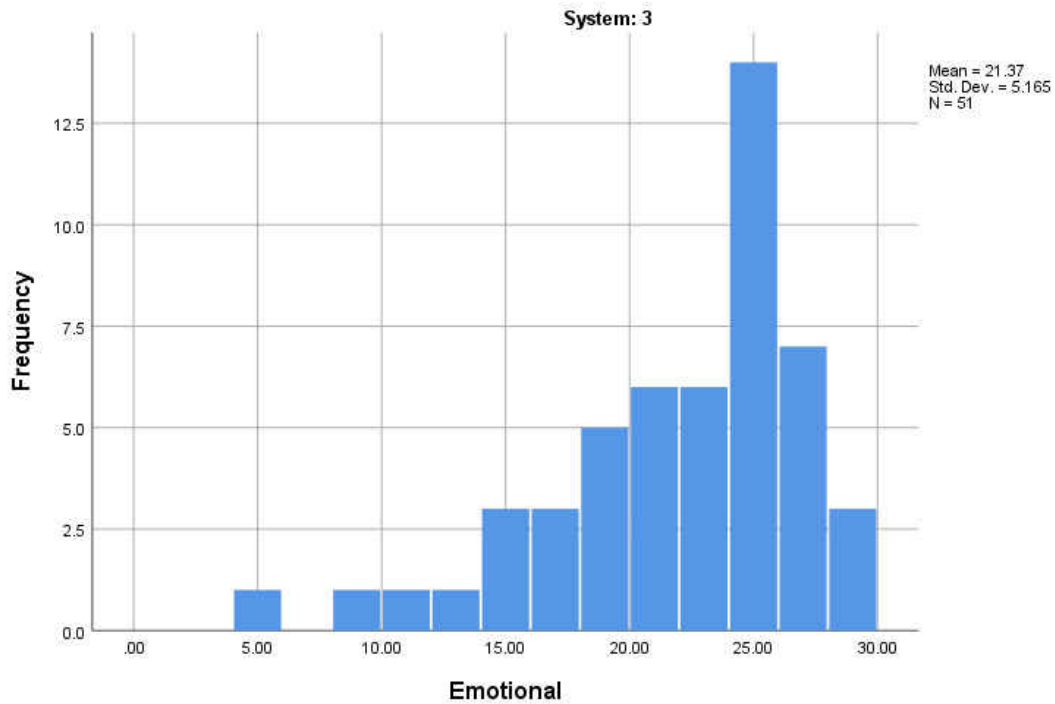
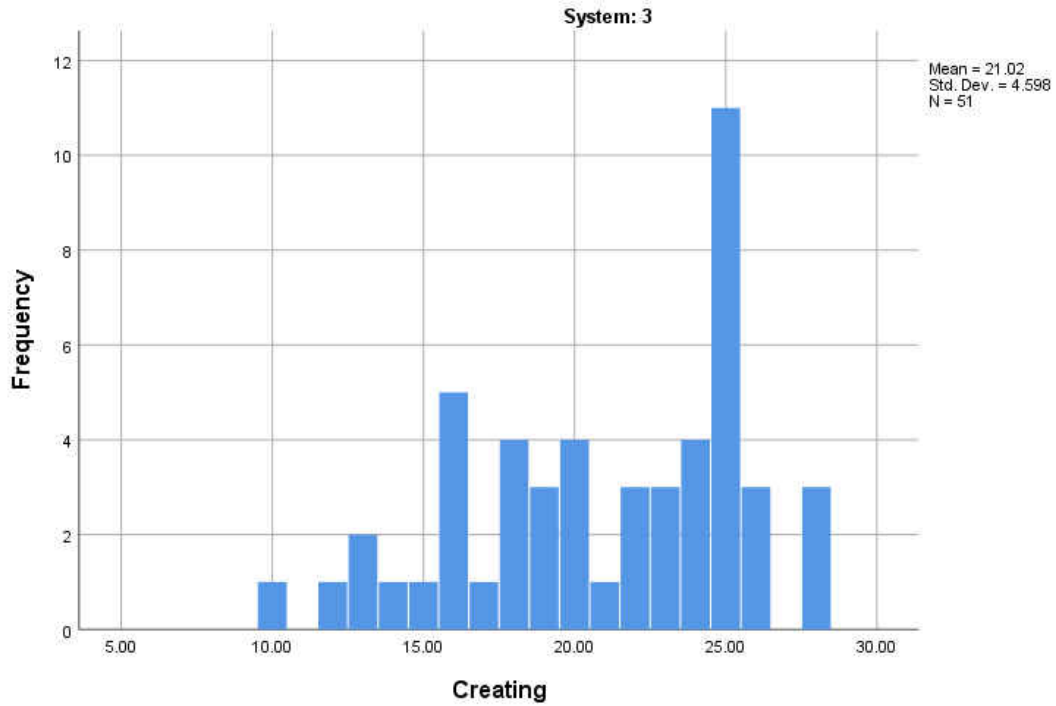on the Creating Value for the Community dimension.

Figure 21. Distribution of creating value for the community scores for system 3

Research Question 4

Are teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey significantly different from their director's score for the participating PK-12 school district (District 4)?

Ho4$_1$: Teachers' mean scores on the Conceptual Skills dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Conceptual Skills dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 4) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 21.38 (SD = 4.45) was not significantly different from 24, $t(44) = -3.95, p < .001$. Therefore, Ho4$_1$ was not rejected. The 95% confidence interval for the Conceptual Skills mean ranged from -3.96 to -1.28. The effect size d of .06 indicated a small effect. Figure 15 displays the distribution of Conceptual Skills scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Conceptual Skills dimension.

Figure 22. Distribution of conceptual skills scores for system 4

Ho4$_2$: Teachers' mean scores on the Empowering dimension of the Servant Leadership

Measures Survey are not significantly different from their director's score for the

participating PK-12 school district (District 4).

A one-sample t test was conducted on the Empowering dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 4) were significantly different from 26, the score of the Director of

Schools on the same survey. The sample mean of 20.98 (SD = 4.61) was significantly different

from 26, $t(44) = -7.30$, $p < .001$. Therefore, Ho4$_2$ was rejected. The 95% confidence interval for

the Empowering mean ranged from -6.41 to -3.64. The effect size d of .03 indicated a small

effect. Figure 16 displays the distribution of Empowering scores. The results do not support the

conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Empowering dimension.

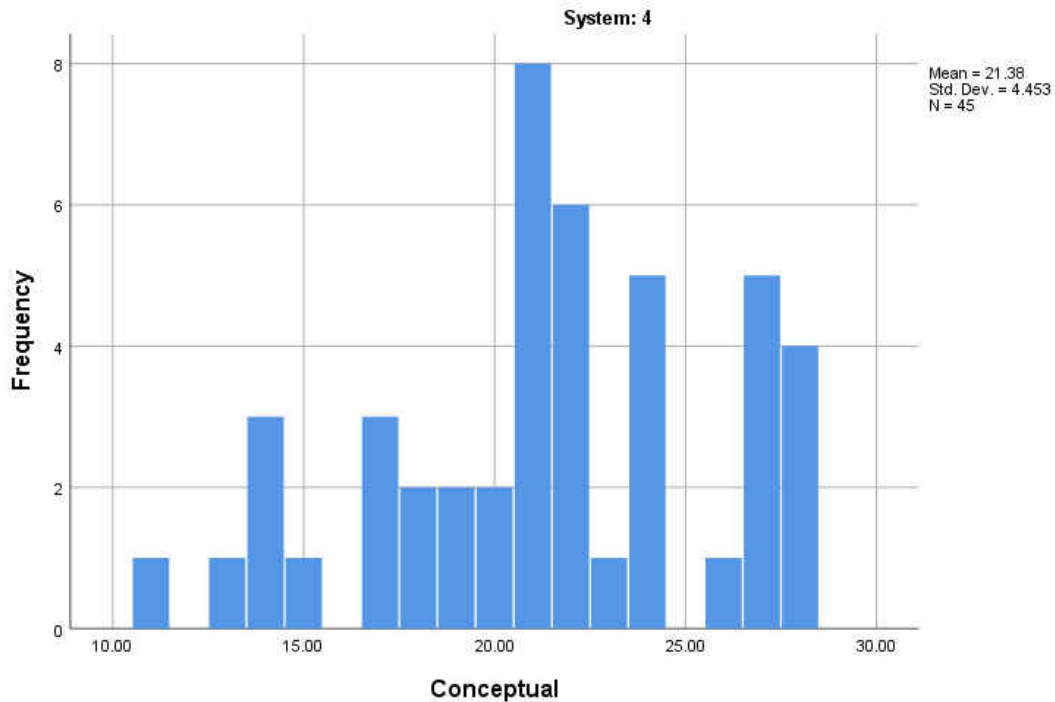*Figure 23*. Distribution of empowering scores for system 4

Ho4₃: Teachers' mean scores on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Helping Subordinates Grow and Succeed dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 4) were significantly different from 25, the score of the Director of Schools on the same survey. The sample mean of 24.52 (SD = 3.05) was significantly different from 25, $t(44) = -1.04$, $p = .304$. Therefore, Ho4₃ was rejected. The 95%

confidence interval for the Helping Subordinates Grow and Succeed mean ranged from -1.40 to .45. The effect size *d* of .96 indicated a large effect. Figure 17 displays the distribution of Helping Subordinates Grow and Succeed scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Helping Subordinates Grow and Succeed dimension.
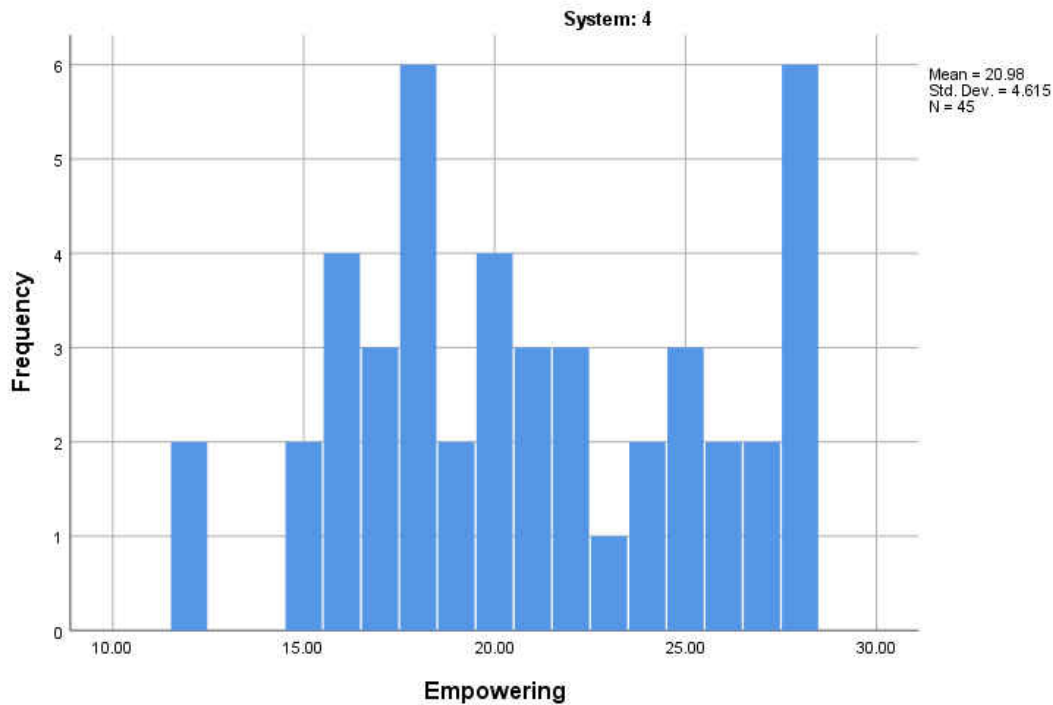

Figure 24. Distribution of helping subordinates grow and succeed scores for system 4

Ho4$_4$: Teachers' mean scores on the Putting Subordinates First dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Putting Subordinates First dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 4) were significantly different from 26, the score of the Director

of Schools on the same survey. The sample mean of 18.67 (SD = 4.85) was significantly different from 26, $t(44) = -4.61$, $p < .001$. Therefore, Ho4$_4$ was rejected. The 95% confidence interval for the Putting Subordinates First mean ranged from -4.79 to -1.88. The effect size d of .61 indicated a medium effect. Figure 18 displays the distribution of Putting Subordinates First scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Putting Subordinates First dimension.
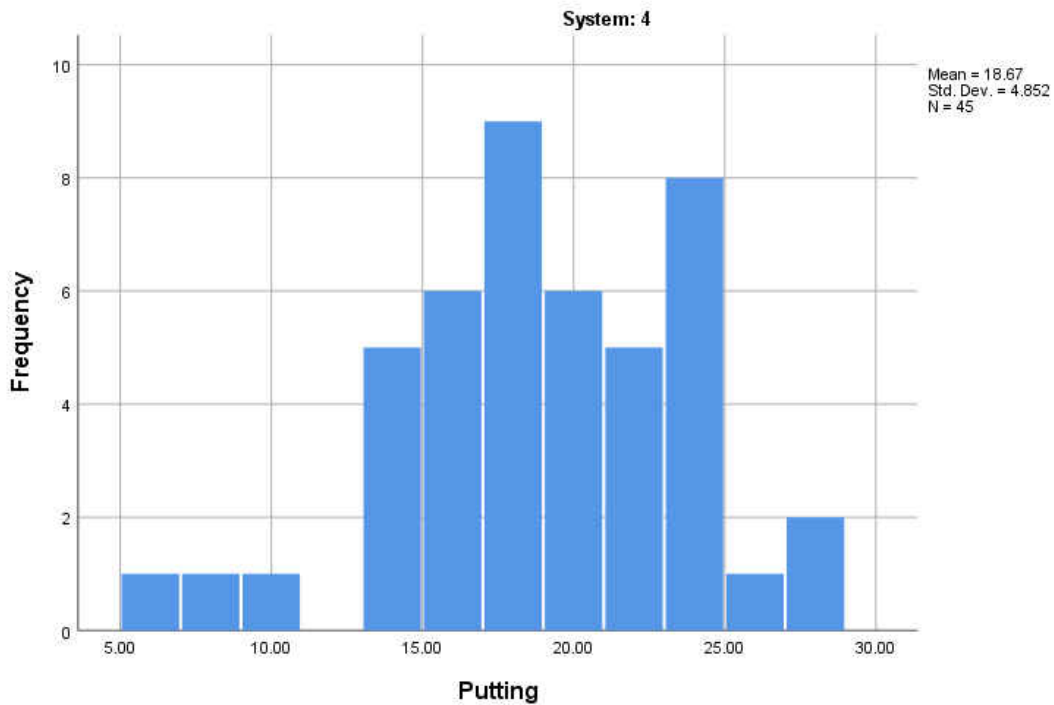
Figure 25. Distribution of putting subordinates first scores for system 4

Ho4$_5$: Teachers' mean scores on the Ethical Behavior dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Ethical Behavior dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 4) were significantly different from 25, the score of the Director of Schools on the same survey. The sample mean of 22.80 (SD = 4.45) was significantly different from 25, $t(43) = -3.32$, $p = .002$. Therefore, Ho4$_5$ was rejected. The 95% confidence interval for the Ethical Behavior mean ranged from -3.54 to -.86. The effect size d of .16 indicated a small effect. Figure 19 displays the distribution of Ethical Behavior scores. The results do not support the conclusion that the district's teachers have a similar opinion of their Director of Schools self-report level of servant leadership on the Ethical Behavior dimension.
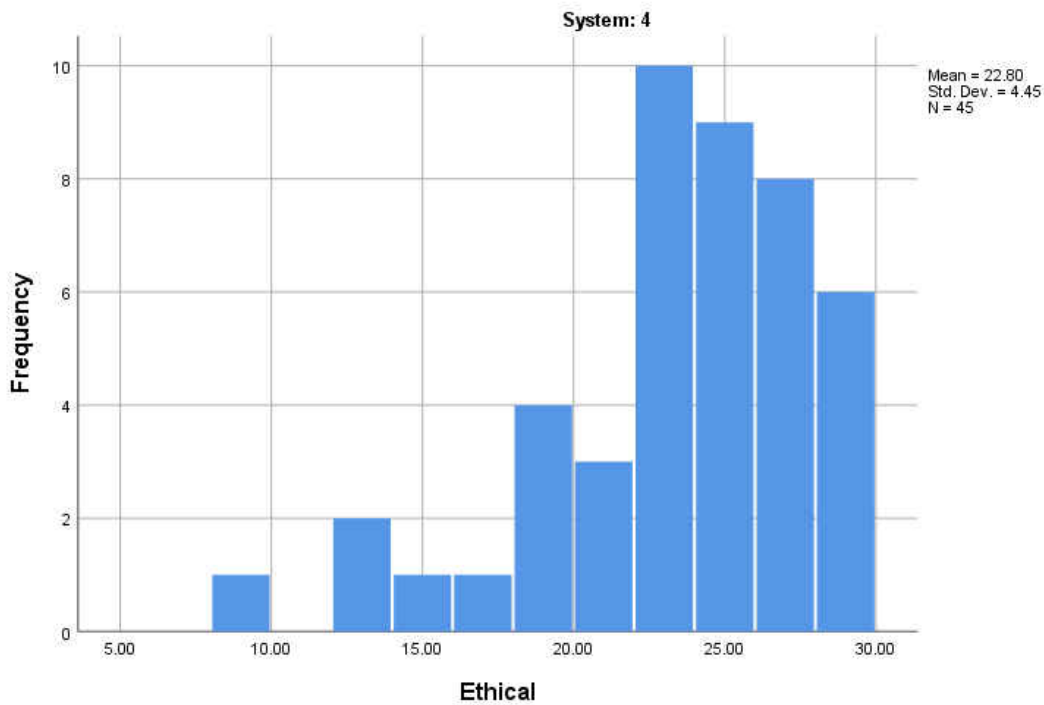
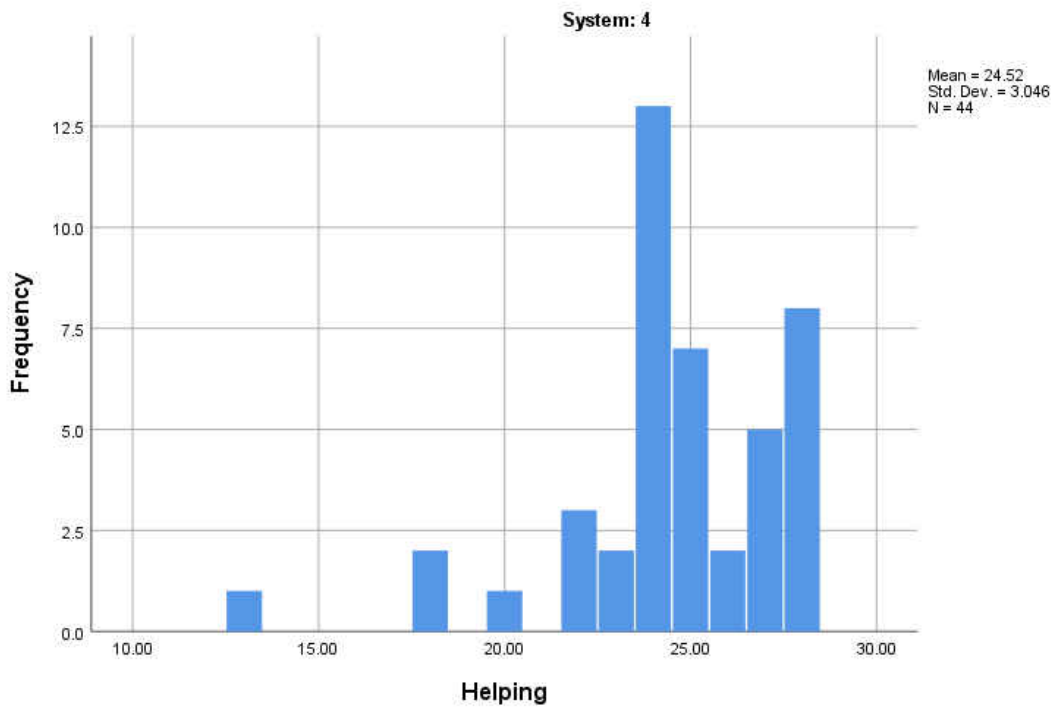*Figure 26.* Distribution of ethical behavior scores for system 4

Ho4$_6$: Teachers' mean scores on the Emotional Healing dimension of the Servant

Leadership Measures Survey are not significantly different from their director's score for

the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Emotional Healing dimension of the Servant

Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12

school district (District 4) were significantly different from 24, the score of the Director of

Schools on the same survey. The sample mean of 23.62 (SD = 3.24) was significantly different

from 24, $t(44) = -.78$, $p = .439$. Therefore, Ho4$_6$ was rejected. The 95% confidence interval for

the Emotional Healing mean ranged from -1.35 to .60. The effect size d of .70 indicated a large

effect. Figure 20 displays the distribution of Emotional Healing scores. The results do not

support the conclusion that the district's teachers have a similar opinion of their Director of

Schools self-report level of servant leadership on the Emotional Healing dimension.

Figure 27. Distribution of emotional healing scores for system 4

Ho4₇: Teachers' mean scores on the Creating Value for the Community dimension of the Servant Leadership Measures Survey are not significantly different from their director's score for the participating PK-12 school district (District 4).

A one-sample t test was conducted on the Creating Value for the Community dimension of the Servant Leadership Measures Survey to evaluate whether the teachers' scores in the participating PK-12 school district (District 4) were significantly different from 24, the score of the Director of Schools on the same survey. The sample mean of 22.80 (SD = 3.61) was significantly different from 24, $t(44) = -2.23$, $p = .031$. Therefore, Ho4₇ was rejected. The 95% confidence interval for the Creating Value for the Community mean ranged from -1.20 to -2.28. The effect size d of .51 indicated a medium effect. Figure 21 displays the distribution of Creating Value for the Community scores. The results do not support the conclusion that the district's

teachers have a similar opinion of their Director of Schools self-report level of servant leadership

on the Creating Value for the Community dimension.
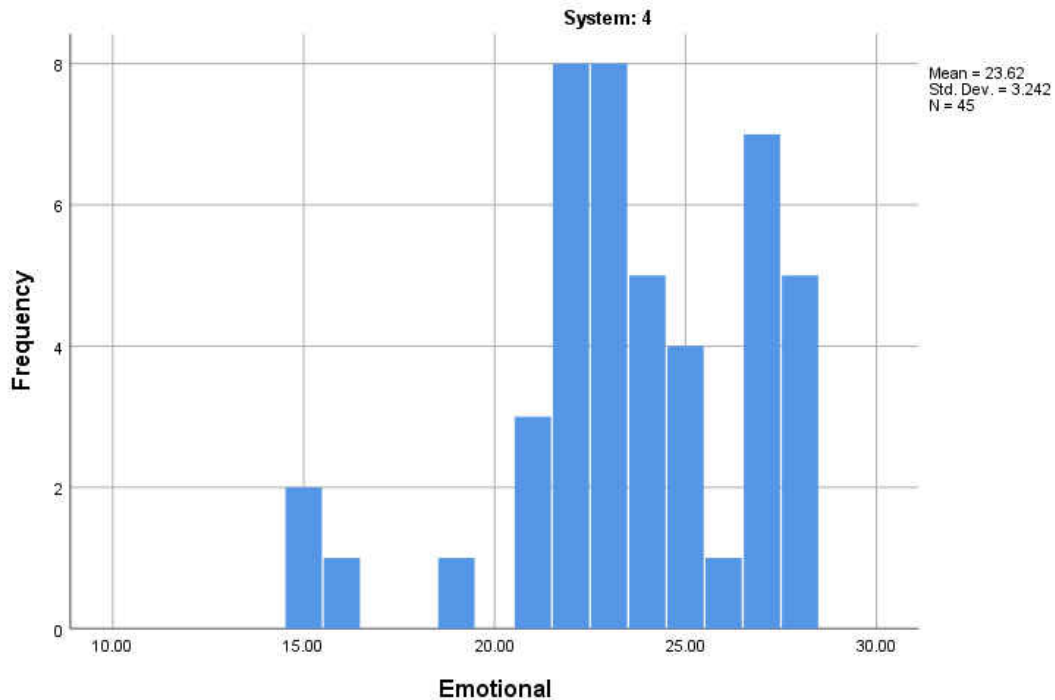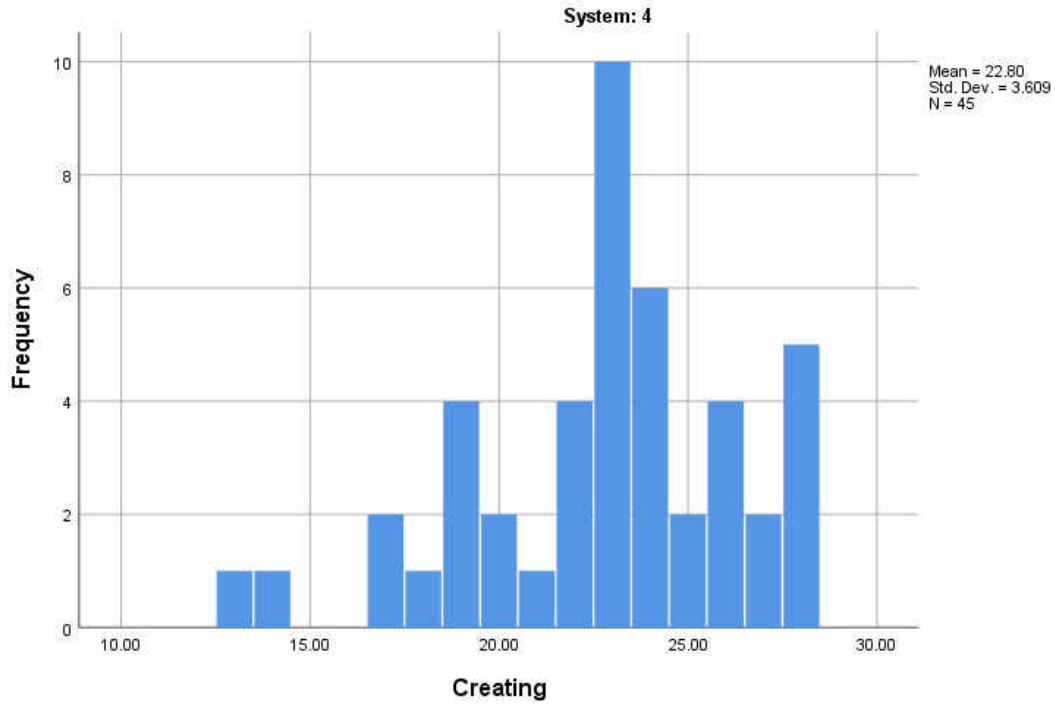

Figure 28. Distribution of creating value for the community scores for system 4

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The need for quality leadership is one that is ever-present in organizations and businesses, including educational entities. Leadership has evolved throughout the years in such a way that it is examined through various lenses: transformational, situational, charismatic, innovative, and servant leadership, among others. Servant leadership, as a leadership style, is unique in the sense that it places the follower's needs before the needs of the leader. It is described as a leadership style that seeks to serve first as opposed to lead first (Greenleaf, 2008). Servant leaders exhibit ethical, moral, and empowering behavior towards their followers; they put the needs of the employees above the financial gains of the organization (Greenleaf, 2008; Northouse, 2007; Yukl, 2010). Servant leadership has grown in popularity in recent years, and is a leadership style among Directors of Schools and Superintendents in public school systems (Black, 2013; Hunt, 2002).

The purpose of this quantitative study was to compare Directors of Schools' perceptions of themselves as servant leaders to that of their teachers' perceptions of them within their respective districts. In doing so Directors of Schools and teachers of four school districts were surveyed on the seven dimensions of the *Servant Leadership Measures Survey* (Liden et al., 2015). The seven dimensions are Emotional Healing, Creating Value for the Community, Conceptual Skills, Empowering, Helping Subordinates Grow and Succeed, Putting Subordinates First, and Behaving Ethically. In surveying the presence of the aforementioned servant leadership measures participants in the study were able to bring to light whether or not in their opinion servant leadership was practiced by their Director of Schools (Alonderiene &

Majauskaite, 2016; Black, 2013; Butcher, 2014; Lehman, 2015; Pearson, 2014; Williams, 2010; Wilson, 2014)

Summary

The findings of this study revealed information that is two-fold: how each Director of Schools perceive his or her own leadership styles and how their teachers perceive their director's leadership. In many cases, analyses showed a significant difference between how teachers viewed their Director's leadership style and how the Director viewed himself or herself. This was a common trend among most of the four participating school districts. Table 1 displays the Directors' self-reported scores and his or her teachers' mean scores on each of the seven dimension of the Servant Leadership Questionnaire.

Table 1

Director's and Their Teachers' Mean Scores on the Seven Dimensions of the Servant Leadership Measures Survey

Scores	Director 1 (Teachers) [Difference]	Director 2 (Teachers) [Difference]	Director 3 (Teachers) [Difference]	Director 4 (Teachers) [Difference]
Conceptual Skills	25 (23.5) [-1.5]*	26 (18.1) [-7.9]*	24 (19.8) [-4.2]*	24 (21.4) [-2.6]*
Empowering	26 (22.7) [-3.3]*	24 (15.9) [-8.1]*	28 (19.2) [-8.8]*	26 (21.0) [-5.0]*
Helping Subordinates Grow and Succeed	26 (25.3) [-0.7]	28 (16.7) [-11.3]*	28 (21.7) [-6.3]*	25 (24.5) [-0.5]
Putting Subordinates First	24 (24.0) [0.0]	28 (16.0) [-12.0]*	26 (19.5) [-6.5]*	22 (18.7) [-3.3]*
Ethical Behavior	25 (25.3) [+0.3]	28 (18.9) [-9.1]*	24 (21.8) [-2.2]*	25 (22.8) [-2.2]*
Emotional Healing	24 (25.5) [+1.5]*	26 (18.1) [-7.9]*	26 (21.4) [-4.6]*	24 (23.6) [-0.4]
Creating Value for the Community	24 (23.8) [-0.2]	26 (18.7) [-7.3]*	28 (21.0) [-7.0]*	24 (22.8) [-1.2]*

* The two scores displayed a significant difference at the .05 level

Research Question 1 sought to determine whether or not teachers' mean scores on the

seven dimensions of the Servant Leadership Measures Survey were significantly different from

their Director's score for District 1. According to the findings for District 1, the teachers' mean

scores on the seven dimensions of the Servant Leadership Measures Survey were significantly lower than their Director's score on two of the dimensions. This was true in the case of Conceptual Skills ($p = .007$) and Empowering ($p < .001$). The difference between the two scores for Director 1 was -1.5 and -3.3 respectively for these two dimensions. It should be noted that Director 1's teachers rated him at the same level as the self-evaluation, a difference of 0.0 for Putting Subordinates First and rated the Director higher than the Director's self-evaluation for two of the dimensions. Emotional Healing ($p < .001$) had a gap of +1.5 and Ethical Behavior had a gap of +0.3. The teachers' mean scores were not significantly different from their Director's scores regarding Helping Subordinates Grow and Succeed ($p = .109$), Putting Subordinates First ($p = 973$), Ethical Behavior ($p = .456$), and Creating Value for the Community ($p = .495$). Teachers in this district viewed the Director of Schools to possess characteristics of integrity, honesty, and trustworthiness (Ethical Behavior); they also believed that their needs were put above the goals of the organization (Putting Subordinates First).

Research Question 2 addressed whether or not teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey were significantly different from their Director's score for District 2. In this participating district the teachers' mean scores on all seven dimensions of the Servant Leadership Measures Survey were significantly lower than their Director's score. This was true in the case of: Conceptual Skills ($p < .001$), Empowering ($p < .001$), Helping Subordinates Grow and Succeed ($p < .001$), Putting Subordinates First ($p < .001$), Ethical Behavior ($p < .001$), Emotional Healing ($p < .001$), and Creating Value for the Community ($p < .001$). The gap between teachers' mean scores and the Director's self-reported scores ranged from -7.9 to -12.0.

Research Question 3 questioned whether or not teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey were significantly different from their Director's score for District 3. Teachers' mean scores on all seven dimensions of the Servant Leadership Measures Survey were significantly lower than their Director's self-reported scores. A significant difference was found for: Conceptual Skills ($p = .001$), Empowering ($p < .001$), Helping Subordinates Grow and Succeed ($p < .001$), Putting Subordinates First ($p < .001$), Ethical Behavior ($p < .001$), Emotional Healing ($p < .001$), and Creating Value for the Community ($p < .001$). The gap between the Director's score and the teachers' scores ranged from -2.2 to -8.8. The teachers' mean scores was lower than their Director's score for all dimensions with Ethical Behavior dimension displaying the smallest difference at 2.2.

Research Question 4 examined whether or not teachers' mean scores on the seven dimensions of the Servant Leadership Measures Survey were significantly different from their director's score for District 4. In District 4 teachers' mean scores were significant lower than the Director's score for five of the seven dimensions of the Servant Leadership Measures Survey. This pertained to Conceptual Skills ($p < .001$), Empowering ($p < .001$), Putting Subordinates First ($p < .001$), Ethical Behavior ($p = .002$), and Creating Value for the Community ($p = .031$). For each of the aforementioned dimensions, the Director of Schools self-reported score was higher than the teachers, revealing his opinion that he exhibited these characteristics more so than the teachers perceive him to demonstrate. However, two of the dimensions from the survey revealed no significant difference when examining teachers' scores and the Director's score (Helping Subordinates Grow and Succeed ($p = .304$) and Emotional Healing ($p = .439$). In cases were the mean scores for the teachers and the Director were approximately the same it revealed a mutual understanding of how these characteristics were displayed by the Director.

<u>Conclusions</u>

The present study was not a comparison of the four Directors who participated in the study. However, it is noted that the Director of Schools for District 1 was most closely aligned with his teachers on how well the Director modeled these seven characteristics of servant leadership. Director 3 and Director 4 were somewhat less aligned with their teachers on how well they modeled the characteristics of servant leadership. The Director of Schools for District 2 displayed the largest negative gaps between her self-reported scores and her teachers' scores. Clearly Director 2 was much less aligned with her teachers on whether or not she displayed the characteristics of servant leadership.

Servant leadership has been known to have a positive influence on public school systems and all stakeholders involved; research has demonstrated significant findings in relation to positive perceptions towards, actions of, and outcomes due to servant leadership among top-level administrators, including Directors of Schools (Alonderiene & Majauskaite, 2016; Black, 2013; Butcher, 2014; Chambliss, 2013; Covey, 2006; Eliff, 2004; Lehman, 2015; Pearson, 2014; Williams, 2010; Wilson, 2014). This study sheds light on the teachers' perceptions of their Directors of Schools and whether or not they consider their practices to be associated with servant leadership. The present study was most closely related to Williams' 2010 research as she examined the perceptions of principals and school board members towards their Directors of Schools. Her findings highlighted the importance of building trust, demonstrating integrity, and empowering others in order to foster positive internal relationships (Williams). The present study supported the need for the same factors of trust, integrity, and empowerment, but acknowledged that some Directors display these characteristics more strongly than others. The Servant Leadership Measures Survey (Liden et al., 2015) identified seven dimensions of servant

104

leadership and provided a rubric for scoring the measure (Appendix E). The ranges are as follows: High Range - a score between 23 and 28 means someone strongly exhibits this servant leadership behavior; Moderate Range - a score between 14 and 22 means someone tends to exhibit this behavior in an average way; Low Range - a score between 8 and 13 means someone exhibits this leadership below the average or expected degree; and Extremely Low Range - a score between 0 and 7 means someone is not inclined to exhibit this leadership behavior at all. (Liden et al.). The scoring rubric indicates the degrees that the four participating Director's scores demonstrate servant leadership characteristics, but it does not verify if a leader is a servant leader.

District 1

On the Emotional Healing dimension, the Director's score was 24, and the sample's mean score was 25.5. As a result, both the Director and the teachers agreed that the Director exhibited strong servant leadership behavior for this dimension. For Creating Value in the Community, the Director's score was again 24, and the teachers' mean score was 23.8. In this respect, the Director scored himself as demonstrating this dimension in a strong way, the teachers felt this was demonstrated strongly as well. For Conceptual Skills, the Director again scored a 25, whereas the teachers' mean score was 23.5. The Director in District 1 demonstrated himself to strongly exhibit this servant leadership trait, as did the teachers. For Empowering, the mean score for the Director was 26 and the teachers' mean score was 22.7. Both scores demonstrated Empowering in a strong way, the scores of teachers fell at the high end of the moderate range.

The Director's score was 26 for the fifth dimension of Helping Subordinates Grow and Succeed, and the teachers' mean score was 25.3. Both scores fell in the high range. Clearly, the

Director reported that he represented this dimension about the same as his teachers did. For the sixth dimension, Putting Subordinate First, the Director's score was 24, and the teachers' mean score was also 24.0. In this spirit, both parties agreed that this dimension was strongly represented. For the seventh and final dimension, Ethical Behavior, the Director's score was 25 and the teachers' score was 25.3, both in the high range. Overall, the Director of District 1 reported that he strongly possesses servant leadership traits (seven out of the seven dimensions representing this belief), and the teachers agreed with the Director, in general, as their mean scores primarily fell in the high range (five out of the seven dimensions). The findings showed that the empowering dimension had the greatest difference between scores for District 1.

District 2

For District 2, the Director's scores were much higher than the teachers' mean scores in all seven dimensions. For example, the Director's score was 26 for the Emotional Healing dimension, but the teachers' mean score was 18.1. Hence, the teachers scored that the Director only moderately demonstrated servant leadership in this dimension, but the Director reported he strongly exhibited this trait. For Creating Value in the Community, the Director's score was 26, but the teachers' mean score was 18.7. Once again, the Director reported that he represented this dimension in a strong way, but the teachers felt this was demonstrated moderately. For the Conceptual Skills dimension, the Director scored a 26; however, the teachers' mean score was 18.1. This again illustrates a moderate range. For Empowering, the Director's score was 24, and the teachers' mean score was 15.9 for moderate representation. For Helping Subordinates Grow and Succeed, the Director scored a 28, this demonstrated a very strong belief in his skills regarding this dimension; on the other hand, the teachers in District 2 scored significantly lower with a mean score of 16.7. Again, this fell in the moderate range. Regarding Putting Subordinate

First, the Director's score was 28, showing that he felt that he strongly related to servant leadership in this aspect, but the teachers' score was 16.0 for moderate representation. For Ethical Behavior, the Director scored 28, but teachers again scored him lower in the moderate range with a mean of 18.9. After examining the mean scores for District 2, it is clear that teachers do not feel that their Director possessed strong servant leadership characteristics, with all seven dimensions scoring in the moderate range; however, the Director of District 2 viewed himself as exhibiting strong servant leadership skills as he scored in the high range for all seven dimensions. More than any other district, the findings revealed that District 2 had the greatest differences between scores for all seven dimensions. The Helping Subordinates Grow and Succeed dimension and the Putting Subordinates First dimension had the greatest negative differences between scores for District 2.

District 3

Similar to District 2, the Director's scores in District 3 were much higher than the teachers' mean scores in all seven dimensions. The Director's score was 26 for the Emotional Healing dimension, but the teachers' mean score was 21.4. This showed that teachers felt the Director moderately represents servant leadership in this way, but the Director self-reported himself as strong in this dimension. For Creating Value in the Community, the Director's score was 28, demonstrating a strong view. On the other hand, the teachers' mean score was 21. Again, the Director felt strong in this dimension, but the teachers felt this was represented only moderately. For the third dimension, Conceptual Skills, the Director scored a 24; yet, the teachers' mean score was in the moderate range as it resulted in 19.8. For Empowering, the Director's score was 28 and the teachers' mean score was 19.2. The difference in scores here continues to highlight the high versus moderate view that is in place for District 3. For Helping

Subordinates Grow and Succeed, the Director scored a 28; teachers' mean scores fell in the moderate range with a mean of 21.7. For Putting Subordinate First, the Director's score was 26, showing that he felt that he strongly fulfilled this characteristic, but the teachers' mean was 19.5, falling in the moderate range. Concerning Ethical Behavior, the Director scored 24, but the teachers' mean score was again in the moderate range at 21.8. The overall scores for District 3 represented that the Director believes himself to exhibit strong servant leadership traits, with all dimensions scoring in the high range; yet, the teachers disagree with the Directors' self-report scores as their scores for all seven dimensions resulted in the moderate range. The findings showed that the empowering dimension had the greatest difference between scores for District 3.

District 4

Regarding District 4, the Director's score was 24 and the teachers' mean score was 23.6 for the first dimension, Emotional Healing. In this sense, both teachers and the Director agreed that servant leadership was strongly shown. For Creating Value for the Community, the Director scored 24 (high range), and teachers scored 22.8 at the higher end of the moderate range. For Conceptual Skills, the Director's score was 24, and the teachers' mean was 21.4. The score of the Director fell in the high range, whereas teachers' scores represented the moderate range. The same was the case for Empowering as the Director's mean score was 26 and teachers' mean score was 21. For Helping Subordinates Grow and Succeed, the Director's score was 25, showing a strong self-perception in servant leadership; at the same time, the teachers' mean score was 24.5, also showing a strong perception of servant leadership. For Putting Subordinates First, the Director acknowledged a moderate exhibition of servant leadership with a score of 22, which aligned with the teachers' mean score of 18.7 (moderate). For the last dimension, Ethical Behavior, the Director's score was 25, and the teachers' mean was 22.8. Again, the Director's

score for this dimension were closely aligned with the high range, while teachers' felt the

Director's demonstration of this dimension was in the moderate range. Overall, teachers and the

Director of Schools for District 4 demonstrated differing opinions in the degree that servant

leadership traits were practiced as teachers scored two out of seven dimensions in the high range

and five dimensions in the moderate range. The Director scored himself high in six of the seven

dimensions and moderate in one of the dimensions. The findings demonstrated that the

Empowering dimension had the greatest gap between scores for District 4 with a differences of -

5.0.

Recommendations for Practice

As highlighted in the literature, servant leadership application has a positive impact on

school climate, student achievement, faculty and staff job satisfaction, administrative

relationships, and parental and community relations (Alonderiene & Majauskaite, 2016; Black,

2013; Butcher, 2014; Chambliss, 2013; Covey, 2006; Eliff, 2004; Lehman, 2015; Pearson, 2014;

Williams, 2010; Wilson, 2014). In the present study teachers and Directors of Schools within the

First Region of Tennessee were determined to have statistically significant differences in terms

of how they perceived the Directors' leadership styles. Directors from Districts 1, 2, 3, and 4

were considered to fall in the moderate to high ranges for demonstrating servant leadership traits,

but often the Directors saw themselves as servant leaders more so than their teachers regarded

them. The four participating Directors reported as viewing themselves as servant leaders prior to

taking the survey. As a result, Directors of Schools should consider this effect and the following

recommendations for practice:

1. They should strive to understand the dimensions of servant leadership is essential so that

    leaders can be mindful of practicing such characteristics in their professional setting. Upon

completion of the self-report survey, Directors of Schools may not have been self-aware of their interactions with subordinates through the servant leadership lens. It is encouraged that Directors of Schools be educated in the way of the seven dimensions of servant leadership to improve their understanding and mindfulness for practice;

2. Mentoring and training by established servant leaders may influence Directors of Schools' practice in the school setting. Directors of Schools may benefit from modeling by mentors and being able to visualize servant leadership application; and

3. It is important to consider the impact of a leadership style. It is not only significant to identify the Directors of Schools' leadership style, but to consider the influence they have on their school systems. It is recommended that Directors of Schools take strides towards determining how their leadership style, whether servant leadership or not, affects all stakeholders involved, including students, teachers, support staff, parents, and the community, among others.

<u>Recommendations for Further Research</u>

Further research on the topic of servant leadership among Directors of Schools within public school systems is a necessary step towards determining the impact this leadership style has upon PK-12 public school systems. While servant leadership, as a leadership style, is growing in terms of application, it is still less commonly practiced than other leadership styles. Further extensive research using larger samples should be conducted in order to determine the impact servant leadership has on school climate, teachers, students, parents, and the community. Further research should also be conducted to determine the impact servant leadership, as practiced by top-level administrators has upon student achievement levels. This study was

limited to four PK-12 public school districts within the First Region of Tennessee and did not consider other factors such as gender or the Directors' years of experience; therefore, the results are not generalizable to other populations. As a result continued research is recommended to determine servant leadership characteristics among top-level school leaders and the impact such a leadership style has upon school districts as a whole. In order to conduct further research, specific recommendations are as follows:

1. Replicate the study with a larger population to increase generalizability. Surveys 1 and 2 (Appendix A and B) should be distributed to PK-12 public school districts in regions across the state of Tennessee in order to gain a comprehensive state understanding of whether or not servant leadership is applied at the top administrative level and the impact thereof;

2. Survey students of participating school districts to identify their stance regarding the Director of Schools' leadership style and how it impacts their learning;

3. Survey parents of students from participating school districts to identify their stance regarding the Director of Schools' leadership style and how it impacts their relationship with the schools;

4. A qualitative study should be conducted to determine further information regarding servant leadership behavior. Specifically, this study should focus on the results that demonstrated significant differences and how they can be improved upon. Also, surveyed teachers should be included in the qualitative study to identify the impact their Director of Schools' leadership style has upon their job satisfaction, school climate, and overall work experience; and

5. A longitudinal study would be helpful in understanding how training in terms of servant leadership application impacts the growth of the Directors of Schools in specific areas on the

seven dimensions of the Servant Leadership Measures and how this growth impacts the

school systems.

REFERENCES

Akinyele, O. (2009). Queen Esther as a servant leader in Esther 5:1-8. *Journal of Biblical Perspectives in Leadership,* 2.

Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management, 30*(1), 140-164.

Ashmos, D., & Duchon, D. (2000). Spirituality at work: A conceptualization and measure. *Journal of Management Inquiry, 9*(2), 134-145.

Ayers, M (2006). Towards a theology of leadership. *Journal of Biblical Perspectives in Leadership*, *1*(1), 3-27.

Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management, 31(3),* 300-236.

Black, G. L. (2013). Correlational analysis of servant leadership and school climate. *Catholic Education: A Journal of Inquiry and Practice, 13*(4), 437-466.

Boyer, D. P. (2012). *A study of the relationship between the servant leader principal on school culture and student achievement in the lower Kuskokwim school district* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3498714)

Business Dictionary. (2017). *Best practice*. [Online]. Fairfax, VA: WebFinance. Retrieved February 20, 2017, from http://www.businessdictionary.com/definition/best-practice.html

Butcher, K. A. (2014). *Superintendent and board of education member perceptions regarding preferred leadership behaviors for superintendents in West Virginia*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3642720)

Chambliss, A. (2013). *The relationship between job satisfaction of teachers and the level of servant leadership of their campus administrators*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3562276)

Covey, S. R. (2006) Servant leadership and community leadership in the 21st century. *The International Journal of Servant Leadership, 2*(1), 103-109.

Culver, M. K. (2009). *Applying servant leadership in today's schools.* New York, NY: Eye on Education.

Dennis, R. S., & Bocarnea, M. (2005). Development of the servant leadership assessment instrument. *Leadership & Organization Development Journal*, *26*(8), 600-615.

Dennis, R., & Winston, B. E. (2003). A factor analysis of Page and Wong's servant leadership instrument. *Leadership & Organization Development Journal*, *24*(8), 455-459.

Dixon, D. (2013). *Relationships among servant leader, organizational citizenship behavior, and school climate in Alabama high schools.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3612079)

Doyle, A. (2017). Conceptual skills list and examples. *The Balance.* Retrieved 18 July 2017 from https://www.thebalance.com/conceptual-skills-list-and-examples-4142004

Drucker, P. (2012). *Managing the non-profit organization.* New York, NY: Routledge Publishing.

Duff, A. J. (2013). Performance management coaching: servant leadership and gender implications. *Leadership & Organization Development Journal*, *34*(3), 204-221.

EL-Amin, A. (2013). *Assessing the state of servant leadership, teacher morale, and student academic performance outcomes in a Florida elementary school district*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3611919)

Eliff, D. (2014). *Servant leadership as a predictor of student academic growth, faculty/staff attendance and job satisfaction, and organizational health of the middle school*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3582784)

Enderle, P. J. (2014). *An examination of Illinois principal's perceptions of servant leadership.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3579675)

Fridell, M., Belcher, R. N., & Messner, P. E. (2009). Discriminate analysis gender public school principal servant leadership differences. *Leadership & Organization Development Journal*, *30*(8), 722-736.

Greenleaf, R. K. (1970). *The servant as leader.* Indianapolis, IN: The Robert K. Greenleaf Center.

Greenleaf, R. K. (1975). *Advices to servants.* Cambridge, MA: Center for Applied Studies.

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness.* New York, NY: Paulist Press.

Greenleaf, R. K. (1980). *Servant, retrospect & prospect.* Peterborough, NH: Windy Row Press.

Greenleaf, R. K. (1998). *The power of servant leadership.* L.C. Spears (Ed.). San Francisco, CA: Berrett-Koehler Publishers.

Greenleaf, R. K. (2008). *What is servant leadership?* Westfield, IN: Robert K. Greenleaf Center for Servant Leadership. Retrieved February 3, 2017, from https://www.greenleaf.org/what-is-servant-leadership/

Halawah, I. (2005). The relationship between effective communication of the high school principal and school climate. *Education, 126*(2), 334-345.

Hess, F. M. (2004). What is a "public school"? Principles for a new century. *Phi Delta Kappan, 85*(6), 433-439. (EJ700582). doi:10.1177/003172170408500606. Retrieved February 20, 2017, from http://www.aei.org/publication/what-is-a-public-school/

Hunt, T. S. (2002). *Servant leadership: Billy Graham.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3060178)

Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow.* Thousand Oaks, CA: Sage.

Joseph, E. E., & Winston, B. E. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership & Organization Development Journal*, *26*(1), 6-22.

Kleinig, J. (2007). Loyalty. *The Stanford Encyclopedia of Philosophy*. Retrieved March 14, 2017 from http://plato.stanford.edu/archives/fall2008/entries/loyalty/

Lansford, M., Clements, V., Falzon, T., Aish, D., & Rogers, R. (2010). Essential leadership traits of female executives in the non-profit sector. *The Journal of Human Resource and Adult Learning, 6(*1*),* 51-62.

Lehman, D. (2015). *A case study describing how servant leadership attributes impact superintendent longevity and leadership styles.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3737391)

Liden R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *The Leadership Quarterly, 26*(1), 254-269.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership.* Nashville, TN: Thomas Nelson.

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Boston, MA: Pearson Education.

Murari, K., & Gupta, K. S. (2012). Impact of servant leadership on employee empowerment. *Journal of Strategic Human Resource Management*, *1*(1), 28-37.

Natemeyer, W. E., & Hersey, P. (2011). *Classics of organizational behavior* (4th ed.). Long Grove, IL: Waveland.

Niewold, J. (2007). Beyond servant leadership. *Journal of Biblical Perspectives in Leadership, 1*, 118–134.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Pearson, A. (2014). *Servant leadership style of Michigan public school superintendents and MEAP reading and math proficiency.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3713620)

Ramsey, M. (2006). Servant leadership and unconditional forgiveness: The lives of six South African perpetrators. *The International Journal of Servant Leadership, 2*(1), 113-139.

Rebore, R.W. (2014). *The ethics of educational leadership* (2nd ed.). Upper Saddle River, NJ: Pearson.

Reinke, S. J. (2004). Service before self: Towards a theory of servant-leadership. *Global Virtue Ethics Review, 3,* 30-57.

Robbins, V. K. (1996). The tapestry of early Christian discourse: Rhetoric, society and ideology. New York, NY: Routledge.

Russell, R. F. (2000). *Exploring the values and attributes of servant leaders.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 9999498)

Savage-Austin, A. R., & Honeycutt, A. (2011). Servant Leadership: A phenomenological study of practices, experiences, organizational effectiveness, and barriers. *Journal of Business & Economics Research*, *9*(1), 49-54.

Schneider, S. K., & George, W. M. (2011). Servant leadership versus transformational leadership in voluntary service organizations. *Leadership & Organization Development Journal*, *32*(1), 60-77.

Scholastic. (2017). *Why children need ongoing nurturing relationships*. New York, NY: Author. Retrieved February 27, 2017, from https://www.scholastic.com/teachers/articles/teaching-content/why-children-need-ongoing-nurturing-relationships/

Scott, D., & Vitartas, P. (2008). The role of involvement and attachment in satisfaction with local government services. *International Journal of Public Sector Management, 21*(1), 45-57.

Self, C. L. (2009). *Love and organizational leadership: An intertexture analysis of 1 Corinthians 13.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3377775)

Sendjaya, S., & Pekerti, A. (2010). Servant leadership as antecedent of trust in organizations. *Leadership & Organization Development Journal*, *31*(7), 643-663.

Sendjaya, S., & Sarros, J. (2002). Servant leadership: Its origins, development, and application in organizations. *Journal of Leadership and Organizational Studies, 9(*2*),* 57-64.

Shekari, H., & Nikooparvar, M. (2012). Promoting leadership effectiveness in organizations: A case study on the involved factors of servant leadership. *International Journal of Business Administration, 3(*1*),* 54.

Society for Human Resource Management [SHRM]. (2014). Employee assistance program (EAP): General: What is an employee assistance program?. SHRM. Retrieved 17 July 2017 from https://www.shrm.org/resourcesandtools/tools-and-samples/hr-qa/pages/whatisaneap.aspx

Spears, L. C. (Ed.). (1998). *Robert K. Greenleaf: The power of servant leadership.* San

Francisco, CA: Berrett-Koehler.

Spears, L. C. (2005). The understanding and practice of servant leadership. *School of Leadership Studies at Regent University: Servant Leadership Research Roundtable,* 1-8.

Steinbeck, D. (2009). *Mentoring and servant leadership in a K-12 public school system.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3351257)

Taylor, J. H. (Ed.). (1999). *Advancement services: Research and technology support for fundraising.* Washington, DC: Council for Advancement and Support of Education.

Trochim, W. M. K. (2006). *Research methods knowledge base: Reliability & validity.* Ithaca, NY: Author. Retrieved March 11, 2017, from http://www.socialresearchmethods.net/kb/relandval.php

Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business and Psychology*, *26*(3), 249-267.

Washington, R., Sutton, C., & Feild, H. (2006). Individual differences in servant leadership: The roles of values and personality. *Leadership and Organizational Development Journal, 27(8),* 700-716.

Werner, K. (2013). *An examination of the relationship between emotional intelligence and servant leadership practices of elementary public school principals in Washington state.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3568767)

Williams, L. E. (1996) *Servants of the people: The 1960s legacy of African American Leadership.* New York, NY: St. Martin's Press.

Williams, S. M. (2010). *Effects of servant leadership behaviors on public school superintendents' length of tenure.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3435619)

Wilson, C. (2014). *A comparative study between African-American superintendents and school board members on leadership attributes that contribute to superintendent longevity.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global database. (Accession Order No. AAT 3662528)

Witte, R. S., & J. S. Witte. (2010). *Statistics* (9th ed.). Hoboken, NJ: John Wiley & Sons.

Wong P., & Page, D. (2003). Servant leadership: An opponent-process model and the revised servant leadership profile. *Proceedings of the Servant Leadership Research Roundtable.*

Yukl, G.A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Version 1 of Servant Leadership Survey (Director of Schools)

Servant Leadership Self-Report

SERVANT LEADER BEHAVIOR (SELF-REPORT)

Based on: Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly, 19*, 161-177.

# of Items: 28

Directions: In the following set of questions, think of your own leadership style. Please select a response indicating the extent to which you agree or disagree with the following questions using the following seven-point rating scale:

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Reliability: .95 (pretest with an organizational sample)

_____ 1. I can tell if something work related is going wrong.

_____ 2. I give my subordinates the responsibility to make important decisions about their jobs.

_____ 3. I make the career development of my subordinates a priority.

_____ 4. I care more about my subordinates' success than my own.

_____ 5. I hold high ethical standards.

_____ 6. My subordinates would seek help from me if they had a personal problem.

_____ 7. I emphasize the importance of giving back to the community.

_____ 8. I am able to effectively think through complex problems.

_____ 9. I encourage my subordinates to handle important work decisions on their own.

_____ 10. I am interested in making sure that my subordinates achieve their career goals.

_____ 11. I put my subordinates' best interests ahead of my own.

_____ 12. I am always honest.

_____ 13. I care about my subordinates' personal well-being.

_____14.   I am always interested in helping people in our community.

_____15.   I have a thorough understanding of our organization and its goals.

_____16.   I give my subordinates the freedom to handle difficult situations in the way that they feel is best.

_____17.   I provide my subordinates with work experiences that enable them to develop new skills.

_____18.   I sacrifice my own interests to meet my subordinates' needs.

_____19.   I would **not** compromise ethical principles in order to achieve success.

_____20.   I take time to talk to my subordinates on a personal level.

_____21.   I am involved in community activities.

_____22.   I can solve work problems with new or creative ideas.

_____23.   When one of my subordinates has to make an important decision at work, I do **not** expect him/her to consult me first.

_____24.   I want to know about my subordinates' career goals.

_____25.   I do whatever I can to make my subordinates' jobs go more smoothly.

_____26.   I value honesty more than achieving organizational goals.

_____27.   I can recognize when my subordinates are disappointed without asking them.

_____28.   I encourage my subordinates to volunteer in the community.

Version 2 of Servant Leadership Survey (Teachers)

Servant Leadership Measures **(SL-28 and SL-7)**

Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multilevel assessment. *Leadership Quarterly,* 19, 161-177. [original scale development research]

****

***Section A. In the following set of questions, think of _____,
your immediate supervisor or manager (or team leader); that is, the person to whom you
report directly and who rates your performance. If the person listed above is not your
immediate supervisor, please notify a member of our research team.***

*Please select your response from Strongly Disagree = 1 to Strongly Agree = 7 presented below
and enter the corresponding number in the space to the left of each question.*

****

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

____1.   My manager can tell if something work-related is going wrong.

____2.   My manager gives me the responsibility to make important decisions about my job.

____3.   My manager makes my career development a priority.

____4.   My manager seems to care more about my success than his/her own.

____5.   My manager holds high ethical standards.

____6.   I would seek help from my manager if I had a personal problem.

____7.   My manager emphasizes the importance of giving back to the community.

____8.   My manager is able to effectively think through complex problems.

____9.   My manager encourages me to handle important work decisions on my own.

____10.   My manager is interested in making sure that I achieve my career goals.

____11.   My manager puts my best interests ahead of his/her own.

____12.   My manager is always honest.

____13.   My manager cares about my personal well-being.

____14.   My manager is always interested in helping people in our community.

_____ 15. My manager has a thorough understanding of our organization and its goals.

_____ 16. My manager gives me the freedom to handle difficult situations in the way that I feel is best.

_____ 17. My manager provides me with work experiences that enable me to develop new skills.

_____ 18. My manager sacrifices his/her own interests to meet my needs.

_____ 19. My manager would **not** compromise ethical principles in order to achieve success.

_____ 20. My manager takes time to talk to me on a personal level.

_____ 21. My manager is involved in community activities.

_____ 22. My manager can solve work problems with new or creative ideas.

_____ 23. When I have to make an important decision at work, I do **not** have to consult my manager first.

_____ 24. My manager wants to know about my career goals.

_____ 25. My manager does whatever she/he can to make my job easier.

_____ 26. My manager values honesty more than profits.

_____ 27. My manager can recognize when I'm disappointed without asking me.

_____ 28. I am encouraged by my manager to volunteer in the community.

Item Key (SL-28)

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and succeed. Item #3 is adapted from Ehrhart, PPsych, Spring, 2004.
4, 11, 18, 25	Servant Leadership Putting subordinates first. Items #11 and #18 adopted from Barbuto & Wheeler, 2006 G&OM.
5, 12, 19, 26	Servant Leadership: Ethical Behavior. Item #5 is adapted from Ehrhart, PPsych, Spring, 2004.
6, 13, 20, 27	Servant Leadership: Emotional healing
7, 14, 21, 28	Servant Leadership: Creating value for the community. Item #7 is adopted from Ehrhart, PPsych, Spring, 2004.

APPENDIX C

Permission to Use Servant Leadership Survey

Re: Permission to Use Servant Leadership Questionnaire in Dissertation

Robert Liden <bobliden@uic.edu>

Sat 1/7/2017 6:21 PM

To:Renfro, Elizabeth Shea <RENFROE@mail.etsu.edu>;

3 attachments (640 KB)

servant leadership scale.doc; Servant Leadership Self-Report.docx; Liden, Wayne, Meuser, Hu, Wu, & Liao 2015 LQ servant leadership SL-7 measure.pdf;

Dear Elizabeth,

You are welcome to use either the full 28-item scale, which is necessary if you plan to analyze the dimensions separately, or the 7-item version, which we demonstrated in our 2015 LQ to be valid for measuring overall/global servant leadership. I recommend that instead of simply asking leaders if they are servant leaders, have them complete the self-report version without telling them that it is designed to measure servant leadership. This will not only reduce social desirability, but will also provide you with a continuous measure of servant leadership, rather than a yes/no dichotomy. I have attached the latest version of our scale (for followers) as well as the self-report measure. The latter, however, has not undergone the same rigorous psychometric scale development as has the SL-28 and SL-7.

Best of luck with your research,

Bob

On Sat, Jan 7, 2017 at 4:46 PM, Renfro, Elizabeth Shea <RENFROE@mail.etsu.edu> wrote:

Hello Dr. Liden,

My name is Elizabeth Shea Renfro, and I am a doctoral student at East Tennessee State University. I am currently in the dissertation phase of this program, and I would like to seek permission from you to use one of your servant leadership questionnaires that was published in *The Leadership Quarterly* (19) from 2008. I have attached a copy of the questionnaire that I completed in one of my doctoral classes. Also, are there any other authors of the questionnaire that I will need to contact for permission, or, as the primary author, can you grant such approval?

I am most interested in servant leadership, and, as a result, I am examining servant leadership within the public school system in Tennessee. Directors of Schools will self-identify as servant leaders, and teachers from each respective district will agree or disagree with the self-identification of each Director. Your survey will be instrumental in this process, and I would greatly appreciate your permission for usage. If you are willing to agree, I promise to send you a copy of my completed work, including the raw data used from the survey, upon completion of my dissertation. I will also include you in the acknowledgement portion. Furthermore, I have attached my CV for your review so that you may know a little bit about me.

Thank you so much and I look forward to hearing from you soon.

Best,

Elizabeth S. Renfro

--
Robert C. Liden
Professor of Management
Associate Dean for CBA Ph.D. Programs; Coordinator of the OB/HR Doctoral Program
Department of Managerial Studies (M/C 243) Room 2232
University of Illinois at Chicago
601 S. Morgan Street
Chicago, IL 60607-7123

3/11/2017 9:44 PM

APPENDIX D

Director of Schools Duties Aligned to Servant Leadership

1. Serve as the school board's chief executive officer and preeminent educational adviser in all efforts of the board to fulfill its school system governance role;

2. Serve as the primary educational leader for the school system and chief administrative officer of the entire school district's professional and support staff, including staff members assigned to provide support service to the board;

3. Serve as a catalyst for the school system's administrative leadership team in proposing and implementing policy changes;

4. Propose and institute a process for long-range and strategic planning that will engage the board and the community in positioning the school district for success in ensuing years;

5. Keep all board members informed about school operations and programs;

6. Interpret the needs of the school system to the board;

7. Present policy options along with specific recommendations to the board when circumstances require the board to adopt new policies or review existing policies;

8. Develop and inform the board of administrative procedures needed to implement board policy;

9. Develop a sound program of school–community relations in concert with the board;

10. Oversee management of the district's day-to-day operations;

11. Develop a description for the board of what constitutes effective leadership and management of public schools, taking into account that effective leadership and management are the result of effective governance and effective administration combined;

12. Develop and carry out a plan for keeping the total professional and support staff informed of the mission, goals, and strategies of the school system and of the important roles all staff members play in realizing them;

13. Ensure that professional development opportunities are available to all school system employees;

14. Collaborate with other administrators through national and state professional associations to inform state legislators, members of Congress, and all other appropriate state and federal officials of local concerns and issues;

15. Ensure that the school system provides equal opportunity for all students;

16. Evaluate personnel performance in harmony with district policy and to keep the board informed of such evaluations;

17. Provide all board members with complete background information and a recommendation for school board action on each agenda item well in advance of each board meeting;

18. Develop and implement a continuing plan for working with the news media.

APPENDIX E

Scoring Rubric for Servant Leadership

1. Add up the up the scores for 1, 8, 15, and 22. This is your score for emotional healing.

2. Add up the up the scores for 2, 9, 16, and 22. This is your score for creating value for the community.

3. Add up the up the scores for 3, 10, 17, and 24. This is your score for conceptual skills.

4. Add up the up the scores for 4, 11, 18, and 25. This is your score for empowering.

5. Add up the up the scores for 5, 12, 19, and 26. This is your score for helping subordinates grow and succeed.

6. Add up the up the scores for 6, 13, 20, and 27. This is your score for putting subordinates first.

7. Add up the up the scores for 7, 14, 21, and 28. This is your score for behaving ethically.

Scoring Interpretation

- *High range:* A score between 23 and 28 means you strongly exhibit this servant leadership behavior.
- *Moderate range:* A score between 14 and 22 means you tend to exhibit this behavior in an average way.
- *Low range:* A score between 8 and 13 means you exhibit this leadership below the average or expected degree.
- *Extremely low range:* A score between 0 and 7 means you are not inclined to exhibit this leadership behavior at all.

The scores you received on the Servant Leadership Questionnaire indicate the degree to which you exhibit the seven behaviors characteristic of a servant leader. You can use the results to assess areas in which you have strong servant leadership behaviors and areas in which you may strive to improve.

VITA

ELIZABETH SHEA CASH RENFRO

Education: Ed.D. Educational Leadership, East Tennessee State University, Johnson City, Tennessee, 2019

M.B.A, Milligan College, Milligan College, Tennessee, 2008

B.S. Business Administration, Mars Hill University, Mars Hill, North Carolina, 1999

Professional Experience: Career and Technical Educator/Career Development Coordinator, Mitchell County Schools, Bakersville, North Carolina, 2018-present

Associate Vice Chancellor, University Advancement, North Carolina A&T University, Greensboro, North Carolina, 2015-2016

Director of Advancement Services, University Advancement, East Tennessee State University, Johnson City, Tennessee, 2008-2015

Manager of Wage and Salary, Human Resources, East Tennessee State University, Johnson City, Tennessee, 2005-2008

Personnel Manager, Glen Raven, Burnsville, North Carolina, 2004-2005

Human Resource Coordinator, Glen Raven, Burnsville, North Carolina, 2001-2004

Benefits Administrator, Glen Raven, Burnsville, North Carolina, 2000-2001

Production Scheduling Coordinator, Glen Raven, Burnsville, North Carolina, 1997-2000

Inventory and Quality Control, Glen Raven, Burnsville, North Carolina, 1993-1997

Professional Honors: Kappa Delta Pi (Education)