ORGANIZATIONAL SETTINGS AND PROFILES OF SERVANT LEADERSHIP

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ABSTRACT

This study sought to determine the perception of servant leadership in business-model organizational settings and to assess the potential significance between servant leadership perception and variables, both demographic and others, related to volunteer service. Using the Servant Leadership Scale (Liden et al., 2008), a 28-item survey, combined with 9 additional questions, individuals in five organizational settings in the Southeast region of the United States of America were queried via an online survey method distributed by email. Respondents from each organization reported an overall perception of servant leadership according to the seven-dimension means of emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Using Kruskal-Wallis and Mann-Whitney U nonparametric statistical testing, significance was found for three of organizational settings: between the collected variables of gender, years worked, years volunteered outside of workplace, years volunteered within organizational site, professional/industry related certifications obtainment, and educational attainment, as these variables related to the servant leadership dimension means.

Reference to the servant leadership dimensions correspond to respondents' perceptions as reported in the SL Scale and categorized according to the survey items linked to each dimension area (Liden et al., 2008).

Although significance was found between the dimension categories and demographic and volunteer-service related variables, the significance is confined to this purposive sample. Findings are not generalizable to similar settings outside of this study.

Figures were developed to delineate findings and the study concepts. These detailed illustrations may offer a baseline representation or a mapping of reported servant leadership perception, demographic variables, and volunteer service-related variables in workplace settings. The figures are the visual profile of each organization according to the study concepts and findings. Future studies may expand or improve upon this study's approach to show these concepts and findings.

DEDICATION

I dedicate this study to my family, especially my husband, Doug, my children, Atherton, Camilla, and Hays, to my parents, George and Martha, and to my mother and father-n-law, Jane and Herb. I appreciate their encouragement, their patience and their sense of humor during this effort, and for their reminders to me about the role of faith.

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I extend a special thank you to Judith for reminding me of the strength of servant leadership in her dedicated and genuine practice and for introducing me to the work of Bennett Sims. This dissertation is the result of help from many people who were willing to participate in pilots studies related to servant leadership, and of course to the organizations that were willing to participate in the study represented in this dissertation.

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CHAPTER 1

INTRODUCTION

Servant Leadership: From Concept to Application

The focus on servant leadership continues to gain momentum in the corporate setting.

According to Spears (2010):

> Interest in the meaning and practice of servant leadership continues to grow. Hundreds of books, articles and papers on the subject have now been published. Many of the companies named to *Fortune* Magazine's annual listing of "The 100 Best Companies to Work For" espouse servant leadership and have integrated it into their corporate cultures. (p.29)

Although Robert Greenleaf (1977) receives credit for bringing the concept of servant leadership to the current application in our modern day societal infrastructures, it was Larry Spears (1998), former director of the Robert K. Greenleaf Center, Inc. (2008), who published many works which have made the servant leadership theory accessible to the general professional public through his role with the Robert K. Greenleaf Center, Inc. Spears' writings and collaborative work inspired numerous researchers to develop instruments for testing the concept in the very realms that Greenleaf asserted would benefit from the practice of servant leadership. Spears (1998) first delineated traits of the servant leader in practice; his work preceded the focus of Patterson (2004), Winston (2004), Dennis and Bocarnea (2005), Page and Wong (2004), and James Laub (1999), among others, to develop, expand, and test for servant leadership in practice. Spears (1998) explains, "some businesses have begun to view servant-leadership as an important framework for ensuring the long-term effects of related management and leadership approaches"

(p.7). Larry Spears (2009) continues to advance the accessibility of servant leadership theory in his current role at the Larry C. Spears Center for Servant-Leadership (2010).

Origin of Robert K. Greenleaf's Contributions

Greenleaf (1977) wrote and focused on the potential servant leadership contributions and practices of the individual, the institution, the religious organization, and the business setting. Having acquired decades of experience in the business realm, after retirement he wrote an essay inspired by a reflection on *Journey to the East* (Hesse,1956) and its relevance to current society. He then founded The Center for Applied Ethics in 1964, later renamed Robert K. Greenleaf Center, Inc. in 1985 (www.greenleaf.org). His role at Robert K. Greenleaf Center, Inc. produced ongoing communications with individuals and professionals of several disciplines in order to maintain and augment the interest in this new application. Robert Greenleaf"s work (1977) remains a known reference for understanding the concept and inspiration for many.

The Robert K. Greenleaf Center, Inc. founded by Robert Greenleaf (www.greenleaf.org), has helped to shape and disseminate the philosophy and practice of servant leadership and to promote the understanding and accessibility of the same through events, symposia, literature, and research. Following the increased awareness of the tenets of servant leadership, numerous researchers have considered characteristics, traits, qualities, constructs of the servant leaders, and methods of collecting relevant data (Schuh, 2002; Maldonado and Lacey, 2001; Winston, 2004; Sendjaya and Sarros, 2002; Joseph and Winston, 2005; Schyns, B. and Sarros (2007); Stone, Russell and Patterson, 2004; Russell and Stone, 2002; Russell, R. F. (2000); Washington, Sutton and Field, 2006; Barbuto and Wheeler, 2006; Dennis and Bocarnea, 2005).

Definition of Servant Leadership

The commonality expressed by the authors is the agreement on the composition of servant leadership. As with any leadership paradigm, the operational definition of servant leadership is varied and has several translations.

Ciulla (2003) offers a definition of servant leadership that is found throughout the literature in reference to Greenleaf's interpretation:

> [S]ervant leadership begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. …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…Do they become healthier, wiser, freer, more autonomous…? What is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (p. 217).

Comprehensively, servant leadership enables the empowerment of others for service, by creating a community that is cognizant of the intricacies of relational imperatives—trust, empathy, listening, doing, and, most importantly, seeking to improve or maintain the quality of life for the lowest in power and/or participation level (Spears, 2010; Greenleaf, 1977; Page and Wong, 2000; Laub, 2000; Drury, 2004; Barbuto and Wheeler, 2006; Patterson and Russell, 2004; Reinke, 2004; Russell and Stone, 2002; Sendjaya and Santora, 2008; Washington, Sutton, & Field, 2006; Stone, Russell, and Patterson, 2004; Smith and Kuzmenko, 2004) .

The individual in the servant leadership position is loyal first to serving and continually seeks to regard fellow communicants with equanimity (Greenleaf, 1977). Greenleaf explains the leadership style as, "where the principal leader is *primus inter pares*—first among equals. There is still a 'first,' a leader, but that leader is not the chief" (p.55). In essence, the servant leader is *chief of service* for a community of fellow disciples, students, learners, supporters, or of colleagues (Greenleaf, 1977; Sims, 1997; Spears, 2010).

Page and Wong (2000) describe the ability of servant leadership to encompass or engage others:

> Servant-leadership is an attitude toward the responsibilities of leadership as much as it is a style of leadership. It is most often presented and understood in juxtaposition to autocratic or hierarchical styles of leadership. Servant-leadership takes into account the fact that traditional forms of leadership are inadequate for motivating today's people to follow. (p. 2)

Erhart (2004) emphasizes the focus of the servant leader as, "recognizing his or her moral responsibility not only to the success of the organization but also to his or her subordinates, the organization's customers, and other organizational stakeholders" (p. 64). In Erhart's (2004) work, he presents multi-level findings of organizational citizenship behavior (OCB); the qualities of citizenship brought him to the choice of the servant leadership focus as a basis or grounding for his research.

Stewardship and Global Relevance

Maynard and Mehrtens (1996) focus on the shift from the individual to the global community as a vanguard of betterment for the organization. Referencing "stewardship," they state:

> [the corporation] will have shifted its self-image…to a primarily serving organization (Harman 1982) and will act as a leader in addressing global issues, focusing on what is best for all. The model of servant leadership originated by Robert K. Greenleaf will become the corporate ethos…. (p.55)

One example of the call to apply servant leadership in faith-based to corporate settings is found in the work of Bennett J. Sims (1997). Sims led the Institute for Servant Leadership and collaborated with Robert Greenleaf to share servant leadership practice implementation ideas. Greenleaf and Sims recognized the potential of increasing servant leadership practice at personal, corporate, and community levels (Sims, 1997). Sims asserted, "the work of a servant leader

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honors the personal dignity and worth of all who are led, and to evoke as much as possible their own innate creative power for leadership" (p. 10). Sims stated, "collaborative systems are designed around such factors as shared vision, a keen sense of belonging, and the courage to tell the truth in all relationships…such systems enlarge and enhance the lives of their members" (p.40). Sims' emphasis on the members of a system and their needs to be included in processes goes beyond participatory management, and his position correlates with concepts of Maynard and Mehrtens (1996). Maynard and Mehrtens present the corporate manifestation or profile of "the third wave" for the stakeholder category as, "stockholders, employees, families, suppliers, customers, communities, and government," and "the fourth wave" categorizes corporate values as, "responsibility for the whole, service, personal fulfillment" (pp. 164-165). At the very least, many companies are moving to or are experiencing, at the linguistic level, the third and fourth waves as discussed by Maynard and Mehrtens. This shift of emphasis from individual versus "other" to shared values and valuing the community where the corporation finds itself as a part of the whole, rings true with the tenets of servant leadership practice.

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Perception of Servant Leadership

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The Servant Leadership (SL) scale (Liden, Wayne, & Henderson , 2008) allows the researcher to collect respondents' reported perceptions of servant leadership practice in their workplace or organizational setting; the instrument survey items reference the direct "manager" of each respondent. The SL scale consists of twenty-eight survey items that reflect seven dimensions of servant leadership (Liden et. al., 2008, p. 165). From each response set, the threshold for the perception of the presence of servant leadership would be the midpoint of the seven feasible responses on the Likert scale of 1-7, where 1 is strongly disagree and 7 is strongly agree (Robert C. Liden, personal communication, September 22, 2010).

The Problem

Individuals with servant leadership characteristics are found in virtually all organizational settings—business to nonprofit (Spears, 2010; Sims, 1997; Greenleaf, 1977). Do organizations with a reported perception of the presence of servant leadership have unique structures that support the practice of servant leadership? Is there a difference in the intensity of reported servant leadership practice between organizational settings? What are some of the differences among selected variables for the organizational groups of respondents reporting their perceptions of servant leadership?

Criticism of servant leadership includes the sentiment that although the principles of servant leadership may have moral merit, how does this level of interaction realistically honor the overall concerns of an organization that must hold the responsibility of financial viability? Ken Blanchard (cited in Spears, 1998) explains:

> leadership has two aspects- a visionary part and an implementation part. Some people say that leadership is really a visionary role…and management is the implementation role…let's think of these both as leadership roles…Although emphasis in most servant leader discussions is on implementation, I think servant-leadership involves both a visionary role and an implementation role. (pp. 22-23)

The real estate brokerage companies, the legal firm, the financial institution and the insurance group are examples of organizational settings which must implement and follow state and Federal regulatory guidelines and all related legal and financial standards. The facilitation or translation of these guidelines may mirror principles of servant leadership. Although the real estate brokerage companies, the insurance group, and the legal firm are distinct organizational environments, each involves a financial transaction either through provider contracts and expectations, ensuring a successful closing of real estate, or through the provision of legal services in exchange for fees. Therefore, the distinct organizations are at some level exchanging services that are manifested in differing roles, to sustain their organizational vitality. In recent

times financial institutions and real estate brokerage firms may have partnerships or departments

with overlapping functions. For the purposes of this study, I am focusing on the traditional roles

of each organization, real estate transaction from the realtor role, provider contract management

of the insurance company, client representation of the legal firm, and facilitation of holding

depositor funds and lending of the financial institution.

The Purpose

The purpose of this study was to assess the perceived level of servant leadership practiced

in selected organizations: two real estate brokerage companies, a clinical group of an insurance

company, the partners and support staff of a legal firm, and employees of a depository/financial

institution. Using the SL (Liden et al., 2008) will describe the perception of servant leadership

practice and the added demographics and related variables reported in an additional brief

questionnaire will enable investigation of the relationships between the reported perception and

variables. The clinical group of the insurance company supports the providers' responsibility for

the consumers' level of care, the partners of the legal firm support the requests of clients, the

financial institution serves its depositors, and real estate brokerage companies facilitate the

securing of residential and commercial properties; each professional role represented are charged

to hold primary service functions in a community will enable the researcher to highlight the

perceived dimensions of servant leadership of mainstay contributors to the vitality of a

community. Although the focus of this study is in no way exhaustive of the influential

contributors to a community (education, medical, numerous small businesses, non profit

organizations, religious organizations), it is a starting point to investigate perceptions of servant

leadership in these selected organizational settings.

Research Questions and Hypotheses

This study uses the Servant Leadership (SL) scale (Liden et al., 2008) to determine the perception of servant leadership attributes or characteristics in an organizational setting. This survey instrument collects responses for measurement using the following dimensions representing servant leadership: 1) emotional healing; 2) creating value for the community; 3) conceptual skills; 4) empowering; 5) helps subordinates grow and succeed; 6. putting subordinates first; and, 7. behaving ethically (Liden et al., 2008, p. 165).

Research Question #1: To what extent is servant leadership reported as practiced in the employee levels surveyed at each organizational setting?

No hypothesis was tested for this question. Means and standard deviations were used to describe the various levels of servant leadership encountered.

Research Question #2: Is there a difference in how participating employees perceive the presence of servant leadership as practiced in their respective organizations based on demographic variables?

Research Hypotheses 2a through i: There is a significant difference in how employees perceive the presence of servant leadership as practiced in their respective organizations based on:

a. gender

b. age

c. educational attainment

d. number of years of employment with respective settings

e. the number of service/volunteer years reported within their workplace

f. the number of service/volunteer years reported outside of their workplace

g. completion of volunteer related training within their workplace

h. completion of volunteer related training outside of their workplace

i. obtainment of professionally and industry related designations.

Research Question 3 was, Are the concentrations of reported servant leadership practice between settings different from each other?

Research Hypothesis 3: There is a significant difference in the concentration of reported servant leadership practice between settings.

Rationale of the Study

Having a model research level precedent for collecting servant leadership perception data, demographics, and additional related variable data from diverse organizational settings, would aid future research by contributing to a potential knowledge base about community and business level partnerships and perception of leadership qualities at the organizational level. In addition, quantifying variables such as gender, number of years worked, volunteer service within and outside of workplace, related training to volunteer or service roles, and educational attainment to enable reporting of the relationship between servant leadership, will provide meaningful information about the composition of the this purposive sample.

What is not currently known is what employees report as common volunteer service experience, and whether there is significance in demographic variables of respondents who perceive a servant leadership workplace. Greenleaf's postscript (1977) asserts, "servant leaders differ from other persons of goodwill because they act on what they believe" (p. 329). Greenleaf also stated that, "the servant leader, the person who is servant first, is more likely to persevere…or what serves another's highest priority needs than the person who is leader first and who later serves out of promptings of conscience or in conformity in normative expectations" (p. 14). Our complex resource needs (*our*, meaning in our global community) will necessitate

exponential growth in the numbers of individuals who are builders of resources, connectors of resources, recognizers of resources, and nurturers of resources.

Organizations tend to allocate a portion of their budgets to societal issues based in their respective communities or to societal issues at large which have a community majority consensus related to the importance of the issue. The related allocations are facilitated through marketing dollars and/or foundations created within the organization and manifested/contributed to the local community or global community. This process of allocating monies from the organizations' overall budgets is often independent of a leadership practice which may or may not be aligned with the concepts of servant leadership. The organizations chosen for this study do have established giving mechanisms, such as foundations within the overall organization. In addition, each organization also contributes to special events related to societal issues through employee behavior or volunteering or organizational commitment to support specific special events (fundraising walks, art related events, school supplies, and food drives, etc.). This study sought to investigate whether the presence of the perception of servant leadership in an organization points to potential relationships between reported perception of servant leadership, demographic variables, and reported service practices of respondents. Although perception of servant leadership practice and volunteer service activity and related variables may be reported, the findings would represent a reported, current status. This study will not obtain information about intention, motivation, objectives for future direction related to servant leadership or volunteer related service activities.

Significance

This study may offer a baseline or representation of mapping reported servant leadership perception, demographic variables, and volunteer service-related variables in workplace settings.

The actual findings of workplace servant leadership practices and those same respondents'

demographics and reported involvement in volunteer service activity are translated in to a simple

visual product. A detailed illustration of this type may have value to the professionals who are

searching to demonstrate positive impacts of employees in their respective communities.

Perception of workplace servant leadership and related variables is strength-focused perspective

in addition to normal or traditional professional service provision.

Assumptions

The following conditions are relevant to this research study and are important to share

with the reader.

1. The perception of the practice of servant leadership may be found in organizational

    settings.

2. Some organizations will have language in their mission statements that resonates with

    the tenets of Servant Leadership.

3. Some organizations will have language indicative of servant leadership practice and

    report perception of servant leadership practices.

4. Organizations that report the practice of servant leadership will have evidence of

    community commitments related to societal issues such as community event

    sponsorship and/or participation, etc.

5. The respondents were asked with the Liden (2008) scale to reflect on their respective

    manager's behavior and this behavior was considered to be representative of the

    overall workplace environment.

Definition of Terms

Demographic variables: age, gender, years of employment.

Managerial/*Supervisory/Executive level employee:* Employee with title indicating responsibility or oversight of additional employees.

Organizational culture: Russell (2001) explains, "[l]eaders primarily shape the cultures [environments] of their organizations through modeling important values. Ultimately, values serve as the foundational essence of leadership" (p.78). Bolman and Deal (2003) delineate four perspectives for one to consider when analyzing a culture; these perspectives, called "frames" are the structural, political, symbolic, and human resources frame. Driskill and Brenton (2005) share methods of observing cultures, collecting data, and engaging respondents (employees) to gather revealing information for the purposes of obtaining a cultural perspective of a specific organization.

Construct: a set of values, practice, or ideas that are believed to represent an overarching construction of the same.

Delimitations

Several conditions that play a role in the study are described to add context for consideration of this study.

1. The organizational settings chosen for this study represent sectors with geographic and community interest and share some comparable demographics.

2. Settings were chosen based on proximity and feasibility to capture data from regional organizational settings that operate with business models.

3. The study involved a purposive sample consisting of organizations that indicated agreement and willingness to participate in the study.

4. The survey link was made available to administrative/managerial level employees for their dissemination via an online survey tool.

Limitations

1. The researcher sought participation from several Southeast American based companies- from the editor of an historical media company, from the community relations vice president of a utility company, from the director of a local hospital's children's foundation, from a senior level executive office of a manufacturing company, from two large insurance companies, and from a tourism-based industry. The aforementioned settings declined participation reportedly due to human resources concerns, proprietary concerns, time constraints or did not continue communication after initial response.

2. The researcher had no control over completion of survey by respondents or the ability to directly follow up with the sample of survey link recipients.

3. The descriptive data collected through the Liden (2008) instrument and the accompanying questionnaire relied on self-report of participating employee respondents.

4. The researcher included the response data for the Insurance1 and Finance1 organizational settings, because the sites agreed to participate and using the samples might add diversity to the overall sample; however, the response rates for both sites was substantially smaller than the anticipated.

5. The participation of Legal1 was due to snowballing research method, because researcher relied on one participating organization, RE2, to help build case for participation of Legal1 organization.

Overview of Methodology

Utilizing quantitative research methods this study analyzed respondent data from the Servant Leadership scale (Liden et al., 2008) and collected data from additional questions related to demographics and volunteer service experience of the participating organizations. The Servant Leadership scale has been successfully tested in organizational settings (Van Dierendonck, D., & Nuijten, I., 2010).

The study quantifies reported information, which enabled the researcher to investigate servant leadership practice and consider potential significance between reported servant leadership dimensions, demographics, and volunteer service-related variables. The ability to consider all of these variables in visual form offered a current status visual product of findings for each organization.

Organization of the Study

This dissertation is organized in the following five chapters:

Chapter 1 identifies the problem, the purpose, significance of the study, assumptions of the study, delimitations and limitations of the study, definition of terminology, organization of the study, and research questions and research hypotheses.

Chapter 2 presents a review of the literature offering a background for the modern discussion of Servant Leadership, application in our current society, and overviews of the organizations participating in this study.

Chapter 3 delineates the methodology used in the study and discusses the design, setting, population and intended procedures, instrumentation and analysis, and research questions and null hypotheses.

Chapter 4 describes the research procedures, instrument and questionnaire, demographics, results, profiles and summary.

Chapter 5 presents the findings, discussion, conclusion and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter offers a review of literature related to servant leadership and organizational

settings. Secondly, an overview of leadership theories as they have developed over time leads to

the resurgence of literature in the area of servant leadership. Servant leadership literature is

presented from academic leadership authors, from research articles related to business culture

organizational settings and the practice of servant leadership, and from the print and electronic

media available to the public.

Overview of Leadership Theories

In early organizational leadership theories the emphasis often is found in hierarchal

paradigms with the power or decision making influences found at the top of the paradigm.

Following scientific management styles of Taylor (1916), management by objectives seemed to

embrace the necessity of the follower accepting responsibility through outcomes and/or

production (Walton, 1988). Although Taylor (1916) valued the scientific process of efficiency,

his writing did indicate an appreciation of the capability of the employee and the requirement of

the manager to teach, refine techniques, and emphasize reward, "the plum" (Shafritz, Ott,and

Jang, 2005, p. 66). Deming, Follett, Taylor, and Phelps (2007) compare Taylor, Deming

(credited with Total Quality Management), and Follet (teamwork culture), finding that apart

from contextual language the values of all of these approaches do align. Deming et al. (2007)

delineate through comparison of language the progression from system efficiency and outcomes

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to team and organizational design, supporting the same conclusion. In some sense, Follet's

perspective added language (empowerment, horizontal authority) that would compliment the

approaches of Deming, and even Taylor (pp. 1-14). Follet added cultural and organizational

context to the methodology espoused by Deming and Taylor. Deming et al. (2007) stated,

> Contrary to the Taylorian concept of 'knowledge of work" as the basis of cooperation, 'knowledge of system' is the basis of cooperation according to Deming…Follet provides a bridge of 'knowledge' as the basis for securing cooperative workplace- the basis also incorporated by Deming. Taylor's functional foremanship is embedded in Follet's cross-functional terms. (p. 12)

Deming et al. (2007) described the evolution of workplace and related leadership perceptions

from Taylor to Follet.

Theories focusing on needs of followers came to the forefront, such as McGregor Theory

X Theory Y, McClellan's Theory of Need, and participatory management styles (Shafritz, Ott, &

Jang, 2005). Over the past 30 years many leadership styles have seemed to embrace an umbrella

style approach which recognizes the crucial component of valuing and encouraging human

potential and using only pieces of previously published leadership paradigms. For example,

Senge (1990) begins with the systemic view to explain the relationships between the individual

and the potential of the organization. Senge (1990) explains that for a sense of "personal

mastery" (p. 7). to exist, the individual must feel their work is connected to "results that most

matter to them" (p. 7). Overall, Senge (1990) presents a way to consider the entire system, a

global view of an organization, while maintaining that the underlying component of potential for

individual employee success in contribution is mandatory.

Senge (1990) states, "the real leverage in most management situations lies in

understanding dynamic complexity, not detail complexity" (p. 72). In this line of thinking, the

detail of the organizational chart is only valuable as it helps organize information and the flow of

processes, and the important emphasis is on the dynamics, the interplay of the processes, which must involve the individual's potential and sense of ownership or "shared vision" (p. 209).

Servant leadership theory as practiced in an organizational setting allows for a manner of interaction that empower, while respecting the organizational flow as it also allows for positive outcomes for the individual follower. As with any framework for leadership, there is doubt, resistance to, and criticism of the servant leadership approach. Some authors compare servant leadership to transactional and transformational leadership, while many authors cite that the main difference in servant leadership is that "servant leaders are more likely than transformational leaders to demonstrate the inclination to serve marginalized people" (Sendjaya, Sarros,and Santora, 2008). Winston (2003) delineated the Patterson's (2003) distinction between transformational and servant leadership, "transformational leaders do what they do 'for' employees in order to gain greater personal efforts by the employees towards the completion of the organizational goals whereas servant leadership seems to focus on the well-being of the employees" (p.2). Additional authors have compared servant leadership to the principles of transformational leadership, concluding that the primary difference is the focus of the leader (Alban-Metcalf & Beverly Alimo Metcalfe, 2007; Smith, Montagno and Kuzmenko, 2004).

Winston (2003) further develops the model of servant leadership portrayed by Patterson (2003) to include a circular component linking the leader to the follower, "the model…should be viewed as spiral with each 'round' of the model growing in intensity and strength" (p.6). Winston (2003) emphasized the somewhat reciprocal relationship between the follower and the leader and asserted that this extension to Patterson's model allowed for a depiction of a maturing or increasing or a declining in leadership strength due to the relationship.

Robert C. Liden (Wayne, Shore, and Liden, 1997) statistically analyzed the distinctions between Leader-Member Exchange (LMS) and Perceived Organizational Support (POS) and Organizational Citizenship Behavior (OCB); the article's narrative references concepts and language, which mirror the philosophy of servant leadership. In fact, the evolution from the distinct focus on management terms, such as LMS, POS, and OCB, to the larger umbrella of servant leadership research is an example of many aspects of past leadership theory focus that appropriately is championed in current application and study of servant leadership research.

Current Servant Leadership Theory

Feldheim (2004) speaks of stewardship when discussing the practice of servant leadership in public service. She asserts that following the principles of servant leadership and fulfilling a professional function is combining the two highest forms of Kohlberg's Moral Development Scale.

Sendjaya and Sarros (2002) briefly discuss three companies which are purported to follow the tenets of servant leadership. Sendjaya and Sarros state, "servant leaders portray a resolute conviction and strong character by taking on not only the role of a servant, but also the nature of a servant" (pp. 62-63). Authors translate this servant role in terms of qualities or concepts and then develop instruments with the goal of assessing the absence or presence of servant leadership in practice.

Greenleaf (1977) describes the organizational structure of an effort or meeting or initiative that holds a servant leader as, "where the primary leader is 'primus inter pares'- first among equals" (p. 61). This ability to hold responsibility while sharing power or influence would be crucial as a volunteer or an effective leader in an organization.

Constructs of Servant Leadership Practice

Servant leadership research shares a common conceptualization of the definition of a servant leader, although such research is differentiated on the factors for assessment. The seven factors chosen for assessment in Page and Wong (2004) are "developing and empowering others, power and pride (vulnerability and humility), authentic leadership, open, participatory leadership, inspiring leadership, visionary leadership, and courageous leadership (coding key)" (p. 1). Page and Wong (2004) explain, "servant leadership is defined by both the presence of certain positive qualities, and the absence of certain negative qualities" (coding key).

The Organizational Leadership Assessment (OLA) is an instrument created by James Laub (2000). Laub's work has categorized servant leadership components as, "valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership" (pp. 11-13). Senge (1999) also focused on the concept of sharing a vision. Research in the area of servant leadership practice has focused on virtually all societal settings including nonprofit, governmental, academic, health service and provision, institutions both secular and non-secular, and businesses.

The Servant Leadership scale (Liden et al., 2008) is a survey which assesses the reported practice of servant leadership within the constructs of emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Van Dierendonck and Nuijten (2010) found:

> The only research where both an exploratory and a confirmatory sample were included is the one by Liden et al. (2008). They validated a 28-item seven dimensional servant leadership scale in two samples, one consisting of 298 students, the other consisting of 182 individuals working for a production and distribution company. A confirmatory factor analysis confirmed their seven-factor model as the best fitting model. (p.3)

The same authors discussed the instruments of Sendjaya et al. (2008), Dennis and Winston (2003), and Patterson (2003) before highlighting the merits of Liden et al. (2008) and describing

their own effort to add the dimensions of accountability, courage, and "to focus on both the people and the leader aspects of servant leadership" (Van Dierendonck and Nuijten, 2010, p. 3, Section, Phase 1, para. 6).

Servant Leadership Research

Although Spears (1998) effectively translated Greenleaf's concepts and philosophy to more accessible terminology with his character traits of the servant leader, Patterson (2003), Dennis (2005), and others (Washington, Sutton, & Field, 2006; Smith, Montagno, and Kuzmenko, 2004; Stone, Russell, Patterson, 2004; Van Dierendonck and Nuijten, 2010; Russell and Stone, 2002; Page and Wong, 2000; Laub, James, 2000; Joseph and Winston, 2005; Joseph, E., 2006; Barbuto and Wheeler, 2006; Arfsten, Debra, 2006) further developed those traits, characteristics, or qualities, and several researchers have developed survey instruments in efforts to capture the presence of servant leadership in a setting or in an individual (Laub, 2000; Page and Wong, 2000; Barbuto and Wheeler, 2006; Liden, Wayne, Zhao, and Henderson, 2008; Van Dierendonck and Nuijten, 2010).

It is generally accepted that behavior is an indicator of system effectiveness. Ecological theory demonstrates that resources are paramount to any well-functioning system; resources may be economy, family finances, educational level, appropriate housing, appropriate transportation, and access to health and mental health care and service. Reinke (2004) used a survey method to reach all of the 651 employees in a suburban county of Georgia to assess the presence of servant leadership, specifically focusing on "trust" within a relationship (p. 43-52). Reinke's focus was on the "linkage between organizational performance and trust" (p. 40). Reinke translated the servant leadership described by Spears (1998) in to the "characteristics of openness, vision and stewardship" (p. 42).

Drury (2004) presents servant leadership practice findings from using the Organizational Leadership Assessment (OLA). For his dissertation study, Afrsten (2006) used the Organizational Leadership Assessment (OLA) to determine the evidence of servant leadership practice of 313 employees of a Christian-based, for profit organization (p.3). Although the results found servant leadership practice in "some levels of the organization, but not evident throughout the entire organization" (p. iv), therefore the OLA did not score the organization as a servant leader organization overall.

Afrsten (2006) describes the constructs as presented by Laub and as assessed by the OLA; the servant leadership organization values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership. These constructs focus on the interpersonal relationship that is responsive and circular. This circular relationship enables growth for both the individual and the leader and ultimately for the shared mission the two, or the whole, "first among" [several or a multitude of] equal[s] (Greenleaf, 1977)". For an organization to be one practicing servant leadership, the evolution from a linear perspective to the recognition of the reciprocity between community and organization is crucial.

James Laub (2000) has created a platform for organized dissemination of both the research and the instrumentation through the OLA Group, www.olagroup.com, allowing the sharing of his instrument, Organizational Leadership Assessment (OLA), with students, researchers, and organizations. The OLA instrument categorizes the practice of servant leadership within the following practice realms: values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership. A potential disadvantage to the platform of services available through use of Laub's strategies for encouraging research is that the protocol for use requires that the data be collected by the OLA

Group (www.olagroup.com) and then shared with the researcher (student, etc.). This transfer of data step means that the student researcher must not only present their own purpose of study to potential participating organizations, but must also present and win confidence for the purposes of OLA Group (www.olagroup.com) and the required collection of data protocol. In essence, it requires the student researcher to explain an additional party involved in the research, which is independent of, or in addition to, the effort to use the OLA. Donovan Ross (2006) utilized the OLA to investigate perceptions of servant leadership in an educational system setting prior to the research requirements of the OLA Group (www.olagroup.com) detailed in the research requirement sections of the OLA website. Ross mailed hard copy versions of the OLA and was able to include demographic information and collect related demographic data. The OLA Group no longer allows for researchers to collect the data or to add demographic questions, but collects the data and then shares it with the student researcher. These changes and the overall protocol precluded the use of the OLA for this study.

Corporate Servant Leadership

Although Greenleaf called for the servant leadership focus in 1977, research now supports his assertions of the relevancy of and practice of servant leadership in all organizational types. Recent work of Sendjaya, Sarros, and Santora (2008) underscores the relevance of the servant leadership approach in the realm of business.

Brennamen, Keys, and Fulmer (1998) describe the transformation of Shell Group:

> The concept calls for leadership humility in order to support others in learning and leading and acknowledges that everyone has the capacity to be a leader and a servant. The servant leadership philosophy can best be defined as an attempt to put a "human face" on the "coal face" which has so long driven thinking at Shell. (Conclusion, para. 4)

This article describes the personal change required of the leader to be consistently responsive, meaning that he be accessible to both his colleagues and those working below his organizational level. The author describes Shell as "… characterized by a parochial, short-term orientation, typical of American corporations of the time" (Section 2, para 1). The company utilized the Learning and Performance (LEAP) program to move from the patriarchal orientation:

> In order to unleash the potential of Shell's people, the company is moving to systems of governance that disperse authority and responsibility throughout the organization and aim to create a greater sense of ownership and enlarged opportunities for personal growth. (Brennamen, Keys, and Fulmer, 1998, Section 2, para. 6)

This article references the language of Senge (1990) and finds servant leadership capable of meeting the need to expand the corporate systems to allow for growth of both the company and employees.

The Atlanta based chain of Chick-fil-A received an award for customer service centered leader with the headline reading, "Chick-fil-A: Chick-fil-A's Dan Cathy practices servant leadership--and customers and employees of the restaurant chain eat it up" (Saleter, 2004, p. 83). In the article (Saleter, 2004) Dan Cathy describes how his accessibility reaches to working behind the counter and rewarding employees that take customer relationships seriously; this ability is quantified by measuring the number of names of customers an employee can remember. Runners up for the award were Costco and Enterprise Rent A Car, each company emphasizing responsiveness to customer needs and accessibility of employees and customers to decision makers. This example of streamlining the hierarchy or creating a process flow that allows for exemplary interaction between the customer and those financially holding accountability at some level.

Ladik (1998) writes that current marketing strategies have not met the growing demand for a real community presence and opportunity for consumer driven "co-creation" and asserts

that this community link must begin with a transformation of leadership and organizational approach that follows the servant leadership model:

> CMO [Chief Marketing Officers] should learn to think of customers as partners in marketing efforts (e.g., user- generated or community-based marketing). Second, CMOs must alter their top-down mental model and think more as a servant leader. (p.16)

Ladik explains the dramatic change in the marketing climate and shift in reaching the customer base, often through user-generated opportunities. This customer driven approach, where the customer determines his/her own specific criteria and self tailors products is a significant change of company orientation. The traditional method of delivering the company's options, and therefore environment, to the customer for choice has truly shifted to the customers seeking their own prescription of needs. Ladik explains that the call is for, "a movement from transactions to relationships, from products to experiences, and from firm value-added to firm consumer value co-creation" (p.17). Ladik (2008) shares the example of Starbucks being the first company to offer healthcare to employees working "only 20 hours a week" (p.20) and the company's focus on caring for and respecting their employees. This deliberate relationship with the employee translates to creating an experience for drinking coffee that had a potential added market value, the expensive cup of coffee in exchange for a setting, a relational experience. Ladik perceives the CMOs new role of following, seeking, and becoming engaged in technology (YouTube, blogs,etc.) that enables an immediate sense of the consumers' environment. Ladik emphasizes "as long as an organization's structure is more powerful than the drive to serve customers, bridges will never get to a powerful future. Instead, [organizations] will focus on a wasteful present (p. 20)."

The healthcare organization, viewed from the corporate perspective, also has room to transform the focus from internal structure to opening the resources of that structure to meet the consumer's needs. We already see evidence of changing practice from the on-site clinic that is

available after hours but not intended for emergency care to internet communications between patient/consumer and provider. Schwartz and Tublin (2002) discussed the benefit of servant leadership practiced within the healthcare organization to create a "learning environment" where employee retention is higher and everyone benefits. Schwartz and Tublin (2002) present a combination of servant leadership, transformational, and situational styles as beneficial to creating a "synergy" ideal for a "learning organization" (p.1420).

Schwartz and Tublin (2002) state, "academic medical centers, unfortunately, are often excellent examples of large bureaucracies that are over-managed, underled, and rife with inertia and mediocrity" (p. 1421). The authors reference several studies and researchers that describe specific foci for transforming a bureaucratic institution to a receptive and viable organization:

> Servant organizations focus on the tension among service of people (employees and customers), the organization's mission, and society. To move toward servanthood, organizations need liberating visions...Health care provision is the largest service economy in the United States and has an inherent servant nature. ….Such leadership will move beyond transactional exchange to stimulate intellectual capital. Competitive 21st-century health care firms will be characterized as adaptable, creative, relationship oriented, communicative, team driven, having flattened hierarchies, and able to retain employees and engender loyalty in customers. (p. 1426)

The perception of employees about the presence of servant leadership may contribute to the ability to assess if the organization is leaning toward this engaging relationship or if it remains more static and/or more bureaucratic—thereby, alienated from the potential loyalty of the customer and employee.

A Chattanooga area based medical facility has partnered with academic settings and involved professional-level employees in creating curricula geared to educate and support positive and competent interactions with patients and within their professional environments, which interact due to partnerships (Blankenbaker et al., 1999).

Another corporate practice is described by Griffin (2007) in an article titled, "Balancing the leadership paradox". Griffin (2007) describes U.S. Cellular's organization business model and describes U.S. Cellular's perspective that servant leadership is paramount in serving the needs of the customers, employees, and therefore, the company itself. The article describes "polarities":

> We have identified three polarities [in the leader/management dichotomy, p. 53] that leaders face…on a daily basis. These paradoxes must be managed for leadership success. They include leadership and management, essence and form, and business and people results. (p. 53)

After describing the nuances, vision, and implementation involved at the company, the author explains that the servant leadership model helped capture the polarities and offer a way to grasp the commonalities of responsibility and implementation:

> Instead of looking at servant and leadership as independent polarities…we saw them as interdependent. ..The idea behind servant leadership is that the leader is servant first- to his people, team and organization. …You can only succeed when others do….Are those we serve and lead better off because of our leadership? (p. 53)

Griffin (2007) concludes with a brief description of the outcomes which ring true with typical results oriented terminology, "excellence, customer satisfaction, loyalty, retention, new growth, and increasing efficiency" (p.54).

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study is to examine the perception of leadership in several participating organizations and their respective sites using the Servant Leadership(SL) scale (Liden et al., 2008), which allows for description of the perception of leadership practice according to seven constructs of servant leadership.

Design of the Study

This study seeks to answer research questions based on analysis of available existing data and descriptive data reported through the SL scale (Liden et al., 2008). This study qualifies as a non-experimental design, because there is no researcher control or manipulation of independent variables.

Overall, the selection of participating organizations constitutes a purposive, non probability sample. When the researcher realized that Finance1 would be a very small sample instead of the original 200 anticipated from earlier communications with Finance1 approval contact, the researcher sought the advice of RE2 Company, with whom the researcher has a relationship of trust. The RE2 contact sent an introductory email to Legal1 contact which most likely secured the participation of the Legal1 organization. The researcher also contacted the approving contact at Insurance1 in hopes that pre existing professional relationship would lead to full consideration of the academic study. The participation of Legal1 was due to snowballing

research method, because researcher relied on one participating organization, RE2, to help build case for participation of Legal1 organization.

For the analysis of survey responses, data will be collected along the subscales of the instrument and represented in descriptive form as frequency of responses, grouped, coded, and summarized as a whole for each individual and each organization. The purposive sample of five organizations with a primary presence in the Tennessee region includes an insurance company clinical group, Insurance1, two real estate brokerage firms, RE1 Company and RE2 Company, a legal firm, Legal1, and a financial institution, Finance1.

This non-experimental study (Patten, 2005) will utilize two phases of analysis: 1) analysis of secondary data in published company websites; and, 2) descriptive analysis of data from an online survey using the Servant Leadership (SL) instrument scale, as well as demographic and volunteer service-related variables.

The first phase included analysis of existing secondary data to compile published organizational information. This first phase is considered an unobtrusive approach (Royse, 1991). One advantage to the analysis of secondary data is that this portion of the study will not impact the study population and the researcher is able to discover terminology related to stated missions, service for customers and community, and historical origin of the companies. This offers a snapshot of workplace culture and/or what the company believes is important.

To focus on the presence of Servant Leadership, the Servant Leadership scale was chosen and distributed via www.esurveyspro.com for anonymous completion online, following the link provided by the primary contact with each participating organization. The sample included five organizational settings and involved the written agreement of the managing broker (Broker) of RE1 Company, a vice president of RE2 Company, a member of a clinical group of insurance

company, Insurance1, a managing partner of a legal firm, Legal1, and an executive level employee of Finance1. Each organizational contact agreed to disseminate the survey link via email to their colleagues. This survey was installed online with link made available to participating contact at each organizational setting, to include in an email sent to subordinates, colleagues, or the equivalent thereof. Each organizational setting was offered anonymity for their participation in the study; this offer was recognized as prerequisite and reflected in the body of the Institutional Review Board approval letter. The researcher discovered that ensuring anonymity and confidentiality was a crucial piece for securing agreement from organizations, perhaps due to the sensitive nature of the survey content or concerns of liability. The researcher conveyed to each participating organizations that their participation would be known only to the researcher and the Dissertation Committee members. Hereinafter, references to the participating organizations will be RE1 Company, RE2 Company, Insurance1, Legal1, and Finance1.

Population: Organizational Settings

The population for this study includes the executive, managerial, supervisory, operational and support employee levels of RE1 Company, RE2 Company, Insurance1, Legal1, and Finance1. These organizations have a prominent or sole base in the Tennessee region. The target population for the survey includes executive, managerial, supervisory, and support employee levels of each organizational site. The sample was obtained by directly contacting organizations in the Southeast region which followed a business model and agreed to the nature and method of the study.

Legal Firm

Legal1 was founded in the late 1800s and maintains its sole office location in Tennessee with a prestigious affiliation allowing the firm to represent clients globally. The website describes historical and current practice serving the community and individuals without compensation. Legal1's leadership of partners and shareholders holds longstanding volunteer relationships with nonprofit entities. The volunteer- based presence of Legal1 demonstrates a substantive corporate practice of meaningful involvement of its surrounding community. Legal1 consists of just under 100 employees including 38 attorneys who made up the recipient pool after a senior level partner agreed to participate in this academic study. Of the 38 attorneys, 17 completed the voluntary study after receiving an email communication requesting their consideration to voluntarily complete the online survey (Legal1 corporate website).

Real Estate Brokerage Firms

According to the Chattanooga Association of Realtors' website, www.mymls.org, as of the end of October 2010 there were 158 real estate brokerage companies involved in transactions. Two real estate brokerage firms agreed to participate in the study, one with a longstanding presence in Tennessee and the second with a relatively new presence in the Tennessee area.

RE Company 1was founded in 1983 as a partnership, and the first local franchise in the Chattanooga community was established in 2005 (http://www.bbb.org/chattanooga/business-reviews/real-estate, accessed November 2010). The first location has a managing partner, a managing broker, and additional supporting staff personnel overseeing approximately 100 associates (RE Company 1 website, November 2010). An associate may be an affiliate broker or broker, must be licensed by the state of TN, and many are also licensed in the states of Georgia

and Alabama. All local franchises are legally and financially accountable to Tennessee legal code regarding brokerage, licensing, advertising, etc. as well as being legally and financially tied in various ways to the RE Company 1 national office. Each franchise site must have a managing broker. The RE Company 1 model includes profit sharing and a leadership council, the Associate Leadership Council, ALC, comprised of associates, which direct the firm's activities from financial to marketing to company related social activities. The associate broker, broker, and supporting staff roles for RE Company at two sites totaled 100 at the time of survey distribution via email communications. Of the 100 who were sent the email from the managing broker, 34 successfully completed the survey.

RE Company 2 was founded in the late 1920s and has expanded to hold several sites in the Tennessee area which positions this company to exercise real estate business, development and management throughout the Southeast part of the Unites States of America. Similar in licensing and legal requirements of RE Company 1, RE Company 2 consists of associates, brokers, support and administrative staff, with independently managed sites throughout Tennessee. RE Company 2 provides extensive resident and commercial service to its clients throughout the Southeast. A Vice President of the main RE Company 2 office located in Chattanooga agreed to participate in the study and distribute the request for participation to 39 RE Company 2 staff including support staff, brokers, associates, and managerial/supervisory level employees. Of the 29 staff who received the email, there were 17 successful completions of the survey.

Insurance: Clinical Group

This organizational setting is a regional organization of a National insurance entity. A group within the regional organization is based in Tennessee and is comprised of 15

professionals with roles including social worker, nurses, and managing nurses. The Insurance1 group facilitates a state managed care health plan founded in the mid 1990s. The company website describes the origin, mission, values, and attributes (accessed January 2012). The language used in the overview includes words which correlate to the tenets of servant leadership, such as "ethical, socially responsible, partner, commitment, knowledge…" "The clinical insurance group is charged to manage providers' care of their subscriber base. An employee within this group sought supervisory approval for participation in this study. After approval was secured, the employee member distributed an email with online survey link requesting voluntary participation in the study. Of the 15 staff members of the clinical group who received the email with survey link, five voluntarily participated in the study.

Financial Institution

According to the Chattanooga Chamber of Commerce report (www.chattanoogachamber .com/economicdevelopment/data_book.pdf), first accessed in August 2010), the participating financial institution was established in 1960. This financial institution is termed a depository institution and continues in the Chattanooga Metropolitan Area (MSA) area with approximately 20 locations. The Chamber of Commerce (www.chattanoogachamber.com) lists over 20 "company management personnel." The contact person for the purposes of this study served in an executive level position in August 2010 and reported 200 direct reports with which to share the survey and additional questionnaire items link once the proposal for study was approved by the Dissertation Committee. When the survey actually was open, beginning in March 2011, esurveyspro.com showed that 6 employees started the survey, resulting in 4 completions instead of "200 direct reports." The researcher is uncertain of the reason(s) why the survey link was opened only 6 times. It is possible that the 200 direct reports were targeted, but the researcher

has no evidence to suggests that it was received by more than the six recipients who opened the link to the survey. Of the four completed surveys, there were no outlier responses to indicate effort to complete due to social desirability and no outliers to indicate that the respondents were motivated to share displeasure or discontent with the workplace. The researcher chose to include the response set of 4 as a financial organization sample of availability.

Zella Armstrong (1940) devoted a chapter to banking in Chattanooga and after 1865 over 35 banks had been formed (Armstrong, 1940, pp. 128-137); several banking formations were short lived, but this historical information demonstrates the concentration of financial interests in the Chattanooga community. Today, there are numerous banking organizations with a strong presence in the Tennessee area, including locally-based, national, and regional.

Instrumentation

The Servant Leadership Scale (Liden et al., 2008) was chosen for this study after permission was obtained from the primary author of the study, Robert C. Liden. Liden et al. (2008) produced a 28-item survey instrument that collects responses that measure the perception of servant leadership in the workplace. The responses correlate with the seven servant leadership "dimensions" based on servant leadership research. The dimension titles are emotional healing, creating value for the community, conceptual skills, empowering; helps subordinates grow and succeed, putting subordinates first and behaving ethically (Liden et al., 2008). Van Dierendonckm D., & Nuijten, I. (2010) explained that the scale was validated using two samples and a confirmatory factor analysis was conducted confirming their model linked to seven dimensions. The SL scale (Liden et al., 2008) offers a concise and comprehensive method of obtaining survey data to determine the perception of practice of servant leadership in organizational settings. With permission of the author, this researcher added nine demographic

questions for the purpose of this study. These specific questions collected gender, age, educational attainment, number of years worked with the specific organization, number of service/volunteer roles within their workplace, number of service/volunteer roles outside of their workplace, completion of volunteer training within their workplace, completion of volunteer training outside of their workplace, and completion of professionally related designations.

Data Collection Procedures

Organizational overviews and descriptive information were collected from published data from these organizations from their respective websites, company information, related articles found through literature review, and personal communications. The survey was made available via www.esurveyspro.com thus providing convenience, ease and anonymity to each volunteer respondent. The online survey method meant that the opening page of the survey was in fact the consent form. After viewing the introduction and consent letter, the respondent was able to continue and view the survey and the additional demographic and volunteer service-related data.

 The researcher paid for a subscription level to www.esurveyspro.com to prepare for a potentially larger pool of survey respondents and also to ensure that the data would be available in a format which would be transferable to Excel for data analysis.

Utilization of the online survey site, www.esurveyspro.com , enabled each respondent to voluntarily complete the survey by following the link assigned to each organizational site. A primary assurance, as the researcher requested organizational approval, was the ability to allow for anonymous and confidential completion of survey should a recipient of the email with the survey link decide to participate. The only identifying aspect of the individual completions was the Internet Protocol address (IP), "a numerical label assigned to each device (e.g., computer, printer) participating in a computer network that uses the Internet Protocol for communication"

("IP address," 2003). The Internet Protocol addresses were assigned to each respondent through the collecting aspects of www.esurveyspro.com but were not used by the researcher in analyzing data. The IP addresses were not collected by the researcher when transferring response sets to Excel and then to SPSS for analyzing data.

Prior to contacting the organizations for dissemination of the email with survey link, this researcher conducted a small pilot of the online survey using a personal contact who then shared it with colleagues via email requests. This pilot and feedback from contact did not indicate any challenges with the survey delivery method other than ensuring the survey was open prior to distribution of survey link. Next, the link to the survey was shared in the body of an email by the approving contact person at each participating organization. The body of the email emphasized the voluntary nature of the survey, the anonymity of responses, and the time window for survey availability. This information was also included in detail in the opening survey page that also serving as informed consent page prior to respondent voluntary option to begin the survey. Feedback from the RE1 executive level contact indicated that the survey took less than 4 minutes to complete.

Research Questions and Null Hypotheses

Three research questions and related null hypotheses are presented as follows:

Research Question 1 was, To what extent is servant leadership reported as practiced in the employee levels surveyed at each organizational setting?

No hypothesis was tested for this question. Descriptive statistics (means and standard deviations) were used to answer this question.

Research Question 2 was, Is there a difference in how participating employees perceive the presence of servant leadership as practiced in their respective organizations based on demographic variables?

Null Hypotheses 2a through I were that there would be no significant differences in how employees perceive the presence of servant leadership as practiced in their respective organizations based on:

a. gender

b. age

c. educational attainment

d. number of years of employment with respective settings

e. the number of service/volunteer years reported within their workplace

f. the number of service/volunteer years reported outside of their workplace

g. completion of volunteer related training within their workplace

h. completion of volunteer related training within their workplace

i. obtainment of professionally and industry related designations.

Research Question 3 was, Are the concentrations of reported servant leadership practice between settings different from each other?

Null Hypothesis 3 was that there would be no difference in the concentration of reported servant leadership practice between settings.

Data Analysis

At the end of the survey data collection period the data was transferred from www.esurveyspro.com to SPSS software for statistical analysis. Although the instrument produces quantifiable data, the data is descriptive in nature with a "threshold" of the perception

of servant leadership in the workplace either met or not met, per respondent (Liden, personal communication). Respondent data was collected individually and connected to the additional demographic variables and potential commonalities of experience, nominally coded to enable descriptive statistics and comparisons. In addition, data was collected for the organization as a whole when overall respondent data is grouped according to the threshold for perception of servant leadership practice.

The data for each participating site, RE1, RE2, Insurance1, Legal 1, and Finance1 were grouped according to site for an overall profile of reported perception of servant leadership per site. These overall means were categorized according to the survey instrument authors' (Liden et al., 2008) published dimensions of emotion, community, conceptual skill, empowerment, growth, service, and ethical behavior.

CHAPTER 4

QUANTITATIVE ANALYSIS

The purpose of this study was to assess the perceived level of servant leadership in business model organizational settings. The research assessed the reported perception of servant leadership per respondent by use of the SL Scale (Liden et al., 2008) which is a Likert survey. After receiving permission from Liden, the researcher added demographic and volunteer service-related questions to the online survey. When online surveys were closed to organizational sites, the researcher collected all the data by initially saving the data sets per organizational site in excel, then merging the organizational sites data in excel. All respondent datasets were labeled according to their corresponding organization to enable future manipulation in SPSS. The research examined the potential relationships between servant leadership perception and reported demographic variables and factors related to volunteer experience and practice.

The researcher contacted the manager and/or executive level employees of several business model organizations with a prominent or sole base in the Southeast to request participation in the study by sharing the online survey link with their colleagues and also sending at least one reminder via email to the original employee recipient group. Five sites agreed to participate and four sites fully participated at the level of sharing the link and sending follow up email.

The SL survey with the additional demographic questions was transferred to an online format for online access via www.esurveyspro.com. The SL scale instrument allowed for

categorization of responses according to the seven servant leadership dimensions representing

servant leadership (Liden et al., 2008).

For the purposes of this study, the seven servant leadership dimensions (Liden et al.,

2008) were calculated per site to allow for consideration of the primary research question. Table

4.1 combines portions of the survey *Item Key* (Liden et al., 2008), which lists the seven

dimensions of the SL with the corresponding survey item numbers, and the corresponding code

names for each dimension as referenced throughout this study.

Table 4.1 SL Dimensions: Item Key and Code Names

SL dimension categories	Code name	Survey item numbers
Emotional healing	Emotion	6,13,20,27
Creating value for the community	Community	7,14,21,28
Conceptual skills	Conceptual	1,8,15,22
Empowering	Empower	2,9,16,23
Helping subordinates grow and succeed	Growth	3,10, 17, 24
Putting subordinates first	Promote	4,11,18,25
Behaving ethically	Ethics	5,12,19,26

After the collected data was entered into SPSS and labeled accordingly, the researcher

singled out each organization for specific consideration. Seven columns were added within the

SPSS database to allow for subsequent computation of each of the SL dimensions means per

respondent. So, for each respondent, numbers 1-77, there were seven corresponding columns

where the average of the survey item numbers was calculated after researcher entered the

formula within SPSS. After having means for each dimension at the respondent level, the

researcher was able to address each organizational site individually creating an average for each

dimension score for each participating organization. Subsequently, the research questions and null hypotheses were addressed by consideration of the servant leadership dimension means by site.

Research Question #1: To what extent is servant leadership reported as practiced in the employee levels surveyed at each organizational setting?

Next, the researcher began the analysis of the relationships between the seven dimension means per site and the demographic variables, thereby addressing each of the research hypotheses of research question # 2.

Research Question #2: Is there a difference in how participating employees perceive the presence of servant leadership as practiced in their respective organizations based on demographic variables?

The third research question focused on concentrations of reported perception of leadership practice per site.

Research Question #3: Are the concentrations of reported servant leadership practice between settings different from each other?

This chapter covers the research questions, demographics of sites, instrument, results, and summary.

Demographics

The five sites consist of one legal firm (sample size 38), one insurance group within a regional insurance company (sample size 15), two real estate brokerage companies (sample sizes 100 and 39, respectively), and one financial institution (sample size 6) for a total recipient pool of 198 employees of business model organizations in the Tennessee of which 77 responses constituted the working sample.

Table 4.2 details the number of valid responses and resulting response rate per site. Many of the responses with missing data represent respondents who started the survey and did not complete responses for certain survey items or demographic question items for reasons unknown to the researcher, as the survey was online and individual participation was anonymous. Many potential respondents opened the survey, but did not complete the online survey. Response sets were considered valid if a majority of responses to the online survey were completed. After reviewing the data per respondent, the response rates according to site are detailed in Table 4.2.

Table 4.2 Respondent Participation Rate per Site

Site	Sample size	Number of respondents	Response %
Insurance1	15	5	33.0
RE2	39	17	43.5
Financial1	6	4	66.0
Legal1	38	17	44.7
RE1	100	34	34.0
Totals	198	77	39.0

The breakdown by gender of participants of all sites is detailed in Table 4.3. Overall, the entire respondent sample included 56 females and 20 males, with one respondent not sharing gender.

The age range of respondents per site is detailed in Table 4.4. Overall, 26% of respondents were in the age range of 18-33, 31% were in the age range of 34-49, 42 % of respondents were 50+ years of age or older, and just over 1% did not complete the age range survey question.

Table 4.3 Gender of Respondents per Site

| | Male | | Female | |
Site	N	%	N	%
Insurance1	1	20.0	4	80.0
RE2	12	71.0	5	29.0
Financial1	0	0.0	4	100.0
Legal1	4	24.0	13	76.0
RE1	3	9.0	30	91.0
Totals	20	26.3	56	73.7

Table 4.4 Age Range of Respondents per Site

| | 18-33 | | 34-49 | | 50+ | |
Site	f	%	f	%	f	%
Insurance1	3	60	0	0	2	40
RE2	0	0	7	41	10	59
Financial1	0	0	1	25	3	75
Legal1	2	12	8	47	7	41
RE1	15	46	8	24	10	30

Table 4.5 presents the demographic variable of years worked at respondent's respective organization per site. Of the entire respondent sample 7.8% of respondents had worked less than one year, 29.9% of respondents had worked between 1- 5 years, 24.7% had worked between 6-10 years, 15.6% had worked from 11-20 years, 20.8% had worked 21 years or more and just over 1% did not complete this question.

Table 4.6 details the years each respondent volunteered within their respective organizational site. 57.1% reported volunteering less than 1 year in their organization, 41.6% reported volunteering between 1 to 5 years and just over 1% did not respond to this question.

Table 4.7 details the years each respondent volunteered outside of their respective organizational

site.

Table 4.5 Years Worked With Respondent's Respective Organization

	Insurance1		RE2		Financial1		Legal1		RE1	
	f	%	f	%	f	%	f	%	f	%
<1	0	0	0	0	0	0	1	6	5	15
1 to 5	5	100	2	12	4	100	3	18	9	27
6 to 10	0	0	5	29	0	0	7	41	7	21
11 to 20	0	0	4	24	0	0	4	23	4	12
21+	0	0	6	35	0	0	2	12	8	24

Table 4.6 Years Volunteered Within Organization Site

	Insurance1		RE2		Financial1		Legal1		RE1	
Years	f	%	f	%	f	%	f	%	f	%
< 1	4	80	6	35	3	75	6	35	20	61
1–5	1	20	10	59	1	25	4	24	7	21
5+	0	0	1	6	0	0	7	41	6	18

Table 4.7 Years Volunteered Outside of Organization

	Insurance1		RE2		Financial1		Legal1		RE1	
Years	f	%	f	%	f	%	f	%	f	%
< 1	1	20	4	23	1	25	8	47	15	46
1–5	4	80	11	65	0	0	3	18	14	42
5+	0	0	2	12	3	75	6	35	4	12

Table 4.8 presents the respondents' volunteer related training completed within their respective organizational settings and Table 4.9 presents the respondents' volunteer related training completed outside of their organizational site. Overall, over 90% of respondents did not complete volunteer role related training at their organizational site and 41% of respondents reported completing training related to a volunteer role away from their organizational site.

Table 4.8 Completion of Volunteer Related Training: Within Site

	Insurance1		RE2		Financial1		Legal1		RE1	
	f	%	f	%	f	%	f	%	f	%
Yes	0	0	1	6	0	0	2	12	0	0
No	5	100	16	94	0	100	15	88	0	100

Table 4.9 Completion of Volunteer Related Training: Outside of Site

	Insurance1		RE2		Financial1		Legal1		RE1	
	f	%	f	%	f	%	f	%	f	%
Yes	3	60	6	35	2	50	7	42	14	43
No	2	40	11	65	2	50	10	58	17	57

Table 4.10 displays the breakdown of educational attainment per site, and overall the percentages for the respondent sample revealed that 42% had completed high school or obtained their GED, but had not acquired a college degree, 22% had obtained an associate degree, 18% had obtained their bachelor's degree, almost 16% had acquired a master level degree or higher, and almost 3% of respondents did not have a response for that demographic question.

Table 4.10 Educational Attainment per Site

	HS,GED, no college degree		Associate's degree		Bachelor's degree		Master's degree or higher	
Site	f	%	f	%	f	%	f	%
Insurance1	0	0	3	60	1	20	1	20
RE2	7	41	5	29	5	29	0	0
Financial1	2	50	1	25	0	0	1	25
Legal1	5	29	1	6	2	12	9	53
RE1	17	53	7	22	6	19	2	6

Table 4.11 shows the breakdown per site of obtainment of professionally related designations. The respondent sample as a whole showed that 61% of respondents had obtained professionally related certification or designations.

Table 4.11 Professionally Related Designations Obtained per Site

	Yes		No	
Site	f	%	f	%
Insurance1	5	100.0	0	0.0
RE2	11	65.0	6	35.0
Financial1	2	50.0	2	50.0
Legal1	9	56.0	7	44.0
RE1	20	62.5	12	37.5

Data Analysis

Analysis of SL Data

For the purposes of this study researcher will address each individual research question sequentially with reported data and findings. According to the dimensions as detailed by the *Item Key* (Liden et al., 2008) the overall respondent data of perception of servant leadership were

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computed using SPSS. The researcher followed direction of the survey author, Liden (personal communication, September 2010), and the means were interpreted to represent a threshold of positive perception of servant leadership practice if the mean was greater than or equal to 4 per respondent and a deficit of perception threshold of servant leadership if the mean per respondent per dimension was 0-3.9. Over 96% of individual respondent level dimension means met the threshold for perceiving servant leadership in the workplace, and all organizational site level dimension means met the threshold for perceiving servant leadership in the workplace. Table 4.12 presents the means for each site according to the SL dimensions.

To assist in the compilation of tables the researcher used the SPSS *Custom Tables* feature and tailored data format to enable presentation by site per grouping variable and test fields. In addition, when testing was chosen under nonparametric function, the outputs were saved according to site and printed to assist researcher in combining the overall findings of each site in to one table for each research hypothesis, thereby representing output findings for all sites within one table.

Research Question 1 was, To what extent is servant leadership reported as practiced in the employee levels surveyed at each organizational setting?

Overall SL Scores

Each of the 5 sites reported an overall perception of servant leadership practice within their workplace settings. Table 4.12 presents the overall mean scores per dimension per site showing that each site perceived overall servant leadership with mean totals exceeding the threshold for positive perception of 4.0 or greater (4.0 to 7.0) for each of the seven dimensions.

Table 4.12 Overall Mean Scores per Servant Leadership Dimension per Site

Site	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	5.20	5.25	5.80	5.60	5.55	5.40	5.60
RE2	5.68	6.03	5.90	5.65	4.94	4.51	5.91
Financial1	5.69	5.63	6.00	5.63	5.63	5.25	6.06
Legal1	5.00	5.41	5.85	5.68	5.12	4.35	6.16
RE1	5.10	4.76	5.64	5.43	5.24	4.60	5.45

To address each research hypotheses of research question #2, the researcher will detail findings for each site per research hypothesis in summary table format after each research hypothesis.

Research Question 2 focused on presenting demographic findings and dimension scores using nonparametric analysis, because each demographic item has a non-normal distribution, Mann-Whitney U analyses were used when ranked SL dimension means have two values, such as gender. The Kruskal-Wallis test was used when there were more than two values for grouping variables, such as educational attainment. The results for the nonparametric analyses will be displayed after each research hypothesis in a summary table format for more fluid presentation.

Research Question 2 was, Is there a difference in how participating employees perceive the presence of servant leadership as practiced in their respective organizations based on demographic variables?

Null Hypothesis 2a was that there would be no difference in how employees perceive the presence of servant leadership as practiced in their respective organizations based on gender.

The nonparametric Mann-Whitney U analyses for gender compared the seven dimension means and retained the null hypotheses for Insurance1, Legal1, and RE1, but significance was found for the Empower Mean for RE2 ($p = .05$) with female gender reporting higher perception

of empowerment. The critical alpha was set at $p = .05$ and the confidence interval level was 95%

for all statistical tests. Financial1 respondents were all of the same gender, so no analyses were

conducted for Financial1 site for gender.

Table 4.13 Probability Levels for Servant Leadership Dimensions and Gender

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	.16	.72	.15	.28	.15	.15	.16
RE2	.46	.92	.24	.05*	.06	.42	.25
Financial1	—	—	—	—	—	—	—
Legal1	.91	.17	.36	.27	.36	.61	.33
RE1	.68	.47	.37	.09	.17	.59	.78

*$p < .05$.

Null Hypothesis 2b was that there would be no significant difference in how employees

perceive the presence of servant leadership as practiced in their respective organizations based

on age.

Table 4.14 presents the analyses for each site according to each SL dimension mean for

the grouping variable of age. The Insurance1, RE2, and Financial1 sites included 2 values for

the age variable and the Mann-Whitney U statistical test was used accordingly. The Legal1 and

RE1 sites had more than 2 values for the age range variable and therefore, independent samples

Kruskal-Wallis test was applied to the respondent data. For both nonparametric tests used for this

research hypothesis related to age the criteria alpha as set at $p = .05$ and the confidence interval

level was 95%. The null hypothesis was retained by the data analysis.

Null Hypothesis 2c was that there would be no significant difference in how employees

perceive the presence of servant leadership as practiced in their respective organizations based

on their educational attainment.

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Table 4.14 Servant Leadership Dimensions and Age

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	.08	.08	.08	.08	.14	.08	.08
RE2	.43	.73	.40	1.00	.84	.37	.59
Financial1	.18	.16	.08	.18	.18	.18	.16
Legal1[a]	.32	.61	.40	.31	.46	.27	.52
RE1[a]	.93	.34	.95	.26	.50	.32	.35

Note. Significant if < .05.

[a] Signifies that Kruskal-Wallis was applied.

Table 4.15 shows the statistical findings for the perception of servant leadership dimension mean and educational attainment according to site and dimension means. The nonparametric independent samples Kruskal-Wallis test was used for Insurance1 because the educational attainment grouping variable had more than 2 values. For RE2 site significance was found for the Empower Dimension Mean at $p = .01$ (degrees of freedom=2), therefore rejecting the null hypothesis for the dimension of Empower for RE2 site. According to SPSS output model viewer the respondents with educational attainment of an associates degree reported lower perception overall of servant leadership related to dimension of empowerment than the respondents with no college degree or those with a bachelor's degree.

Null Hypothesis 2d was that there would be no significant difference in how employees perceive the presence of servant leadership as practiced in their respective organizations based on their number of years of employment with respective settings.

Table 4.16 details the statistical findings for each site according to the potential significance between a respondent's number of years of employment with their site and the respondent's reported perception of servant leadership within their organization. For the Insurance1 and Financial1 sites, all respondents had worked between 1-5 years, represented by a

Table 4.15 Probability Levels for SL Dimensions by Site Based on Educational Attainment

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1[a]	.34	.26	.26	.21	.19	.34	.34
RE2[a]	.71	.26	.24	.01[b]	.05	.54	.30
Financial1	.18	.16	.08	.18	.18	.18	.16
Legal1[a]	.61	.08	.06	.07	.23	.40	.3
RE1[a]	.93	.81	.44	.17	.41	.69	.52

Note. Significant if <.05.

[a] Signifies that Kruskal-Wallis test was used.

[b] RE2 site: significant for Empower mean.

Table 4.16 Probability Levels for SL Dimensions by Site Based on Years Worked

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	—	—	—	—	—	—	—
RE2[a]	.62	.54	.95	.26	.50	.30	.55
Financial1	—	—	—	—	—	—	—
Legal1[a]	.37	.31	.28	.12	.18	.13	.19
RE1[a]	.87	.34	.58	.50	.37	.15	.83

Note. Significant if < .05.

[a] Signifies Kruskall-Wallis test was used.

specific coding value, 2, so no analyses was conducted for this site according to the null

hypothesis. The Kruskal-Wallis test was applied for the RE2, Legal1, and RE1 sites which

allowed for the consideration of more than two groups of the years worked at respective setting

variable. All tests supported retaining the null hypothesis.

Null Hypothesis 2e was that there would be no significant difference in how employees

perceive the presence of servant leadership as practiced in their organizations based on the

number of service/volunteer years reported within their workplace.

Table 4.17 presents the statistical results for the research hypotheses considering a significant difference in how employees perceive the presence of servant leadership as practiced in their organization based on volunteer service within their workplace. The Mann Whitney U and Kruskal-Wallis tests were applied to the data according to the number of values for the grouping variable per site. The criteria alpha was set at .05 and the confidence interval level was 95%. The independent samples Mann Whitney U Test was applied for the Insurance1 site because the grouping variable did not exceed 2 values. The independent samples Kruskal-Wallis test was used for the RE2, Legal1, and RE1 sites because the grouping variable did exceed 2 values. Significance ($p <$ .05) was found for RE2 for the Empower and Growth dimension means, at $p = $ .032 and .013 respectively with degrees of freedom, 2, and the variable of "1-5 years" translating to higher Growth and Empower means than for the variable of "less than 1 year". Significance was found for RE1 site for the Growth dimension mean at $p = $ .034 using the Kruskal-Wallis test. Therefore, the null hypothesis was rejected for the RE2 and RE1 sites according to results listed in Table 4.17.

Table 4.17 Probability Levels for SL Dimensions by Site and Volunteer Service Within Organization

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	.48	.72	.72	1.00	.72	.48	.48
RE2[a]	.31	.34	.48	.032*	.013*	.15	.25
Financial1	.18	.16	.08	.18	.18	.18	.16
Legal1[a]	.38	.83	.57	.17	.20	.11	.79
RE1[a]	.52	.12	.48	.55	.034*	.09	.24

[a] Signifies that the Kruskal-Wallis test was used.

*$p < $ .05.

Null Hypothesis 2f was that there would be no significant difference in how employees perceive the presence of servant leadership as practiced in their organizations based on the number of service/volunteer years reported outside of their workplace.

Table 4.18 presents the Mann-Whitney U test findings for the Insurance1 site and the Kruskall-Wallis test findings for Finance1, Legal1, RE1, and RE2 sites for the null hypothesis. Using Kruskall-Wallis test, RE2 was significant, rejecting the null hypothesis, for Growth dimension ($p = .01$) showing that for respondents who reported volunteering "between 1 to 5 years" outside of the organization had higher means for the Growth dimension domain. Legal1 tested significant, rejecting the null hypothesis, for the Promote ($p = .04$) and Ethics ($p = .03$) dimension means. For Legal1 on the Promotion dimension mean, the respondents who had volunteered "less than 1 year" had lower scores than respondents who had volunteered "1 to 5 years" outside of their workplace, yet the respondents who had volunteered "more than 5 years" also had lower scores for the Promotion dimension mean. For the Legal1 Ethics dimension mean, the respondents who volunteered outside the organization for "less than 1 year" had lower Ethics dimension mean scores than respondents who volunteered "1 to 5 years" and "more than 5 years". The criterion alpha was set at .05 and the confidence interval was 95%.

Null Hypothesis 2g was that there would be no significant difference in how employees perceive the presence of servant leadership as practiced in their organizations based on completion of volunteer related training within their workplace.

Table 4.19 shows the Mann-Whitney U test findings for reported presence of servant leadership based on completion of volunteer related training within their workplace site. The null hypothesis was retained for each site, except for Insurance1 site. Insurance1 site was not tested for this hypothesis because no respondents reported volunteer related training completed at their

Table 4.18 Probability Levels for SL Dimensions by Site Based on Years Volunteered Outside of Workplace

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	.48	.72	.72	1.00	.72	.48	.48
RE2[a]	.52	.89	.45	.19	.01*	.16	.57
Financial1	.66	1.00	.56	.65	.66	.66	1.00
Legal1[b]	.21	.85	.20	.07	.05	.04*	.03*
RE1[c]	.33	.09	.86	.72	.84	.65	.61

[a] RE2 was significant for Growth Dimension Means ($df = 2$) using Kruskall-Wallis test.

[b] Legal1 was significant for Promote and Ethics Dimension Means ($df = 2$) using Kruskall-Wallis test.

[c] Signifies that the Kruskal-Wallis test was used for RE1.

*$p < .05$.

Table 4.19 Servant Leadership Dimension Means and Volunteer Related Training Within Organization

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	—	—	—	—	—	—	—
RE2	.84	.54	.26	.35	.76	.84	.74
Financial1	.66	.16	.56	.18	.18	.18	.16
Legal1	.26	.10	.15	.36	.50	.23	.82
RE1	.40	.49	.13	.83	.60	.43	.53

Note. The significance level is .05.

workplace; there was no support of research hypothesis for the remaining 4 sites. The criterion alpha was set at .05 and the confidence interval was 95%.

Null Hypothesis 2h was that there would be no significant difference in how employees perceive the presence of servant leadership as practiced in their organizations based on completion of volunteer related training outside of their workplace.

Table 4.20 presents Mann Whitney U test findings for the grouping variable of volunteer training completed outside of workplace setting. The independent samples median test was used to test the data for the RE1 respondent sample, because there was a missing value for the response on this variable for one respondent. Findings supported retaining the null hypothesis at the significance level of .05 and confidence interval level of 95.

Table 4.20 Completion of Volunteer Related Training Outside of Organization.

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	.08	.55	.14	.37	.37	.08	.08
RE2	.36	.48	.61	1.00	.58	.51	.66
Financial1	.44	1.00	.32	1.00	1.00	1.00	1.00
Legal1	.96	.92	.43	.66	.56	.70	.92
RE1*	.40	.16	.23	.40	.16	.40	.54

The significance level is .05.

*The independent samples median test was applied to the data set for the RE1 site for this grouping variable

Null Hypothesis 2i was that there would be no significant difference in how employees perceive the presence of servant leadership as practiced in their organizations based on obtainment of professionally and industry related designations.

Table 4.21 shows Mann-Whitney U test findings according to the null hypothesis that there is no significant difference in the perception of servant leadership based on obtainment of professional and industry related designations. Criteria alpha was set at .05 with a confidence interval level of 95%. Insurance1 response set was not tested, because all respondents reported one value, yes, for obtaining professional certification or designations, therefore there was no difference in variable for which to test. Findings support the rejection of the null hypothesis for the Empower ($p = .02$) and Growth ($p = .01$) dimension means for the RE2 site. RE2

respondents who obtained professionally related certifications/designations had an overall higher

Empower dimension mean. Findings support the rejection of the null hypothesis for the RE1 site

for the Empower ($p = .01$) dimension; when RE1 respondents reported obtaining professionally

related designations/certifications the overall Empower dimension means were higher.

Table 4.21 Servant Leadership Dimensions and Obtainment of Professional
Certifications/Designations

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics
Insurance1	—	—	—	—	—	—	—
RE2	.92	.27	.58	.02*	.01*	.24	.53
Financial1	.44	1.00	.32	1.00	1.00	1.00	1.00
Legal1	.67	.79	.11	.08	.20	.40	.75
RE1*	.60	.09	.45	.01*	.24	.47	.55

The significance level is .05.

*Significant for site RE2 for dimensions of Empower and Growth.

*Significant for site RE1 for Empower dimension.

Research Question 3 was, Are the concentrations of reported servant leadership practice

between settings different from each other?

Null Hypothesis 3 was that there would be no significant difference in the concentration

of reported servant leadership practice between settings.

The last column of Table 4.22 presents the average of sum of dimensions means column

for each site. Although each site had dimension means which surpassed the threshold of 4.0 for

perception of servant leadership, Financial1 had the highest average of all servant leadership

dimension averages (5.70) and RE1 had the lowest servant leadership dimension averages (5.17)

of all 5 participating sites. Researcher used the nonparametric Independent Samples Kruskal-

Wallis test comparing overall dimension means between companies and the null hypothesis was

only rejected for the Community dimension for Insurance1. With a total respondent set of 77, the degrees of freedom, 4, it was significant at $p = .036$ with the significance level of .05.

Table 4.22 Average of Servant Leadership Dimension Means by Organization

	Emotion	Community	Conceptual	Empower	Growth	Promote	Ethics	Average
Insurance1	5.20	5.25	5.80	5.60	5.55	5.40	5.60	5.49
RE2	5.68	6.03	5.90	5.65	4.94	4.51	5.91	5.52
Financial1	5.69	5.63	6.00	5.63	5.63	5.25	6.06	5.70
Legal1	5.00	5.41	5.85	5.68	5.12	4.35	6.16	5.37
RE1	5.10	4.76	5.64	5.43	5.24	4.60	5.45	5.17

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Chapter 5 summarizes the overall scope and specifics of this dissertation, while also communicating feasible directions for future research in this area. At first consideration, the overall purposive sample including 5 diverse organizational sites reported a perception of servant leadership at their workplace according to the SL scale (Liden et al., 2008). In addition, the nonparametric statistical testing did show some significant differences between the grouping variables related to demographics and volunteer experience and the servant leadership dimension means.

Summary

The purpose of this study was to determine the reported perception of servant leadership in business-model organizational settings using the SL Scale (Liden et al., 2008) and additional demographic and related variables. This data was collected via an online survey format, thereby enabling the analysis of whether there was significance in demographic variables of respondents who perceive a servant leadership practice according to the servant leadership dimensions as researched by Liden et al. (2008).

Transferring respondent data to SPSS enabled manipulation of data, such as assigning values to responses, determining servant leadership dimension means, and applying statistical tests to data and running descriptive analyses on data. Two nonparametric tests, Mann Whitney U and Kruskall-Wallis, were applied to the independent samples to determine significance

between dimensions and the grouping variables of gender, age, years worked at organization, volunteered within workplace, volunteered outside of workplace, completed volunteer training at workplace, completed volunteer training outside of workplace, educational attainment level, and professional certification/designation obtainment. SPSS analyses produced output detail to combine for tables responding to each research question and related hypotheses.

Following the direction of Liden (personal communication, 2010), the researcher first considered the threshold of 4 or higher (on a scale of 1 to 7) to indicate reported perception of servant leadership, then grouped survey item numbers according to servant leadership dimension means. The SL Scale (Liden et al., 2008) categorized survey items in to the categories of Emotional Healing(Emotion), Creating Value for the Community (Community), Conceptual Skills(Conceptual), Empowering (Empower), Helping Subordinates Grow and Succeed (Growth), Putting Subordinates First(Promote), and Behaving Ethically (Ethics). As detailed in Chapter 4, the researcher then labeled each category in a short form, which is indicated by the previous parentheses. Emotional Healing was labeled Emotion, Creating Value for the Community was labeled Community, Conceptual Skills was labeled Conceptual, Empowering was labeled Empower, Helping Subordinates Grow and Succeed was labeled Growth, Putting Subordinates First was labeled Promote, and Behaving Ethically was labeled Ethics. This technical word change and the corresponding survey item numbers which create each servant leadership dimension were presented in Chapter 4 in table format, Table 4.1.

The researcher used Mann Whitney U for grouping variables with 2 levels, such as the Gender grouping variable. There were other grouping variables with more than two levels, such as Years Worked grouping variable, and the researcher used the Kruskal-Wallis procedure for those variables. These two nonparametric tests revealed significance for some of the research

hypotheses or rejection of the null hypotheses for some organizational sites. Overall, significance was found between the servant leadership dimension categories of Promote, Ethics, Growth and Empower and the demographic and volunteer-service related variables.

For the *Gender* grouping variable, the null hypothesis was rejected for the Empower dimension for RE2 with the female gender reporting higher perception of empowerment. For the Educational Attainment grouping variable, the null hypothesis was rejected for RE2 site for the Empower dimension mean with those respondents reporting attainment of associates degree reporting lower perception overall of servant leadership related to empowerment than the respondents with no college degree or those with bachelor's degree.

For the *Years Volunteered Within Site* grouping variable the null hypothesis was rejected for RE2 site for the Empower and Growth dimension means, and the null hypothesis was rejected for RE1 site for the Growth dimension mean.

For the *Years Volunteered Outside of Workplace* grouping variable the null hypothesis was rejected for site RE2 (Growth dimension mean) and Legal1(Promote and Ethics dimension means).

For the *Obtainment of Professionally and Industry Related Designations/*Certifications grouping variable the null hypothesis was rejected for RE2 site for the Empower and Growth dimension means. The RE2 site respondents who obtained professionally related certifications/designations had an overall higher Empower dimension mean. The null hypothesis was rejected for RE1 site for the Empower dimension mean showing the same pattern of respondents who obtained professionally related certifications/designations having an overall higher Empower dimension mean.

The null hypothesis was retained for Research Question 3, finding no significant difference in concentration of reported servant leadership practice between settings, except for the Insurance1 site where a significant difference was found for the Community dimension mean using Kruskall-Wallis test with significance level of .05, degrees of freedom, 4, the result was .04.

To share the intent and purpose of using the SL scale combined with additional questions, the researcher has created figures to facilitate the understanding of the ideas, the application of servant leadership in business model organizational settings, and to highlight specific findings of this study. The intent of the figures is to map the development, application and potential analysis of this study and future related studies.

The Servant leadership perception Map (Figure 5.1) portrays a method of following the application of the SL scale (Liden et al., 2008) and additional demographic and volunteer service-related variables to the findings related to the research questions and hypotheses. The SL scale allowed the researcher to categorize responses, survey items, into *servant leadership dimension means*, with a possible score for each dimension mean ranging from 0- 7, with a average dimension mean score of 4 indicating the positive perception of servant leadership in the respondent's workplace.

Figure 5.1 displays the variables and concepts studied in this dissertation. The purpose of creating the figure was to demonstrate the interplay between existing attributes inherent in each respondent, age and gender, and the variables which each respondent reported through the online survey method – the respondent's reported *Action Variables* and the respondent's reported perception of servant leadership (SL dimensions), as categorized by the SL scale (Liden et al., 2008). Figure 5.1 is the overall map for conceptualizing the study. The middle circular portion

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represents the individual respondent with his or her age, gender and overall perception as the core. The action variables listed on the left of the figure represent those activities with which each respondent chose to engage, and the experience of those variables would be factors in his or her individual experience. The servant leadership dimension categories (Liden et al., 2008) listed on the right side of the figure are what each respondent reported through the survey, and would be a result of his or her experience and perception. The center of the figure represents the respondent's core experience and the *action variables* listed on the left and the *servant leadership dimensions* (Liden et al., 2008) listed on the right are presented as factors contributing to the overall respondent experience. In essence, the figure is meant to portray the interplay of inherent or unchanging attributes of gender and age, and the variables which interact with or may contribute to the individual respondent's perception.

The additional questions added to the online survey included the demographic variables of *gender* and *age*, labeled *demographics*. Other variables included in the additional questions were, *educational attainment*, *years worked at the respondent's workplace*," "*obtainment of professional or industry related certifications or designations*," "*volunteer training at workplace completed*," "*volunteer training outside of workplace completed*," "*volunteer service within workplace*," and "*volunteer service outside of workplace* (labeled *action variables*)."
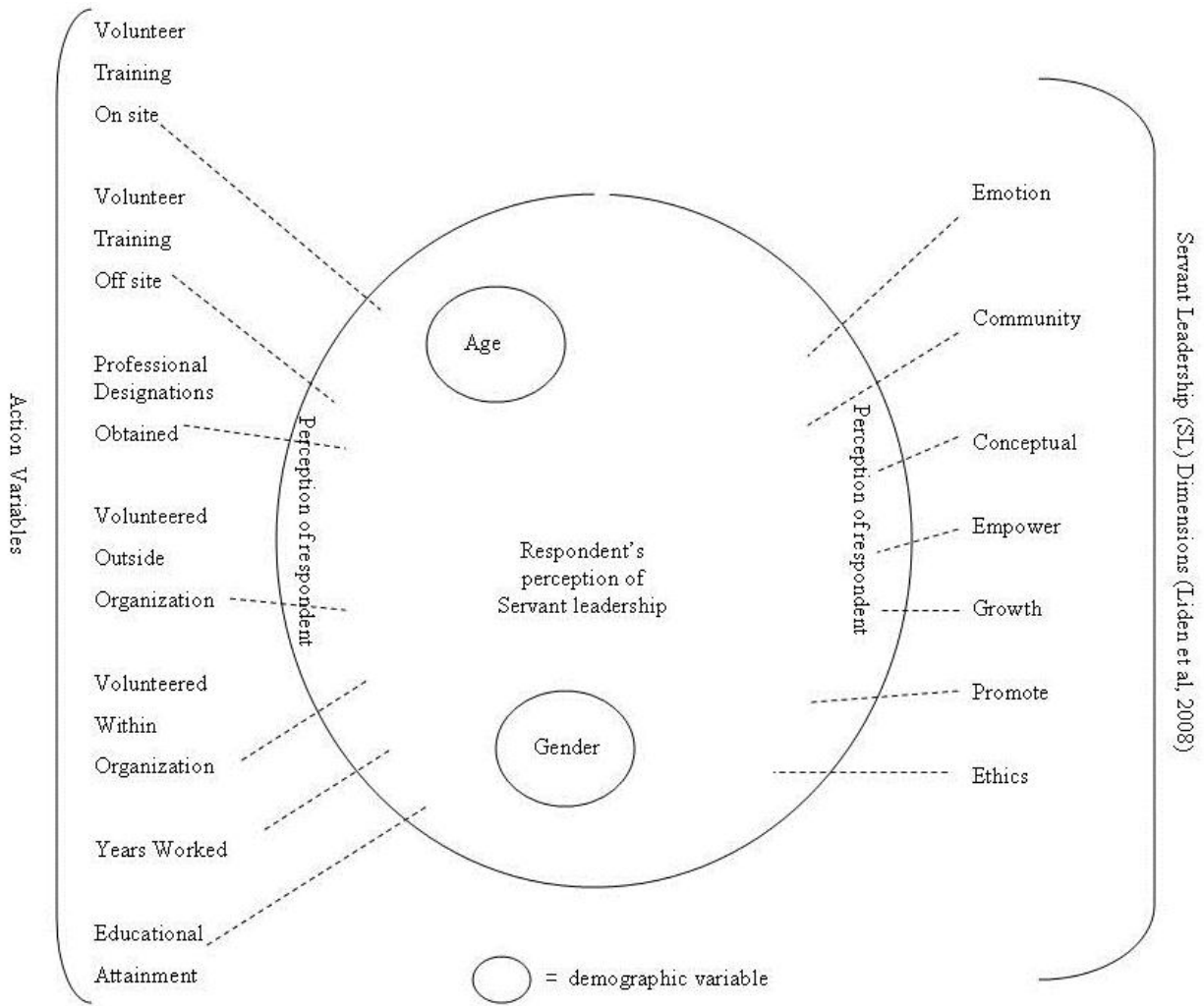
Figure 5.1 Servant Leadership Perception Map

Methodology

Because the author expressed no entrepreneurial or proprietary relationship towards the

SL scale, this researcher was able to focus on delivery of the instrument, development of

additional demographic and volunteer service-related questions, and finally, the securing of

participating organizations. The survey was recreated in an online method using

www.esurveyspro.com , to which were added questions that were related to volunteer service

and demographics, and the first page of the survey was the informed consent notice with contact information and clear instructions on the voluntary nature of the study and potential participation in the online survey to follow the informed consent page.

Prior to contacting any organization, this researcher conducted a small pilot of the online survey. Because the researcher had piloted other servant leadership instruments, it seemed logical to approach one of those former pilot participants to ask to share the survey. For piloting purposes, this contact agreed to distribute the survey link to the SL Scale instrument and additional demographic and service-related variables (Liden et al., 2008) by sharing it with several colleagues in the community via email requests. The email request included a brief paragraph describing the academic purpose to help a doctoral student acquire feedback on the survey instrument and related demographic and volunteer-service variables for potential future use in dissertation work.

The researcher targeted healthcare, insurance, real estate, financial/depository institution, legal, and media sectors for participation. The researcher believed that obtaining organizational participation in the study would be feasible and not an obstacle to a timely continuation in the study effort. The researcher sent letters to organizational contacts, followed with appointments to meet in person, and also called and emailed potential participating organizations to request participation. For an organization to be considered a "participating organization" in the study, the primary contact of each organization agreed in writing to share the survey link by email to colleagues with a brief note about the academic, anonymous, and confidential nature of study. In actuality, the purposive sampling approach, seeking business model organizations in the Southeast region, was more difficult than expected, and securing a diverse sample took far longer than anticipated by the researcher. The results of the researcher's efforts to secure organizational

participation resulted in four sectors, yet five distinct organizational settings—financial, insurance, legal, and real estate (two separate real estate companies). For the purpose of organizing the data, findings, and analyses, the researcher labeled the settings, Legal1, Finance1, Insurance1, RE1, and RE2. The Legal1 site was first approached by email from a personal contact of the researcher. After this contact's introductory email, the Legal1 contact began communication with the researcher. The inclusion of the Legal1 site as a participating organization in the study is an example of the snowballing method. Due to the relationship between the RE2 organizational contact and the Legal1 organizational contact, the Legal1 contact was most likely more willing to fully consider the researcher's request and understand the scope and intent of the researcher.

After collection of survey and questionnaire data, the researcher transferred the data to Excel and then to SPSS for coding, categorization, and analyses. Descriptive analyses and nonparametric analyses were conducted on the data allowing the researcher to discover significance, retain or reject null hypotheses, and compile organizational profiles of servant leadership.

Synthesis of Findings and Discussion

The findings of this study support the suggestions of numerous authors, which indicate an ongoing transformation of organizations toward becoming entities that appear genuinely responsive to their immediate proximal communities. Likewise, organizations are becoming more attuned to their place and responsibility to their immediate community and even the global community. Rather than finding evidence of the organizations' sense of responsibility and accountability to the communities which sustain them at the level of marketing or outreach budget allocations, authors have discussed an organizational culture attuned to the relationship

between employees and their respective communities. As Liden et al. (2008) explain, "…leaders may inspire followers to take an active role in serving the community in which the organization is embedded" (p. 174) The purpose of this study was to assess perceptions of servant leadership by such employees in organizations, which perhaps are not typically considered stewards of their respective communities in an obvious or concrete sense. By considering employee perceptions and the additional demographic variables and variables related to volunteer service, this study was able to obtain a type of profile of servant leadership perceptions for the participating organizations. These organizations follow a business model while also seeming to concurrently place an apparent high value and practice of service within their workplace and within their community.

Research Question 1

The first research question addressed the extent of servant leadership practice in the participating organizational settings. The SL Scale (Liden et al., 2008) allowed for survey item responses to be categorized according to seven leadership dimensions, which were developed from extensive research for the development of the survey. These dimensions reflect generally-referenced servant-leadership characteristics. The survey items were averaged according to instrument-established dimensions to produce a servant-leadership dimension mean. Each participating organizational site tested positive for perception of servant leadership practice for each dimension. Mean scores ranged from 4.35 to 6.16 for servant leadership perception.

Research Question 2

The only significance found for differences between gender and seven dimensions was for the RE2 site finding the female gender reported a higher perception of empowerment ($p =$

66

.049) using Mann Whitney U nonparametric test with criteria alpha of .05 and significant if $p <$ .05.

The research hypothesis was rejected for servant leadership perception and educational attainment for all sites, except for RE2 site and the Empowerment dimension. The Kruskall-Wallis test found significance ($p = .011$) for respondents with educational attainment of an Associate's degree reporting lower servant leadership perception related to empowerment than respondents with no college degree or those with a Bachelor's degree.

The research hypothesis was rejected for the variable of years worked at respective sites and servant leadership perception, and the Insurance1 and Financial1 sites were not analyzed due to uniformity of values in each small sample.

The research hypothesis for years volunteered within their organization, was rejected for the Insurance1, Financial1, and Legal sites. Using the Kruskall-Wallis nonparametric test, the research hypothesis was supported for the RE2 site on the dimension means of Empower (.03) and Growth (.01) and for the RE1 site of the Growth dimension mean (.03) with a significance level of $< .05$. For RE2 site the variable of "1 to 5 years" translated to higher Growth and Empower means than for the variable of "less than one year."

The research hypothesis for years volunteered outside of their workplace, was supported for the RE2 and Legal1 sites using the Kruskall-Wallis test. For RE2 the Growth dimension mean was significant at $p = .01$ when respondents reported volunteering "between 1 to 5 years." For Legal1, respondents who volunteered outside of the organization for "less than 1 year" had lower Ethics dimension mean scores the respondents who volunteered "1 to 5 years" and "more than 5 years" with $p = .03$. For the promotion dimension mean, the Legal1 respondents who had volunteered outside of their workplace "less than 1 year" had lower Promote dimension mean

scores than respondents who had volunteered "1 to 5 years," but respondents who had volunteered "more than 5 years" also had lower scores for the Promotion dimension mean.

The research hypotheses for completion of volunteer training within the respondents' workplace and completion of volunteer training outside of the respondents' workplace was rejected, finding no significance at the .05 level using Mann Whitney U tests.

The research hypothesis for obtainment of professional and industry-related designations was rejected for the Insurance, Financial1 and Legal1 sites, but significance was found for the RE2 and RE1 sites. There was no statistical test applied to Insurance1 data because there was no difference in values of the grouping variable for that site. When RE1 respondents reported obtaining professional/industry-related certifications, the overall Empower dimension mean was higher (.01) at significance level of .05 using the Mann Whitney U test. For RE2 site, the Empower (.02) and Growth (.01) dimension means were higher if the RE2 respondent has obtained a professional/industry related certification.

Research hypothesis 3 addressed whether there was a difference in the concentration of reported servant leadership practice between settings. Using the independent samples Kruskall-Wallis test comparing all dimension means between companies, analyses showed significance for the Community dimension for Insurance1 site (.036) with degrees of freedom of 4 and significance level of .05.

The Figures 5.2- 5.6 present the specific profiles of each organizational site. The profiles include the findings from the nonparametric analyses of all variables. Similar to Figure 5.1, the following figures are an attempt to present the study findings according to each individual site. Figure 5.2 is the map of findings for the Insurance1 organizational sample, Figure 5.3 is the map of the findings for the RE2 organizational sample, Figure 5.4 is the map of the findings for the

Financial1 organizational sample, Figure 5.5 is the map of the findings for the Legal1

organizational sample, and Figure 5.6 is the map of the findings for the RE1 organizational

sample. Each figure is a map or visual depiction of findings and analyses from the SL scale and

the demographic and volunteer service-related variables reports. Arrows connect the servant

leadership dimension scores and significance found with demographic and volunteer service-

related variables; the significance levels are found on the arrow lines which connect servant

leadership dimension scores and the reported demographic and volunteer service-related

variables. If there are no connecting lines, then there was no significance found between servant

leadership dimensions and the demographic or volunteer service-related variables. For the

Insurance1 and Finance1 sites, there was no significance found between servant leadership

dimension means and demographic and volunteer service-related variables, but the descriptive

statistics were presented alongside the servant leadership dimension means in order to display

the overall findings as an organizational profile of servant leadership perception and practice, as

respondents reported. Therefore, each figure is a complete visual map of study findings; each

figure maps the consolidation of the reported perception of servant leadership and the

demographic and volunteer service-related variables per organization.

Gender	80% female; 20% male
Age Range	60%: 18-33; 40% 50+
	60%: Associate's degree; 20% Bachelor's
Educational Attainment	degree; 20% Master's degree or higher
Years Worked With Organization	100%: 1 to 5 years
Volunteer Related Training Within Workplace	NA
Volunteer Related Training Outside Workplace	60%
Volunteer Service Years Within Workplace	80%: < 1 year
Volunteer Service Years Outside Workplace	80%: 1 to 5 years
Obtainment of Professional/Industry Related Designations	100%

Ethics
5.60

Emotion
5.20

Promote
5.40

Servant
Leadership
Perception:
Organizational
Level

Community
5.25

Growth
5.50

Empower
5.60

Conceptual
5.80

Figure 5.2 Insurance1 Profile

Gender	71%: male; 29%: female
Age Range	41%: 34-49; 59%: 50+
Educational Attainment	29%: Associate's degree; 29% Bachelor's degree
Years Worked With Organization	39%: 6-10; 24%: 11-20
Volunteer Related Training Within Workplace	94%
Volunteer Related Training Outside Workplace	65%
Volunteer Service Years Within Workplace	59%: 1 to 5
Volunteer Service Years Outside Workplace	65%: 1 to 5 ; 12%: 5+
Obtainment of Professional/Industry Related Designations	65%

Figure 5.3 RE2 Servant Leadership Profile

- Gender
- Age Range

- Educational Attainment
- Years Worked With Organization
- Volunteer Related Training Within Workplace
- Volunteer Related Training Outside Workplace
- Volunteer Service Years Within Workplace
- Volunteer Service Years Outside Workplace
- Obtainment of Professional/Industry Related Designations

100% female
25%: 34-49; 75%: 50+
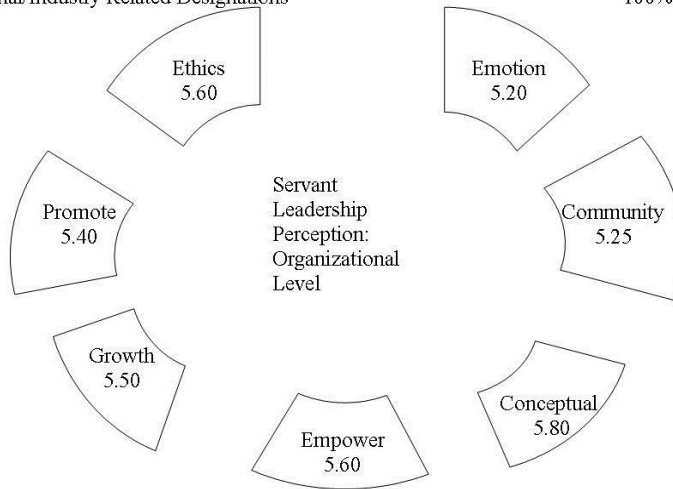25%: Associate's degree; 25%: Master's degree or higher
100%: 1 to 5 years
50%
50%
75%: < 1 year; 25%: 1 to 5 years
75%: 5+ years
50%

Ethics
6.06

Emotion
5.69

Promote
5.25

Servant
Leadership
Perception:
Organizational
Level

Community
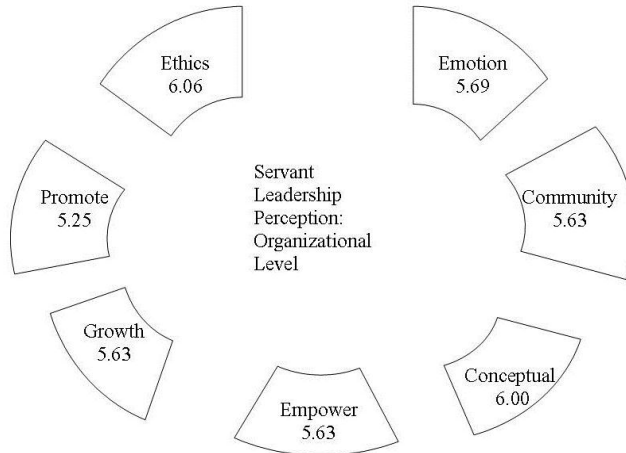5.63

Growth
5.63

Conceptual
6.00

Empower
5.63

Figure 5.4 Financial1 Servant Leadership Profile

Gender: 24% male, 76% female

Age: 12% between age of 18-33, 47% between age of 34-49, 41% 50+ years

Years worked: 18%:1 to 5 years; 41%: 6 to 10 years, 23%: 11 to 20 years

Years volunteered within their organization: 41%: 5+ years

Years volunteered outside of organization: 47% : <1; 35% had volunteered 5+

Completion of volunteer training within organization: 12%

Completion of volunteer related training outside of their organization: 42%

Educational Attainment: 6% : Associate's degree; 12%: Bachelor's degree; 53%: Master's degree or higher

Professional/industry related designation obtained: 56%
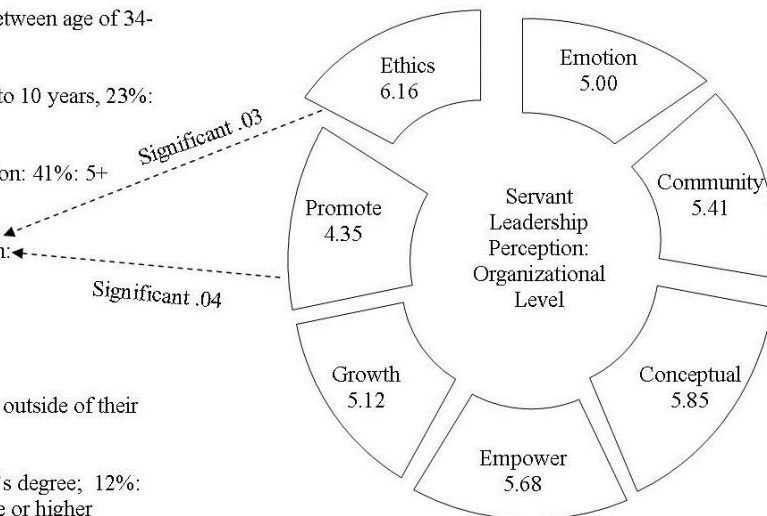
Ethics
6.16

Emotion
5.00

Significant .03

Promote
4.35

Servant
Leadership
Perception:
Organizational
Level

Community
5.41

Significant .04

Growth
5.12

Conceptual
5.85

Empower
5.68

Figure 5.5 Legal1 Servant Leadership Profile

Ethics
5.45

Emotion
5.10

Community
4.76

Servant
Leadership
Profile:
Organizational
Level

Promote
4.60

Growth
5.24

Significant .03

Conceptual
5.64

Empower
5.43

Significant .01

Gender: 9%: male; 91%: female

Age: 46% between age of 18-33, 24% between age of 34-49, 30% age of 50+

Years worked at organization: 15% < 1 ; 27% : 1 to 5 years; 21%: 6 to 10 years, 12%: 11 to 20 ; 24% 21+

Years volunteered within their organization: 61%< 1 ; 18%: 5+ years

Years volunteered outside their organization: 46%: < 1; 42%: 1 to 5 years; 12%: 5+ years

Completion of volunteer related training within organization: 0%

Completion of volunteer related training outside of organization: 43%

Educational attainment: 22%: Associate's degree; 19%: Bachelor's degree, 6%: Master's degree or more

Obtainment professional/industry related Certifications: 62.5%
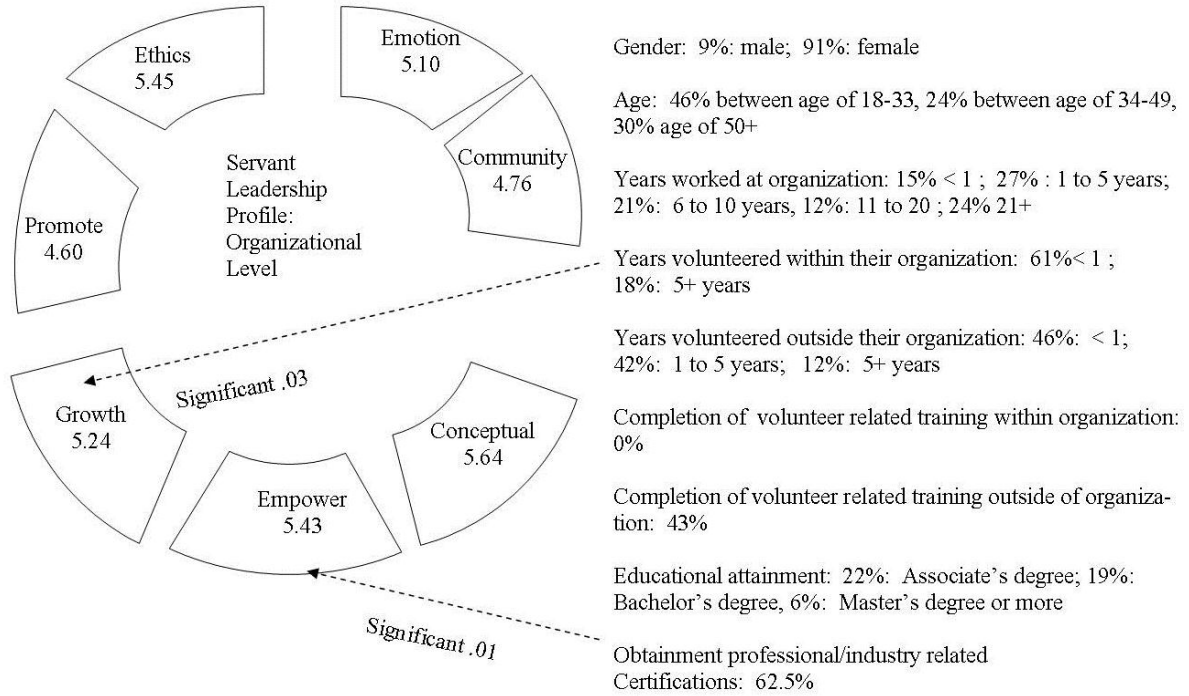
Figure 5.6 RE1 Servant Leadership Profile

Summary of Conceptual Synthesis

Recapping the research and authors supporting the purpose of this study allows for highlighting cited research, which specifically ties in to the development and findings of this study. Servant leadership research was essentially rediscovered after the concentrated work of Robert Greenleaf and his team of colleagues assembled to promote the interest and development of servant leadership theory, and specifically, the application and practice of servant leadership in real life settings—from institutions to the corporate sector. Greenleaf attracted colleagues, for example, Larry Spears(1998, 2010), former director of the Robert K. Greenleaf Center, Inc.; these colleagues were better able to translate Greenleaf's narrative in to concrete elements, which were more readily absorbed by the lay and the professional and research communities of various disciplines.

Greenleaf collaborated with authors and leaders of other fields, such as Bennett Sims (1997), who was an Episcopal Bishop, led the Institute for Servant Leadership, and also wrote on servant and Servanthood leadership. Sims (1997) explained, "employers thought that money, job security, and upward mobility were the highest priorities for the people they employed, [but] the workers themselves rated relationships far ahead of wages and promotions" (p.122). For a former executive in the corporate sector, Greenleaf's (1977) focus on servant leadership was an unusual emphasis in the 1970s. And yet, his insistence in the merits of this concept for all sectors (education to institutions to business) to lead as "first among equals" (p.55) has become evident in numerous corporate climates (Brenneman & Fulmer, 1998; Sims, 1997; Spears, 2010; Ladik, 2008; Saleter, 2004; "Michael Griffin receives," 2010). This manifested practice is not confined to a leadership training curriculum or public relations' products and media venues. Rather, it is found in personnel communications and reported in servant leadership perception instruments

(Laub, 2000; Liden et al., 2008; Page and Wong, 2000; Sendjaya, Sarros & Santora , 2008; Barbuto & Wheeler, 2006).

In essence, the work of Greenleaf, and the subsequent work of others, advanced the theory by communicating the servant leadership characteristics and principles in more accessible, concrete variables and terminology. This increased access to and aspects of practice of servant leadership strengthened the potential for more interest and more research specifically related to the theory. The transformation from espousing a unique principled perspective to the present day abundance of current servant leadership writings and research speaks to the depth of the perspective and its ability to find resonance in a diverse audience of individuals—employees to colleagues to leaders in professional realms from business to faith-based institutions. In 1997, Bennett Sims referenced Ben and Jerry's Ice Cream and Tom's of Maine, "…these companies have designed and conducted their expressions of capitalism in ways that are congruent with the values that human beings hold dear" (p. 124).

After increased research in the area of servant leadership, authors further developed and analyzed the application or translation of servant leadership characteristics. This led to the development and testing of numerous survey instruments focused entirely on the perception of servant leadership (Patterson and Russell, 2004; Winston, 2004; Dennis and Bocarnea, 2005; Page and Wong, 2004; Laub, 1999; Van Dierendonck and Nuijten, 2010). Survey instruments were tested for validity, etc. and at the time of my focus on servant leadership, there were several instruments published. One of the many advantages of the SL Scale (Liden et al., 2008) was its concise nature, length of survey and language, which more closely aligned with organizations with business models. In addition, Robert Liden was accessible to this researcher and responded with encouragement and willingness to allow additional demographic and volunteer service-

related questions to the SL scale in its presentation in an online survey format for purposes of this dissertation study.

Discussion

Participating Organizations

It is important to realize that the difficulty in securing organization participation could be attributable to several factors. The business model organizational settings included in this study sample represent a fairly diverse sample, including the real estate, financial, insurance, and legal settings. However, the overall sample size was far smaller than this researcher initially expected. One consideration is that the reluctance to participate may have been due in part to the economic challenges that the United States of America has experienced since 2007. The economic uncertainty has perhaps contributed to a higher stress level in the workplace for all employee levels. As corporations have strived to meet financial expectations, their workforce has also struggled with an even more uncertain job future, lack of increasing salaries, and a decrease of benefits. These factors may come to play when manager or executive level employees are approached to add an outside academic request in to their environment. Enter the student level academic request to survey all the employees about their perception of leadership, and it is easy to understand that there may be proprietary concerns about sharing employee perceptions with a student researcher or concerns about bombarding an already embattled workplace with outside survey requests, however short and seemingly unobtrusive. Second, the SL Scale (Liden et al., 2008) was the best option in 2010 for business model organizational settings, yet many comments from the organizational contacts as they were considering participation in the survey focused on the survey language which references "my manager." Most likely, the survey authors (Liden et al., 2008) felt that referencing management in lieu of "corporate culture" or "workplace

culture" was more concrete and accessible to all levels of potential employee respondents. However, in a more stressful corporate culture for both management and support level employees, the reference to management when determining responses related to leadership may have been perceived as potentially more volatile or sensitive in nature to the organizational contacts than this researcher anticipated. Third, it is remarkable that all participating organizational settings did have a solid overall perception of servant leadership. It is legitimate to consider whether there is a potential propensity for existing servant leadership culture, which might determine the willingness of the organization to participate in the study. Perhaps the participating organizations were more likely to agree due to the servant leadership nature of their culture or workplace environment.

The Financial1 site was expected to be a sample size of approximately 200 employees in the Southeast region. This researcher feels that the time lapse between the organization's agreement and the actual survey open date (a lapse of more than six months) made the initial commitment hard to fulfill, in part due to the organization's concurrent organizational changes and related demands. It was most likely not appropriate or professionally beneficial for the Finance1 organizational contact to pursue follow up emails requesting consideration of voluntary and anonymous participation in the online survey for academic purposes. However, the researcher decided that it was important to include the responses received from the six initial emails sent by the organization's contact, especially since the approval process had been secured and documented by the student researcher and there was substantive and study-relevant data collected.

Challenges

The SL scale was straightforward, concise, tested for construct and content validity, as well as tested in business model settings. The demographic and volunteer service-related variables which the researcher added were perhaps not as readily understandable as expected. There are several feasible reasons for the number of times a survey was opened and not completed. One is available time of each respondent. Our society has become connected through internet, wireless, cell phones to the point that many are continually bombarded with some level of media at all times—even when sleeping, many are within earshot of their I-phones and related audible alert sounds. It is understandable if the once considered "ease" of online survey accessibility has become less attractive to individuals, not to mention workplaces. Also, due to the bombardment of unsolicited email communications that an individual receives throughout a day, it would be understandable to quickly lose interest or patience when confronted with yet another opportunity to complete a survey, however well intentioned the researcher.

Using a concise servant leadership assessment instrument, such as the SL Scale, combined with demographic questions and related volunteer service questions with the option to contact the researcher for additional questions for added context may be beneficial. Specifically surveying manager level employees about the significance between variables and servant leadership dimensions would be worthwhile.

The collected data of respondents demonstrated an overall leaning toward the practice of servant leadership as evidenced by meeting or exceeding the threshold for servant leadership. Communication with primary instrument author (Robert Liden) confirmed that the midpoint of four for each of the feasible SL response items (Liden et al., 2008) would serve as the "threshold" for meeting servant leadership perception in the workplace. Significance was found

between the servant leadership dimension means of Empowerment, Ethics, and Promote, and the variables of volunteered outside of the workplace, professional/industry related certifications/designations obtained, and educational attainment for some participating sites. In other words, of all of the study data reflecting the five organizational settings, the only significance found between demographic and volunteer service-related variables and servant leadership dimensions involved the dimensions of Empowerment, Ethics, and Promote. The idea that the experience of volunteering in the community, having acquired professional certifications, and educational attainment may have a relationship to the perception of servant leadership in the workplace is a dynamic one with several interpretations. These interpretations may seem somewhat circular, but they would tie in to the ideas shared by authors about the corporate transformation of accountability for communities where organizations operate and are, in essence, sustained. For example, Erhart (2004) referenced the concept and practice of stewardship in corporate settings. In practice, servant leadership in a business setting may manifest in caring for the workplace environment and the employees within the workplace. Some servant leadership activity might be found in the offering of professional development, tuition reimbursement, flexible work hours, job sharing, compensating for volunteer time, and championing special event participation for nonprofit causes important to the employees. Another method of practicing servant leadership in and through the workplace would be the emphasis and value placed to serve customers through loyalty programs, discounts, etc. The other business level action of servant leadership practice would be found in the support of the community holding such potential customers. Potential evidence of this kind of servant leadership activity would be found through the business's increased commitment to objectives considered valuable to the community which hold the business setting in its midst. For example,

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the businesses would begin or increase sponsorship levels in local and global initiatives, from arts to education. It is important for the reader to consider that increasing commitment to community endeavors may also be found apart from concrete monetary support, sponsorships or donations; this corporate commitment and support could translate to a corporate policy which in essence encourages or supports its employees to volunteer in their own communities or volunteer and contribute to causes which they consider a fit.   These employees might be rewarded with comp time or in-kind contributions, such as volunteering professional services.

Allowing for a servant leadership assessment on an annual basis may be beneficial for the employee(s) charged with increasing employee retention or for the employee(s) charged with facilitating overall employee benefits and organizational learning initiatives. Feedback would pinpoint how to increase servant leadership dimension areas if future studies included more contextual feedback, such as in person interviews or open-ended questions. This may be of benefit to human-resource departments, executive levels and management levels who realize the benefits of an organizational culture that contributes to the well being of the employee—realizing that there is a circular positive impact between employee satisfaction and workplace environment.

One underlying weakness of this study is the reliance on self-report, the potentiality for respondents to seek to answer in ways that are socially desirable, and the fact that the findings can only reflect reports of participants. The study does not have additional information about those respondents at each organizational setting who chose not to participate in the study, and the researcher is unable to determine the reasons for or for not participating, other than assuming that it was related perhaps to perceived time in taking the survey or lack of trust in the anonymous and confidential nature of the survey. Although the weakness does not preclude analysis of

potential significance between servant leadership perception and demographics and related volunteer service variables, it does mean that the findings are confined to the sample and it is not feasible to generalize findings of the participating organizations to other organizations with similar foci.

Recommendations

There are several ideas for improvement of this study, which were learned throughout the research process. These ideas are related to the language of the survey, the method of seeking and securing participation, and the benefit of additional feedback from individual participants.

First, it may be worthwhile to obtaining permission from the authors of the SL Scale (Liden et al., 2008) to replace references of "manager" with something more neutral, like "workplace." This linguistic change may assist future researchers in securing more agreement for participation. As stated earlier, there was a somewhat protective stance of some organizations. One organization expressed concern for the potential interpretation of employees taking the survey, and this company reported sincere concern about sharing employee sentiment that had such a potentially sensitive reference, such as "manager." The senior level employee explained that "this kind of information is something we might obtain internally" (personal communication, 2011).

For the process of securing participation, it may be beneficial to follow a "snowball" approach to securing participation. The snowball approach would build on the agreement of other participating organizations and the rationale for the prior agreement. In addition, prior to meeting with any potential organizations the researcher should have the permission of the dissertation committee to begin sharing the survey or to "open the survey links" prior to approaching a company for participation. Having agreement from an organizational contact to

participate and then expecting the executive level contact to wait several months for

implementation of study is most likely not realistic, appropriate or conducive to a business

setting. Workplace dynamics and climate may change far more rapidly than the academic

environments where the study is nurtured in its development by a crucial committee structure.

The academic environment and related deadlines or protocol may not coincide with or ideally

complement with the demands and uncertainties found in the business-model organization.

Obviously, this type of research is more easily implemented and/or facilitated if used

with settings where the researcher has a trusted and established position, such as being a fellow

employee or colleague. It may also be easier to secure permission if the researcher enlists the

help of individuals with whom trust is already established and asks those individuals to help

introduce them to the potential participating company.

The SL Scale did provide meaningful information about the participating business model

organizations. In addition, the demographic and volunteer service-related variable data was able

to point to potentially significant variables related to the perception of servant leadership. One of

the limitations of this study is the anonymous nature of the survey and inability to follow up with

survey respondents. It would be interesting to discover from open-ended questions or interviews

additional comments and insight which would add context or feasible interpretations.

Conclusion

The servant leadership organization is responsive to its corporate community workplace,

the surrounding physical community, which may include the organization's customer base, and

perhaps the global community, which may include the organization's customer base as well.

This responsive quality of leadership may be interpreted as circular. The modern "corporate

ethos" (Maynard and Mehrtens, 1996) is now manifested in diverse corporate settings.

Leadership seems to understand the inability to separate the organization from the surrounding community, independent of whether the organization considers its community to be local and/or global. However, the findings of research like this study do point to the already known positive impact of organizations supporting the development of their employees. The beneficiaries are obviously the individual employee and the community where they seek their development (from volunteer service to professional to academic), but seem to also be indicators about the perception or manifestation of servant leadership within the workplace.

Each of the five participating sites had corporate language which mirrored the principles of practicing servant leadership. The narratives found in websites or published materials reference the importance of ethics, values, community investment, accountability to stakeholders or the customer base, as well as reference a history of giving time and resources to their workplace and the community in proximity to the organization This flow of resources from organization to specific surrounding needs is in fact, responsive, and a positive organizational behavior enacted through the micro level, the employee. The findings of each of these five organizations revealed an overall perception of servant leadership in their workplace. This occurrence does affirm the feasibility of a business-model organization meeting its own responsibilities, yet also demonstrating employee-level stewardship for its community through volunteer service.

This study enabled the researcher to create current snapshots of the interplay between the perception of servant leadership and demographic and volunteer service-related variables. These snapshots, or profiles, reveal some commonalities of experience and some significance between the experiences of the individual and their reported perception of servant leadership in their workplace. The study findings did highlight some relational qualities referenced by previous

authors, such as Bennett Sims(1997), as he emphasized the importance of "expression of capitalism in ways that are congruent with the value that human beings hold dear" (p.124).

Liden et al. (2008) concluded in the *Practical Implications* section, "…leaders may inspire followers to take an active role in serving the community in which the organization is embedded…[and the organization] may succeed in developing a culture of serving others, both within and outside the organization" (p. 174). While this study does not connect the findings to actual positive impact in the community or in the workplace, it does highlight where, for the specific organizational settings of this study, there is a significant relationship between the perceptions of servant leadership and demographic and volunteer service-related variables. The baseline profiles produced for each site could be a first-start impression to ascertain whether there were specific organizational interests or motivations to build on the findings or further explore through later open-ended questions or interviews to provide context. The additional context would be a way to build upon the established baseline produced by this kind of study.

The study does not offer a mandate for servant leadership practice or platform for future activity. The findings of the study do indicate there is a relationship between some of the servant leadership dimensions and demographic and volunteer service-related variables. Parris and Peachey (2012) conducted a search, review, and analysis of servant leadership research with the sample inclusion requiring that the study be peer-reviewed and in the English language. Of the 45 qualifying studies, only three studies involved a "propensity toward engaging in [servant leadership] is associated with demographic variables" (Table 3, p. 9). Parris and Peachey (2012) conclude that, "…it remains to be discovered if there are in fact demographic characteristics that are related to servant leadership" (p. 12). The important distinction between Parris and

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Peachey's conclusion and focus on this study is that this researcher sought reporting on volunteer service-related variables, which are not analyzed by the Parris and Peachey (2012) article.

Even though there may be a lack of research supporting a connection between employee activities related to volunteer service, this study was able to collect interesting descriptive data from self-report on this kind of activity. In addition, there was some significance found between employee activities and their perception of servant leadership in their workplace. Although the study does not impart a declarative direction to increase the practice of servant leadership within the workplace, thereby perhaps positively impacting the surrounding communities of the organizational settings which were studied, the study was able to capture data involving perception and specific employee practice.

As researchers and executive and management levels of business settings continue to focus on the potential benefits of embracing servant leadership practice within and outside of their organization, we will find more research on the same. Perhaps the significant value of this kind of study is the ability to show how it is feasible to simply collect perception of servant leadership and demographic and volunteer service-related variables data and then present all of the data in a visual format for easy reference or a baseline if deemed valuable. The findings of this study are aligned with the findings of Liden et al. (2008). Although one is unable to generalize these findings to similar business sectors at large, sharing the study may lead to more research in these sectors.

Ultimately, the question may persist—"what is servant leadership?" However, this researcher asserts that the response to the persisting question must be, "how is servant leadership practiced?" And, "where is servant leadership practice found?" "What are the practices of those who perceive it?" And, "what is the relationship between their perception and volunteer service

in their community or within their workplace (mentoring, etc.)?" "How do individual employees of distinct organizational settings practice what they perceive?" "Are there relationships between their perception of servant leadership dimensions and their own demographic and voluntary service-related variables?

All of these questions do tackle the overarching question of significance. Due to the study design and methodology, one cannot make generalizations from this study to the population at large—other organizations. One can collect, analyze findings, and show a way of neatly sharing organizational findings related to servant leadership, demographic and volunteer service-related variables.

This is a baseline study—a starting point that perhaps others will build on through expanding the targeted sample, expanding collection methods such as open-ended questions and follow-up interviews, tailoring instrument wording to be less sensitive, and more fully embracing the snowball method in securing participation.

In conclusion, the potential of sharing this study is interesting. As we embrace the merits of looking at the perception of employee practices and the corresponding organizational emphasis on this employee practice, we are supporting the transformation of a workplace which may be somewhat disconnected into a workplace truly "embedded" (Liden et al., 2008, p. 174) in those employees' community. This emphasis on the workplace being responsive to its community enables the workplace and the community to experience a forward tilt toward the "tipping point" (Gladwell, 2003).

At some level, the merit of the findings of this study to the organizational leader might be the strength-focused approach to the workplace. After the leader considers his or her organization's profile with the specific findings of significance between a volunteer service-

related or demographic variable, the leader might consider validating the activities, the *action* variables as shown in Figure 5.1 which are found to be significant. This validation of activity might be operationalized through a verbal or written affirmation or a more formal initiative or directive to encourage such activities and/or to increase the activities. The rationale for such an emphasis or affirmation would be the hope for increased perception in the servant leadership dimension areas of Empower, Promote, and Ethics. This leader-initiated emphasis would have a potential positive impact on the workplace and proximal community of the organization. Greenleaf's (1977) postscript asserts that, "servant leaders differ from other persons of goodwill because they act on what they believe" (p. 329).

When an organization is provided with the results of perception of servant leadership and demographic and volunteer service-related variables, yet the findings do not indicate a relationship between activities (demographic and volunteer service-related variables), the leader may use the findings to affirm the existing workplace culture and suggest that they, the leaders, hope activity may spur organizational growth. The choices of the organizational leader, when considering the organizational profile of servant leadership dimensions, demographic and volunteer service-related variables of their organizational setting, includes engaging their colleagues, their employees, to discover ways of linking organizational strengths of servant leadership dimension to demographic and volunteer service-related variables. The subsequent dialogue between leader and colleagues may produce viable ideas for connecting employees to opportunities of service.

Although the findings rely on reported perception, the upside of the inherent weaknesses of relying on self report is the opportunity to assess or affirm that reported perceptions of servant leadership, is in fact, the reality of each respondent. The overall reported realities presented in

each organizational profile is ready for engaging, encouraging, and empowering if the organizations had interest in the findings.

This study is one way of assessing, and the findings may lead to powerful communication with and learning from fellow colleagues. Affirming the reported perceptions of each respondent, the reality of the respondent, has inherent merit for both the organization and the collective respondents. The effective leader is charged to genuinely connect with his or her fellow colleagues on levels which may benefit the organization and the representatives of the organization, their colleagues.

Without the activity of further consideration and engagement—affirming the findings of the profile and seeking to increase or emphasize or affirm the strengths found, the organizational leader is still provided with a detailed overview of employee perception and reported activities—*action* variables—that are attributed to servant leadership dimensions.

Bennett Sims (1997) explained, "collaborative systems are designed around such factors as shared vision, a keen sense of belonging…[and]…such systems enlarge and enhance the lives of their members" (p. 40). Sims (1997) concluded that "servant leaders know this pull toward collaboration" (p.40). Robert Greenleaf (1977) called for a "social policy" and "social performance" (p. 159) of businesses which in his delineation of the process meant that leaders of a company "primarily…start a new and regular flow of information" (p. 162), which would inevitably require new activities and responsibilities of the leader roles within a company. This study demonstrated that the perception of servant leadership in the organizational sites exists and that employees exercise volunteer service-related activities within and outside of their workplace. The study does not discover the flow of information within these companies, only that servant leadership practice is perceived. Investigating the interplay between organizational

leadership and the servant leadership practices of the organization is a potentially useful focus. In essence, the foci of the study is a starting point to ascertaining what how the "collaborative system" (Bennett Sims, 1997) is manifested in each organizational setting.

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APPENDIX A

CORRESPONDENCE

Approval from principal instrument author

------Original Message------
From: Liden, Robert C.
To: ddmook@aol.com
Subject: Re: servant leadership instrument
Sent: Sep 22, 2010 4:25 PM

Dear Dalton,
The scale has not been used enough to have accumulated enough data from
which norms can be determined. In the meantime, it is probably best to
just use the scale midpoint of 4 as the threshold.
Best Regards,
 Bob Liden

On Tue, September 21, 2010 8:30 am, Dalton E Mook wrote:
> Dear Dr. Liden,
> I am looking forward to using your instrument once I have completed the
> revised proposal (reflecting your research and organizations
> participating). I have decided to use the full 28 items, but I do have a
> "scoring question". I understand the dimensions; is there a "threshold"
> for each dimension as far as respondents' responses- servant leadership
> perceived versus not perceived/reported? Thank you in advance for your
> patience with my thinking process:-)
> Dalton
> Dalton E. Mook.
>
> -----Original Message-----
> From: "Liden, Robert C." <bobliden@uic.edu>
> Date: Mon, 12 Jul 2010 18:12:30
> To: Dalton E. Mook<ddmook@aol.com>
> Subject: Re: servant leadership instrument
>
> Dear Dalton,
> You are most welcome to use our SL scale. It appears that it would be
> best
> for you to use the full 28 items so that you can examine each dimension
> separately. However, if you only desire an overall/global measure of SL,
> we have found that even 1 item per dimension produces an alpha of .80
> (see
> attached).
> Best of luck with your research,
> Bob Liden
>
> On Mon, July 12, 2010 10:22 am, Dalton E. Mook wrote:
>>

96

>> Dear Dr. Liden,
>>
>> I am a student in the dissertation phase at the University of Tennessee
>> at
>> Chattanooga (UTC) in the EdD program for Learning and Leadership. My
>> approved prospectus describes my objective to collect servant
>> leadership
>> data related to organizations. Ideally, I would like to describe the
>> presence of servant leadership of individuals and their organizations.
>>
>> The prospectus describes Laub's Organizational Leadership Assessment as
>> the instrument of choice, however I have found most organizations
>> protective of their employee's responses and resistant to the
>> collection
>> method necessitated by the OLA (Laub's OLA group collects the data and
>> shares it with the researcher). Of the organizations I have spoken
>> with,
>> each seems to be more open to the idea of survey dissemination if the
>> student collected it via an online survey tool. With the online survey
>> method (I have piloted this method using the Page and Wong instrument
>> with
>> a business and faith-based setting) I am also able to collect
>> demographic
>> data and years worked, service roles, and other information that would
>> benefit a study. Laub's OLA does not allow for additional items at this
>> point).
>>
>> Another aspect of your recent work that is appealing is the length of
>> your
>> instrument. The feedback I had when piloting the Page and Wong was
>> that
>> the length precluded increased participation.
>>
>> Would you be willing to share more about your instrument so that I
>> might
>> present the choice to use your instrument versus the OLA or Page and
>> Wong?
>>
>> I have attached your article which I found originally last week and
>> again
>> today. I also have attached my prospectus. Thank you in advance for
>> your
>> consideration of this communication and your time in reading this
>> email.
>>
>> Sincerely,

>> Dalton E. Mook
>> 132 West Watkins Street
>> Lookout Mountain, TN 37350
>
> Robert C. Liden
> Professor and Director of Doctoral Programs, CBA
> Department of Managerial Studies MC 243
> Room 2232 University Hall
> University of Illinois at Chicago
> 601 S. Morgan
> Chicago, IL 60607-7123
>

APPENDIX B

INSTRUMENT: SERVANT LEADERSHIP SCALE

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.

****

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

____1. My manager can tell if something 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 down without asking me.

____28. I am encouraged by my manager to volunteer in the community.

Item Key

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering: our items
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and. 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, paper under review at G&OM.
5, 12, 19, 26	Servant Leadership: Behaving. 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

Items and Reliabilities for Global Servant Leadership Measure (3 short versions)
From the full 28 item measure reported in 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.

21 Item Scale (including the items with the top 3 loadings for each SL dimension)
α = .92

Ethical Healing

I would seek help from my manager if I had a personal problem.
My manager can recognize when I'm down without asking me.
My manager cares about my personal well-being.

Creating Value for the Community

My manager emphasizes the importance of giving back to the community.
My manager is involved in community activities.
 I am encouraged by my manager to volunteer in the community.

Conceptual Skills

My manager can tell if something is going wrong.
My manager has a thorough understanding of our organization and its goals.
My manager can solve work problems with new or creative ideas.

Empowering

My manager encourages me to handle important work decisions on my own.
My manager gives me the freedom to handle difficult situations in the way that I feel is best.
When I have to make an important decision at work, I do not have to consult my manager first.

Helping Subordinates Grow and Succeed

My manager makes my career development a priority.
My manager provides me with work experiences that enable me to develop new skills.
My manager wants to know about my career goals.

Putting Subordinates First

My manager seems to care more about my success than his/her own.
My manager puts my best interests ahead of his/her own.
My manager sacrifices his/her own interests to meet my needs.

Behaving Ethically

My manager is always honest.
My manager would not compromise ethical principles in order to achieve success.
My manager values honesty more than profits.

14 Item Scale (including the items with the top 2 loadings for each SL dimension)
α = .89

Emotional Healing

My manager can recognize when I'm down without asking me.
I would seek help from my manager if I had a personal problem.

Creating Value for the Community

My manager emphasizes the importance of giving back to the community.
My manager is involved in community activities.

Conceptual Skills

My manager can tell if something is going wrong.
My manager has a thorough understanding of our organization and its goals.

Empowering

My manager gives me the freedom to handle difficult situations in the way that I feel is best.
My manager encourages me to handle important work decisions on my own.

Helping Subordinates Grow and Succeed

My manager wants to know about my career goals.
My manager makes my career development a priority.

Putting Subordinates First

My manager puts my best interests ahead of his/her own.
My manager seems to care more about my success than his/her own.

Behaving Ethically

My manager is always honest.
My manager would not compromise ethical principles in order to achieve success.

7 item scale (including the items with the top loading for each SL dimension)

α = .80

Emotional Healing

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

Creating Value for the Community

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

Conceptual Skills

3. My manager can tell if something is going wrong.

Empowering

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

Helping Subordinates Grow and Succeed

5. My manager makes my career development a priority.

Putting Subordinates First

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

Behaving Ethically

7. My manager would not compromise ethical principles in order to achieve success.

APPENDIX C

DEMOGRAPHIC AND COMMONALITIES QUESTIONS

Demographic Variables and Additional Items Included

Gender (female, male)

Age Range (18-33. 34-49, 50+)

Years Worked in Setting (<1, 1 to 5, 6-10, 11-20, 21+)

Years of holding volunteer roles within organization (<1, 1 to 5, 5+)

Years of holding volunteer roles outside of organizational

Completion of volunteer related training within organizational setting (Yes/No)

Completion of volunteer related training outside of organizational setting (Yes/No)

Highest Level of Educational Attainment (high school/GED, some/no college, college, graduate school, post graduate school degree, associate's degree, bachelor's degree, Master's degree or higher)

Obtainment of professionally related designations which are industry related (Yes/No)

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL

March 2011

Dear Employee/Associate:

I am a student under the direction of Professor Hinsdale Bernard, Dissertation Chair, in the School of Education, College of Health, Education and Professional Studies, Learning and Leadership/ EdD program, at the University of Tennessee at Chattanooga. I am conducting a research study to obtain perceptions of leadership in the workplace.

I am requesting your participation, which will involve completing the following online survey which asks questions related to leadership in the workplace, demographic information, and a few questions about volunteer service activity. THIS SURVEY SHOULD TAKE ABOUT 10 MINUTES TO COMPLETE. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. The results of the research study may be published, but the following survey is anonymous (your name and company will not be known).

If you have any questions concerning the research study, please call me at 423-321-2548 or e-mail me at ddmook@aol.com or please call Dr. Hinsdale Bernard, Dissertation Chair, at 423-425-5460 or email him at Hinsdale-Bernard@utc.edu.

This research has been approved by the UTC Institutional Review Board (IRB). If you have any questions concerning the UTC IRB policies or procedures or your rights as a human subject, please contact Dr. Bart Weathington, IRB Committee Chair, at (423) 425-4289 or email instrb@utc.edu.

Completion of the online survey will be considered your consent to participate. Thank you.

Sincerely,

Dalton E. Mook
132 West Watkins Street
Lookout Mountain, TN 37350

MEMORANDUM

TO: Dalton Elder Mook   **IRB # 11-024**

FROM: Lindsay Pardue, Director of Research Integrity
                Dr. Bart Weathington, IRB Committee Chair

DATE: February 7, 2011

SUBJECT: IRB # 11- 024: Organizational Settings and Profiles of Servant leadership

The Institutional Review Board has reviewed and approved your application and assigned you the IRB number listed above. You must include the following approval statement on research materials seen by participants and used in research reports:

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project # 11-024.

Please remember that you must complete a Certification for Changes, Annual Review, or Project Termination/Completion Form when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu

Best wishes for a successful research project.

VITA

Dalton Elder Mook was born in Chattanooga, graduated from Baylor School in 1988, attended Wheaton College in Norton, Massachusetts until 1990 when she transferred to the University of Georgia and graduated with a Bachelor of Psychology degree in 1992. After social service-related work, Ms. Mook obtained a Master of Social Work degree from the University of Kentucky in Lexington in 1996 and moved to Atlanta to lead and develop the Hope for Atlanta Youth, Inc. (HAY Fund, Inc. which was patterned after the Fresh Air Fund of NYC).

In 1997 Ms. Mook returned to Chattanooga and in 1998 she married Doug Mook. During the past 14 years, she worked to develop the East TN Chapter of the Crohn's and Colitis Foundation of America, pilot and expand the school-based mentoring program of Big Brothers Big Sisters of Greater Chattanooga, conducted evaluation work (First Placement Best Placement) for Merz Consulting, Inc. and in February 2012, she changed her realtor license for Tennessee and Georgia to inactive status.

The doctoral candidate experience with the Learning and Leadership program of the University of Tennessee at Chattanooga has enabled Ms. Mook to strengthen and build skills. Since 2005, she has been able to focus energies on her family, including three children (ages 8, 10, and 10), co- coordinating the Interfaith Homeless Network (IHN) at the Good Shepherd Church, serving her last year with Good Shepherd School Board as the chairperson, and helping to manage and provide stewardship of investment properties in the Chattanooga area.

Ms. Mook seeks to continue research in servant leadership, resilience in communities, and the impact of positive relationships of practice between individuals, organizations,

institutions, and faith-based settings where volunteer service strives to meet and empathically respond to societal calls. She also enjoys canoeing, hiking, riding bikes, painting, learning about nature, and writing.