

Servant Leadership Theory:
Development of the Servant Leadership Assessment Instrument

Submitted to Regent University

School of Leadership Studies

In partial fulfillment of the requirements

for the Degree of

Doctor of Philosophy in Organizational Leadership

Robert Steven Dennis

April 2004

UMI Number: 3133544

Copyright 2004 by
Dennis, Robert Steven

All rights reserved.

UMI[®]

UMI Microform 3133544

Copyright 2004 ProQuest Information and Learning Company.
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
PO Box 1346
Ann Arbor, MI 48106-1346

School of Leadership Studies

Regent University

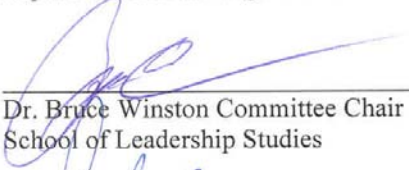
This is to certify that the dissertation prepared by:

ROBERT STEVEN DENNIS

Titled


SERVANT LEADERSHIP THEORY: DEVELOPMENT OF THE SERVANT LEADERSHIP ASSESSMENT INSTRUMENT

Has been approved by his/her committee as satisfactory completion of the dissertation requirement for the degree of Doctor of Philosophy




 Dr. Bruce Winston Committee Chair
 School of Leadership Studies

5/12/04
Date



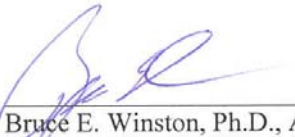
 Dr. Paul Carr, Committee Member
 School of Leadership Studies

5/12/04
Date



 Dr. Mihai Bocarnea, Committee Member
 School of Leadership Studies

5/13/04
Date



 Bruce E. Winston, Ph.D., Associate Dean
 School of Leadership Studies

5/12/04
Date

Abstract

The following research question guided this study: Can the presence of Patterson's servant leadership concept be assessed through a written instrument? The purpose of this study was to construct and validate an instrument to measure the component constructs of Patterson's (2003) servant leadership theory. Specifically, the seven component concepts, as defined by Patterson, were used to build items for a servant leadership instrument. This study involved both a Delphi (abbreviated) survey and the development of the Servant Leadership Survey (SLS) instrument.

Statistical analysis was informed by using the literature review and Patterson's (2003) work on servant leadership concepts to build a set of survey items. Then the advice of a jury of experts was used to revise, add to, and delete some items. Next, a Delphi method was applied in order to remove duplications. This was followed by data collection.

Three separate data collections were used for the development of this instrument which resulted in refining and honing the instrument. The third data collection took place during mid-February 2004 for a one-week period. This collection netted 313 participants and 300 useable data after the clean up for missing values. The statistical results indicated that the Servant Leadership Assessment Instrument measured five factors of Patterson's (2003) seven factors on servant leadership. The final factor analysis loaded 25 items of the scale to produce six factors. Four of the five factors loaded with five items—Love, Empowerment, Vision, and Humility—with Cronbach alphas ranging from .89 to .94.

The fifth factor, Trust, loaded with two items, however, this was the second consecutive data collection with loadings. The previous data collection had loaded five items.

It is the intention that this instrument has the ability to predict or give measurement to the concepts of Patterson's (2003) theory of servant leadership so that a servant leader can measure his or her effectiveness as a servant leader. According to the review of the literature, this is the first instrument to measure five factors on servant leadership.

To my mother JoAnn Dennis
who always believed in me.

To God
who changed my life,
who always gives me guidance and direction,
and in whom my commitment and trust is in.

Acknowledgement Page

Special thanks to Dr. Bruce Winston who served as the chair of my dissertation committee and as a role model for a servant leader through his patience with me. Thanks also, to Dr. Dorena K. DellaVecchio and Dr. Paul Carr who served loyally on the committee. I want to acknowledge Dr. Bruce Harrison for his help as a mentor in the past, which help set the foundation for the analytical thought I would need for this dissertation. Thanks to Pam Robles for her diligent facilitation with the writing process that enabled me to grow as a writer. A special thanks to Dr. Mihai Bocarnea for his statistical expertise and, most importantly, his interest in this topic of servant leadership, which led to my decision to choose this area of study.

Table of Contents

Abstract.....	iii
Acknowledgement Page.....	vi
Table of Contents.....	vii
List of Tables.....	ix
Appendixes.....	xii
Note from the Dissertation Chairman.....	xiii
Chapter One: Introduction.....	1
Patterson’s Theory of Servant Leadership.....	2
The Constructs of Servant Leadership.....	3
Definition of Terms.....	8
Purpose of the Study.....	8
Scope of the Study.....	9
Method.....	9
StudyResponse Database.....	10
Survey - SurveySuite.....	10
Analysis.....	11
Chapter Two: Literature Review.....	12
A Historical Context for Servant Leadership.....	12
Requirements of Servant-Leadership.....	12
The Relationship Between Values and Leadership.....	14
Criticisms of Servant Leadership.....	17
The Constructs of Servant Leadership.....	17
Agapao Love.....	18
Humility.....	22
Altruism.....	24
Vision.....	27
Trust.....	31
Service.....	35
Empowerment.....	37
Summary.....	39
Chapter Three: Research Method.....	42

Selection of the Expert Panel.....	42
Scale Development.....	44
Data Collection.....	61
Data Analysis & Reliability	62
Constructing the SLS Instrument	62
Treatment of the Data and Item Analysis	65
Limitations	66
Summary of Chapter Three.....	67
Chapter Four – Method.....	68
Results of the First Data Collection	68
Results of the Second Data Collection	79
Results of the Third Data Collection.....	84
Chapter Five: Findings, Conclusions and Implications	101
Implications from the Study	102
Limitations of the Study.....	105
Suggestions for Future Research.....	106
Conclusion	108
References.....	109
APPENDIXES	118
Informed Consent Forms	143
Instrument for Data Collection	144

List of Tables

Table 1	39
Pool of Items From the Literature Review	39
Table 2	46
Items for experts to review	46
Table 3	48
Experts' Rating Relevancy of Items	48
Table 4	49
Items of Concerns and Comments by the Reviewers'	49
Table 5	57
Items that reviewers thought should be added to the pool	57
Table 6	58
Items to add to Instrument based on Reassessment of the Literature Review	58
Table 7	60
Items for Reverse Scoring Presented to Expert Reviewers	60
Table 8	60
Changes in Reverse Scoring Items	60
Table 9	66
Feedback From Pre-field Test Participants	66
Table 10	69
First Data Collection: (N=250) - Pattern Matrix	69
Table 11	72
Respondents' Comments	72
Table 12	78
Second Instrument – Revised	78
Table 13	80
Second Data Collection. Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=406). Structure Matrix & Components	80
Table 14	81
Items loading in one factor with negative loading	81
Table 15	82
Third Instrument for Third Data Collection (Trust, Humility, and Vision not included below as no changes were made in these items)	82
Table 16	85

	Demographic Characteristics of the Third Data Collection Sample (N = 293).....	85
Table 17		86
	Bartlett's Test of Sphericity	86
Table 18		87
	Total Variance for Initial Eigenvalues and Extraction Sums of Square Loadings.....	87
Table 19		87
	Communalities for the 42-Item Instrument	87
Table 20		89
	Means and Standard Deviations for the 42-Item SL-A Instrument	89
Table 21		91
	Factor Loadings from the Rotated Factor Structure Matrix of Items for the Third Data Collection.....	92
Table 22		93
	Factor Loadings from the Rotated Factor Structure Matrix of Items for the Third Data Collection with Suppressed values of .70.....	93
Table 23		95
	Structure Matrix of Items for Third Data Collection - 36 Items rotated	95
Table 24		96
	Structure Matrix of Items for Third Data Collection - 31 Items rotated	96
Table 25		97
	Structure Matrix of Removed Items for Third Data Collection – 25 Items Rotated	97
Table 26		98
	Factor 1: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300).....	98
Table 27		99
	Factor 2: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300).....	99
Table 28		99
	Factor 3: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300).....	99
Table 29		99
	Factor 5: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300).....	99
Table 30		100
	Factor 6: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300).....	100

Table 31 100

Factor 7: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)..... 100

Appendixes

Appendix A. Instrument Reviewed by Experts	118
Appendix B. Revised Instrument – Experts’ Recommendations	128
Appendix C. Instructions to participants for Pre-field Sample	134
Appendix D. Recruiting Message Template – 1 st Data Collection	135
Appendix E. Field Sample Instructions	136
Appendix F. Revised Instrument including pre-field Changes	137
Appendix G. Demographics	140
Appendix H. Instructions – Second & Third Data Collection	142

Note from the Dissertation Chairman

It is unusual for a dissertation chairman to insert a page of information into a dissertation, but this is an unusual situation and the reader will be well-informed by understanding the interrelatedness of the five dissertations by: (a) Kathleen Patterson, (b) Rob Dennis, (c) Sandra Bryant, (d) Steve Dillman, and (e) Lynn Nelson.

Kathleen Patterson, working with Dr. Greg Stone of Regent University's Graduate School of Business, has developed a working theory of servant leadership that helps create a platform for more specific research, which has been needed for some time in the literature. As a support to Patterson's research, Rob Dennis built an instrument to measure the constructs of Patterson/Stone's theory of servant leadership. While the theory has merit, the committee members believe that the theory may be contextual constrained, thus, it is necessary to test the validity and acceptability of the constructs in different contexts.

To examine the validity and acceptability of the constructs in different contexts, three dissertations presented the constructs to three convenience samples in which the dissertation committees believed that the constructs might not be well received. Sandra Bryant measured the validity and acceptance of the constructs with city government leaders while Steve Dillman, concurrently, measured the validity and acceptance of the constructs with pastors in Australia, and Lynn Nelson, concurrently, measured the validity and acceptance of the constructs with Black African leaders in sub-Saharan Africa. The committees believed that the constructs would be unacceptable to city planners, possibly acceptable to Australian pastors, and somewhat acceptable to Black African leaders. While the sample populations were convenient, the exposure of the

constructs to different cultural groups helps set the stage for future validation studies in different contexts.

While jointly conducted dissertations are not normal, the committee members believe that this is a beneficial way of building and testing a new theory. Each of the five doctoral candidates conducted their own research but based their work on Patterson's dissertation. Thus, the reader may find what appears to be plagiarized information from Patterson's dissertation, and the reader should know that the five candidates are working jointly and separately on the project.

Chapter One: Introduction

The renewed emphasis in the field of organizational leadership on assisting leaders to measure their effectiveness as servant leaders has resulted in a focus on the roots of that effectiveness in the values of a servant leader (Dennis & Winston, 2003; Laub, 1999; Page & Wong, 2000; Patterson, 2003; Russell, 2000; Russell & Stone, 2002). Bennis (2002) stressed that leaders must generate trust (p. 105). Covey (2002) posited that empowerment is the fruit of a leader's modeling, vision (values), and alignment (p. 29). McGee-Cooper (2002) argued that understanding basic assumptions and background information on important issues empowers people to find deeper meaning in their jobs and to participate more fully in effective decision-making (p. 144). Finally, others (Ciulla, 1998; Fayol, 1949) emphasized that leaders must practice management that does not violate moral principles.

Focusing on values and moral premises can provide the method through which we will be able to better understand what a servant leader is. According to DePree (2002), values provide "defining thoughts" that give leaders a clear moral purpose. "Without moral purpose, competence has no measure, and trust has no goal. A defining thought gives me a way to think about leadership and moral purpose" (p. 94).

The servant leadership interaction was examined in a historical context in this study. Various aspects of the relationships between the leader and followers were also examined: jealousy and envy (Van Sommers, 1988; Vecchio, 1997), values and morals (Bandura, 1986; Barnard, 1938; Burns, 1978; Selznick, 1957; Spears, 2002; Weber, 1947), relationships (Braye, 2002), and responsibility and stewardship (Burkhardt & Spears, 2002; Lloyd, 1996; Pfeffer & Salancik, 1978). Additionally, criticisms of servant

leadership—that it has negative connotations (Bowie, 2000) and encourages passivity (Johnson, 2001)—was examined.

Patterson's Theory of Servant Leadership

According to Kuhn (1996), when existing theory does not explain observed phenomena, then a new theory is needed. Patterson (2003) has developed a working theory of servant leadership that creates a platform for more specific research by defining the values on which servant leadership is based—values that she calls the component *constructs* of servant leadership. Patterson wrote of the need for an instrument to measure these constructs. Therefore, as a support to Patterson's research, this dissertation developed an instrument to measure the constructs of Patterson's theory of servant leadership.

In Patterson's (2003) view, popular leadership theories such as transformational leadership have not adequately explained the values—for example, altruism—that are sometimes demonstrated by leaders. According to Patterson, "Transformational leadership shows leaders focused on the organization, and is insufficient to explain behavior that is altruistic in nature, or follower-focused; thus servant leadership theory, which is follower focused, explains such behavior" (personal communication, January 30, 2003; cf. Patterson, 2004; Patterson, Russell, & Stone, 2004). These virtues or morals are qualitative characteristics that are part of one's character, something that is internal, almost spiritual (Whetstone, 2001). Furthermore, virtues have the ethical characteristics of being good, excellent, or worthy (Henry, 1978, p. 697). These qualities characterize the servant leader, who is guided by virtues within, henceforth called constructs. These

virtuous constructs define servant leaders, shaping their attitudes, characteristics, and behavior. Thus, according to Patterson, the definition of servant leadership is as follows:

Servant leaders are those who serve with a focus on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral. The servant leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence (personal communication, January 30, 2003).

The Constructs of Servant Leadership

According to Patterson (2003), the servant leader (a) leads and serves with *agapao* love, (b) acts with humility, (c) is altruistic, (d) is visionary for the followers, (e) is trusting, (f) is serving, and (g) empowers followers. These are the seven constructs that comprise the servant leader in Patterson's model.

Agapao Love

The cornerstone of the servant leader/follower relationship that Patterson describes is *agapao* love. Winston (2002) states that *agapao* means to love in a social or moral sense. According to Winston, this love causes leaders to consider each person not simply as a means to an end, but as a complete person: one with needs, wants, and desires. According to Winston, this love is alive and well today in organizations in which those who demonstrate it follow what Winston calls, not the Golden Rule, but the *Platinum Rule* (Do unto others as *they would want* you to do unto them). Mitroff and Denton (1999) wrote about the importance of value-based organizations and said that the Golden Rule of "do unto others as you would have them do unto you" applies to all (p. 149). For Winston, the same thing is true of the Platinum Rule, as he advocated in his work on the Beatitudes.

Swindoll (1981) stated that servanthood and a true love work hand in hand. Likewise, Ferch and Mitchell (2001) advocated love as a goal for leaders, and Crom (1998) pointed out that servant leaders genuinely care for others and are interested in the lives of followers. Russell and Stone (2002) posited that love is unconditional for the servant leader.

Humility

Humility, according to Sandage and Wiens (2001), is the ability to keep one's accomplishments and talents in perspective. This means practicing self-acceptance, but it further includes the practice of true humility, which means not being self-focused but rather focused on others. Swindoll (1981) argued that the humility of the servant is not to be equated with poor self-esteem, but rather that humility is in line with a healthy ego. In other words, humility does not mean having a low view of one's self or one's self worth; rather, it means viewing oneself as no better or worse than others do. The servant leader sees humility as reflecting an accurate self-assessment and therefore maintains a relatively low self-focus (Tangney, 2000). For Crom (1998), effective leaders are those that maintain their humility by showing respect for employees and acknowledging their contributions to the team (p. 6). On the other hand, for DiStefano (1995), humility is evident in a servant leader's acceptance of mystery and comfort with ambiguity (p. 63).

Altruism

Kaplan (2000) stated that altruism is helping others selflessly just for the sake of helping, which involves personal sacrifice, although there is no personal gain. Likewise, Eisenberg (1986) defined altruistic behavior as "voluntary behavior that is intended to benefit another and is not motivated by the expectation of external reward" (p. 1). For

these authors, altruism is an ethical perspective, as it also is for Johnson (2001). Elster (1990) on the other hand, argued that not all altruistic actions are done out of love, and, in any event, that they include a measure of self-interest.

For others, altruism comes in various types or ranges of behavior. For Jencks (1990) there are three types of altruism: emphatic, communicative, and moralistic. For Oliner (2002), on the other hand, altruism involves a range of behaviors along a continuum running from the least to the most self-sacrificing behavior: on one end lies “conventional altruism” and on the other “heroic altruism,” in which the altruistic actor is willing to lay down his or her life for another.

Monroe (1994), who applies social cognition theory to explaining altruism, focused on factors such as identity, self-perception, worldview, and empathy. Monroe defined altruism “as behavior intended to benefit another, even when doing so may risk or entail some sacrifice to the welfare of the actor” (p. 862).

Vision

Vision, according to *Merriam-Webster Online Dictionary* (2003), is “the act or power of imagination; mode of seeing or conceiving; or, unusual discernment or foresight.” Blanchard (2000) defined vision as “a picture of the future that produces passion” (p. 5). Vision is necessary to good leadership (cf. Sashkin, 1986). Hauser and House (2000) posited that the “development and communication of a vision is one explanation for the success of charismatic/transformational leaders and their effect on the performance” (p. 258). Laub (1999) found that shared vision builds up others (empowers them) and serves others’ needs (serves them). Additionally, “servant leaders build corporate vision from their own personal vision” (Fairholm, 1997, p. 198). Conger (1992)

posited anticipating the need for change and acting in advance as one method of bringing the vision into focus.

Bennett (2001) contended that the servant leader must dream while remaining in the past and focused on the future, because this allows the leader to take advantage of the opportunities of the present. Buchen (1998) also pointed out that focusing on a future state was very important to Greenleaf's model and that servant leaders must be preoccupied with the future. According to Kouzes and Posner (1997), leaders "breathe life into their visions and get people to see exciting possibilities for the future" (p. 4). Relating vision and humility, Buchan (2002) stated that servant leaders are not so full of themselves as to allow their egos to get in the way of their ability to envision a corporate future. Bennis (2002) stated that leaders must create a shared vision with meaning—a vision that involves the players at the center rather than on the periphery (p. 105). Young (2002) said this leads to developing a measurable plan.

Trust

According to the *Handbook of Principles of Organizational Behavior* (Hauser & House, 2000), trust is defined as "confidence in or reliance on another team member" in terms of their morality (e.g., honesty) and competence (p. 230). According to Story (2002), trust is an essential characteristic of the servant leader. Servant leaders model truth in the way they coach, empower, and persuade. This trust exists as a basic element for true leadership. However, trust involves an element of uncertainty, according to Gautschi (2002), for to trust someone inheres the possibility to become disappointed.

Russell (2001) argued that the values of integrity and honesty build interpersonal and organizational trust and lead to credibility; this trust is essential in servant leadership.

Fairholm (1997) stated that trust is always present (an important factor) and is central to leadership (p. 107). Further, Melrose (1998) stated that leaders do what they say, which engenders trust (p. 292). Additionally, the openness of a leader to receive input from others increases a leader's trustworthiness (Kouzes & Posner, 1997). Followers are more likely to follow a leader whose behaviors are consistent and trustworthy and who can connect with their aspirations (Kouzes & Posner, 1993b).

Service

The act of serving includes a mission of responsibility to others (Wis, 2002). Leaders understand that service is the center of servant leadership (Russell & Stone, 2002). Leaders model their service to others in their behavior, attitudes, and values (Lytle, Horn, & Mokwa, 1998). According to Block (1993), service is everything. People are accountable to those they serve whether customers or subordinates. Greenleaf (1996) posited that for leaders to be of service to others, they must have a sense of responsibility.

Empowerment

Empowerment is entrusting power to others, and for the servant leader it involves effective listening, making people feel significant, putting an emphasis on teamwork, and the valuing of love and equality (Russell & Stone, 2002). Covey (2002) believed that the leader serves as a role model for empowering others and for valuing their differences. McGee-Cooper & Trammell (2002) argued that understanding basic assumptions and background information on important issues empowers people to discover deeper meaning in their jobs and to participate more fully in effective decision-making (p. 144).

Bass (1990) posited that empowerment is power sharing with followers in planning and decision-making. Ciulla (1998) distinguished between “bogus empowerment” and empowerment.

Definition of Terms

Servant-Leader

According to Patterson (2003), servant leaders are those who serve with a focus on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral. The servant leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence.

Purpose of the Study

The purpose of this study was to collect from the literature and from a panel of experts (see methods section in this chapter) an agreed-upon list of virtues or character qualities that define Patterson’s servant leadership concept, and to use this list to develop an instrument for assessing the presence of those qualities in organizational leaders. Thus, this study operationalized and measured Patterson’s variables of *agapao* love, humility, altruism, vision, trust, service, and empowerment to see if they had a positive relationship for her new theory of servant leadership. The following research question guided this study:

1. Can the presence of Patterson’s servant leadership concept be assessed through a written instrument?

Scope of the Study

The study used quantitative methods to construct an instrument to measure servant leadership. A random sample was obtained from a pool of participants from the StudyResponse database (see methods section in this chapter). This research project did not construct or test a self-assessment instrument for leaders because if humility is indeed a variable of servant leadership, the servant leader may be too humble to recognize that he or she is a servant leader.

Method

This study developed a scale to measure the concepts in Patterson's (2003) new theory of servant leadership. The purpose behind scale development is measurement. Duncan (1984) argued that all measurement is social measurement; that is, its roots lie in social processes and their measurement precedes science. Currently, there are no reliable or suitable instruments for measuring servant leadership. This study used DeVellis (1991, 2003) "Guidelines in Scale Development" (pp. 60-100) to develop an instrument for Patterson's new theory of servant leadership.

DeVellis' (1991) guidelines for scale development consists of eight steps: (a) determine clearly what it is you want to measure, (b) generate the item pool, (c) determine the format for measurement, (d) have initial items reviewed by panel of experts, (e) consider inclusion of validation items, (f) administer items to administrative sample, (g) evaluate the items, and (h) optimize scale length.

This dissertation: (a) used the literature on servant leadership to build a set of items; (b) gathered a jury of experts who reviewed, added, and deleted items as needed; (c) constructed an item questionnaire in collaboration with the jury of experts—a

questionnaire was then sent to a pool of participants from the StudyResponse database; and (d) ran a factor analysis with correlation matrices and scale reliability tests to help determine which items to keep for each construct and whether sufficient items remained to make a useable scale.

StudyResponse Database

The participants for the study consisted of a stratified sample taken from the StudyResponse Database at the Center for Science and Technology, Syracuse University, Syracuse, New York. This database assists researchers with obtaining participants for research studies. An incentive (i.e., gift certificate to Amazon.com consisting of three prizes of \$100, \$100, \$100, and \$50), was offered to the participants to take the survey. Previous experience with this database (Dennis & Winston, 2003) indicated that it included a cross section of the population in terms of age, education, and ethnicity. However, gender netted 3:1, females to males. An attempt to reach a ratio of 1:1 in gender was not needed, as the first of three data collections indicated the ratio was equivalent. A minimum of 355 participants was desired for the first instrument (number of items was 71). However, the revised instrument for the 2nd and 3rd (last data collection) called for only 210 participants (42 items) in the study in order to obtain higher reliability (DeVellis, 1991).

Survey - SurveySuite

The surveys were created and administered with an online survey using SurveySuite (University of Virginia, Charlottesville, Virginia). The following information can be found at their site (www.SurveySuite.com):

This powerful tool automates the entire process of running an online survey - from creation to administration to tallying the results. It's all available from your

web browser. SurveySuite was developed as a research project, and as such is not a supported web product. SurveySuite should not be used to collect private or sensitive data. Please be careful not to use SurveySuite to create survey spam.

Results from the survey were downloaded into Excel format, cleaned (participants entering no data), and then placed into SPSS 11.0 for factor analysis.

Analysis

Data was entered into SPSS, Version 11.0, for statistical analysis to calculate both the factor analysis and the scale reliability analysis. The loadings were initially set at (.70) and examined for principal components using oblimin rotation of items. DeVellis (1991) and Nunnally (1978) suggested a loading value of .70 as a lower acceptable bound for alpha. A higher alpha minimizes covariation due to chance. The oblique factor rotation identified the extent to which each of the factors were correlated (Hair et al, 1998, p. 89).

Chapter Two: Literature Review

The following literature review supports the proposed study by providing an historical context for servant leadership theory and by examining and extending Patterson's (2003) servant leadership constructs. It highlights the moral and ethical dimension of Patterson's servant leadership theory.

A Historical Context for Servant Leadership

Scholars who accept the moral premises of servant leadership theory trace its origins to a discussion between Jesus Christ and His disciples, as recorded in the Gospel of Luke, chapter 22, verses 24-27. (Unless otherwise noted, Bible quotations are from the King James Version.)

Also a dispute arose among them as to which of them was considered to be greatest. Jesus said to them, "The kings of the Gentiles lord it over them; and those who exercise authority over them call themselves Benefactors. But you are not to be like that. Instead, the greatest among you should be like the youngest, and the one who rules like the one who serves. For who is greater, the one who is at the table or the one who serves? Is it not the one who is at the table? But I am among you as one who serves. (NIV)

Thus, Christ rebuked His follower's desire for precedence by presenting Himself to them as a model and by identifying His model as one of service. He is the original and ideal servant leader.

Requirements of Servant-Leadership

Leadership started with God's chosen nation, Israel. Servant leadership requires the full embodiment of serving God, which means serving with all your heart and soul.

And now, Israel, what doth the Lord thy God require of thee, but to fear the Lord thy God, to walk in all his ways, and to love him, and to serve the Lord thy God with all thy heart and with all thy soul. (Deut. 10:12)

Servant leadership requires following God (Christ), and for those who follow the Lord, the Father will honor (Jn. 12:26). Additionally, we are instructed to have grace whereby we may serve God acceptably with reverence and godly fear (Heb. 12:28). Moreover, regardless of our position when called as a servant, we belong to Christ. “For he that is called in the Lord, being a servant, is the Lord's freeman: likewise also he that is called, being free, is Christ's servant” (1 Cor. 7:22).

Service comes from the heart, not from the hope of promotion. “Not with eyeservice, as menpleasers; but as the servants of Christ, doing the will of God from the heart; with good will doing service, as to the Lord, and not to men” (Eph. 6:6-7). Further, the duty of serving was given to us as a model by the Lord—and with a high price to pay.

But Jesus called them to him, and saith unto them, Ye know that they which are accounted to rule over the Gentiles exercise lordship over them; and their great ones exercise authority upon them. But so shall it not be among you: but whosoever will be great among you, shall be your minister: And whosoever of you will be the chiefest, shall be servant of all. For even the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many. (Mk. 10:42-45)

Servant leadership is Christlike. “If I then, your Lord and Master, have washed your feet; ye also ought to wash one another's feet” (Jn. 13:14). Servant leadership demonstrates love and commitment. Christ said to Simon, son of Jonas, “Lovest thou me? He saith unto him, Yea, Lord; thou knowest that I lovest thee” (Jn. 21.16). “He saith unto him, Feed my sheep” (Gal. 5.13).

Servant leadership lightens life's burdens. We are instructed to bear one another's burdens and so fulfill the law of Christ (Gal. 6.2). “And as we have therefore opportunity, let us do good unto all men, especially unto them who are of the household of faith” (Gal. 6:10). Servant leadership is performed in humility: “Serving the Lord with all humility of

mind, and with many tears, and temptations, which befell me by the lying in wait of the Jews” (Acts 20:19). Servant leadership requires undivided service. “Then saith Jesus unto him, ‘Get thee hence, Satan: for it is written, Thou shalt worship the Lord thy God and him only shalt thou serve’” (Matt. 4:10). Additionally, “No servant can serve two masters: for either he will hate the one, and love the other; or else he will hold to the one, and despise the other. Ye cannot serve God and mammon” (Lu. 16:13).

Servant leadership must have joy in serving. “They that sow in tears shall reap in joy” (Ps. 126:5). Winston (2002) wrote that joy is the “second of the three macro-fruits referring to the leader’s relationship with God” (p. 140). The leader mirrors his or her relationship with God in the leader’s behavior toward others. Further, he posited that a leader has a sense of calm about him or her. The servant leader’s spiritual relationship with God then is presented in an outgrowth of joy and happiness in the workplace with others.

The Relationship Between Values and Leadership

According to Winston (2002), the leader’s behavior helps the followers’ attitudes, which, in turn, effects how followers behave. He wrote, “A leader’s foundational values yield beliefs, and . . . their beliefs yields intentions to behave, and . . . their intentions spring actual behavior” (p. 10). Burns (1978) also argued that the concept of values is crucial to leadership (p. 74). He further explained three separate types of values at the leader’s disposal: a) “end values goals and standards;” b) “modes of conduct, such as honor, fairness, honesty;” and c) “‘dual’ values that operate as both intrinsic and extrinsic values, e.g., a person who goes to college to get a job but values the education for its own sake” (p. 75).

Moral Aspects

Barnard (1938) emphasized the importance of morals: “Morals are personal forces or propensities of a general and stable character in individuals which tend to inhibit, control, or modify inconsistent immediate specific desires, impulses, or interests, and to intensify those which are consistent with such propensities” (p. 261). Barnard further explained that when these moral forces are strong and stable there exists a condition of responsibility. Additionally, these forces arise external to the individual (e.g., supernatural, social environments, political, etc.) (pp. 261-262).

The Relationship Between the Servant Leader and the Principal

This model of servant leadership that Christ established includes certain assumptions or expectations. One of these assumptions is that the servant carries out his or her duties for the benefit of the principal served. Pfeffer (1978) explained that agents perform certain actions on behalf of the principal with the understanding that a contract is in effect. The servant-leader follows that same principle by carrying out the actions of a higher power, deeming it a privilege to serve the highest principal available—God—by serving others in His name.

The Value of Servant Leadership Theory

Lloyd (1996) interviewed Spears who explained that the concept of servant leadership transcends theory to producing superior results in practice. Lloyd contended that servant leadership means reflecting greater accountability amongst all members of an organization. He contended that this is also fueled by placing a stronger emphasis on learning for both individuals and organizations. Lloyd said, “These pressures have caused organizations to start thinking and acting differently from the days when they were full of

their own arrogance, which arose because they believed not only that they knew the answers, but that they could impose those answers on people as well” (p. 30). Spears concluded that “ethics and values are at the heart of what servant-leadership is about too. It takes a disciplined view about what ethical, or caring, behavior means for each of us as individuals” (p. 30).

DePree (2002) argued that three things are necessary for servant leadership:

1. An understanding of the fiduciary nature of leadership
2. A broadened definition of leadership competence
3. The enlightenment afforded leaders by a moral purpose. (pp. 90, 150-151)

Servant Leadership and Values

Selznick (1957) posited that leadership is required in dynamic organizations. Additionally, where leadership is required, the problem is “always to choose key values and to create a social structure that embodies them” (p. 60). He further compared this type of value with individual moral experience, “wherein the individual existentially ‘chooses’ self-defining values and strives to make himself an authentic representative of them” (p. 60).

Companies Practicing Servant Leadership

Many companies have adopted servant leadership as part of their guiding philosophy. Among these, according to Spears (2002), are the following: The Toro Company (Minneapolis, MN), Synovus Financial Corporation (Columbus, GA), ServiceMaster Company (Downers Grove, IL), The Men’s Warehouse (Fremont, CA), Southwest Airlines (Dallas, TX), and TDIndustries (Dallas, TX) (p. 9).

Criticisms of Servant Leadership

Bowie (2000) argued that the servant leader has a low respect for herself or himself in relation to others. As such, servant leadership is no sign of humility but of a “monk’s virtue” (p. 187), which is unnatural and is, in fact, a form of pride. Johnson (2001), on the other hand, criticizes servant leadership for “seeming unrealistic, encouraging passivity, not working in every context, sometimes serving the wrong cause, and being associated with negative connotation of the term servant (or slave)” (p. 136).

Bowie (2000) contended that the term “servant leadership” has negative connotations because followers may manipulate the servant leader in some settings, such as in prisons. The author posited that some prisoners would take advantage of a servant leader, implying that servant leaders are “meek.” Thus, Bowie contended that servant leadership theory misses its mark by positing a model in which followers would use the agent (leader) for their own ends.

Berry and Cartwright (2000) viewed servant leadership as idealistic and implied that it is inappropriate for Western corporations because the leader focuses on service to God or others before self. They concluded that, as an agent, the servant leader is not serving his or her principle (p. 342).

The Constructs of Servant Leadership

Other scholars have made proposals similar to Patterson’s (2003) on the characteristics of a servant leader. Burkhardt and Spears (2002) listed the following characteristics as central to the development of servant leaders: (a) listening, (b) empathy, (c) healing, (d) persuasion, (e) awareness, (f) foresight, (g) conceptualization, (h) commitment to the growth of people, (i) stewardship, and (j) building community (pp.

226-227). Braye (2002) divided these ten concepts into three major components: self, relationships, and tasks/resources (pp. 299-300). Likewise, McGee-Cooper and Trammell (2002) posited that servant leadership must practice the following: (a) listen without judgment, (b) be authentic, (c) build community, (d) share power, and (e) develop people (pp. 150-151).

According to Patterson (2003), the servant leader (a) leads and serves with *agapao* love, (b) acts with humility, (c) is altruistic, (d) is visionary for the followers, (e) is trusting, (f) is serving, and (g) empowers followers. These seven constructs comprise the servant leadership in Patterson's model.

Agapao Love

Christ, the model of servant leadership, demonstrated that type of leadership from the beginning of His ministry. Unfortunately, His board, the Apostles failed to see the manner in which their leader conducted Himself. They all aspired to be like Him, to be near Him, and to be accounted "the greatest." This great leader that they admired, was first and foremost a servant. Notice the context, "there was strife among them, which should be accounted the greatest" (LK. 22:24).

The strife in this setting is common to human nature and comes from two sources. They are jealousy and envy. *Agapao* love and envy cannot co-exist, because, as the Scripture points out: "Love is patient, love is kind. It does not envy, it does not boast, it is not proud" (1 Cor. 13: 4). Van Sommers (1988) pointed out the important distinction between the two. "Jealousy pertains to the loss of an existing relationship, while envy pertains to another possessing what one desires for oneself. Succinctly stated, envy

concerns what we would like to have, but do not have, while jealousy concerns what we have, but fear we may lose” (pp. 1, 6).

Vecchio (1997) contended that both jealousy and envy are commonplace in the work setting, as follows: “Given the inherent competitiveness of a great deal of organizational life, it may be reasonable to claim that the experience of jealousy and envy by employees ranks among the more common emotional experiences in organizational settings” (p. 545). The two emotions have similar but distinct outcomes in the workplace. According to Vecchio, “Employee jealousy involves a win/lose outcome relative to a rival, while in employee envy, another’s gain need not be at one’s own personal expense” (p. 545).

Winston (2002) stated that to love with “*agapao* (love) means to love in a social or moral sense, embracing the judgment and the deliberate assent of the will as a matter of principle, duty, and propriety” (p. 5). Winston also advocates this approach in his work on the Beatitudes, and he sheds more light on the Beatitudes by pointing out the similarities between them and the Fruit of the Spirit, as discussed in Paul’s Letter to the Galatians (pp. 135-150). According to Winston, the principles or values formed by combining the Beatitudes with the Fruit of the Spirit “represent the measurable outward manifestation of living a life led by spiritual principles” (p. 136). Winston explains the paradox of *agapao* leadership compared to economic leadership:

The paradox of an *agapao* form of leadership, compared to an economic form of leadership, is that while the *agapao* leader concentrates less on the organization and more on individuals the organization gains more because the employees are working to uphold the organization’s needs (p. 10).

Therefore, if these statements are true, we should see the following item as part of the *agapao*-love construct:

My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason.

Swindoll (1981) stated that servanthood and a true love go hand in hand, and further that no record is kept of who did what, but rather servant leaders are gentle and compassionate, showing strength and self-control, remaining calm and peaceful in the midst of turmoil, showing a soothing effect when confronted with anger, and possessing tact and graciousness that inspires others to retain their self-esteem and dignity. Therefore, if these statements are true, we should see the following items as part of this construct:

My leader is gentle.

My leader is compassionate.

My leader remains calm in the midst of turmoil.

My leader remains peaceful in the midst of turmoil.

My leader possesses tact when confronted with anger.

The concept of *agapao* love is a universal principle according to Mitroff and Denton (1999). The authors presented an empirical study on spirituality in the workplace which revealed meaning and purpose on the job are imparted by (ranked from highest to lowest in importance): (a) “the ability to realize my full potential as a person” and (b) “being associated with a good organization or an ethical organization” (p. 83). Ferch and Mitchell (2001) advocated love as a goal for leaders. That is the leader is emotionally, physically, and spiritually present for the follower and this relationship is reciprocal. The authors continued their definition by saying, “The follower who forgives has the capacity to be an instrument of love and healing in the world, thus furthering the organization's development as well” (p. 80). Furthermore, they suggested that this relationship include

the premise of challenging any behavior that does not stand in this regard. Servant leaders genuinely care for others and are interested in the lives of followers (Crom, 1998). Crom further explains the type of care that shows interests in followers:

1. Coach by questioning. Arouse interest. Be a good listener.
2. Truly care about team members as people. Make them feel important. Be genuinely interested in their lives.
3. Take the moral ground. It's crucial that a leader be committed to his or her values (p. 7).

Therefore, if these statements are true, we should see the following items as part of this construct:

My leader purposefully encourages his/her workers.

My leader shows compassion to everyone regardless of his or her status or position.

My leader is able to forgive.

Russell and Stone (2002) posited that love is unconditional for the servant leader.

Further, this unconditional love stems from virtues of the servant leader and seeks to honor people. The authors contended that servant leadership has the potential to change organizations and societies due to the positive impact on interpersonal work relations.

This is why this study looks at measuring *agapao* love as a variable of Patterson's (2003) servant leadership theory. Therefore, if these statements are true, we should see the following item as part of this construct:

My leader cares about people in his or her organization even when they do not agree with them.

Humility

Humility, according to Sandage and Wiens (2001), is the ability to keep one's accomplishments and talents in perspective, which includes self-acceptance, and further includes the idea of true humility as not being self-focused but rather focused on others. Therefore, if these statements are true, we should see the following item as part of the humility construct:

My leader is a humble person.

My leader does not brag about his/her own accomplishments.

My leader is not focused on his/herself but rather on his/her followers.

DiStefano (1995) noticed a key ingredient in Greenleaf's work was his genuine humility, as was evident in his acceptance of mystery and comfort with ambiguity (p. 63). This was apparent in the initial negative responses to Greenleaf's essays (e.g. resistance to servant leadership, resistance to North American values that ran counter to individualism, etc.). Therefore, if these statements are true, we should see the following item as part of this construct:

My leader accepts appropriate criticism.

Swindoll (1981) who also stated the giving of self shows humility of the servant is not to be equated with poor self-esteem, but rather humility is in line with a healthy ego. Swindoll continued his definition of humility by saying leaders focused not on themselves to be glorified but on God. Further, he revealed two revealing tests of humility:

1. A nondefensive spirit when confronted. This reveals a willingness to be accountable, or "nothing to prove," and "nothing to lose."

2. An authentic desire to help others. A true servant stays in touch with the struggles others experience. (pp. 24-25)

Therefore, if these statements are true, we should see the following items as part of this construct:

My leader would seek help from others in the organization if needed.

My leader believes that all persons are worthy of respect.

My leader's humility is in line with a healthy ego.

That is, humility does not mean to have a view of one's self or self worth; whether it means to view oneself as no better or worse than you would of others. The servant leader views humility as an accurate self-assessment and relatively low self-focus (Tangney, 2000). The author explained that the key elements of humility seem to include the:

1. Accurate assessment of one's abilities and achievements (not low self-esteem, self-deception).
2. Ability to acknowledge one's mistakes, imperfections, gaps in knowledge, and limitations (often vis-à-vis a "higher power").
3. Openness to new ideas, contradictory information, and advice.
4. Keeping of one's abilities, and accomplishments—one's place in the world—in perspective (e.g., seeing oneself as just one person in the larger scheme of things). (p. 73).

Effective leaders are those that maintain their humility by showing respect for employees and acknowledging their contributions to the team (Crom, 1998, p. 6). Further, Crom explained that humility involves being in "another's shoes" or viewing things from another person's perspective. Additionally, the servant leader is other focused and does

not seek to self-glorification. If these statements are true, the pool of items should include:

My leader would seek help from others in the organization if needed.

My leader believes that all persons are worthy of respect.

My leader's humility is in line with a healthy ego.

Altruism

Kaplan (2000) stated that altruism is helping others selflessly just for the sake of helping, which involves personal sacrifice, although there is no personal gain. Elster (1990) on the other hand, argued that no altruistic actions are done out of love, and in any event, include a nature of self-interest:

Some are done out of a sense of duty and need not provide and kind of pleasure. A person who is motivate solely by the warm glow that comes from having done one's duty is not acting out of duty, but engaging in narcissistic role-playing. And in any case, the means-end theory of love is adequate. I choose the gift to satisfy the other person's desire, and my own satisfaction is simply a by-product. (p. 45)

Therefore, if these statements are true, we should see the following items as part of the altruism construct:

My leader selflessly helps others just for the sake of helping.

My leader selflessly helps others even if it involves no personal gain.

Monroe (1994) posited a social cognition theory approach in explaining altruism by focusing on factors such as identity, self-perception, world view, and empathy (p. 883). She contended that many analysts and fields such as economics, biology, and psychology treat altruism and self-interest as dichotomous while overlooking how actors perceive themselves in relation to others (pp. 888-889). Monroe defined altruism "as behavior intended to benefit another, even when doing do may risk or entail some

sacrifice to the welfare of the actor” (p. 862). The author outlined four critical points for this definition:

- 1) Altruism must entail action. It cannot merely be good intentions or well-meaning thoughts.
- 2) The goal of the act must be furthering the welfare of another, i.e., not as a secondary consequence of behavior designed primarily to further one’s own welfare.
- 3) Intentions count more than consequences.
- 4) The act must carry some possibility of diminution to my welfare. (pp. 862-863).

Therefore, if these statements are true, we should see the following item as part of this construct:

My leader would defend someone he/she thought was being treated unjustly even if it made them unpopular.

My leader helps others even if it involves personal sacrifice.

Johnson (2001) perceived altruism as an ethical perspective for several reasons. First, “concern for others is an ancient yet contemporary principle” (p. 112). He cited the story that Jesus told of the Good Samaritan yet, the same dilemma of whether we stop and help (e.g., a stranded person) still exists today. Second, altruism is essential to the health of society in general and leaders in particular, and third, altruism acts to counteract the effects of evil (pp. 112-113).

Eisenberg (1986) defined altruistic behavior as “voluntary behavior that is intended to benefit another and is not motivated by the expectation of external reward” (p. 1). Further, the behavior may be motivated by sympathy, self-evaluative emotions

(values and morals), and acts motivated by guilt or the desire to maintain a positive self-image (pp. 2, 210). Eisenberg also cited correlates of altruism with moral judgment, moral reasoning, and role taking that is cognitively assuming the perspective of another.

Oliner (2002) characterized behavior as altruistic when it (a) is directed toward helping another, (b) involves a high risk or sacrifice to the actor, (c) is accompanied by no external reward, and (d) is voluntary (p. 123). He posited that altruism is a continuum with heroic altruism, involving danger to the helper, and conventional altruism at the other end, not life threatening. He completed a 2-year study on “heroic Gentile rescuers of Jews during the Holocaust,” and compared them with nonrescuers, as well as hospice volunteers. He concluded that data based on the two groups revealed no single factor that could account for acting compassionately for the welfare of others. He found that Gentile rescuers had learned norms such as caring, compassion, and assumed responsibility for others. On the other hand, the hospice volunteers demonstrate characteristics such as empathy, need for affiliation, reciprocal helping, and self-enhancement, and higher degree of intrinsic religiosity (pp. 135-136).

Jencks (1990) posited varieties of altruism and the reasons why social scientists say we do what we do (i.e., “socialization,” “deterrence,” and “operant conditioning”).

Further, he identified three types of unselfishness:

1. Emphatic—is where we “identify” with people outside ourselves.
2. Communitarian—involves identification with a collectivity (e.g., group) rather than with specific individuals.
3. Moralistic—involves the incorporation of external moral ideals (e.g., “superego” and “id”) into our sense of “self.” (pp. 54-55)

If these statements of Johnson, Oliner, Eisenberg, and Jencks are true, then the pool of items should include:

My leader publicly stands up for the rights of people in need within my organization.

My leader believes what he/she does benefits many other people.

Vision

Vision, according to *Merriam-Webster Online Dictionary* (2003), means insight or foresight. Hauser and House (2000) posited that the “development and communication of a vision is one explanation for the success of charismatic/transformational leaders and their effect on the performance, attitudes, and values of their followers” (p. 258). The authors continued their thought by illustrating that (a) vision matters for the performance of organizations and individuals, (b) the role of “vision setter” is pursued less frequently than other executive roles, and (c) some of the skills necessary for vision may be acquired through training (p. 250). Therefore, the authors advanced eleven principles for the content of successful visions as well as the process of generating and implementing a vision (pp. 260-266).

1. The vision statement should meet the following criteria: brevity, clarity, abstractness, challenge, future orientation, stability, desirability or ability to inspire, identification of intended products, markets, and strategy (Baum, Locke, & Kirkpatrick, 1998).
2. The vision should deal with issues of change, an idealized future for the followers, ideal goals, and people working together.
3. The vision should be situation-specific, appropriate, and yet unique in the industry.
4. In articulating a challenging new vision, relate it to the past organization and align it with the values of the employees and the dominant society.

5. Build cohesive understanding of the vision among the top management team.
6. Encourage a high degree of participation in the implementation of the vision.
7. Articulate the vision in a dramatic way.
8. Communicate the vision first to highly influential and cooperative individuals in the organization in order to guarantee its rapid adoption.
9. Link the vision to task cues and goals.
10. Engage in behaviors that are consistent with the vision, highly visible, and involve personal sacrifice.
11. Use symbols, metaphors, and images that are consistent with the vision (Benford & Hunt, 1992).

Therefore, if these statements are true, we should see the following items as part of the vision construct:

My leader aligns his/her vision with the values of his/her followers.

Laub (1999) found that shared vision builds up others (empowers) and others' needs (service). His development of the Servant Organizational Leadership Assessment (SOLA; reliability of 0.98) revealed higher scores on the SOLA of participants who had higher perceptions of job satisfactions as servant leaders. This suggests that managers and workers would have higher levels of job satisfaction in servant leadership organizations resulting in higher organization performance. Therefore, if these statements are true, we should see the following item as part of this construct:

My leader emphasizes the importance of shared vision to understand followers' vision as it fits into the organization.

Bennett (2001) contended that the servant leader must dream while remaining in the past and focused on the future as this allows the leader to take advantage of the opportunities of the present. He stated, “By linking servant leadership—characterized by openness, stewardship, and vision—to personal values, we can enhance individual, team, and organizational performance” (p. 46).

Buchen (1998) also advocated that the futuristic state was very important to Greenleaf and that servant leaders must also be preoccupied with the future; this futuristic view seeks to best serve the constituents by fully knowing where things are headed, the future, and asks the difficult question if the constituents are being served with the end in mind. Leaders “breathe life into their visions and get people to see exciting possibilities for the future” (Kouzes & Posner, 1997, p. 4). The authors continued their definition by stating that leaders believe they can make a difference, envision the future, create images of what the organization can become, and enlist others in their dreams. They recommended inspiring a shared vision by implementing specific actions that include learning by doing and learning from others.

- 1) Join the World Futures Society
- 2) Envision yourself ten years from now. Write an article how you have made a difference.
- 3) Interview some of your constituents and ask them about their hopes and dreams.
- 4) Deliver your vision speech at every opportunity.
- 5) Read a biography of a person who’s considered to be visionary. (pp. 62-64)

Buchan (2002) stated that servant leaders are not full of themselves, in the sense that they do not allow their egos to get in the way of their vision for the future. In addition, one cannot be an effective leader without being a forecaster (p. 6). Bennis (2002) stated that leaders must create a shared vision with meaning, and this means involving the players at the center rather than at the periphery (p. 105). The leader must show by his behavior the steps that fit into the vision and must reward people for following those steps. The vision statement should also include feedback loops to make sure it is still meaningful and relevant for those involved. Young (2002) posited that vision helps people move beyond competition and cooperation to a “supraordinate purpose under which all can serve” (p. 252). This allows for ownership and unity, the author explained. This foresight allows the leader and followers to operate with tranquility in the midst of conflicting forces and pressures. Young said that this, in turn, allows the ability to set an example that leads to developing a measurable plan. Fairholm (1997) stated that stewardship is based on self-directed, free moral choice. Further, stewardship serves the dual purpose of leading people and furthering the purpose or mission underlying the larger organization (cf. Seamer, 1998; Whetstone, 2002; Worrell, R. & Appleby, M.C.). “Servant leaders build corporate vision from their own personal vision” (p. 198). Conger (1992) posited that there are three types of change involving vision:

- 1) Shock is change through a crisis (e.g., heart attack, midlife crisis).
- 2) Evolution involves seeing others changing and then evolving with them.
- 3) Anticipation is foreseeing the need for change and acting in advance—being visionary in one’s change. (p. 61)

Blanchard (2000) defined vision as “a picture of the future that produces passion” (p. 5).

He contended the servant leader knows the importance of vision and that vision has the following four characteristics in respect to its purpose, value, image, and goals:

1. Purpose tells you what business you’re in. It defines the fundamental reasons why you exist as an organization.
2. Values determine how people should behave when they’re working on the purpose.
3. Image is a picture of what things would be like if everything were running as planned.
4. Goals focus people's energy right now. (p. 5)

Therefore, if these statements are true (Bennis, 2002; Blanchard, 2000; Buchan, 2002; Buchen, 1998; Conger, 1992; Fairholm, 1997; Kouzes & Posner, 1997) we should see the following items as part of the vision construct:

My leader talks with constituents and asks them about their hopes and dreams.

My leader makes sure his/her employees have an ideal image of the future state of his/her organization.

My leader sees individuals as a viable and worthy person in his/her future state.

My leader identifies a need from followers before planning a new program.

My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth.

Trust

According to Story (2002), trust is an essential characteristic of the servant leader.

The servant leader models truth in the way they coach, empower, and persuade. This trust exists as a basic element for true leadership. However, trust involves an element of uncertainty according to Gautschi (2002):

To trust someone inheres the possibility to become disappointed. Once trust is placed, it can either be honoured or abused by the trustee. Since we assume that trust is a binary decision (i.e. trust is either placed or withheld), ‘to be careful’ means, therefore, that one keeps a probable loss due to wrongly placed trust.

Taking the risk to trust can be worthwhile, however, since it is the only way to obtain information about the trustee’s incentives. Further, placing and subsequently honouring trust secures a payoff to both players, which is larger than their payoffs when trust is withheld. (p. 131)

Russell (2001) proffered that the values of integrity and honesty build interpersonal and organizational trust and lead to credibility and that this trust is essential in servant leadership. He explained that “trust provides the foundation for people to follow their leaders with confidence and enthusiasm” (p. 79). Trust leads in an environment that reflects the leadership values of equality and love (Fairholm 1997, p. 107; cf. Lundåsen, 2002, for values and measurement of trust.). Fairholm stated that trust is always present (an important factor) and is central to leadership. Further, personal commitment cannot be gotten without trust (cf. Burns & Stalker, 1962). Fairholm explained that a stewardship relationship is assumed when followers place trust in leaders. The assumption is that the leader will work for them and that this obligation is a primary responsibility (p. 128). He identified two attributes of trust that define this relationship:

Trust is an expectation and a personal debt to be authentic, trustworthy, and reliable. In law, trust is a fiduciary relationship in which one person, the trustee, holds responsibility for the benefit of another in a stewardship capacity.

Common values build trust, and trust is the foundation of cooperative action (pp. 128-129).

Therefore, if these statements are true, we should see the following items as part of the trust construct:

My leader's concern for me contributes to my concern for the organization.

The level of trust my leader places in me contributes to my concern for the organization.

My leader's reputation of trustworthiness is determined by the amount of trust given to followers.

Melrose (1998) stated leaders do what they say. He offered several ways in which leaders foster trust:

1. Genuinely empower, don't just delegate.
2. Involve employees early in the game.
3. Honor commitments and be consistent.
4. Develop real coaching skills.
5. Foster risk taking (experimentation), innovation, and creativity by providing a "freedom-to-fail-with-learning" environment. (p. 292)

Therefore, if these statements are true, we should see the following items as part of the trust construct:

The leaders in my organization do what they say they will do.

The openness of a leader to receive input from others increases leader trustworthiness (Kouzes & Posner, 1997). Leaders foster collaboration and build teams, the authors continued, by involving others and maintaining mutual respect. Further, they

strive for an atmosphere of trust and human dignity by striving to make others feel capable and needed.

According to DePree (2002), leaders need a clear moral purpose. “Without moral purpose, competence has no measure, and trust has no goal. A defining thought gives me a way to think about leadership and moral purpose” (p. 94). He said leaders need to have God’s presence in their leadership by keeping “the signs of moral purpose alive and visible in organizations” (p. 94). He also listed several signs to help leaders with this purpose.

- 1) The first sign of God’s presence is a wholehearted acceptance of human authenticity.
- 2) Because of our authenticity, we are entitled to rights that include ownership, and opportunity, to be vulnerable—this allows for leaders to be open to a diversity of gifts (abilities, etc.) from followers.

Nair (1997) posited that truth helps leaders see things as they really are, when committed to a course of action. He stated, “When truth controls action, we move toward complete congruence between words and deeds. This is living truthfully—thinking and acting truthfully” (p. 22). Further, he stated that we must be on guard against pseudo-values such as ideology, tradition, and organizational goals masquerading as absolute values. This includes truth in data and opinions concerning decision-making (Nair, pp. 109-114).

Kouzes and Posner (1993a) clarified trust by pointing out that it means making ourselves available by volunteering information, by sharing our personal experiences, and by making connections with the experiences and aspirations of our constituents (p. 108).

The authors concluded that certain behaviors contribute to whether or not others perceive one as trustworthy.

1. Is my behavior predictable or erratic?
2. Do I communicate clearly or carelessly?
3. Do I treat promises seriously or lightly?
4. Am I forthright or dishonest? (pp. 108-109)

If these statements are true, the pool of items testing the trust construct should include:

My trust in my organization relates to my leader's confidence in me.

My leader shows trustworthiness in me by being open to receive input from me.

My leader is more receptive to experiencing my abilities when he/she demonstrates trust in me.

Service

The act of serving includes a mission of responsibility to others (Wis, 2002). Wis explained that this responsibility includes leaders using their “gifts and endeavors as contributing to a larger whole, much greater than themselves” (p. 20). Further, serving involves using gifts in ways that add value to other’s gifts. However, she pointed out, “Servant-leaders are not focused on displaying their gifts; rather, they use gifts to make a difference, to create positive change. In this way, they serve rather than impose; they empower rather than control” (p. 20). Therefore, if these statements are true, we should see the following items as part of the service construct:

My leader models service to inspire others.

Leaders understand that service is the center of servant leadership (Russell & Stone, 2002). An important part of service is stewardship, according to Russell and Stone, who stated that this involves managing the property or affairs of another, as they

are stewards or agents of the organization they lead. Additionally, Derrett (1978) offered an analogy from commerce similar to an “agent” example. “No one could claim to speak or act on the authority of, say, a wealthy landowner unless he was an accredited agent whose reliability was established” (p. 88). Therefore, if these statements are true, we should see the following items as part of this construct:

My leader understands that service is the core of servant leadership.

Leaders model their service to others in their behavior, attitudes, and values (Lytle et al., 1998). These authors posited that organizations can only be as effective as its members can be, that is, “individual attitudes and behaviors directly affect the nature and quality of service delivery and any interaction between an organization and its customers” (p. 458). The authors concluded that values and beliefs may provide significant links to key service-oriented practices. Therefore, if these statements are true, we should see the following item as part of this construct:

My leader would agree with the statement, “organizations can only be as effective as its members.”

My leader intentionally models the act of serving others to those in the organization.

According to Block (1993), service is everything. People are accountable to those they serve whether customers or subordinates. Greenleaf (1996) posited that for leaders to be of service to others, they must have a sense of responsibility (cf. Greenleaf 1977, 1998). Responsibility “requires that a person think, speak, and act as if personally accountable to all who may be affected by his or her thoughts, words, and deeds” (p. 41). Therefore, if these statements are true, we should see the following item as part of this construct:

My leader understands that serving others is most important.

My leader understands service is a primary function of leadership.

Empowerment

Empowerment is entrusting power to others and, for the servant leader, it involves effective listening, making people feel significant, an emphasis on teamwork, and the valuing of love and equality (Russell & Stone, 2002). The authors explained that two components that accompany empowerment are teaching and delegation. They posited that empowerment was one of several variables of servant leadership that help build organization culture. (The others were vision, honesty, integrity, trust, service, modeling, pioneering, and appreciation of others.) Empowerment, in turn, created reciprocal feedback between culture and employees' attitudes and work behaviors. Covey (2002) advocated that the leader serves as a role model for empowering others and valuing the differences. Covey posited that empowerment is the fruit of a leader's modeling, vision, and alignment (p. 29). As a result of putting these three qualities into play, a leader can now side step out of other people's way, and let the cohesiveness of the relationships and values (vision), help the people to manage themselves. Therefore, if these statements are true, we should see the following items as part of the empowerment construct:

My leader entrusts power to others in our organization.

My leader delegates tasks as a way to develop people who have potential for leadership.

My leader will risk the consequences of failure in favor of allowing someone to try a new idea.

My leader wants me to have the authority I need to fulfill the duties I have.

McGee-Cooper and Trammell (2002) argued that understanding basic assumptions and background information on important issues empowers people to discover the deeper meaning of their jobs and to participate more fully in effective decision-making (p. 144). This approach allows more effective decision-making and creative problem solving. Further, they stated, “This approach constitutes true empowerment, which significantly increases job satisfaction and engages far more brain power from each employee” (p. 144). They concluded that empowerment, in turn, allows for more accountability from each employee. Therefore, if these statements are true, we should see the following item as part of this construct:

My leader offers choices to followers.

Bass (1990) posited that empowerment is power sharing with followers in planning and decision-making. He said,, “Followers’ expectations about what they may accomplish can be increased if their leaders obtains or shows them how to obtain the resources that will enable them to reach their higher goals” (p. 213). He offered other ways to empower employees:

- 1) Encouragement and involvement can be stressed at all levels.
- 2) Allow for an environment for constant learning and improvement.
- 3) Increasing followers’ autonomy and discretionary opportunities and getting support from the higher authority for their efforts.

Therefore, if these statements are true, we should see the following items as part of this construct:

My leader involves followers in planning and decision-making.

Ciulla (1998) distinguished between “bogus empowerment” and empowerment. “Bogus empowerment attempts to give employees or followers power without changing the moral relationship between leaders and followers. Empowerment changes the rights, responsibilities, and duties of leaders as well as followers” (p. 84). If these statements are true, this study should find empowerment to be a determining factor of servant leadership. If these statements are true, the pool of items should include:

My leader gives away power to others.

My leader shares his/her tasks with others to meet the needs of the organization.

Summary

As a summary of the literature chapter and to set the stage for the method chapter, Table 1 states the pool of items that will begin the scale development process.

Table 1

Pool of Items From the Literature Review

Item Number	Item	Concept
1	My leader has strong moral convictions.	Altruism
2	My leader selfishly helps others just for the sake of helping.	Altruism
3	My leader helps others even if it involves personal sacrifice.	Altruism
4	My leader is authentic.	Altruism
5	My leader selflessly helps others even if it involves no personal gain.	Altruism
6	My leader publicly stands up for the rights of people in need within my organization.	Altruism
7	My leader believes what s/he does benefits many other people.	Altruism
8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular.	Altruism
9	My leader entrusts power to others in our organization.	Empowerment
10	My leader delegates tasks as a way to develop people who have potential for leadership.	Empowerment

Item Number	Item	Concept
11	My leader will risk the consequences of failure in favor of allowing someone to try a new idea.	Empowerment
12	My leader wants me to have the authority I need to fulfill the duties I have.	Empowerment
13	My leader offers choices to followers.	Empowerment
14	My leader involves followers in planning and decision-making.	Empowerment
15	My leader gives away power to others.	Empowerment
16	My leader shares his/her tasks with others to meet the needs of the organization.	Empowerment
17	My leader is a humble person.	Humility
18	My leader does not brag about his/her own accomplishments.	Humility
19	My leader is not focused on his/herself but rather on the employees of the organization.	Humility
20	My leader accepts appropriate criticism.	Humility
21	My leader would seek help from others in the organization if needed.	Humility
22	My leader believes that all persons are worthy of respect.	Humility
23	My leader's humility is in line with a healthy ego.	Humility
24	My leader listens to what followers (employees) have to say with respect.	Humility
25	My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort.	Humility
26	My leader consults others in the organization when s/he may not have all the answers.	Humility
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason.	Love
28	My leader is compassionate.	Love
29	My leader is gentle.	Love
30	My leader remains calm in the midst of turmoil.	Love
31	My leader remains peaceful in the midst of turmoil.	Love
32	My leader possesses tact when confronted with anger.	Love
33	My leader purposefully encourages his/her workers.	Love
34	My leader shows compassion to everyone regardless of his/her status or position.	Love
35	My leader is able to forgive.	Love
36	My leader cares about people in the organization even when some workers do not agree with him/her.	Love
37	My leader models service to inspire others.	Love
38	My leader understands that service is the core of servant leadership.	Service
39	My leader would agree with the statement, "an organization can only be as effective as its members."	Service
40	My leader understands that serving others is most important.	Service

Item Number	Item	Concept
41	My leader understands service is a primary function of leadership.	Service
42	My leader intentionally models the act of serving others to those in the organization.	Service
43	My leader aligns his/her vision with the values of the workers.	Vision
44	My leader emphasizes the importance of shared vision to understand followers' vision as it fits into the organization.	Vision
45	My leader talks with employees and asks them about their hopes and dreams.	Vision
46	My leader should make sure his/her employees have an ideal image of the future state of the organization.	Vision
47	My leader sees me as a viable and worthy person in my future with this organization.	Vision
48	My leader identifies a need from followers before planning a new program.	Vision
49	My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth.	Vision
50	My leader's concern for me contributes to my concern for the organization.	Trust
51	The level of trust my leader places in me contributes to my concern for the organization.	Trust
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers.	Trust
53	The leaders in my organization do what they say they will do.	Trust
54	My trust in my organization relates to my leader's confidence in me.	Trust
55	My leader shows trustworthiness in me by being open to receive input from me.	Trust
56	My leader is more receptive to experiencing my abilities when s/he demonstrates trust in me.	Trust

Chapter Three: Research Method

The purpose of this study was to construct and validate an instrument to measure the component constructs of Patterson's (2003) servant leadership theory. Specifically, the seven component concepts, as defined by Patterson, were used to build items for a servant leadership instrument. Based on the review of the theory and literature in chapter 2, summary statements were constructed that formed a pool of items for testing the constructs (see Table 1). A total of 56 items of servant leadership were identified from the theory and literature review. This study involved both a Delphi (abbreviated) survey and the development of the Servant Leadership Assessment instrument.

Selection of the Expert Panel

A panel of experts was constituted to consult with the author on instrument design. Experts were chosen based on their extensive work with the servant leadership constructs or related phenomena, such as teaching experience and publications in the leadership field, that is, journal publications and presentations at a major conference. The experts chosen to support the study were Drs. Ramona Wis and Roger Smither of North Central College, and Dr. Mary Sue Polleys of Columbus State University.

Dr. Ramona Wis was a featured speaker at the 13th Annual International Conference on Servant-Leadership (sponsored by The Greenleaf Center for Servant-Leadership). She is the Mimi Rolland distinguished professor in fine arts at North Central College in Naperville, Illinois; Chair of the Department of Art, Music and Theatre; and visiting associate professor of music at Northwestern University in Evanston, Illinois. Her recent article entitled "The Conductor as Servant-Leader" was published in the *Music*

Educators Journal (2002) the leading publication for The National Association for Music Education. She has a PhD from Northwestern University.

Dr. Ramona Wis is a past-President of the American Choral Directors Association and clinician in the fields of choral music and music education, having presented in Illinois and Ohio, as well as at several colleges and universities, including Northwestern University, DePaul University, the University of Illinois, Elmhurst College, and Wheaton College. She is a popular festival conductor and adjudicator in both the concert and jazz mediums, as well as an active performer—ranging from the Chicago Symphony Chorus to musical theater to the recording studio. She continues to freelance as a vocalist, vocal coach, arranger, and conductor in a variety of musical styles.

Having earned undergraduate and Masters' Degrees from Mercer University and Auburn University respectively, Mary Sue Polleys taught in public and private schools and on the college level for a total of 14 years. She earned the PhD in Educational Psychology from Auburn University in December 2000. She has also worked in corporate training and in numerous capacities as a community volunteer. She has served for over 9 years as president of the local board of education. She is Assistant Professor of Leadership Studies at Columbus State University and Director of the CSU Servant Leadership Program. Her article entitled "One University's Response to the Anti-Leadership Vaccine: Developing Servant Leaders" and published in the Winter 2002 edition of *The Journal of Leadership Studies*, describes how the servant leadership philosophy is being applied through the CSU program.

Roger Smitter currently teaches courses in leadership and social change at North Central College in Naperville, Illinois, where he oversees two programs in leadership

development. He is the Director of the Leadership, Ethics, and Values, which is focused on developing undergraduates to be leaders in society. He also directs a graduate program in leadership development. While his home discipline is communication, he has also taught courses in ethics, management, and organizational development. He has a PhD from Ohio State University, an MA from Ball State University and a BA from Taylor University.

As a teacher at North Central for 15 years, he has often moved out of the classroom to do presentations and consulting. Some of his clients have included Budget Rent-A-Car, Dunn and Bradstreet, YMCA, and several colleges. Each year he presents the Leadership Academy for people in Naperville interested in assuming leadership roles in civic organizations. The Academy is a joint project of NCC and the Naperville Chamber of Commerce. He is also a popular speaker in the North Central College Speaker's Bureau, making presentations for area service clubs.

Scale Development

Instrument development in this study followed DeVellis' (2003) eight steps for scale development, as follows: (a) determine clearly what it is you want to measure, (b) generate the item pool, (c) determine the format for measurement, (d) have initial items reviewed by panel of experts, (e) consider inclusion of validation items, (f) administer items to administrative sample, (g) evaluate the items and (h) optimize scale length (pp. 60-100).

The first step is determining clearly what it is you want to measure. The theory driving this research is an excellent prescription for clarity. Patterson's (2003) work presents servant leadership theory as an extension of transformation theory. Her work

was thoroughly reviewed by the author and the strongest definitions of each construct were selected for the generation of an item pool (second step).

The second of DeVellis' (2003) eight steps is item generation, which had several sources for this study. Such use of redundancy is recommended to capture the phenomenon of interest that is common to the items (cf. DeVellis, 1991, p. 56). For example, the following two survey items reflect this purpose: "Service is a primary function of leadership. Leaders understand that service is the core of servant leadership." In the item analysis, however, redundant items must be deleted; otherwise, the outcome is a very messy factor solution.

Items that reflect the scale's purpose (based on the literature review definitions) were chosen for their specificity, and by envisioning the characteristics of respondents that would "cause" responses to an item. Moreover, items were examined to make sure the "thing" the items have in common is truly a construct and not a category. For example, an attitude is a category of constructs, while attitudes toward punishing drug abusers is a construct (DeVellis, 1991, pp. 54-57). Items were also examined for positively and negatively worded items. The two sentences below are an example from the survey statement measuring self-esteem: "I feel that I have a number of good qualities" (high), and, "I certainly feel useless at times" (low). Finally, items were checked for wordiness, double barrel (there are many double barrel questions), and reading level (recommended level is 5th – 7th grades). The reading level before expert review and the pre-field test was Grade Level – 5.6 grade (0% Passive sentences). After the review and pre-field test, the Flesch-Kincaid Grade Level (default use in Microsoft

Word, 2000, V. 9.0) is 10.6 with a Flesch reading ease of 42.1 and 5% passive sentence structure for the items.

Format for measurement. DeVellis' (2003) third step is to determine the format for measurement. The ratio scale was chosen because it has a true zero and offers a stronger magnitude of measurement. Survey responses were arranged in accordance with the Likert scale. It is anticipated that some respondents will have difficulty choosing between Likert scale items (generally used in attitudes and opinion scales). Responses such as "mildly agree" and "mildly disagree" express fine degrees of difference that some respondents have a hard time conceptualizing. Thus, a scale with seven steps from 0-6, with the higher number representing a stronger consensus, is used in this study. See Table 2 for an example of an item and how it is anchored.

Table 2

Items for experts to review

Choose an answer based on the scoring system below. Please respond to each statement by placing an **X** in one of the seven boxes. The higher the number the stronger the agreement with that statement.

In this section, please respond to each statement according to how you believe servant leaders should think, act, or behave.

#	Item	0	1	3	4	5	6
---	------	---	---	---	---	---	---

Leaders always point to something, someone other than oneself.

Comments: _____

Item review by experts. DeVellis' (2003) fourth step was to have initial items reviewed by a panel of experts who are knowledgeable in the content area of the servant leadership constructs. This review was composed of three sub steps. First, experts were asked to rate how relevant they thought each item was to what the item intends to measure. This served as a check of content validity. In the second step members of the expert panel were given Patterson's (2003) working definition of each construct and were asked to evaluate each survey item to determine if the items apply to the construct (see Table 2). Experts were also presented with a response field at the bottom of the page in Table 2 (titled "Comments") that allowed for individual comments. This was designed to determine whether some of the items were ambiguous.

The third sub step in the expert panel's review process allowed reviewers to evaluate the items for clarity and conciseness. Reviewers were asked to spot confusing items and suggest alternative wordings. The fourth and final sub step asked expert reviewers to point out ways of tapping phenomena that were not yet included. This was consistent with DeVellis' (1991) warning that "you may have included many items referring to illness in a poll of items concerned with health beliefs but failed to consider injury as another relevant departure from health" (p. 76). (See Appendix A for instrument presented to the panel of experts.)

The results of the expert reviewers' evaluations, using DeVellis (2003) fourth step are listed in Table 3. First, experts were asked to rate how relevant they thought each item was to what the item intends to measure. Only items having a score of "3" or lower were included. These items were explained in sub step 2 why the relevancy was scored low.

Table 3

Experts' Rating Relevancy of Items

Item Number	Item	Concept	Rating
17	My leader is a humble person.	Humility	0
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason.	Love	3
43	My leader aligns his/her vision with the values of the workers.	Vision	3
44	My leader emphasize the importance of shared vision to understand followers' vision as it fits into the organization.	Vision	3
46	My leader should make sure his/her employees have an ideal image of the future state of the organization.	Vision	3
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers.	Trust	3
56	My leader is more receptive to experiencing my abilities when s/he demonstrates trust in me.	Trust	3

The next two sub steps in DeVellis (2003) fourth step were to evaluate each survey item to determine if the items apply to the construct, and check items for clarity and conciseness. The reviewers incorporated both these steps within there overall comments. (See Table 4 - Items of Concerns and Comments by the Reviewers’.)

Table 4

Items of Concerns and Comments by the Reviewers’

Item #	Item
1	My leader has strong moral convictions. How will they know this? Perhaps reword to ask for evidence of these convictions.
1	strong moral convictions can mean such different things. Can William Bennett, for example, not be a servant leader because of gambling? Can a servant leader ever have had an affair? Can individuals be flawed but still committed to the concept of using power and authority ethically and helping others grow?
1	My leader has strong moral convictions.
2	My leader selfishly helps others just for the sake of helping.
4	My leader is authentic. Help me with a definition or with a longer item that includes some of the attributes of the concept here.
4	My leader is authentic.
5	My leader selflessly helps others even if it involves no personal gain.
5	My leader selflessly helps others even if it involves no personal gain. This item, when seen in the context of item 2, makes the intent of the questionnaire too obvious. It sets up a good/bad dichotomy.
6	My leader publicly stands up for the rights of people in need within my organization. Good item. Clear. Nicely focuses on behaviors. Which I can evaluate.
6	My leader publicly stands up for the rights of people in need within my organization. Great question.
7	My leader believes what s/he does benefits many other people. It’s difficult to assess what another person believes. Maybe this is better said as “My leader acts in a way that suggests he/she fully believes in his chosen actions (?).

Item #	Item
7	My leader believes what s/he does benefits many other people.
8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular.
8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular. Seems a lot like question 6; do you need to have two separate questions, or can one give you the info you need?
9	My leader entrusts power to others in our organization.
10	My leader delegates tasks as a way to develop people who have potential for leadership. What about the people who don't have potential for leadership? Are tasks delegated to them?
11	My leader will risk the consequences of failure in favor of allowing someone to try a new idea. Could perhaps be worded more simply.
11	My leader will risk the consequences of failure in favor of allowing someone to try a new idea. My leader has accepted failure in favor of allowing someone to try a new idea.
12	My leader wants me to have the authority I need to fulfill the duties I have. The first three items here work very well. This one again asks me to make a judgment about something I can't observe.
12	My leader wants me to have the authority I need to fulfill the duties I have. Do you get to exercise that authority?
14	My leader involves followers in planning and decision-making.
15	My leader gives away power to others.
15	My leader gives away power to others. Ambiguous. As I understand empowerment, it's a conscious decision to enable others to act. This item sounds too casual to match that concept.
15	My leader gives away power to others. How is this different from question 9?
16	My leader shares his/her tasks with others to meet the needs of the organization. Again, seems like very similar to other questions in this category.
17	My leader is a humble person. Do you need this item? Seems there's plenty of items in this category.
17	humble is so often misconstrued to mean a person who ACTS in a self-effacing way
17	My leader is a humble person.

Item #	Item
18	My leader does not brag about his/her own accomplishments. I have never heard my leader brag...
18	My leader does not brag about his/her own accomplishments. Combine 17 and 18?
19	My leader is not focused on his/herself but rather on the employees of the organization. You're asking for two judgments here. Focus on just one.
19	My leader is not focused on his/herself but rather on the employees of the organization.
20	My leader accepts appropriate criticism. From whom? Bosses, peers, employees?
21	My leader would seek help from others in the organization if needed. While several items in this group are solid, this is a VERY good one.
21	My leader would seek help from others in the organization if needed. (speculation and From whom? Bosses, peers, employees?)
22	My leader believes that all persons are worthy of respect. "My leader treats all persons as worthy of respect"??
22	My leader believes that all persons are worthy of respect.
23	My leader's humility is in line with a healthy ego.
23	My leader's humility is in line with a healthy ego. I think the focus here is on not being self deprecating? Is there a way to say that more directly? "My leader exercises an appropriate level of humility"??
23	My leader's humility is in line with a healthy ego. Not sure what this means.
24	My leader listens to what followers (employees) have to say with respect.
25	My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort. (speculation)
25	My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort. Excellent question!
26	My leader consults others in the organization when s/he may not have all the answers. (Who? Bosses, peers, followers)
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason. (speculation and "always" = 100% of the time. I don't think anyone hits 100%)

Item #	Item
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason. Loose this one.
27	always gives me problems. And how do we know a person's reasons?
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason. "Always" is too restrictive; maybe always attempts would be better . . . ?
28	My leader is compassionate.
29	My leader is gentle.
29	gentle --- Servant leaders often must use 'tough love' that is not in line with the common view of "gentle."
30	My leader remains calm in the midst of turmoil. Good behavioral description—but does it belong in this group?
31	My leader remains peaceful in the midst of turmoil. What's the difference between this and the item that precedes it?
31	My leader remains peaceful in the midst of turmoil. Same as 30?
31	My leader remains peaceful in the midst of turmoil.
33	My leader purposefully encourages his/her workers. Help me understand what purposeful encouragement is??
34	My leader shows compassion to everyone regardless of his/her status or position. Combine with 28?
34	My leader shows compassion to everyone regardless of his/her status or position.
35	My leader is able to forgive. (This is another tough word...
35	My leader is able to forgive. Forgive mistakes??
35	My leader is able to forgive. Great!
36	My leader cares about people in the organization even when some workers do not agree with him/her. How do you know?
37	My leader models service to inspire others. Why not simply say "My leader models service to others"?
37	My leader models service to inspire others.
38	My leader understands that service is the core of servant leadership.
38	My leader understands that service is the core of servant leadership. Again, how do we make judgment about what another understands? How about "My leader puts service to others at the core of his/her leadership"?
38	My leader understands that service is the core of servant leadership. This seems obvious; maybe delete "servant" and say "the core of leadership"?

Item #	Item
39	My leader would agree with the statement, “an organization can only be as effective as its members.”
40	My leader understands that serving others is most important.
40	My leader understands that serving others is most important. Most important to what?
41	My leader understands service is a primary function of leadership. This gets at the two previous questions much better than they do.
41	My leader understands service is a primary function of leadership. OK, this is the question that can replace 38.
41	My leader understands service is a primary function of leadership.
42	My leader intentionally models the act of serving others to those in the organization.
42	My leader intentionally models the act of serving others to those in the organization. Again, how can we phrase this to focus on behaviors rather than intentions?
42	My leader intentionally models the act of serving others to those in the organization. Same as 37?
43	My leader aligns his/her vision with the values of the workers. Isn't the goal to help the followers come into the alignment with the vision? This seems to suggest it's the other way around.
43	Sometimes the values of the workers need to be re-adjusted, and the servant leader must model that higher plane.
43	My leader aligns his/her vision with the values of the workers.
44	My leader emphasizes the importance of shared vision to understand followers' vision as it fits into the organization. This is highly ambiguous.
44	My leader emphasizes the importance of shared vision to understand followers' vision as it fits into the organization. Can you simplify this?
44	Wording not clear---don't know what you mean.
45	My leader talks with employees and asks them about their hopes and dreams. Good item – but I would modify it to say “Often when my leader talks with....”
46	My leader should make sure his/her employees have an ideal image of the future state of the organization. A reversed item? Otherwise, this too is solid.

Item #	Item
46	My leader should make sure his/her employees have an ideal image of the future state of the organization. Seems like you need to delete the word “should.” Up to this point, your questions have asked employees to assess what is, not what should be.
46	ideal image of future state of organization sounds like one is more concerned with the organization itself than meeting the needs the organization was created to meet
46	My leader should make sure his/her employees have an ideal image of the future state of the organization.
47	My leader sees me as a viable and worthy person in my future with this organization.
47	My leader sees me as a viable and worthy person in my future with this organization. Is this a question about the leader or the respondent??
47	My leader sees me as a viable and worthy person in my future with this organization. Better—in “the future” instead of “my.”
48	My leader identifies a need from followers before planning a new program. Good item!
48	My leader identifies a need from followers before planning a new program. Great point!
48	My leader identifies a need from followers before planning a new program. (Caretaking...Caring is not the same as caretaking)
49	My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth. Again, an either/or item. How about “When my leader talks about his/her vision of the organization, he/she focuses on the growth of the persons in the organization”?
49	My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth. Another excellent point!
50	My leader’s concern for me contributes to my concern for the organization. I think 51 fits; 50 sounds more like compassion, instead of trust.
50	My leader’s concern for me contributes to my concern for the organization. (Will I as a follower be concerned about the organization if the leader doesn’t show concern for me?)
51	The level of trust my leader places in me contributes to my concern for the organization. (Will I as a follower be concerned about the organization if the leader doesn’t show concern for me?)

Item #	Item
51	The level of trust my leader places in me contributes to my concern for the organization. No need for both of these. Number 51 is MUCH better.
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers. Isn't this always true?
52	A person, whom I do not trust, might trust me. In other words, Bill Clinton probably trusted his assistants explicitly to get their work done. I can't imagine that they, however, really trusted him; hence no reputation for trustworthiness for him. Trustworthiness comes, not just from trusting others to do their work, but from telling the truth and accepting responsibility.
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers. Bingo!
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers.
53	The leaders in my organization do what they say they will do. We've been considering "my leader." Now it's all leaders? I'm confused.
54	My trust in my organization relates to my leader's confidence in me. "relates" is too ambiguous. How about "My trust in the organization comes primarily from the actions of my leader." ??
56	My leader is more receptive to experiencing my abilities when s/he demonstrates trust in me. Wouldn't this always be true?
56	experiencing my abilities probably should be "enhancing my abilities" Wouldn't this always be true??
56	My leader is more receptive to experiencing my abilities when s/he demonstrates trust in me.

Note. Definitions.

Altruism: Behaviors of the leader which demonstrate he or she is helping others selflessly just for the sake of helping, which involves personal sacrifice, although there is no personal gain.

Empowerment: Behaviors of the leader that demonstrate entrusting power to others and for the servant leader it involves effective listening, making people feel significant, an emphasis on teamwork, and equality.

Humility: Behaviors of the leader that demonstrate the ability to keep one's accomplishments and talents in perspective.

Love: Behaviors of the leader that fosters love in a social or moral sense.

Service: Behaviors of the leader that includes a mission of responsibility to others.

Vision: Behaviors of the leader that demonstrate “the act or power of imagination; mode of seeing or conceiving; or, unusual discernment or foresight.”

Trust: Behaviors of the leader that demonstrate confidence in or reliance on another team member in terms of their morality (e.g., honesty) and competence.

The fourth and final sub step of DeVellis (2003) fourth step asked expert reviewers to point out ways of tapping phenomena that were not yet included. The results are included in Table 5.

Other changes included two changes to the reverse scored items. This is discussed in DeVellis’ (2003) seventh step later. The responses from the reviewers triggered a review of the literature, and the following items were added to the instrument as appropriate for the following constructs (see Table 6).

Table 5

Items that reviewers thought should be added to the pool

Item	Item Suggestion	Decision:	Reason
Factor: Persuasion	My leader seeks to persuade rather than manipulate or coerce.	Place under empowerment	Under wrong concept; not part of Patterson's theory on servant leadership
	My leader has credibility with those he/she is leading.	Place under Trust	Concept appropriate
Perhaps courage should be a factor with statements like	My leader gives reasons when change is being implemented.	Place under Vision	Concept appropriate
	My leader considers my needs when changes are introduced.	Place under Vision	Concept appropriate
	My leader has the courage to disagree with his/her superiors when necessary.	Place under Love	Concept appropriate
	My leader has the courage to administer appropriate discipline in the workplace.	Place under Love	Concept appropriate
	My leader has the courage to address difficult, unpleasant issues dealing with competence or relationships.	Place under Love	Concept appropriate
	My leader sees that our organization is a place where justice is valued.	Place under Love	Concept appropriate for moral love

Table 6

Items to add to Instrument based on Reassessment of the Literature Review

Item	Concept
The act of serving includes a mission of responsibility to others.	Service
My leader is patient.	Love
My leader is not envious.	Love

Inclusion of validation items. DeVellis' (2003) fifth step suggests including additional

items in the same questionnaire (to respondents) that will help in determining the validity of the final scale. There are two types of such items. The first serves to detect flaws.

Respondents may be motivated to select responses that are not their own but that they see as socially desirable. This may have been more of a problem if leaders were taking the survey and rating themselves than it is in the proposed method, in which respondents are rating leaders. The other class of validity-testing items to include, according to DeVellis (1991), pertains to the construct validity of the scale. This is recommended where "theory asserts that the phenomenon you are setting out to measure relates to other constructs, then the performance of the scale vis-à-vis measures of those other constructs can serve as evidence of its validity" (p. 77).

DeVellis sixth step is to administer items to a development sample. A minimum of 300 participants was desired for the study in order to obtain higher reliability (Nunnally, 1978). This scale will have generalizability across populations similar to the one used by Dennis and Winston (2003). Previous experience with the online database (Dennis & Winston) indicated that it included a cross section of the population in terms of age,

education, and ethnicity. However, gender netted 3:1, females to males. An attempt to achieve a 1:1 ration in gender among respondents was not requested due to larger sample size. The results of the first data collection included an equitable balance for gender. A sample size of 310 was used for that assessment.

DeVellis (1991) recommended a G-study (generalizability) to diminish chances of error. He gives an example of a facet—mode of administration (oral versus written). If the facet explains a significant amount of variance in the scores, then findings do not generalize across levels (for example, oral versus written) of the facet (p. 41). However, it is not anticipated that future administration of this instrument will be affected across levels of oral versus written, as the instrument is meant to be self-assessed, that is, have written instructions.

Evaluate the items. The seventh step is second only to item development, according to DeVellis (2003). This step is carried out after the administration of the survey to an appropriately large and representative sample and its purpose is to identify items to constitute the scale. According to DeVellis, “The ultimate quality we seek in an item is a high correlation with the true score or the latent variable” (p. 80). He went on to write that the more reliable the individual items are, the more reliable the scale will be (assuming they share a common latent variable). Thus, the correlation matrix was inspected to make sure the items were highly intercorrelated. Considerations included inspecting items for reverse scoring, item-scale correlations, item variances, item means, and coefficient alpha.

Reverse scoring is used on items whose correlations with other items are negative. Reverse scoring was used for some items. It is possible that some participants rushed

through the assessment to compete for the prize money. This method of reverse scoring adjusts for this type of “agreeer.” (See Table 7 for items to include in reverse scoring with instrument and Table 8 for changes).

Table 7

Items for Reverse Scoring Presented to Expert Reviewers

<u>Item Statements</u>	<u>Construct</u>
Leaders with poor self-esteem are humble.	Humility
My leader pretends to feel bad for people who share their personal struggles.	Agapao Love
My leader is only out for his/herself.	Altruism
My leader keeps power to his/herself.	Empowerment
My leader does not do as s/he said s/he would do.	Trust
My leader’s confidence is related to my trust in him/her.	Trust
Service is not that important for my leader.	Service
My leader talks about vision in terms of the “bottom-line.”	Vision

Table 8

Changes in Reverse Scoring Items

<u>Item Statements</u>	<u>Construct</u>	<u>Changes</u>
My leader does not care if his/her employees have an ideal image of the future state of the organization.	Vision	Add
My leader’s confidence is related to my trust in him/her.	Trust	Omit
My leader keeps power to his/herself. (Empowerment, is chosen not bestowed)	Empowerment	
My leader’s confidence is related to my trust in him/her.	Trust	

Item-scale correlations have the biggest effect when there are fewer items in the set, due to the inclusion or exclusion of that item in the set. The set was examined for

corrected-item scale correlations (exclusion of the item in the scale) as well as for uncorrected-item scale correlations. Item variances measure the participants' answers on a given item. The items in the scale were not shown to have high variances, indicating that the development sample was diverse and that the range of scores obtained for an item was diverse as well. Item means close to the center of the range of possible scores are also desirable (DeVellis, 1991, p. 83). Items with means near the response options, for example 1 or 7 on a 1 to 7 scale, would have low variances and would not correlate well with other items. The coefficient *alpha* "is an indication of the proportion of variance in the scale scores that is attributable to the true score" (p. 83). SPSS (version 11.0) uses an item analysis program to compute *alpha*. Nunnally (1978) suggested a value of .70 as a lower acceptable bound for *alpha*, as did DeVellis.

Optimize scale length is the eighth step. Scale length was determined after item-scale correlations. "Bad" (e.g., less than .50) items were dropped, that is, items that had lower-than-average correlation with other items. The SPSS reliability procedure showed what the effect of omitting each item in the scale was on the overall *alpha*.

Data Collection

Summary statements expressing the construct characteristics of Patterson's (2003) servant leadership theory were pooled from the literature review (Bryant (2003), Dillman (work in progress), and Nelson (2003)). The number of survey items for each of the seven constructs was reduced where duplication or context was not appropriate. This resulted in a pool of 63 items that were forwarded to the expert panel committee. The experts conducted a "mini-Delphi" technique of including items they thought were relevant to servant leadership. This procedure used the methods outlined by DeVellis

(1991) and the procedure was described in detail earlier in this chapter. The results of this expert review were returned to the author via email. In addition, the experts took the survey themselves and answered response boxes for each item. (See Appendix B: Revised Instrument - Experts Recommendations.)

Data Analysis & Reliability

SPSS, Version 11.0, was used for statistical analysis to calculate both the factor analysis and the scale reliability analysis. The loadings were set at (.70) and examined for principal components using oblimin rotation of items. DeVellis (1991) and Nunnally (1978) suggested a loading value of .70 as a lower acceptable boundary for *alpha*. A higher *alpha* minimizes covariation due to chance. The oblique factor rotation identifies the extent to which each of the factors is correlated (Hair et al, 1998, p. 89).

Validity of Data

Face and content validity was built into the test development process, following methods set in DeVellis' (1991) Scale Development Guidelines. The criterion-related validity and construct-related validity were established empirically.

Constructing the SLS Instrument

Item Construction

Decisions from the expert panel committee were used to guide the construction of the instrument items. The items were arranged in a Likert-style for each construct, and they vary from a low of five items to a high of ten items. The time to complete the survey, based in pre-field test and timed test, was between 6-10 minutes. This survey addressed the opinions on leadership of the follower only. However, if the hypotheses for the item statements are proven, then the instrument should be capable of assessing the

respondent's perspective of leadership within an organization, and assessing the leadership of the organization.

Constructing the Instrument

For the pre-field or field survey, no attempt was made to reduce the potential bias attached to the word "servant" in the title of the instrument. A brief definition of Patterson's (2003) theory of servant leadership (see chapter one) was used in the header because servant leadership theory deserves to take its place in the body of leadership assessments and surveys as a respectable theory, without apologies. Servant leadership theory has 30 some years of experience, and it is time the theory starts leading.

Sample Review for Language Content

The initial items from the literature review were placed in a table and submitted to a sample of four people known to this researcher. No definition of servant leadership was given. The concepts were also listed with the items. The goal of this test was to see if the language of the items made sense. The education levels of the four test subjects were high, consisting of one AA, two MAs, and one PhD, respectively. The PhD is a psychologist and has had some experience with building or reviewing items for instruments or tests. Three of the people found no problems with the language of the items. The PhD reviewer found several problems.

One person (master's level and a supervisor on her job) found, however, that when items are compared to the concepts, some items were ambiguous. For example, she stated that the word "treat" in Item #1 ("Leaders treat everyone with respect") could be interpreted in many ways. She pointed out that "'treat' could mean listening, caring, helping." She went on to ask, "How is this concept, 'altruism,' different from

‘empowerment’? Don’t they both involve listening and caring?’ Additionally, she explained the word “respect” in Item #1 is also used in Item #23 (“Leaders listen to what followers [employees] have to say with respect”). In addition, she assumed that servant leadership (items 31-36) also tied into Item #48 (Jesus). She did not have a problem with the title of the items (e.g., “servant leadership”).

The PhD psychologist had several problems with the language of the items. He felt that the language of Item #6 (“A servant leader believes what they do benefits the whole of humanity”) was grandiose. He recommended replacing “benefits the whole of humanity” with the phrase “many other people.” He stated that the phrasing of Item #19 (“The leader will risk the consequences of turning someone loose to try a new ideal”) “sounded like bar language and needed to be more professional.” He recommended two changes (Item #11) replace “turning someone loose” with “allowing someone” and replace “ideal” with “idea” as the former is too idealistic. He made several suggestions concerning grammatical consistency between the items and his suggestions were taken.

Pre-field Test

Whenever there was a consensus among the experts that an item needed to be deleted or modified, that consensus was implemented. Items approved from the panel of experts were then pre-field tested among a group of friends, family, and network contacts of the author (sent to 25 people). The group was also asked to indicate whether they found the individual items of the survey understandable. Due to the small number of participants, $N=13$, measures of reliability using an Cronbach-alpha coefficient and item-total correlation using a Pearson correlation were not run on this sample size to determine if the instrument was ready for field testing. However, only wording on two of the items

(see Table 9) were noted, but none caused any problems with the ability to select the items they thought most appropriate. (See Appendix C for Instructions to Pre-Field Participants.)

Other changes noted after the pre-field test included wording in item 11 (Leaders as oppose to leader, and two duplicate items: 3 7 and 70). These were corrected, and the changes for the “Recruiting Message Template” (see Appendix D), and the instructions at the SurveySuite site, updated. This included making four separate paragraphs, and repeating part of the instructions for clarification (see Appendix E: Field Sample Instructions). The final results for the actual instrument used for the Field Test are in Appendix F.

Field Test

The participants for the sampling of the initial items came from the StudyResponse Database at the Center for Science and Technology, Syracuse University, Syracuse, New York. The sample consisted of a cross-section of the population in terms of age, education, and sex. A minimum of 280 participants was desired for the study in order to obtain higher reliability. (See Appendix G for Demographic Characteristics; Questions asked of pooled respondents from StudyResponse Database.)

Treatment of the Data and Item Analysis

The data from the expert review was entered into SPSS for reliability analysis and was reviewed for accuracy. A reliability estimate was obtained with a Cronbach Alpha. An item-to-total correlation was run on each item to determine the level of correlation of each item with the total instrument. Chapter four will report the results of these tests.

Table 9

Feedback From Pre-field Test Participants

<u>Item #</u>	<u>Item</u>
20	change “is” to “if”
	Check question 54 – subject and object should be reversed
	Q23 – “selfishly” should probably be “selflessly” (only one person caught this, but the scoring of all 13 participants were consistent with what was expected for that item)
	Q47 – sentence was confusing. It had something to do with the subject/object of the main sentence and the subject/object of the clause.
	Having more details about the scale would be helpful
	The test should be a true or false. Too Tricky (not incorporated for purposes of factor analysis)
	There are some typos, the scale is not explained, and definitions are too technical
	Very easy to understand – had no problems
	I had the most trouble answering questions that referred to the organization. In a pure sense, a servant leader has no or little concern for the organization relative to the people they are in relationship with.

Limitations

One or more of the following factors may contribute to the limitations of the study. The author may not be taking the best set of possible definitions from the review of the literature conducted by Patterson (2003). A second limitation may be how well the participants understood the concept of “servant leadership,” even though they will have read Patterson’s definition. A third limitation may be the incentive of \$450. It may cause some respondents to rush through the survey in order to get the money faster. No limitations were found for the web server being inaccessible as the database used a “wave” (lower amount of participants contacted over the week period) as opposed to one massive notification of survey.

Summary of Chapter Three

This study applies a quantitative method of scale development of servant leadership concepts. Statistical analysis was informed by using the literature review and Patterson's (2003) work on servant leadership concepts to build a set of survey items. Then the advice of a jury of experts was used to revise, add to, and delete some items. Next, a Delphi method was applied in order to remove duplications. This was followed by data collection. A sample size of 280 was sought from the StudyResponse database for the 56 items. Unfortunately, we were only able to gather 250 participants for the first data collection. The study examines the psychometric properties of a servant leadership instrument for servant leaders. Recognizing that in any research study there are limitations, the research had made serious efforts to mitigate these limitations.

Chapter Four – Method

The participants for the first data collection were chosen from two populations. The first population was cohorts (Regent University) and netted 85 participants, with a mean age of 42, equally divided by gender, and most professionals having a minimum of masters' degree. The remaining participants for the study were chosen from the StudyResponse Database at Syracuse University in Syracuse, New York, and included a cross-section of the population in terms of age, education, and gender. A minimum of 280 participants was desired for the study in order to obtain higher reliability (DeVellis, 2003). An incentive to the StudyResponse database participants included three randomly drawn gifts of \$50. The Servant Leadership Instrument was distributed in two waves over a 2-week period.

Results of the First Data Collection

Two hundred-fifty people participated in the first data collection step. A structure matrix of items revealed that the items were correlated, thus, an Oblimin Rotation method was used for the factor analysis. The factor analysis revealed no clear pattern of factors (see Table 10).

Table 10

First Data Collection: (N=250) - Pattern Matrix

Item Number	Factor									
	1	2	3	4	5	6	7	8	9	10
Alt_1										
Alt_2										
Alt_3										
Alt_4										
Alt_5										
Alt_6										
Alt_7							0.5			
alt_8		0.53								
alt_9_rev										
emp_1										
emp_2										
emp_3									-0.63	
emp_4	0.58									
emp_5										
emp_6										
emp_7										
emp_8										
emp_9_rev										-0.59
hum_1										0.92
hum_11_rev										-0.78
hum_2						0.52				
hum_3										

Item Number	Factor									
	1	2	3	4	5	6	7	8	9	10
hum_4					-0.52					
hum_5										
hum_6										
hum_7										
hum_8										
hum_9										
lov1										
lov10		0.84								
lov11		0.75								
lov12		0.83								
lov13		0.72								
lov14										
lov15										
lov16							0.67			
lov17_rev										
lov2										
lov3		0.57								
lov4									-0.57	
lov5					-0.54					
lov6									-0.51	
lov7										
lov8	0.51									
lov9										
ser1										
ser2										
ser3							0.56			
ser4										

Item Number	Factor									
	1	2	3	4	5	6	7	8	9	10
ser5										
ser6										
ser7								-0.57		
ser8_rev				0.66						
trus1					-0.71					
trus2										
trus3			-0.54							
trus5	0.65									
trus5										
trus6										
trus7										
trus8_rev			0.74							
visn1						0.52				
visn10										
visn2_rev				0.79						
visn3										
visn4						0.55				
visn5						0.74				
visn6						0.52				
visn7										
visn8										
visn9				0.76						

Several strategies were implemented to make the items a “better” fit for the concepts, as well as increase interest to get more participants to take the survey. The suggestions came from the write-in portion. Respondents placed more emphasis on what the leader was thinking and acting toward the follower. Suggestions included more emphasis on input, respect, decision-making, trust, and concern (see Table 11).

Table 11

Respondents' Comments

Item
The word integrity would cover all of the desired aspects of a good leader.
The little people should have some say about products and advertising.
Servant leadership sounds like a good theory. It will be difficult to convince the majority of "old school" types that it would be good for the organization.
My leader is really great and I am really proud of working with her.
I think that a leader must think first on his followers and to demand obeying.
Good survey, you have it right. The key to good effective leadership is through service to whom you lead.
Thought survey very thorough and rare insight into a good leader.
Stating what the 0 represents and the 6, scale meaning are always appropriate.
A true leader must be compassionate and confident in himself and in all his decision-making, but also be open to consider the ideas of others. More importantly, the others are treated with the same respect and should be given equal say during a decision. The leader should have the responsibility to the others and to help them feel a part of the group and be forgiven if accused. The leader should act accordingly to the overall agreement of the group and make the right decision, even if he doesn't agree entirely with the group.
When someone in a leadership position is positive their view is "correct", and their reasoning is the "only" way, then the problems described in the previous questions show up. In addition, our 4 major leaders in our organization have been working together for over 25 years, and are heavily into "groupthink" - which exacerbates the problems of respecting front-line workers.
I think I follow the concept of following/serving with a focus on the followers, but the word "servant" it is just too strong.
Lacking any leader, I chose an ideal leader.
Possible example or case study situations would have been helpful here.
Leaders should always adopt a do as I do attitude instead of "do as I say and not as I do."

Thus, more emphasis was placed on the leader thinking and acting toward the follower for the next round of items. A review of the literature revealed definitions that would make the items better fit the concepts. For example, Oliner (2002) characterized behavior as altruistic when it (a) is directed toward helping another, (b) involves a high risk or sacrifice to the actor, (c) is accompanied by no external reward, and (d) is voluntary (p. 123). Therefore, if these statements are true, we should see the following items as part of this construct:

My leader sometimes goes against his or her personal interest in doing for others.

My leader has an unselfish concern for others often involving personal sacrifice.

My leader has shown a moral sense of selflessness to other employees.

My leader gives of his or her self just for the sake of giving with no ulterior motives.

My leader has shown compassion in his or her actions toward other employees.

My leader would endure hardships, e.g., political, "turf wars," etc. to protect his or her employees.

Empowerment

Bandura (1986) identified four measures of providing empowering information to others: positive emotional support, actual experience of task mastery, observing models of success, and words of encouragement. Therefore, if these statements are true, we should see the following items as part of this construct:

My leader allows for employee self-direction.

My leader gives me authority so that I may accomplish my goals.

My leader promotes employees' skills to influence their responsibility without approval.

My leader encourages professional growth.

My leader gives up control as needed to employees so that they may accept more responsibility.

My leader lets people do their jobs by enabling them to learn.

Love

The concept of *agapao* love is a universal principle according to Mitroff and Denton (1999). The authors presented an empirical study on spirituality in the workplace which revealed meaning and purpose on the job are imparted by (ranked from highest to lowest in importance): (a) "the ability to realize my full potential as a person" and (b) "being associated with a good organization or an ethical organization" (p. 83). Therefore, if these statements are true, we should see the following items as part of this construct:

My leader is able to forgive.

My leader is teachable.

My leader shows concern for others.

My leader is calm during times of chaos.

My leader strives to do what is right for the organization.

My leader has integrity.

Service

Greenleaf (1996) posited that for leaders to be of service to others, they must have a sense of responsibility. Responsibility "requires that a person think, speak, and act as if personally accountable to all who may be affected by his or her thoughts, words, and deeds" (p. 41). Therefore, if these statements are true, we should see the following items as part of this construct:

My leader provides service(s) to meet the needs of his or her employees.

My leader is focused on the employees of the organization.

My leader functions to serve and support frontline employees.

My leader acts as a steward in that he or she manages the property or affairs of another.

My leader sets the climate by showing others how to serve.

My leader provides an environment that is service oriented for his or her employees.

Humility

Humility, according to Sandage and Wiens (2001), is the ability to keep one's accomplishments and talents in perspective, which includes self-acceptance, and further includes the idea of true humility as not being self-focused but rather focused on others. Therefore, if these statements are true, we should see the following items as part of this construct:

My leader does not overestimate his or her merits.

My leader talks more about employees' accomplishments than his or her own.

My leader is not interested in self-glorification.

My leader does not center attention on his or her own accomplishments

My leader is humble enough to consult others in the organization when he or she may not have all the answers.

My leader's demeanor is one of humility.

Vision

Hauser and House (2000) encouraged a high degree of participation in the implementation of the vision. Bennis (2002) stated that leaders must create a shared vision with meaning, and this means involving the players at the center rather than at the

periphery (p. 105). Blanchard (2000) defined vision as “a picture of the future that produces passion” (p. 5). Therefore, if these statements are true, we should see the following items as part of this construct:

My leader has sought my vision regarding the organization's vision.

My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives.

My leader seeks my commitment concerning the shared vision of our company.

My leader has asked me what I think the future direction of our company should be.

My leader and I have written a clear and concise vision statement for our company.

My leader has encouraged me to participate in determining and developing a shared vision.

Trust

Russell (2001) proffered that the values of integrity and honesty build interpersonal and organizational trust and lead to credibility and that this trust is essential in servant leadership. Trust leads in an environment that reflects the leadership values of equality and love (Fairholm 1997, p. 107). Further, personal commitment cannot be gotten without trust (cf. Burns & Stalker, 1962). Therefore, if these statements are true, we should see the following items as part of this construct:

The level of trust my leader places in me increases my commitment to the organization.

My leader shows trustworthiness in me by being open to receive input from me.

My leader seeks to instill trust rather than fear or insecurity.

My leader knows I am above corruption.

My leader trusts me to keep a secret.

My leader communicates trust to me.

In addition, the reverse order items were removed, as it was apparent that people were “not going thru the motions,” and did respond accordingly. That is, when the reverse order items were compared with instrument items, those who chose higher scores for their leader also chose opposite scores for the reverse items. Moreover, for the few participants that chose low scores for their leader, they chose corresponding high scores for the reverse order items. This also made the survey much shorter. The survey itself was examined for aesthetics and type of questions (e.g., write-ins, prizes, etc.) for the following:

1. The sample survey was not feasible for breaking into sections; this would give away the potential factors.
2. Double prizes from \$150 to \$350; 4 prizes of \$100, \$100, \$100, and \$50. The lead researcher for the StudyResponse database had completed studies to show that increasing prize incentive influence more participants to take the survey. Moreover, instruments that took 5 minutes compared to 10-15 minutes increased participants' interest in taking a survey.
3. Re-do the recruitment message to include these changes, and decrease the time from 10-15 minutes to more accurate time of 5 minutes (see Appendix H).
4. Revamp the instructions to less “non-academician” language (Brohaugh, 2003; DeVellis, 2003), to increase understanding. Microsoft Word used to change grade level from 11th to 6-7th grade level. That is, words were examined for brevity, understanding, and clarity, using Word Thesaurus.

These ideas were implemented and resulted in the following items for the second round of data collection (see Table 12).

Table 12

Second Instrument – Revised

No	Item
Altruism	
1	My leader sometimes goes against his or her personal interest in doing for others.
2	My leader has an unselfish concern for others often involving personal sacrifice.
3	My leader has shown a moral sense of selflessness to other employees.
4	My leader gives of his or her self just for the sake of giving with no ulterior motives.
5	My leader has shown compassion in his or her actions toward employees.
6	My leader would endure hardships, e.g., political, "turf wars," etc. to protect his or her employees.
Empowerment	
1	My leader allows for employee self-direction.
2	My leader gives me authority so that I may accomplish my goals.
3	My leader promotes employees' skills to influence their responsibility without approval.
4	My leader encourages professional growth.
5	My leader gives up control as needed to employees so that they may accept more responsibility.
6	My leader lets people do their jobs by enabling them to learn.
Humility	
1	My leader does not overestimate his or her merits.
2	My leader talks more about employees' accomplishments than his or her own.
3	My leader is not interested in self-glorification.
4	My leader does not center attention on his or her own accomplishments
5	My leader is humble enough to consult others in the organization when he or she may not have all the answers.
6	My leader's demeanor is one of humility.
Love	
1	My leader is able to forgive.
2	My leader is teachable.
3	My leader shows concern for others.
4	My leader is calm during times of chaos.
5	My leader strives to do what is right for the organization.
6	My leader has integrity.

No	Item
Service	
1	My leader provides service(s) to meet the needs of his or her employees.
2	My leader is focused on the employees of the organization.
3	My leader functions to serve and support frontline employees.
4	My leader acts as a steward in that he or she manages the property or affairs of another.
5	My leader sets the climate by showing others how to serve.
6	My leader provides an environment that is service oriented for his or her employees.
Vision	
1	My leader has sought my vision regarding the organization's vision.
2	My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives.
3	My leader seeks my commitment concerning the shared vision of our company.
4	My leader has asked me what I think the future direction of our company should be.
5	My leader and I have written a clear and concise vision statement for our company.
6	My leader has encouraged me to participate in determining and developing a shared vision.
Trust	
1	The level of trust my leader places in me increases my commitment to the organization.
2	My leader shows trustworthiness in me by being open to receive input from me.
3	My leader seeks to instill trust rather than fear or insecurity.
4	My leader knows I am above corruption.
5	My leader trusts me to keep a secret.
6	My leader communicates trust to me.

Results of the Second Data Collection

Second data collection ended on January 19, 2004, with 414 participants. Seven participants' data were removed as no data was recorded, and one participant's data was removed because only half the survey was completed. Thus, 406 useable data was recorded (see Table 13). The demographics were similar to first data collection.

Table 13

Second Data Collection. Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=406). Structure Matrix & Components

Item	Factor Numbers						
	1	2	3	4	5	6	7
ser1							
ser2						0.86	
ser3	0.74				0.72		
ser4	0.73						
ser5	0.81						
ser6	0.78						
visn1		0.87					
visn2	0.7	0.78					
visn3		0.74					
visn4		0.85					
visn5		0.72					
visn6		0.75				0.72	
lov1							
lov2	0.71				0.7		
lov3						0.86	
lov4							
lov5							-0.86
lov6							-0.81
trus1			0.71				
trus2			0.74				
trus3							
trus4			0.83				
trus5			0.83				
trus6			0.75				
hum_1				0.82			
hum_2							
hum_3				0.81			
hum_4				0.89			
hum_5							
hum_6	0.77						
emp_1					0.78		
emp_2					0.84		
emp_3	0.73						
emp_4							
emp_5					0.88		
emp_6					0.74		-0.72
alt_1	0.85						
alt_2	0.86						

Item	Factor Numbers						
	1	2	3	4	5	6	7
alt_3						0.75	
alt_4	0.85						
alt_5						0.87	
alt_6	0.8						

The structure matrix revealed three clear factors: (a) Humility items 1, 2, 3, and 4; Vision items 1, 2, 3, 4, 5, and 6; and Trust items 1, 2, 4, 5, and 6. The Cronbach alpha for the Humility items was .89. Vision had a Cronbach alpha of .89 and an indication that with Item 5 removed the Cronbach would be .90—the increase in the alpha is not worth removing the item. Trust has a Cronbach alpha of .89 with an improvement to .91 if item 4 is removed. The increase in alpha is not worth removing this item.

A review of the literature of the remaining four concepts, altruism, empowerment, love, and service were examined for a “tighter fit” among the items for each concept. Additionally, items were examined to ensure less overlapping. For example, according to Brohaugh (2003), some words when “inflated” might benefit the language. The author used “aggression” and “aggressiveness” as an example. Both are nouns, yet the former is an action while the latter is a quality (p. 64). In addition, items loading in one factor with negative loadings were examined (see Table 14).

Table 14

Items loading in one factor with negative loading

Concept	Items
Service	My leader provides service(s) to meet the needs of his or her employees. My leader is focused on the employees of the organization.
Altruism	My leader has shown a moral sense of selflessness to other employees.

Concept	Items
	My leader has shown compassion in his or her actions toward other employees.
Love	My leader shows concern for others.
Trust	My leader knows I am above corruption.
Vision	My leader has encouraged me to participate in determining and developing a shared vision.

The items revealed needs or need, focus or paying attention, moral/ethics, selflessness, compassion, concern, fear, and insecurity. These items appear to be love items based on the literature review. The result of the literature review and tightening of the concepts led to the items listed below for the third revised instrument (see Table 15).

Table 15

Third Instrument for Third Data Collection (Trust, Humility, and Vision not included below as no changes were made in these items)

Item #	Old Items
Item	Love
Number	Original love Items not used, but Items that appeared to be love Items.
1	My leader provides service(s) to meet the needs of his or her employees. (ser1)
2	My leader is focused on the employees of the organization. (ser2)
3	My leader has encouraged me to participate in determining and developing a shared vision. (vis 6)
Item	Old Items
4	My leader has shown compassion in his or her actions toward other employees. (alt 5)
5	My leader shows concern for others. (lov 3)
6	My leader knows I am above corruption. (trus 3)

Item #	New Items
1	My leader makes me feel important.
2	My leader is genuinely interested in me as a person.
3	My leader has shown his or her care for me by encouraging me.
4	My leader has shown compassion in his or her actions toward me.
5	My leader shows concern for me.
6	My leader creates a culture that fosters high standards of ethics.

Service

Number	Old Items
1	My leader provides service(s) to meet the needs of his or her employees.
2	My leader is focused on the employees of the organization.
3	My leader functions to serve and support frontline employees.
4	My leader acts as a steward in that he or she manages the property or affairs of another.
5	My leader sets the climate by showing others how to serve.
6	My leader provides an environment that is service oriented for his or her employees.

	New Items
1	My leader responds quickly to my work related requests.
2	My leader uses his or her gifts in serving me.
3	My leader supports me if I have problems in the workplace.
4	My leader aspires not to be served but to serve others.
5	My leader shows a commitment to me as an employee.
6	My leader sees serving as a mission of responsibility to others.

Empowerment

Number	Old Items
1	My leader allows for employee self-direction.
2	My leader gives me authority so that I may accomplish my goals.
3	My leader promotes employees' skills to influence their responsibility without approval.
4	My leader encourages professional growth.
5	My leader gives up control as needed to employees so that they may accept more responsibility.
6	My leader lets people do their jobs by enabling them to learn.

Number	New Items
1	My leader empowers me with opportunities so that I develop my skills.
2	My leader desires to develop my leadership potential.
3	My leader turns over some control to me so that I may accept more

responsibility.

Item #	Items
4	My leader entrusts me to make decisions.
5	My leader gives me the authority I need to do my job.
6	My leader lets me make decisions with increasing responsibility.

Altruism

Number	Old Items
1	My leader sometimes goes against his or her personal interest in doing for others.
2	My leader has an unselfish concern for others often involving personal sacrifice.
3	My leader has shown a moral sense of selflessness to other employees.
4	My leader gives of his or her self just for the sake of giving with no ulterior motives.
5	My leader has shown compassion in his or her actions toward other employees.
6	My leader would endure hardships, e.g., political, "turf wars," etc., to protect his or her employees.

New Items	
1	My leader voluntary gives of him or her self, expecting nothing in return.
2	My leader has made personal sacrifice(s) for me.
3	My leader has shown unselfish regard for my well-being.
4	My leader gives of his or her self with no ulterior motives.
5	My leader has made sacrifices in helping others.
6	My leader has stuck his or her neck out for me in times of adversity.

Results of the Third Data Collection

The third data collection took place during mid-February 2004 for a one-week period. The method of selection for participants was identical to first two data collections. No follow up reminders were used. This collection netted 313 participants and 300 useable data after the clean up for missing values. Two of the participants entered in all zeros for 41 of the 42 items. These two were removed as they offered no meaningful data, and the likelihood of a leader scoring "not applicable" on these items gives no validity to the rest of the data. A demographic profile of the 300 respondents is presented in Table

16. However, seven respondents did not list their StudyResponse ID number and their names could not be pulled from the database. The men totaled 122 (42%) respondents and the women 171 (58%) respondents. Their ages ranged from 18 to 67 (mean age = 34 years). They were predominantly Caucasian (80%). The respondents were well-educated, with 30% of the sample having a bachelor's degree, and were predominantly U.S. residents (78%).

The data was examined for normality, linearity, homoscedasticity, as well as homogeneity of sample. Normality was not necessary, as multicollinearity is desired to identify interrelated sets of variables (Hair et al, 1998, p. 99). The data matrix was examined for sufficient correlations to justify further factor analysis. Methods used included visual inspection of number of correlations greater than .30, anti-image correlation matrix, Bartlett test of Sphericity (significance met), and the measure of sampling adequacy (MSA). All methods indicated further factor analysis as appropriate. The MSA averaged in the .95 to .98 ranges, well above .80 or higher cited as meritorious by Hair and Anderson (p. 99). As a measure of sampling adequacy, the Bartlett's Test of Sphericity was significant ($\chi^2 = 11751.89$, $p = .000$) (see Table 17).

Table 16

Demographic Characteristics of the Third Data Collection Sample (N = 293)

Variable	Frequency	%	Valid Percent	Cumulative %
Ethnicity				
Caucasian	237		81	
African-American	17		6	
Hispanic	14		5	
Native American	2		1	
Asian/Pacific Islander	23		8	
Other race	3		1	

Variable	Frequency	%	Valid Percent	Cumulative %
Age (years) 34 ± 9.0				
18-22	28		9.6	
23-30	99		33.8	
31-40	87		29.7	
41-50	62		21.2	
51-60 and over	17		5.5	
Education level				
Valid				
High school	46	15.7	16.3	16.3
Associate	24	8.2	8.5	24.7
Some college, no degree	87	29.7	30.7	55.5
4 year college degree	82	28	29	84.5
Some grad school, no degree	11	3.8	3.9	88.3
Master's degree	29	9.9	10.2	98.6
Ph.D., M.D., J.D., or other advanced degree	4	1.4	1.4	100
Total	283	96.6	100	
Missing	10	3.4		
System Total	293	100		

Table 17

Bartlett's Test of Sphericity

Test	Measure	Value
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.97
Bartlett's Test of Sphericity	Approx. Chi-Square	11751.89
	df	861
	Sig.	0

The total amount of variance for the 42-item instrument is explained by the four extracted factors in Table 18. Communalities for the 42-item instrument are presented in Table 19. The ranges varied from .43 (trus4: My leader knows I am above corruption) to

.82 (Empr3: My leader turns over some control to me so that I may accept more responsibility). The median communality for the 42-item instrument was .71.

Table 18

Total Variance for Initial Eigenvalues and Extraction Sums of Square Loadings

Factor	Total	% of Variance	Cumulative %
Eigenvalues			
1	24.48	58.29	58.29
2	2.35	5.6	63.89
3	1.88	4.48	68.37
4	1.18	2.82	71.18
Extraction Sums			
24.48	58.29	58.29	17.63
2.35	5.6	63.89	14.66
1.88	4.48	68.37	11.43
1.18	2.82	71.18	6.62

Table 19

Communalities for the 42-Item Instrument

Communalities	Initial	Extraction
serv6	1	0.46
love2	1	0.8
trus5	1	0.61
serv1	1	0.56
altr3	1	0.77
empr2	1	0.71
love6	1	0.63
hum2	1	0.69
altr6	1	0.49
trus2	1	0.74
empr6	1	0.78
hum1	1	0.76
trus1	1	0.61
vis1	1	0.7
serv5	1	0.81

Communalities	Initial	Extraction
altr1	1	0.74
love3	1	0.8
altr4	1	0.78
love4	1	0.8
hum3	1	0.76
love1	1	0.8
hum5	1	0.71
altr2	1	0.66
empr5	1	0.8
empr3	1	0.82
altr5	1	0.73
love5	1	0.81
empr1	1	0.77
serv2	1	0.66
trus6	1	0.8
trus3	1	0.76
vis6	1	0.77
empr4	1	0.8
vis5	1	0.67
serv4	1	0.72
vis4	1	0.74
hum4	1	0.78
serv3	1	0.67
hum6	1	0.58
vis2	1	0.72
trus4	1	0.43
vis3	1	0.71

The correlation matrix was too cumbersome for 42 items to be included, however, the item means and standard deviations are presented in Table 20. On a 6-point scale, where 0 = not applicable or total disagreement to 6 = most agreement possible, the means ranged from 2.5 (Vision 5: My leader and I have written a clear and concise vision statement for our company) to 4.5 (Trust 4: My leader knows I am above corruption). Examination of the correlation matrix (22 items of the factors that loaded up) indicated that all items correlated \geq [.30] with at least three other items in the matrix (range 20-22).

Twenty of the 22 items (90%) had 20 or more shared correlations that exceeded $\geq[.3]$. No interitem correlation exceeded .84, thus indicating no problems with multicollinearity.

Bartlett's test of sphericity and the Kaiser-Meyer-Oklin (KMO) measure of sampling adequacy were used to evaluate the strength of the linear association among the 22 items in the correlation matrix. Bartlett's test of sphericity was significant ($\chi^2 = 5524.596, p = .000$), which indicated that the correlation matrix was not an identity matrix. The KMO statistic (.95), which is an index that compares the magnitude of the observed correlations with the magnitude of the partial correlation coefficients, is "marvelous" according to Kaiser's (as cited in Pett, 2003) criteria. These results suggest that the factor analysis was appropriate and significant for the number of items ($N = 22$) in the correlation matrix.

Table 20

Means and Standard Deviations for the 42-Item SL-A Instrument

Item	Mean	Std. Deviation
serv6	3.76	1.53
love2	3.85	1.66
trus5	4.4	1.49
serv1	3.96	1.5
altr3	3.59	1.69
empr2	3.75	1.68
love6	4	1.61
hum2	3.52	1.69
altr6	2.71	1.83
trus2	4.28	1.41
empr6	4.27	1.46
hum1	3.64	1.64
trus1	4.2	1.52
vis1	3.5	1.73
serv5	3.98	1.66
altr1	3.27	1.64
love3	3.81	1.62
altr4	3.52	1.67

Item	Mean	Std. Deviation
love4	3.88	1.59
hum3	3.49	1.77
love1	3.72	1.68
hum5	4.07	1.71
altr2	2.58	1.81
empr5	4.31	1.48
empr3	4.18	1.42
altr5	3.41	1.72
love5	3.85	1.65
empr1	4	1.5
serv2	3.16	1.71
trus6	4.04	1.61
trus3	4.01	1.72
vis6	3.72	1.66
empr4	4.29	1.41
vis5	2.53	2.01
serv4	3.28	1.68
vis4	2.73	1.98
hum4	3.52	1.72
serv3	4.05	1.66
hum6	2.99	1.75
vis2	3.36	1.81
trus4	4.51	1.39
vis3	3.69	1.7

A structure matrix of items revealed that the items were correlated (see Table 21). Thus, an Oblimin Rotation method was used for the factor analysis forcing seven factors with absolute values less than (.70) (see Table 22). Two factors, Humility and Vision, loaded up as was expected from previous factor analysis with second data collection. However, the Trust factor, which loaded with five items on the previous data collection, only loaded two items on this data collection.

The following items that loaded up with Factors 1, 2, 5, all having four to seven items, were removed for new factor loading:

Altruism 1 - My leader sometimes goes against his or her personal interest in doing for others.

Altruism 3 - My leader has shown a moral sense of selflessness to other employees.

Altruism 4 - My leader gives of his or her self just for the sake of giving with no ulterior motives.

Empowerment 2 - My leader desires to develop my leadership potential.

Love 1 - My leader makes me feel important.

Service 2 – My leader uses his or her gifts in serving me.

Service 4 - My leader aspires not to be served but to serve others.

Additionally, the following item was removed, as it did not load on any of the factors:

Humility 5 - My leader is humble enough to consult others in the organization when he or she may not have all the answers.

A factor analysis was completed on the remaining 36 items with a suppressed coefficient absolute value of (.70). The results are in Table 23.

Several items still loaded on other factors or not at all. The following items were removed as they loaded on other factors:

My leader responds quickly to my work related requests.

My leader uses his or her gifts in serving me.

My leader aspires not to be served but to serve others.

My leader shows a commitment to me as an employee.

The following item was cut, as it did not load on any factor:

Trust 3 – My leader seeks to instill trust rather than fear or insecurity.

Table 21

Factor Loadings from the Rotated Factor Structure Matrix of Items for the Third Data Collection

Item	Loadings on each Factor						
serv1	0.78	0.45	0.44	0.37	0.46	0.48	-0.31
serv2	0.66	0.49	0.44	0.38	0.6	0.77	-0.45
serv3	0.75	0.64	0.52	0.36	0.6	0.44	-0.47
serv4	0.57	0.46	0.54	0.41	0.81	0.6	-0.39
serv5	0.82	0.64	0.54	0.44	0.65	0.63	-0.47
serv6	0.42	0.29	0.34	0.92	0.39	0.34	-0.24
hum1	0.67	0.59	0.39	0.46	0.81	0.52	-0.41
hum2	0.66	0.5	0.36	0.46	0.76	0.56	-0.32
hum3	0.6	0.45	0.35	0.32	0.86	0.57	-0.36
hum4	0.59	0.5	0.47	0.34	0.88	0.54	-0.28
hum5	0.64	0.64	0.33	0.2	0.74	0.41	-0.36
hum6	0.47	0.37	0.4	0.46	0.75	0.54	-0.36
empr1	0.7	0.79	0.51	0.4	0.49	0.56	-0.55
empr2	0.75	0.62	0.56	0.44	0.39	0.51	-0.54
empr3	0.54	0.92	0.46	0.28	0.42	0.46	-0.47
empr4	0.45	0.9	0.44	0.29	0.38	0.37	-0.52
empr5	0.54	0.9	0.42	0.24	0.43	0.4	-0.42
empr6	0.61	0.85	0.47	0.37	0.39	0.45	-0.57
trus1	0.72	0.64	0.41	0.39	0.44	0.49	-0.45
trus2	0.74	0.72	0.45	0.43	0.52	0.45	-0.57
trus3	0.77	0.64	0.47	0.36	0.7	0.55	-0.49
trus4	0.34	0.47	0.28	0.14	0.27	0.23	-0.9
trus5	0.39	0.44	0.35	0.59	0.14	0.28	-0.76
trus6	0.76	0.74	0.56	0.43	0.54	0.57	-0.59
vis1	0.44	0.61	0.78	0.31	0.27	0.52	-0.35
vis2	0.59	0.52	0.79	0.3	0.62	0.53	-0.35
vis3	0.48	0.48	0.86	0.3	0.32	0.44	-0.4
vis4	0.29	0.42	0.84	0.25	0.29	0.56	-0.35
vis5	0.36	0.28	0.81	0.39	0.32	0.5	-0.18
vis6	0.66	0.72	0.7	0.39	0.5	0.57	-0.46
love1	0.76	0.76	0.54	0.33	0.58	0.57	-0.55
Love2	0.82	0.51	0.38	0.54	0.55	0.56	-0.55
Love3	0.86	0.58	0.52	0.41	0.66	0.6	-0.44
Love4	0.83	0.52	0.48	0.42	0.67	0.66	-0.46
love5	0.85	0.53	0.47	0.4	0.67	0.66	-0.5
love6	0.81	0.59	0.42	0.39	0.53	0.43	-0.36
altr1	0.64	0.46	0.51	0.31	0.74	0.71	-0.31
altr2	0.45	0.45	0.58	0.37	0.49	0.89	-0.3
altr3	0.84	0.55	0.5	0.43	0.59	0.65	-0.45

Item	Loadings on each Factor						
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
altr4	0.73	0.49	0.47	0.31	0.77	0.68	-0.38
altr5	0.63	0.44	0.47	0.31	0.69	0.81	-0.36
altr6	0.44	0.39	0.5	0.26	0.38	0.79	-0.22

Table 22

Factor Loadings from the Rotated Factor Structure Matrix of Items for the Third Data Collection with Suppressed values of .70

Item	Factor 1		Factor 2	
altr1			0.74	0.71
altr2				0.89
altr3	0.84			
altr4	0.73		0.77	
altr5				0.81
altr6				0.79
empr1	0.7	0.79		
empr2	0.75			
empr3		0.92		
empr4		0.9		
empr5		0.9		
empr6		0.85		
hum1			0.81	
hum2			0.76	
hum3			0.86	
hum4			0.88	
hum5			0.74	
hum6			0.75	
love1	0.76	0.76		
love2	0.82			
love3	0.86			
love4	0.83			
love5	0.85			
love6	0.81			
serv1	0.78			
serv2				0.77

Item	Factor		
serv3	0.75		
serv4			0.81
serv5	0.82		
serv6			0.92
trus1	0.72		
trus2	0.74	0.72	
trus3	0.77		
trus4			-0.9
trus5			-0.76
trus6	0.76	0.74	
vis1			0.78
vis2			0.79
vis3			0.86
vis4			0.84
vis5			0.81
vis6		0.72	0.7

Several items that loaded on Factor 2 were kept as these trust and one vision items had previously loaded up as separate factors in the second data collection. While service item number three did not load up on any factors, it was kept for next factor analysis so that at least two items would remain in that one concept. A factor analysis was completed on the remaining 36 items with a suppressed coefficient absolute value of (.75) as the remaining items were loading at higher values (see Table 24).

The factor analysis of the 31 items indicated the following needed to be removed, as they did not load on any factors:

Trust 1 – The level of trust my leader places in me increases my commitment to the organization.

Trust 2 – My leader shows trustworthiness in me by being open to receive input from me.

Trust 6 - My leader communicates trust to me.

Altruism 5 – My leader has made sacrifices in helping others.

Service 3 – My leader supports me if I have problems in the workplace.

Vision 6 – My leader has encouraged me to participate in determining and developing a shared vision.

Table 23

Structure Matrix of Items for Third Data Collection - 36 Items rotated

Item	Factor						
	1	2	3	4	5	6	7
altr2							0.9
altr5							0.81
altr6							0.73
empr1		0.81					
empr3		0.91					
empr4		0.9					
empr5		0.9					
empr6		0.88					
hum1					0.82		
hum2					0.77		
hum3					0.87		
hum4					0.86		
hum6					0.77		
love2	0.76						
love3	0.79						
love4	0.75						
love5	0.73						0.71
love6	0.72						
serv1	0.75						
serv2							0.78
serv3							
serv4					0.75		
serv5	0.73	0.71					
serv6				0.96			
trus1		0.72					
trus2		0.75					
trus3							
trus4						0.91	
trus5						0.76	
trus6		0.78					
vis1			0.76				
vis2			0.77				
vis3			0.83				
vis4			0.85				
vis5			0.82				
vis6		0.76					

Table 24

Structure Matrix of Items for Third Data Collection - 31 Items rotated

Item	Factor						
	1	2	3	4	5	6	7
altr2					0.85		
altr5							
altr6					0.87		
empr1		0.78					
empr3		0.92					
empr4		0.91					
empr5		0.91					
empr6		0.84					
hum1						0.83	
hum2						0.78	
hum3						0.87	
hum4						0.89	
hum6						0.82	
love2	0.83						
love3	0.85						
love4	0.81						
love5	0.84						
love6	0.84						
serv3							
serv6				0.91			
trus1							
trus2							
trus4							-0.9
trus5							-0.78
trus6							
vis1			0.81				
vis2			0.81				
vis3			0.87				
vis4			0.86				
vis5			0.78				
vis6							

A factor analysis was completed on the remaining 25 items with a suppressed coefficient absolute value of (.76) as the remaining items were loading at higher values (see Table 25).

Table 25

Structure Matrix of Removed Items for Third Data Collection – 25 Items Rotated

Item	Factor						
	1	2	3	4	5	6	7
love2	0.79						
love6	0.84						
love3	0.85						
love4	0.79						
love5	0.83						
empr6		0.85					
empr5		0.91					
empr3		0.92					
empr1		0.8					
empr4		0.91					
vis1			0.8				
vis5			0.78				
vis4			0.86				
vis2			0.81				
vis3			0.87				
hum1							0.83
hum3							0.87
hum5							0.75
hum4							0.88
hum6							0.82
altr6					-0.9		
altr2					-0.8		
serv6				0.93			
trus4						0.9	
trus5						0.79	

Factor loadings of the 25 items of the scale produced 6 factors. Table 26 shows that Love items 2, 3, 4, 5, and 6 loaded on Factor 1. The Cronbach alpha score for Factor 1 is .94.

Table 26

Factor 1: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader is genuinely interested in me as a person.	0.79
My leader has shown his or her care for me by encouraging me.	0.85
My leader has shown compassion in his or her actions toward me.	0.79
My leader shows concern for me.	0.83
My leader creates a culture that fosters high standards of ethics.	0.84

The following Empowerment items loaded on Factor 2: 1, 3, 4, 5, and 6 (see Table 27). The Cronbach alpha score for Factor 2 is .94.

Factor 3 loaded with vision items 1, 2, 3, 4, and 5 (see Table 28). The Cronbach alpha score for Factor 3 is .89. Removing any of the items would have lowered the Cronbach alpha; thus, all were kept.

Factor 4 loaded with only one service item, 6, and thus, was not included as a factor.

Factor 5 loaded with Altruism items 2 and 6 in negative loadings (see Table 29). No Cronbach alpha score is available with less than three items.

Table 27

Factor 2: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader empowers me with opportunities so that I develop my skills.	0.80
My leader turns over some control to me so that I may accept more responsibility.	0.92
My leader entrusts me to make decisions.	0.91
My leader gives me the authority I need to do my job.	0.91
My leader lets me make decisions with increasing responsibility.	0.85

Table 28

Factor 3: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader has sought my vision regarding the organization's vision.	0.80
My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives.	0.81
My leader seeks my commitment concerning the shared vision of our company.	0.87
My leader has asked me what I think the future direction of our company should be.	0.86
My leader and I have written a clear and concise vision statement for our company.	0.78

Table 29

Factor 5: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader has made personal sacrifice(s) for me.	-0.90
My leader has endured hardships, e.g., political, "turf wars," etc. to defend me.	-0.80

Factor 6 loaded with trust items 4 and 5 (see Table 30). No Cronbach alpha score is available with less than three items.

Table 30

Factor 6: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader knows I am above corruption.	0.90
My leader trusts me to keep a secret.	0.79

Factor 7 loaded with Humility items 1, 3, 4, 5, and 6 (see Table 31). The Cronbach alpha score for Factor 6 is .92.

Table 31

Factor 7: Summary of Principal Components Factor Analyses with Oblimin Rotation of Items (N=300)

Scale Item	Load
My leader does not overestimate his or her merits.	0.83
My leader is not interested in self-glorification.	0.87
My leader is humble enough to consult others in the organization when he or she may not have all the answers.	0.75
My leader does not center attention on his or her own accomplishments.	0.88
My leader's demeanor is one of humility.	0.82

Chapter Five: Findings, Conclusions and Implications

This dissertation sought to answer the following question:

1. Can the presence of Patterson's servant leadership concept be assessed through a written instrument?

This chapter answers this question given the outcomes of the findings and discusses conclusions and implications from the study. Additionally, reasons why the concepts of altruism and service are not showing up, and what should be done for the next research round are discussed along with suggestions for strengthening the factor of Trust. Specific limitations of the research are discussed and suggestions made for future research. Recommendations on how the Servant Leadership Assessment Instrument could be used in the future is also discussed.

The statistical results (see Tables 22-31) indicate that the Servant Leadership Assessment Instrument measures five factors of Patterson's (2003) seven factors on servant leadership. It failed to measure the factors of Altruism and Service. Of the three known previous attempts on measuring servant leadership according to the review of the literature, this is the first instrument to measure 5 factors on servant leadership. That is, specifically measuring characteristics of servant leadership of a leader as opposed to measuring characteristics of an organization as "servant leader." Moreover, the scale-reliability (Cronbach alpha) analysis of the scales of the four factors of Empowerment, Humility, Love, and Vision reveal high alphas. Additionally, this study revealed that the factors of Empowerment, Vision, and Trust manifested itself with two consecutive data collections. Although Patterson's theory of servant leadership was proven on five of the seven factors, work remains to prove the remaining two concepts of altruism and service.

Implications from the Study

The Reasons Patterson's Factors of Altruism and Service Were Not Found and What to Do About It

Patterson's (2003) factors of Altruism and Service were not found. One possibility is that the Altruism and Service items are still not concise enough to discriminate between individual items as a separate factor. Changes for the service items from the second revised instrument to the third instrument included a re-focusing of the leader within the environment and as a steward of the organization in general to stronger emphasis on individual subordinate interactions including a mission of responsibility. The focus to a mission of responsibility to others did show up on one factor. Stronger delineation of this item to several items may help to discretely explain the factor for future research on this instrument.

The concept of service had several problems (i.e., three items loaded up on Factor 1, two items loaded up on two other factors [five and six], and one item loaded up with no other items in Factor 4) (see Table 22). Basically, the loading of some service items with the concept of love may indicate that one is giving to another (an expression of social love), that is, serves the follower and or customer. The difference between these two concepts according to the literature is that love is more of an internal characteristic or motivation while service is expressed with outward behavior. It is noteworthy that one item did show up with no other items on Factor 4. Moreover, the item was high at .92 (see Table 22). The item (#6) was, "My leader sees serving as a mission of responsibility to others."

Two of the altruism factors initially loaded up on the Love factor (see Table 22). However, it should be noted, before any rotations to remove several of the loadings (non-love items) in Factor 1, that four altruism items did load up as a separate factor (Factor 6 – see Table 22). Thus, as the factor analyses are honed to make the factors more distinct, Altruism goes from a factor with four items to a factor with two high negative loadings (Factor 5 in Table 25).

Recommendations for Altruism

It is recommended that the items remain as a factor and a survey submitted to a population sample from an organization that has a leader that identifies him or herself as a servant leader. The data collections taken from the online survey base were not examined to see if they were familiar with the theory of servant leadership. Employees who have non-servant leaders may not see any of the characteristics of altruism displayed. The literature supports this concept as being unique to caring individuals who make sacrifices and expect nothing in return. In today's workplace, this type of behavior is not the norm (i.e., the norm is the bottom line, increased productivity at the expense of overworked and understaffed employees). In the wake of the recent scandals involving CEOs at large corporations, it would not be expected to find this concept within the typical leader, much less within the culture of the organization.

Recommendations for Service

Three recommendations are offered for Patterson's (2003) concept of service:

1. Review other validated instruments that have the concept of service and get permission to incorporate these items (e.g., 4-6 items, into the servant leadership assessment instrument).
2. Continue to use the methods as set forth by DeVellis (2003) to hone this concept.
3. Remove this concept entirely and set up as a dependent variable on servant leadership. That is, use the remaining six concepts to predict servant leadership.

Trust – Strengthen this Factor

Although Trust did load as a factor on second data collection with five items, three of the five original items did not load on the third data collection. Since the same method and similar population sample were used in the last two data collections, consistency would be expected for this factor as it was with the Vision and Empowerment factor. One aspect that may explain this difference is the climate in which trust is communicated. The second data collection was taken right after the holiday season, and perhaps participants had more expectations of trust welcoming in a New Year. The latter data collection may have reflected the difference between rising expectations and the “reality” of what is happening in the workplace of the participants, (e.g., loss of jobs, continued downsizing, economy that is difficult to read, etc.).

The second revised instrument did not load up the factor of Love. The third instrument did load the Love items in factor one along with 4 of the Trust items when rotated (Table 22). Thus, it appears initially before suppressing absolute values less than .70 that the Trust items are now appearing as Love items. The reason for this could be the high correlation between the two, resulting in loadings of .82 and .74 for Love and Trust items, respectively (Table 19). Further factor analysis (Table 23) after removing items

continues the problem with the Trust items, but this time three of the items are loading (low .70 range) on Factor 2 with the Empowerment items. This does make sense why this might happen—you cannot empower someone if you do not trust him or her.

Further item removal for non-loading items and increasing the absolute value to .76 to remove any loading of items on more than one factor do reveal two clear items for trust on Factor 6. It is important to note that the items did load on the same factor (i.e., Trust). According to Pett, one should not “worry to much about whether the actual size of the loadings change (that would be expected—you have different samples and people may not all respond similarly to the items) but rather look at their relative strength.” “Factor loadings are not “truths,”—they will change from sample to sample and the number of items” (personal communication, March 3, 2004; cf Pett, Lackey, & Sullivan, 2003).

Recommendations for Trust

It is recommended that no changes be made to the Trust items for the development of this instrument. A sample population with a “known” servant leader is recommended for the next data collection of this instrument.

Limitations of the Study

There are several possible limitations of this research proposal that need to be addressed. An incentive of \$350 in total prizes to take the survey may have caused some to rush toward the end of the survey. During the last data collection, 13 participants were removed because either data was missing or had the same measurement (e.g., all zeros or one). Overall, based on the first data collection which included negative responses to

catch the “agreeers,” and a much longer survey (71 items versus 42 in last data collection), this did not appear to be a problem.

A second limitation is how well the participants may have understood the concept of “servant leadership,” even with Patterson’s (2003) definition. A third limitation is that the web server may have been inaccessible for many participants. During the first data collection there were problems with the URL address not being formatted correctly (i.e., the address ran to second line and many could not connect to site). This problem was addressed with a shorter URL. This did not appear to be a problem during the last two data collections as only one person contacted the researcher in not being able to connect to the site.

A fourth limitation is that all data collections were taken from an online database. While this offers the convenience of easy access, capturing of demographics from a database site, and copying and pasting of participants’ responses into Excel and SPSS for factor analysis, it does not collect significant number of employees at a specific company for a specific leader. This is in part due to no companies (over 150 contacted, including 20+ individual contacts at a university for MBA program) granting consent for administering a survey.

Suggestions for Future Research

It is recommended that future research include surveys at companies and organizations that advocate servant leadership concepts. This offers the luxury of comparing the instrument with people who are already familiar with servant leadership. Additionally, comparing one leader (same leader for everyone) who advocates servant leadership offers more reliability for the instrument. This method would also help prepare

the instrument for the next stage—designing the instrument for the leader to assess his or her perception of these factors for servant leadership and comparing them with the employees’ survey. Recommend administration of a “paper and pencil” survey as the “slower” method of survey taking might give participants more “thought” time to consider their leader in relation to the items.

Gender directed research on the factor of Trust is recommended. The second data collection was examined for homogeneity of sample and no significant differences were found for the other factors. The similarities for the genders of the factors included: factor loading for Vision (but females scored for all 6 items to males’ 3 items), and Altruism and some Service items loaded up for each gender, but females had these loadings on Factor 1 (more shared variance) while males had these on Factor 7 (eigenvalue under one).

The dissimilarities between the genders appear pronounced. Trust items loaded 5 of 6 items as negative readings in Factor 2 for females while loading as positive items in Factor 3 for males. Additionally, females had almost half of the 42 items load up on Factor 1 while males had only 3 items load up on Factor 1. Moreover, males had only $\frac{1}{4}$ the survey load up on first 3 factors.

This begs the question how each gender is viewing some of these items. Do females have more trust issues with their leaders? What is the gender of the leader? That is, do females have more male leaders and consequently score them lower on trust issues than they do male leaders? If so, what impact does this have on servant leadership?

Conclusion

Does this instrument measure Patterson's (2003) theory of servant leadership—that is, does the instrument have construct validity? The answer is this instrument has the beginning of establishing construct validity. Exploratory factor analysis helped to define the underlying structures of Patterson's theory. However, confirmatory factor analysis is needed to establish construct validity (Pett et al., 2003). It is recommended that structural equation modeling (SEM) and/or confirmatory factor analysis be used to establish this validity. It is the intention that this instrument has the ability to predict or give measurement to the concepts of Patterson's theory of servant leadership so that a servant leader can measure his or her effectiveness as a servant leader. It is hoped that this instrument will have significance to measure servant leadership, and thus, turn Patterson's "theory" into a model of servant leadership.

References

- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice Hall.
- Barnard, C. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, & managerial applications* (3rd ed.). New York: The Free Press.
- Baum, J. R., Locke E.A., & Kirkpatrick, S.A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83(1), 43-54.
- Benford, R. D., & Hunt, S.A. (1992). Dramaturgy and social movements: The social construction and communication of power. *Sociological Inquiry*, 62(1), 36-55.
- Bennett, J. (2001, March). Trainers as leaders of learning. *Training & Development*, 55(3), 43-47.
- Bennis, W. (2002). Become a Tomorrow Leader. In L. & L. Spears, M. (Ed.), *Focus on Leadership: Servant-Leadership for the Twenty-First Century* (pp. 101-109). New York: John Wiley & Sons, Inc.
- Berry, A. & Cartwright., S. (2000). Leadership: A critical construction. *Leadership & Organization Development Journal*, 21(7), 342-349.
- Blanchard, K. (2000, March). Leadership by the book. *Executive Excellence*, 17(3), 4-5.
- Block, P. (1993). *Stewardship: Choosing service over self-interest*. Berrett-Koehler Publishers.

- Bowie, N. (2000). A Kantian theory of leadership. *The Leadership & Organization Development Journal*, 21(4), 185-193.
- Braye, R. (2002). Servant-Leadership: Leading in today's military. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 295-303). New York: John Wiley & Sons, Inc.
- Brohaugh, W. (2003). *Write tight: How to keep your prose sharp, focused and concise*. Delaware: ISI Books.
- Bryant, S. R. (2003). Servant leadership and public managers. *ProQuest Digital Dissertations*, 64, 634. (UMI No. AAT 3082716)
- Buchan, I. (2002). The discipline and ritual of forecasting: Greenleaf's vision. *Foresight*, 4(2), 4-6.
- Buchen, I. (1998, Winter). Servant leadership: A model for future faculty and future institutions. *Journal of Leadership Studies*, 5(1), 25-34.
- Burkhardt, J. & Spears, L.C. (2002). Servant-leadership and philanthropic institutions. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 223-224). New York: John Wiley & Sons, Inc.
- Burns, J. (1978). *Leadership*. New York: Harper & Row.
- Burns, T. & Stalker, G.M. (1962). *The management of innovation*. London: Tavistock.
- Ciulla, J. (1998). *Ethics: The heart of leadership*. Westport, CT: Praeger.
- Conger, J. A. (1992). *Learning to lead: The art of transforming managers into leaders*. San Francisco: Jossey-Bass Publishers.

- Covey, S. (2002). Servant-leadership and community leadership in the twenty-first century. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 27-34). New York: John Wiley & Sons, Inc.
- Crom, M. (1998, July). The leader as servant. *Training*, 35(7), 6-10.
- Dennis, R. & Winston, B.E. (2003). A factor analysis of Page and Wong's servant leadership instrument. *Leadership & Organization Development Journal*, 24(8), 455-459.
- DePree, M. (2002). Servant-leadership: Three things necessary. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 89-100). New York: John Wiley & Sons, Inc.
- Derrett, J. (1978). *Studies in the New Testament*. Belgium: E.J. Brill, Leiden.
- DeVellis, R. (1991). *Scale development: Theory and applications*. London: Sage Publications.
- DeVellis, R. (2003). *Scale development: Theory and applications*. London: Sage Publications.
- Dillman, S. (2003). An exploratory study of the application and acceptance of servant-leadership theory among Australian pastors. Unpublished doctoral dissertation, Regent University, Virginia.
- Distefano, J. (1995). Tracing the vision and impact of Robert K. Greenleaf. In L. Spears (Ed.), *Reflections on leadership* (pp. 61-78). New York: John Wiley & Sons, Inc.
- Duncan, O. (1984). *Notes on social measurement: Historical and critical*. New York: Russell Sage.

- Eisenberg, N. (1986). *Altruistic emotion, cognition, and behavior*. London: Arizona State University.
- Elster, J. (1990). Selfishness and altruism. In J. Mansbridge (Ed.), *Beyond self-interest* (pp. 44-52). Chicago: The University of Chicago Press.
- Fairholm, G. (1997). *Capturing the heart of leadership: Spirituality and community in the new American workplace*. Westport, CT: Praeger Publishers.
- Fayol, H. (1949). *General and industrial management*. London: Pitman.
- Ferch, S., & Mitchell, M.W. (2001). Intentional forgiveness in relational leadership: A technique for enhancing effective leadership. *Journal of Leadership Studies*, 7(70).
- Gautschi, T. (2002). History Effects in Social Dilemma Situations. *Rationality & Society*, 12(2), 131-163.
- Greenleaf, R. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Greenleaf, R. (1996). *On becoming a servant-Leader: The private writings of Robert K. Greenleaf*. (D. Frick, Spears, Ed.) San Francisco, CA: Jossey-Bass, Inc.
- Greenleaf, R. K. (1998). Servant-leadership. In L. C. Spears (Ed.), *Insights on leadership: Service, stewardship, spirit, and servant-leadership* (pp. 15-20). New York: John Wiley & Sons, Inc.
- Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1998). *Multivariate data analysis*. New Jersey: Prentice Hall.
- Hauser, M. & House, R. J. (2000). *Handbook of principles of organizational behavior* (E. Locke, Ed.). Malden, MA: Blackwell Publishers, Inc.

- Henry, C. (1978). *Baker's dictionary of Christian ethics*. Grand Rapids, MI: Baker Book House.
- Jencks, C. (1990). Varieties of altruism. In J. Mansbridge (Ed.), *Beyond self-interest* (pp. 53-67). Chicago: The University of Chicago Press.
- Johnson, C. (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks, CA: Sage.
- Kaplan, S. (2000, Fall). Human nature and environmentally responsible behavior. *Journal of Social Issues*, 56(3), 491-505.
- Kouzes, J. & Posner, B.Z. (1993a). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass Publishers.
- Kouzes, J. & Posner, B.Z. (1993b). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, 12(4), 648-657.
- Kouzes, J. & Posner, B.Z. (1997). *Leadership practices inventory [LPI] Participant's workbook* (2nd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.
- Kuhn, T. (1996). *The structure of scientific revolutions*. Chicago: The University of Chicago Press.
- Laub, J. (1999). Assessing the servant organization: Development of the Servant Organizational Leadership Assessment (SOLA) instrument. *Dissertation Abstracts International*, 60 (02), 308. (AAT 9921922)
- Lloyd, B. (1996). A new approach to leadership. *Leadership & Organizational Development Journal*, 17(7), 29-32.

- Lundåsen, S. (2002, October). Can we trust the measurement of trust?: Evaluating different methods and concepts. *Opinião Pública, vol. VIII, no. 2., VIII(2)*.
- Lytle, R.S., Hom, P.W., Mokwa, M.P. (1998). SERV*OR: A managerial measure of organizational service-orientation. *Journal of Retailing, 74(455-482)*.
- McGee-Cooper A., & Trammell, D. (2002). From hero-as-leader to servant-as-leader. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 141-152df). New York: John Wiley & Sons, Inc.
- Melrose, K. (1998). Putting servant-leadership into practice. In L. C. Spears (Ed.), *Insights on leadership: Service, stewardship, spirit, and servant-leadership* (pp. 279-296). New York: John Wiley & Sons, Inc.
- Merriam-Webster Online Dictionary* (2003). Retrieved January 5, 2003, from www.webster.com.
- Mitroff, I. & Denton, E.A. (1999, Summer). A study of spirituality in the workplace. *Sloan Management Review, 40(4)*, 83-94.
- Monroe, K. R. (1994). A fat lady in a corset: Altruism and social theory. *American Journal of Political Science, 38(4)*, 861-893.
- Nair, K. (1997). *A higher standard of leadership*. San Francisco, CA: Berrett-Koehler Publishers.
- Nelson, L. (2003). An exploratory study of the application and acceptance of servant-leadership theory among black leaders in South Africa. *ProQuest Digital Dissertations, 64/03*, 944. (UMI No. AAT 3086676)
- Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

- Oliner, S. (2002). Extraordinary acts of ordinary people: Faces of heroism and altruism. In S. G. Post, Underwood (Ed.), *Altruism & altruistic love* (pp. 123-150). New York: Oxford University Press.
- Page, D., & Wong, T.P. (2000). A conceptual framework for measuring servant-leadership. In B.S. AdjGibolosoo (Ed.), *The human factor in shaping the course of history and development* (pp. 141-109). New York: University Press of America, Inc.
- Patterson, K. (2003). Servant leadership: A theoretical model. (Doctoral dissertation, Regent University, 2003). *Dissertation Abstracts International*, 64/02, 570.
- Patterson, K. A., Russell, R. F., & Stone, A.G. (2004). Transformational versus servant leadership - A difference in leader focus. *Leadership & Organizational Development Journal*, 25, 4.
- Pfeffer, J. (1978). *New directions for organization theory: Problems and prospects*. New York: Oxford University Press.
- Pfeffer, J. & Salancik, G.R.. (1978). *The external control of organizations: A resource dependency perspective*. New York: Harper & Row.
- Pett, M.A., Lackey, N.R., & Sullivan, J.J (2003). *Making sense of factor analysis: The use of factor analysis for instrument development in health care research*. London: Sage Publications.
- Russell, R. (2000). Exploring the values and attributes of servant leaders. (Doctoral Dissertation, Regent University, 2000). *Dissertation Abstracts International*, 61/12, 4856.

- Russell, R. F. (2001). The role of values in servant leadership. *Leadership & Organization Development Journal*, 22, 76-84.
- Russell, R. & Stone, G.A. (2002). A review of servant leadership attributes: Developing a practical model. *Leadership and Organizational Development Journal*, 23(3), 145-157.
- Sandage, S. & Wiens, T.W. (2001, Fall). Contextualizing models of humility and forgiveness: A reply to Gassin. *Journal of Psychology and Theology*, 29(3), 201-219.
- Sashkin, M. (1986, May). True vision in leadership. *Training and development Journal*, 58.
- Seamer, J. (1998). Human stewardship and animal welfare. *Applied Animal Behaviour Science*, 59, 201-205.
- Selznick, P. (1957). *Leadership in administration*. Englewood, NJ: Prentice Hall.
- Spears, L. (2002). *Focus on leadership: Servant-leadership for the 21st century*. New York: John Wiley & Sons, Inc.
- Story, M. (2002, October). A breakfast briefing that unscrambled Auckland's road-jam: Leadership is about collaboration and making connections. *New Zealand Management*, 49(9), 39-50.
- Swindoll, C. R. (1981). *Improving your serve*. Dallas: Word Publishing.
- Tangney, J. P. (2000). Humility: Theoretical perspectives, empirical findings. *Journal of Social and Clinical Psychology*, 19, 70-82.
- Van Sommers, P. (1988). *Jealousy*. London: Penguin Books.

- Vecchio, R. (1997). It's not easy being green: Jealousy and envy in the workplace. In R. Vecchio (Ed.), *Leadership: Understanding the dynamics of power and influence in organizations* (pp. 542-562). Notre Dame, IN: University of Notre Dame Press.
- Weber, M. (1947). *The theory of social and economic organization*. Glencoe, IL: Free Press.
- Whetstone, J. (2001). How virtue fits within business ethics. *Journal of Business Ethics*, 33, 101-114.
- Whetstone, J. (2002, October). Personalism and moral leadership: The servant leaders with a transforming vision. *Business Ethics: A European Review*, 11(4), 385-392.
- Winston, B. (2002). *Be a leader for God's sake*. Virginia Beach, VA: Regent University-School of Leadership Studies.
- Wis, R. (2002). The conductor as servant leader. *Music Educators Journal*, 89(17).
- Worrell, R. & Appleby, M.C. (2000). Stewardship of natural resources: Definition, ethical and practical aspects. *Journal of Agricultural and Environmental Ethics*, 12, 263-277.
- Young, D. (2002). Foresight: The lead that the leader has. In L. & L. Spears, M. (Ed.), *Focus on leadership: Servant leadership for the 21st century* (pp. 245-255). New York: John Wiley & Sons, Inc.

APPENDIXES

Appendix A. Instrument Reviewed by Experts

Expert panel review of the Servant Leadership Assessment Instrument (SLAI)

I. Representativeness

Please indicate the extent to which you consider each individual item is representative of the factor with which it is associated, by circling the most appropriate number in the following rating scale. The definition of each factor is provided to assist you in the judgment process. This inventory is intended for individual employees evaluating their direct or nearby leader's/supervisor's servant leadership behaviors.

Choose answer based on scoring system below. Please provide your response to each statement by placing an **X** in one of the seven boxes. The higher the number the stronger the agreement with that statement.

In this section, please respond to each statement as you believe servant leaders should think, act, or behave.

Item number	Item	0	1	2	3	4	5	6
-------------	------	---	---	---	---	---	---	---

Definition: virtuous constructs define servant leaders, shaping their attitudes, characteristics, and behavior. Thus, according to Patterson, the definition of servant leadership is as follows:

Servant leaders are those who serve with a focus on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral. The servant leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence.

Altruism

Definition: Behaviors of the leader which demonstrate he or she is helping others selflessly just for the sake of helping, which involves personal sacrifice, although there is no personal gain.

Item Number	Item	0	1	2	3	4	5	6
-------------	------	---	---	---	---	---	---	---

1	My leader has strong moral convictions.								
2	My leader selfishly helps others just for the sake of helping.								
3	My leader helps others even if it involves personal sacrifice.								
4	My leader is authentic.								
5	My leader selflessly helps others even if it involves no personal gain.								
6	My leader publicly stands up for the rights of people in need within my organization.								
7	My leader believes what s/he does benefits many other people.								
8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular.								

Empowerment

Definition: Behaviors of the leader that demonstrate entrusting power to others and for the servant leader it involves effective listening, making people feel significant, an emphasis on teamwork, and equality.

9	My leader entrusts power to others in our organization.								
10	My leader delegates tasks as a way to develop people who have potential for leadership.								
11	My leader will risk the consequences of failure in favor of allowing someone to try a new idea.								
12	My leader wants me to have the authority I need to fulfill the duties I have.								
13	My leader offers choices to followers.								
14	My leader involves followers in planning and decision-making.								

15	My leader gives away power to others.							
16	My leader shares his/her tasks with others to meet the needs of the organization.							

Humility

Definition: Behaviors of the leader that demonstrate the ability to keep one's accomplishments and talents in perspective.

17	My leader is a humble person.							
18	My leader does not brag about his/her own accomplishments.							
19	My leader is not focused on his/herself but rather on the employees of the organization.							
20	My leader accepts appropriate criticism.							
21	My leader would seek help from others in the organization if needed.							
22	My leader believes that all persons are worthy of respect.							
23	My leader's humility is in line with a healthy ego.							
24	My leader listens to what followers (employees) have to say with respect.							
25	My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort.							
26	My leader consults others in the organization when s/he may not have all the answers.							

Love

Definition: Behaviors of the leader that fosters love in a social or moral sense.

27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right							
----	---	--	--	--	--	--	--	--

	reason.							
28	My leader is compassionate.							
29	My leader is gentle.							
30	My leader remains calm in the midst of turmoil.							
31	My leader remains peaceful in the midst of turmoil.							
32	My leader possesses tact when confronted with anger.							
33	My leader purposefully encourages his/her workers.							
34	My leader shows compassion to everyone regardless of his/her status or position.							
35	My leader is able to forgive.							
36	My leader cares about people in the organization even when some workers do not agree with him/her.							

Service

Definition: Behaviors of the leader that includes a mission of responsibility to others.

37	My leader models service to inspire others.							
38	My leader understands that service is the core of servant leadership.							
39	My leader would agree with the statement, “an organization can only be as effective as its members.”							
40	My leader understands that serving others is most important.							
41	My leader understands service is a primary function of leadership.							
42	My leader intentionally models the act of serving others to those in the organization.							

Vision

Definition: Behaviors of the leader that demonstrate “the act or power of imagination; mode of seeing or conceiving; or, unusual discernment or foresight.”

43	My leader aligns his/her vision with the values of the workers.							
44	My leader emphasizes the importance of shared vision to understand followers' vision as it fits into the organization.							
45	My leader talks with employees and asks them about their hopes and dreams.							
46	My leader should make sure his/her employees have an ideal image of the future state of the organization.							
47	My leader sees me as a viable and worthy person in my future with this organization.							
48	My leader identifies a need from followers before planning a new program.							
49	My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth.							

Trust

Definition: Behaviors of the leader that demonstrate confidence in or reliance on another team member in terms of their morality (e.g., honesty) and competence.

50	My leader's concern for me contributes to my concern for the organization.							
51	The level of trust my leader places in me contributes to my concern for the organization.							
52	My leader's reputation of trustworthiness is determined by the amount of trust given to followers.							
53	The leaders in my organization do what they say they will do.							
54	My trust in my organization relates to my leader's							

	confidence in me.							
55	My leader shows trustworthiness in me by being open to receive input from me.							
56	My leader is more receptive to experiencing my abilities when s/he demonstrates trust in me.							

Finally, do you have any general comments on the inventory?



Appendix B. Revised Instrument – Experts’ Recommendations

Item Number	Item Before	Revised Item	Reason
1	My leader has strong moral convictions.	My leader shows evidence of his/her moral convictions to others in the organization.	Demonstrate evidence
2	My leader selfishly helps others just for the sake of helping.	My leader selflessly helps others just for the sake of helping.	Definition
4	My leader is authentic.	My leader is authentic, that is, “What you see is what you get.”	Definition
5	My leader selflessly helps others even if it involves no personal gain.	No change	Random order of items will not allow this item to be seen in context of item 2; 3 of 4 reviewers liked item
7	My leader believes what s/he does benefits many other people.	My leader acts in a way that suggests he/she fully believes in his/her chosen actions.	Definition: It’s difficult to assess what another person believes.
8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular.	My leader defends people s/he thought were being treated unjustly even if it made my leader unpopular.	Ambiguous or speculative
9	My leader entrusts power to others in our organization.	No change	3 of 4 reviewers liked item
10	My leader delegates tasks as a way to develop people who have potential for leadership.	No change	3 of 4 reviewers liked item; The item addresses leaders developing future leaders as one aspect of empowerment.

			Thus, the item is not asking about employees who don't have potential for leadership, and whether tasks will be delegated to them.
11	My leader will risk the consequences of failure in favor of allowing someone to try a new idea.	My leader has risked the consequences of failure in favor of allowing someone to try a new idea.	Speculative
12	My leader wants me to have the authority I need to fulfill the duties I have.	My leader gives me the authority I need to fulfill the duties I have.	Judgment
14	My leader involves followers in planning and decision-making.	No change	3 of 4 reviewers liked item
15	My leader gives away power to others.	OMIT	Ambiguous
16	My leader shares his/her tasks with others to meet the needs of the organization.	No change	Redundancy
17	My leader is a humble person.	OMIT	Ambiguous
18	My leader does not brag about his/her own accomplishments.	I have never heard my leader brag about his/her own accomplishments.	Ambiguous or speculative
19	My leader is not focused on his/herself but rather on the employees of the organization.	My leader is focused on the employees of the organization.	Judgment, i.e., two
20	My leader accepts appropriate criticism.	My leader accepts appropriate criticism from employees.	Ambiguous
21	My leader would seek help from others in the organization if needed.	My leader has sought help from subordinates in our organization.	Speculation
22	My leader believes that all persons are worthy of respect.	My leader treats all persons as worthy of respect.	Judgment, i.e., "Believes"
23	My leader's humility is in line with a healthy ego.	My leader exercises an appropriate level of humility.	Ambiguous or speculative
24	My leader listens to what followers (employees) have to say with respect.	No change	3 of 4 reviewers liked the item

25	My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort.	No change	3 of 4 reviewers liked the item; Some scenarios may involve speculation if an event has not happened. Otherwise, respondents can use the “NA” on the instrument.
26	My leader consults others in the organization when s/he may not have all the answers.	No change	3 of 4 reviewers liked the item
27	My leader shows love to his/her followers by always doing the right thing at the right time and for the right reason.	My leader attempts to do the right thing at the right time and for the right reason.	Too restrictive; i.e., “love,” and “always”
28	My leader is compassionate.	No change	3 of 4 reviewers liked the item
29	My leader is gentle.	My leader demonstrates “tough love” when necessary	Ambiguous, i.e., “gentle” with “tough love” approach of servant leaders
30	My leader remains calm in the midst of turmoil.	No change	Literature review and two reviewers like item
31	My leader remains peaceful in the midst of turmoil.	OMIT	May not match concept
33	My leader purposefully encourages his/her workers.	My leader encourages his/her workers.	Wording
34	My leader shows compassion to everyone regardless of his/her status or position.	No change	Redundancy; 3 of 4 reviewers liked item
35	My leader is able to forgive.	No change	2 of 4 reviewers liked item; pre-field sample revealed 10 of 13 respondents

			posting 5 or higher. No negative comments made.
36	My leader cares about people in the organization even when some workers do not agree with him/her.	I have seen my leader take an unpopular stand on an issue with his/her superior or peers.	Ambiguous
37	My leader models service to inspire others.	My leader models service to others.	Wording; ambiguous
38	My leader understands that service is the core of servant leadership.	My leader puts service to others at the core of his/her leadership.	Judgment, i.e., about what another understands
39	My leader would agree with the statement, “an organization can only be as effective as its members.”	No change	Perhaps speculative, but speaks to character of person or the perception of that character. 3 of 4 reviewers liked the item
40	My leader understands that serving others is most important.	My leader demonstrates servant leadership by serving others.	Wording Speculative
41	My leader understands service is a primary function of leadership.	No change	3 of 4 reviewers liked item
42	My leader intentionally models the act of serving others to those in the organization.	My leader models the act of serving others to those in the organization.	Wording, omit “intentionally” to focus on behaviors
43	My leader aligns his/her vision with the values of the workers.	OMIT	Concept problem; ambiguous
44	My leader emphasizes the importance of shared vision to understand followers’ vision as it fits into the organization.	OMIT	Ambiguous
45	My leader talks with employees and asks them about their hopes and dreams.	No change	2 of 3 reviewers liked item, one wanted small qualification, i.e., “Often when my

			leader talks”
46	My leader makes sure his/her employees have an ideal image of the future state of the organization.	MAKE REVERSED ITEM: My leader does not care if his/her employees have an ideal image of the future state of the organization.	“Too solid” (obvious); concept difficulty, i.e., with organization whether than followers
47	My leader sees me as a viable and worthy person in my future with this organization.	My leader sees me as a viable and worthy person in the future with this organization.	Wording; ambiguous
48	My leader identifies a need from followers before planning a new program.	No change	3 of 4 reviewers liked item
49	My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth.	No change; however, add reviewer recommendation for new item. “When my leader talks about his/her vision of the organization, he/she focuses on the growth of the persons in the organization”	Redundancy
50	My leader’s concern for me contributes to my concern for the organization.	Move this item to CONCEPT – LOVE	Concept in wrong category
51	The level of trust my leader places in me contributes to my concern for the organization.	No change	3 of 4 reviewers liked item
52	My leader’s reputation of trustworthiness is determined by the amount of trust given to followers.	No change	Redundancy; 2 of 4 reviewers liked or thought this item is good or “always true.” The pre-field test revealed 4 of 13 respondents rated “4” or lower. Thus, not “always true.”
53	The leaders in my organization do what they say they will do.	My leader does what h/she says he/she will do.	Wording
54	My trust in my organization relates to my leader’s confidence in me.	My trust in the organization comes primarily from the actions of my leader.	Ambiguous
56	My leader is more receptive to experiencing my	My leader is more receptive to enhancing	Wording;

	<p>abilities when s/he demonstrates trust in me. Comment: Wouldn't this always be true.</p>	<p>my abilities when s/he demonstrates trust in me.</p>	<p>2 of 4 reviewers stated that this would "always be true." However, the pre-field test revealed 3 of 12 respondents selecting "3" or lower, including "NA"</p>
--	--	---	---

Appendix C. Instructions to participants for Pre-field Sample

TO: Family, friends, and network contacts.

Many of you know I am working on my dissertation. I need your help as guinea pigs. Well, actually, I am needing a pre-field test to make sure there are no problems with instrument I have developed on servant-leadership, in addition to the survey site.

I will be sending an email from the SurveySuite announcing the survey. It may NOT have my address as sender, but it is from me.

It will take about 10-15 minutes to complete survey, and be greatly appreciated. No demographics is requested, and no identifiers, e.g., email, IP addresses, etc. will be known.

Thanks.

Your Servant,

Rob

Appendix D. Recruiting Message Template – 1st Data Collection

Dear StudyResponse Project Participant:

A researcher at Regent University is conducting a study on Servant-leadership. You must be at least 18 years of age to participate, and employed (working). The study will take you approximately 6-10 minutes. This study is anonymous, so please do not enter any identifying information into the research instrument other than your StudyResponse ID for the drawing explained below. Your data will be kept confidential and only the aggregate results reported in the research report.

In exchange for your participation you will have the opportunity to participate in a random drawing for seven prizes (a participant may only win once) the first place prize is \$100, the second place prize is \$50, and there are five third-place prizes of \$30 each. As a StudyResponse Project participant, you will also have an opportunity to view the demographic results of the study. This information will be sent to StudyResponse.

Note that your StudyResponse ID number is in the subject line of this message and that you must enter that number into the survey to be eligible for the incentive plan. Follow this link to participate:

http://intercom.virginia.edu/SurveySuite/Surveys/Servant_Leadership_Assessment

Participation in this study is voluntary and you may withdraw from participation at any time. If you have any questions you may contact the researcher:

Rob Dennis, Ph.D. Candidate
Regent University
dennis.robert@lycos.com

Appendix E. Field Sample Instructions

Servant Leadership Assessment Instrument

Servant Leadership

This instrument was designed for a peer, subordinate or superior to evaluate the leadership characteristics of another person as a leader or what you believe that person would do in such a circumstance.

According to a new theory on Servant-Leadership by Kathleen Patterson (2003), the definition of a servant leader is as follows: Servant leaders are those who serve with a focus on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral. The servant leader's concepts are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence. These concepts define servant leaders, shaping their attitudes, characteristics, and behavior.

Please use the following 0-6 scale to indicate your agreement or disagreement with each of the items.

Please provide your response to each statement by selecting one of the seven boxes, the higher the number the stronger the agreement with that statement. The selection is a continuum along which "0" equals zero amount or zero agreement and the highest number equals the maximum amount possible.

In this section, please respond to each statement, as you believe your leader (choose one leader for all these items) would think, act, or behave.

Contact Information

Name:

Rob Dennis

Email:

dennis.robert@lycos.com

Appendix F. Revised Instrument including pre-field Changes

Survey Original
(random) Numbers
Concepts

1	51	My leader models the act of serving others to those in the organization.
2	61	My leader considers my needs when changes are introduced.
3	57	My leader identifies a need from followers before planning a new program.
4	15	My leader involves followers in planning and decision-making.
5	36	My leader shows compassion to everyone regardless of his/her status or position.
6	43	My leader is patient.
7	12	My leader has risked the consequences of failure in favor of allowing someone to try a new idea.
8	16	My leader seeks to persuade rather than manipulate or coerce.
9	29	My leader attempts to do the right thing at the right time and for the right reason.
10	52	The act of serving includes a mission of responsibility to others.
11	28	My leader brags about his/her own accomplishments.
12	45	My leader pretends to feel bad for people who share their personal struggles.
13	18	My leader keeps power to his/herself.
14	20	My leader is focused on the employees of the organization.
15	56	My leader sees me as a viable and worthy person in the future with this organization.
16	44	My leader is not envious.
17	7	My leader acts in a way that suggests he/she fully believes in his/her chosen actions.
18	60	My leader gives reasons when change is being implemented.
19	25	My leader listens to what followers (employees) have to say with respect.
20	63	My leader does care if his/her employees have an ideal image of the future state of the organization.
21	47	My leader puts service to others at the core of his/her leadership.
22	31	My leader demonstrates "tough love" when necessary.
23	2	My leader selflessly helps others just for the sake of helping.
24	11	My leader delegates tasks as a way to develop people who have potential for leadership.
25	17	My leader shares his/her tasks with others to meet the needs of the organization.
26	48	My leader would agree with the statement, "an organization can only be as effective as its members."
27	24	My leader exercises an appropriate level of humility.
28	14	My leader offers choices to followers.
29	70	My leader has credibility with those he/she is leading.

- 30 13 My leader gives me the authority I need to fulfill the duties I have.
- 31 27 My leader consults others in the organization when s/he may not have all the answers.
- 32 64 The level of trust my leader places in me contributes to my concern for the organization.
- 33 34 My leader possesses tact when confronted with anger.
- 34 68 My leader shows trustworthiness in me by being open to receive input from me.
- 35 42 My leader sees that our organization is a place where justice is valued.
- 36 30 My leader is compassionate.
- 37 9 My leader is only out for his/herself.
- 38 19 I have never heard my leader brag about his/her own accomplishments.
- 39 54 My leader talks with employees and asks them about their hopes and dreams.
- 40 46 My leader models service to others.
- 41 40 My leader has the courage to administer appropriate discipline in the workplace.
- 42 58 My leader talks about his/her vision for the organization in terms of people-potential rather than numerical growth.
- 43 67 My trust in the organization comes primarily from the actions of my leader.
- 44 4 My leader is authentic, that is, "What you see is what you get."
- 45 22 My leader has sought help from subordinates in our organization.
- 46 32 My leader remains calm in the midst of turmoil.
- 47 69 My leader is more receptive to enhancing my abilities when s/he demonstrates trust in me.
- 48 10 My leader entrusts power to others in our organization.
- 49 66 My leader does what h/she says he/she will do.
- 50 38 I have seen my leader take an unpopular stand on an issue with his/her superior or peers.
- 51 65 My leader's reputation of trustworthiness is determined by the amount of trust given to followers.
- 52 37 My leader is able to forgive.
- 53 23 My leader treats all persons as worthy of respect.
- 54 55 My leader does not care if his/her employees have an ideal image of the future state of the organization.
- 55 62 My leader talks about vision in terms of the "bottom-line."
- 56 39 My leader has the courage to disagree with his/her superiors when necessary.
My leader would be uncomfortable if solely recognized as the representative leader for an accomplishment resulting from a group effort.
- 57 26
- 58 3 My leader helps others even if it involves personal sacrifice.
- 59 1 My leader shows evidence of his/her moral convictions to others in the organization.
- 60 71 My leader does not do as s/he said s/he would do.
When my leader talks about his/her vision of the organization, he/she focuses on the growth of the persons in the organization.
- 61 59
- 62 53 Service is not that important for my leader.
- 63 6 My leader publicly stands up for the rights of people in need within my organization.
- 64 35 My leader encourages his/her workers.

65	50	My leader understands service is a primary function of leadership.
66	8	My leader would defend someone s/he thought was being treated unjustly even if it made my leader unpopular.
67	41	My leader has the courage to address difficult, unpleasant issues dealing with competence or relationships.
68	49	My leader demonstrates servant leadership by serving others.
69	21	My leader accepts appropriate criticism from employees.
70	33	My leader's concern for me contributes to my concern for the organization.
71	5	My leader selflessly helps others even if it involves no personal gain.
72	72	Please give feedback to any problems, suggestions, or ideas you may have.

Appendix G. Demographics

1) Age = chronological age

2) Gender = respondent's gender

Male

Female

3) Race1 - Race7 = respondent's race

caucasian

african American

hispanic

native American

asian/pacific islander

other

specification if respondent checked "other", or desires to clarify

4) Occupation = respondent's occupation

1 Accounting or financial

2 Administration/support

3 Agriculture/Forestry/Fishing

4 Architecture

5 Art/entertainment

6 Banking

7 Biotechnology/Pharmaceuticals

8 Construction/Mining/Trades

9 Consulting

10 Customer service

11 Education/Training

12 Engineering or design

13 Employment placement

14 Government/Policy

15 Health or safety

16 Hospitality/Tourism

17 Installation/Maintenance/Repair

18 Insurance

19 Law Enforcement/Security

20 Legal

21 Library

22 Managerial

23 Marketing or merchandising

24 Military

25 Non-Profit/Social Services

- 26 Personnel/Human Resources
- 27 Production, manufacturing, building, or construction
- 28 Research
- 29 Restaurant/Food Service
- 30 Retail/Wholesale
- 31 Sports/Recreation
- 32 Technology (Web design, computer networks, etc.)
- 33 Telecommunications
- 34 Transportation/Warehousing
- 35 Other

Homemaker

Student

Unemployed

Retired

Disabled

Child care provider

5) Time at present job in years and months – Put total in months, i.e., 1 year and 2 months = 14

6) Longest time at one job - Put total in months, i.e., 1 year and 2 months = 14

7) Number of years in the workforce

8) Educational Level = highest level of education respondent completed

less than high school

high school associates degree

some college, no degree

4 year college degree

some grad school, no degree

master's degree

Ph.D., M.D., J.D., or other advanced degree

9) Worksit = respondent's work situation

working full time

working part time

self-employed

full time student (undergraduate)

full time student (graduate or post-doctoral)

full time worker and full or PT student

freelance/independent contractor

temporary employee

Appendix H. Instructions – Second & Third Data Collection

This anonymous and confidential survey asks you to evaluate your boss/leader at work or at an organization where you volunteer. The 42 items in this survey cover a variety of attitudes and behaviors. For completion of the survey, you will be eligible for a random drawing of \$100, \$100, \$100, and \$50 gift certificate to Amazon.com.

Please note that you must be over 18 and employed full time to participate in both the survey and the gift certificate drawing. By clicking on the submit button below, you are giving your consent to participate in this research. The benefit of this research is that you will be helping us to understand what factors make up servant leadership.

Please use the following 0-6 scale to indicate your agreement or disagreement with each of the items.

Please provide your response to each statement by selecting one of the seven boxes, the higher the number the stronger the agreement with that statement. The selection is a continuum along which "0" equals zero amount or zero agreement and the highest number equals the maximum amount possible.

In this section, please respond to each statement, as you believe your leader (choose one leader for all these items) would think, act, or behave. If you have questions about this research, you may contact the doctoral student at the email address noted below.

Informed Consent Forms

Permission has been granted from the StudyResponse.com database to use Regent's Institutional Review Board informed consent policy that is still on file.

See Federal IRB number at: <http://web.regent.edu/acad/cls/center/cultural.html>

See Assurance number at: IRB00003634 Regent University, Sch Leadership Studies (SLS) IRB #1 VIRGINIA BEACH VA [Detail](#)

ohrp.osophs.dhhs.gov/humansubjects/assurance/rlog.htm

Regent U U VIRGINIA 10/17/2003 HB FWA

Instrument for Data Collection

Third Data Collection

- 1.01 Please enter StudyResponse ID
- 2.01 My leader sees serving as a mission of responsibility to others.
- 2.02 My leader is genuinely interested in me as a person.
- 2.03 My leader trusts me to keep a secret.
- 2.04 My leader responds quickly to my work related requests.
- 2.05 My leader has shown unselfish regard for my well-being.
- 2.06 My leader desires to develop my leadership potential.
- 2.07 My leader creates a culture that fosters high standards of ethics.
- 2.08 My leader talks more about employees' accomplishments than his or her own.
- 2.09 My leader has endured hardships, e.g., political, "turf wars," etc. to defend me.
- 2.10 My leader shows trustworthiness in me by being open to receive input from me.
- 2.11 My leader lets me make decisions with increasing responsibility.
- 2.12 My leader does not overestimate his or her merits.
- 2.13 The level of trust my leader places in me increases my commitment to the organization.
- 2.14 My leader has sought my vision regarding the organization's vision.
- 2.15 My leader shows a commitment to me as an employee.
- 2.16 "My leader voluntary gives of him or her self, expecting nothing in return."
- 2.17 My leader has shown his or her care for me by encouraging me.
- 2.18 My leader gives of his or her self with no ulterior motives.
- 2.19 My leader has shown compassion in his or her actions toward me.

- 2.20 My leader is not interested in self-glorification.
- 2.21 My leader makes me feel important.
- 2.22 My leader is humble enough to consult others in the organization when he or she may not have all the answers.
- 2.23 My leader has made personal sacrifice(s) for me.
- 2.24 My leader gives me the authority I need to do my job.
- 2.25 My leader turns over some control to me so that I may accept more responsibility.
- 2.26 My leader has made sacrifices in helping others.
- 2.27 My leader shows concern for me.
- 2.28 My leader empowers me with opportunities so that I develop my skills.
- 2.29 My leader uses his or her gifts in serving me.
- 2.30 My leader communicates trust to me.
- 2.31 My leader seeks to instill trust rather than fear or insecurity.
- 2.32 My leader has encouraged me to participate in determining and developing a shared vision.
- 2.33 My leader entrusts me to make decisions.
- 2.34 My leader and I have written a clear and concise vision statement for our company.
- 2.35 My leader aspires not to be served but to serve others.
- 2.36 My leader has asked me what I think the future direction of our company should be.
- 2.37 My leader does not center attention on his or her own accomplishments.
- 2.38 My leader supports me if I have problems in the workplace.
- 2.39 My leader's demeanor is one of humility.
- 2.40 My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives.

2.41 My leader knows I am above corruption.

2.42 My leader seeks my commitment concerning the shared vision of our company.

“Copyright [2004] by [Rob Dennis]”