

Servant Leader Development at Southeastern University

Submitted to Regent University

School of Business & Leadership

In partial fulfillment of the requirements

for the degree of

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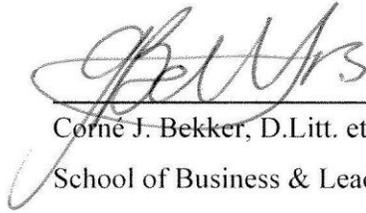
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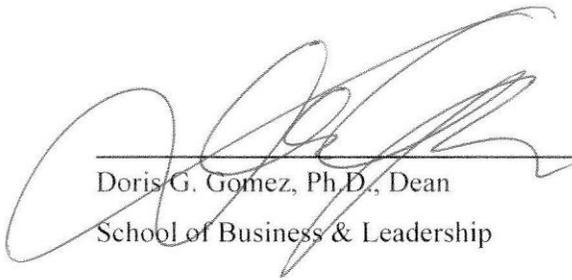
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Abstract

Servant leadership as envisioned by Robert Greenleaf (1970) is a philosophy whereby leaders put the interests and growth of the follower ahead of themselves. Though the concept has been around since antiquity, scholars and practitioners in organizations began to embrace and expand the idea since the early 1990s. There are currently 20 models of servant leadership with 16 associated survey instruments. Colleges and universities may want to instill servant leadership in their students. This study used Wong and Page's (2003) model and their Revised Servant Leadership Profile instrument along with interviews to conduct a mixed-method, concurrent triangulation phenomenology consisting of both qualitative and quantitative analysis. It proposed eight research questions to see if there are any relationships between eight independent variables and the seven dimensions of servant leadership in Wong and Page's model: (a) developing and empowering others; (b) vulnerability and humility; (c) authentic leadership; (d) open, participatory leadership; (e) inspiring leadership; (f) visionary leadership; and (g) courageous leadership. Specifically, the study examined whether exposure to servant leadership concepts at Southeastern University (SEU) make a difference in students' self-perception of servant leadership. The eight independent variables are (a) gender, (b) ethnicity and nationality, (c) age, (d) academic college, (e) leadership-related courses taken at SEU, (f) SEU Leadership Forum attendance, (g) leadership positions held at SEU, and (h) number of years at SEU. The findings showed that gender, ethnicity, attending the SEU Leadership Forum, and taking leadership-related courses at SEU were not statistically significantly related to any of the seven servant leadership dimensions. A student's college was related to vulnerability and humility. Years at SEU was related to developing and empowering others. Age was related to developing and empowering others, inspiring leadership, visionary leadership, and courageous leadership. Holding a student leadership position at SEU was related to developing and empowering others, inspiring leadership, and visionary leadership. The study concluded with the implication of the findings, areas for future research, and advice on encouraging servant leadership development.

Dedication

I would like to dedicate this work to God and His son Jesus Christ, through whom all things are possible. I pray that it honors You and helps further the Kingdom. I also dedicate this to my amazing wife, Andrea, and my five wonderful children: Noah, Julia, Regina, Natalie, and Renee. Thank you for your love and support. You guys are awesome!

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Without my professors at Regent University I would not have been able to make this journey. Dr. Bruce Winston taught many of my courses and skillfully led the School of Business and Leadership. I am grateful to have studied under him. Dr. Kathleen Patterson, thank you for opening my eyes to the wealth of servant leadership information that exists, as well as being my dissertation chair and encouraging me through the process. Dr. Mihai Bocarnea, thank you for helping me learn research methods and being on my dissertation committee. Dr. Corné Bekker, thank you for showing me God's truth in all that we learn and also being a valued member of my dissertation committee. Special thanks to Dr. Jason Baker, Dr. Paul Carr, Dr. Jay Gary, Dr. Doris Gomez, and Dr. Bramwell Osula for their wisdom and knowledge in various courses.

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Chapter 1 – Introduction

Southeastern University (SEU) is a small institution of higher learning in Lakeland, Florida about halfway between Tampa and Orlando. It was founded in 1935 in Alabama as an Assemblies of God, Christian Protestant denomination, Bible institute. SEU moved to Lakeland in 1952. During the 1970s, SEU broadened its educational scope to that of a liberal arts college. In 2005, SEU gained university status under the accreditation of the Southern Association of Colleges and Schools. There are currently five colleges: Arts and Sciences, Behavioral and Social Sciences, Business and Legal Studies, Christian Ministry and Religion, and Education. The author of this study has been employed at SEU since August 2007 as a professor in the College of Business and Legal Studies. Since joining SEU, he became aware of the servant leadership emphasis within the literature of the institution and stress placed on it by both President Mark Rutland (1999-2009) and now Kent Ingle (2011-present). SEU's mission statement calls for "equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership" (Southeastern University, n.d.b). In the mission statement, one sees the mandate to serve our fellow humankind through leadership. The vision statement also stresses serving:

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning, and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences, and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ. (Southeastern University, n.d.b)

One of the institutional goals specifically addresses servant leadership, calling it servanthood in leadership. It defines servant leadership for the university as the example that Jesus Christ showed us.

Servanthood in leadership as well as relationship means practical kindness in the example of Christ. We do not believe it possible to fully serve God without serving humanity. We likewise believe it is not possible to fully serve humanity without serving the family of God in this place.

(Southeastern University, n.d.a)

SEU emphasizes servant leadership. It is talked about frequently in classes, chapel, and organizations within the university. Prospective students and parents hear about the concept. Servant leadership is prominently displayed on campus through the artifact of the Devine Servant fountain and plaza, a life-sized bronze statue of Jesus washing Peter's feet (Greiner, n.d.; Walker, 2006).

Students living on campus are required to attend two to three chapel services per week. Servant leadership is often a topic. There are a number of leadership-related courses at SEU, both at the undergraduate and graduate levels. These include Educational Leadership, Leadership Development (for pastors); Leadership, Followership, and Teamwork (for business majors); and Organizational Behavior (for several majors). In the Fall semester of 2011, SEU introduced a new undergraduate major in Organizational Leadership with additional courses focused specifically on leadership. The capstone course for this new major is titled LDRS 4113 Applied Servant Leadership Concepts. It was taught for the first time in the Spring semester of 2013. A new MBA course titled LDRS 5123 Servant Leadership also debuted as a 1-week intensive during Spring Break in March 2013. These are the only courses specifically focused on servant leadership. Appendix A lists all leadership-related courses at SEU.

Since 2007, SEU has hosted a Leadership Forum over Spring Break in March. Leaders from academia, business, government, and ministry converge on Lakeland for 2-3 days of presentations and talks on leadership in general. The theme for the 2009 and 2010 Leadership Forums was Igniting the Flame of Servant Leadership (SEU, 2010). Speakers in some way all touch on the importance of servant leadership. Key speakers have included Ken Blanchard, former U.S. President George W. Bush and his wife Barbara, former Florida Governor Jeb Bush, Dan Cathy, Jim Collins, Tony Dungy, former CIA Director and Secretary of

Defense Robert Gates, Bill George, Franklin Graham, Craig Groeschel, John Kotter, Jim Kouzes, Erwin McManus, Sarah Palin, Barry Posner, General Colin Powell, former Secretary of State Condoleezza Rice, Andy Stanley, Jack Welch, and Pat Williams. Appendix B contains the complete list of speakers.

Despite the emphasis on servant leadership, SEU does not have a formal mechanism to measure its success in servant leadership development among its students. This study is intended to help SEU better encourage and teach servant leadership. Specifically, it is a mixed-method, concurrent triangulation phenomenology consisting of both qualitative and quantitative analysis. It determines whether exposure to servant leadership concepts at SEU make a difference in student's self-perception of servant leadership.

Teaching Servant Leadership in College

Servant leadership has become a popular topic on college campuses. Four exemplary North American universities that promote servant leadership include Gonzaga, Regent, Palm Beach Atlantic, and Trinity Western. Three other universities have hosted special interest houses, based on the Jefferson House parable in Robert Greenleaf's (1979) *Teacher as Servant*. These are the Leadership House, University of South Florida; Hampton House, Butler University; and Leadership House, East Tennessee State University. At these houses, students learn about, are mentored in, experience, and live out servant leadership (Beazley & Beggs, 2002).

Gonzaga University in Spokane, Washington sponsors *The International Journal of Servant Leadership (IJS�)*; its purpose "is to publish cutting-edge essays, theory, and research that will further the influence of servant-leadership globally, in the scientific community, in the world of business, political inquiry, and social justice, as well as across the academic disciplines" (Gonzaga University, n.d.a). Gonzaga offers a Certificate in Servant Leadership as part of their Master of Arts in Organizational Leadership degree (Gonzaga University, n.d.b).

Regent University, Virginia Beach, Virginia infuses servant leadership in its School of Business and Leadership. They have hosted a servant leadership

roundtable for the past 11 years and have academic journals tied to servant leadership, such as the *Journal of Biblical Perspectives in Leadership* and the *Journal of Virtues & Leadership*. Several of their faculty have written widely on servant leadership, including Drs. Corné Bekker, Mihai Bocarnea, Dail Fields, Kathleen Patterson, Greg Stone, and Bruce Winston.

Palm Beach Atlantic University, Palm Beach, Florida has servant leadership as one of its core values.

PBA prepares students for lifelong learning and leadership. We strongly believe that leadership begins with being a servant. “Whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave – just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.” – Matthew 20:2-28 (Palm Beach Atlantic, n.d.a)

Since 2008, Palm Beach Atlantic has given their Servant Leader Award annually to two students who exemplify servant leadership. Dr. Jim Laub, Dean of Palm Beach Atlantic’s MacArthur School of Leadership, developed a servant leadership model and the Organizational Leadership Assessment (OLA) and is the founder and president of the OLAGroup (n.d.; Palm Beach Atlantic, n.d.b).

Trinity Western University (n.d.b) in British Columbia, Canada offers servant leadership as a component of their Master of Arts in Leadership degree; in his video, Dr. Don Page said,

Servant leadership is all about using one’s abilities and resources in order to inspire and motivate others to accomplish a task or to think in a certain way that’s going to be for the benefit of all people concerned and for the glory of God. And the real focus is on serving other people, not serving oneself. Servant leadership is about investing in other people to enable them to develop their full potential.

Drs. Paul Wong and Don Page (2000) developed a model of servant leadership and survey instrument called the Servant Leadership Profile (SLP). This later evolved into the Revised Servant Leadership Profile (RSLP) (Wong & Page, 2003) used in this study.

Servant Leadership Origins

The idea of a leader serving his or her followers is an ancient concept. It transcends culture, geographic locations, philosophy, and religion. It appears in religions throughout the world, to include Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism (Bekker, 2010; Sendjaya, Sarros, & Santora, 2008). As a philosophy, servant leadership supports the archetype of the *golden rule*, treating others as one would like to be treated. The golden rule is evident in at least 20 major religions (Edmonton Interfaith Centre for Education and Action, n.d.).

Laozi, the founder of Taoism is credited with writing *Tao Te Ching* somewhere between 600-400 BC. He promotes servant leadership in that a ruler should be below the follower.

That whereby the rivers and seas are able to receive the homage and tribute of all the valley streams, is their skill in being lower than they; it is thus that they are the kings of them all. So it is that the sage (ruler), wishing to be above men, puts himself by his words below them, and, wishing to be before them, places his person behind them. (Legge, 1891)

Kautilya's (c. 350-300 BC) *Arthashastra* is perhaps the Indian version of Machiavelli's, *The Prince*. Even in this realpolitik perspective, where the survival of the State is the end that justifies the means, Kautilya extols servant leadership. He says of leaders, "in the happiness of his subjects lays his happiness, in their welfare his welfare, whatever pleases his subjects he shall consider as good, but whatever pleases himself he shall not consider as good" (Majumdar, 1952, p. 146).

Jesus of Nazareth (c. 0-33 AD) is the inspiration of servant leadership for many Christians. In the Book of John, chapter 13, Jesus demonstrates being a servant as leader by washing his disciples' feet. In the Book of Mark, Jesus explains to his disciples the key to being great is serving.

They came to Capernaum. When he [Jesus] was in the house, he asked them, "What were you arguing about on the road?" But they kept quiet because on the way they had argued about who was the greatest. Sitting down, Jesus called the Twelve and said, "If anyone wants to be first, he

must be the very last, and the servant of all.” (Mark 9:33-35, New International Version)

Paul wrote to the church in Philippi about the depth of Jesus’ service to mankind. He set the benchmark for all Christians who aspire to be leaders.

Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death—even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father. (Phil 2:5-11)

This philosophy of servant leadership grew on through history, in these unique cultures and expressions of faith. But in a modern sense, the ideas of service as a philosophy of leadership did not reappear until the writings of a humble man named Robert Greenleaf.

Servant Leadership as a Modern Theory, Robert Greenleaf

Servant leadership formally entered academics through the work of Robert Greenleaf (1904-1990). Greenleaf spent a career at AT&T, retiring in 1964. After that, he founded the Center for Applied Ethics, today known as the Greenleaf Center for Servant Leadership (2011). In 1970 with his essay *The Servant as Leader*, Greenleaf began a 20-year career of writing, teaching, and living servant leadership. Greenleaf distinguished between those who want to lead first and those who want to serve first. He said that to be a servant leader, one must serve first (Greenleaf, 1970, 1977, 2002). Greenleaf (2002) posed the question as to how one knows whether he or she is a servant leader. He pointed to the follower and wrote,

The difference manifests itself in the care taken by the servant-first to make sure the other people’s highest priority needs are being served . . . Do those served grow as persons? Do they, while being served, become healthier,

wiser, freer, more autonomous, more likely themselves to become servants?
(p. 27)

Larry Spears, CEO of the Greenleaf Center for Servant Leadership from 1990-2007, and a servant leader in his own right, assembled one of the first lists of servant leader traits. Spears (1995, 2005) combed through Greenleaf's published and many unpublished works, compiling Greenleaf's ideas into the 10 characteristics (see Table 1).

Compelling as Greenleaf's characteristics are, over the ensuing years, scholars had the desire and deemed the need to empirically measure servant leadership characteristics. This has since generated the development and refinement of numerous servant leadership models by the following authors: (a) Graham (1991); (b) Spears (1995); (c) Farling, Stone, and Winston (1999); (d) Laub (1999); (e) Page and Wong (2000), Wong and Page (2003), and Wong and Davey (2007); (f) Rardin (2000) and Whittington, Frank, May, Murray, and Goodwin (2006); (g) Russell (2000) and Russell and Stone (2002); (h) Dennis and Winston (2003); (i) Sendjaya and Sarros (2002) and Sendjaya et al. (2008); (j) Patterson (2003), Dennis (2004), and Dennis and Bocarnea (2005); (k) Barbuto and Wheeler (2002, 2006, 2007); (l) Ehrhart (2004); (m) Reinke (2004); (n) Hays (2008); (o) Liden, Wayne, Zhao, and Henderson (2008); (p) Fridell, Newcom-Belcher, and Messner (2009); (q) van Dierendonck (2011) and van Dierendonck and Nuijten (2011); (r) Fields and Winston (2011), (s) Reed, Vidaver-Cohen, and Colwell (2011); and (t) Mittal and Dorfman (2012). All of the models have been developed from extensive reviews of the servant leadership literature. Some of the models' characteristics are built on previous ones and often overlap. From these studies, 20 models of servant leadership emerge, 16 with associated survey instruments. The literature review describes each servant leadership model and associated survey instrument in detail.

Table 1: Spears' (1995) Distillation of Greenleaf's Servant Leadership Philosophy

Characteristic	Definition
Listening	Listening receptively to what others have to say or not say to ascertain the group's will. Listening to and reflecting upon one's own inner voice through body, spirit, and mind.
Empathy	Accept and recognize people for their uniqueness. Accept individuals as valuable even if one cannot condone their behavior and performance.
Healing	A search for wholeness and overcoming one's own and other's hurts. Forgiving so the healing process can begin.
Awareness	Knowing oneself, others, and the situation. Understanding ethics and values involved. Viewing challenges holistically.
Persuasion	Building consensus. Convincing through emotional appeal and rational argument and not coercion from formal position.
Conceptualization	Broad-based view of the future and vision for the organization. Looking beyond the short-term, day-to-day operations.
Foresight	Intuitive vision of the future, linking past, present, and future. Spears conjectured that of the 10 traits, this one is inborn, whereas the others can be learned.
Stewardship	Organizations are for the good of society. Serving people's needs. A trust between leader and follower.
Commitment to growth	People have intrinsic value beyond the work they do. Being deeply committed to people and their growth professionally, personally, and spiritually.
Building community	Large organizations are replacing small communities as the most influential institutions in people's lives. As such, organizations must create a servant leader community.

With 20 different models of servant leadership, it is difficult for the practitioner and scholar to determine which model helps them better understand and become servant leaders. In the 12 servant leadership models he studied, Peltz (2011) counted 392 survey questions for 62 dimensions with some duplication. In the 20 models in this paper, there are 489 total survey items leading to 113 total, including maybe 60 distinct dimensions (see Appendix C). Van Dierendonck (2011) succinctly summed up the dilemma, “Regretfully, the fact that several researchers have developed their own measures, sometimes loosely building on previous work but mostly building from their own interpretation of Greenleaf’s writings, has not been helpful” (p. 1239). The philosophy of servant leadership may be straightforward, but the plethora of models and associated dimensions can be ambiguous and confusing and would benefit from refinement.

Many of the dimensions of servant leadership have been identified as important leadership traits in earlier studies. Stogdill (1948) identified alertness, insight, intelligence, responsibility, and sociability as important leadership traits (Northouse, 2012). Each of these attributes appears in one or more of the servant leadership models. Wong and Davey (2007) wrote that servant leadership is akin to participative, transformational, steward, and relationship-oriented leadership theories. Some of the servant leadership dimensions seem to parallel those of authentic leadership, like authenticity, awareness, morals, and transparency. Others are elements of transformational leadership models, such as transforming influence, developing people, empowerment, inspiration, participation, and shared leadership. Some scholars have made a clearer distinction between servant leadership and other styles. Transformational leaders focus on the organization’s goals, whereas servant leaders focus on the growth of the employees, because it is the right thing to do, regardless of the organizational outcomes (Parolini, Patterson, & Winston, 2009; Stone, Russell, & Patterson, 2004). Yukl (2010) stated, “Servant leadership in the workplace is about helping others to accomplish shared objectives by facilitating individual development, empowerment, and collective work that is consistent with the health and long-term welfare of followers” (p. 419).

Relationship of the Variables

We now have a plethora of quantitative research using the various models and survey instruments of servant leadership. Winston (2010) said, “With all we know today about servant leadership, I do not believe we really ‘know’ servant leadership” (p. 180). He called for more qualitative research in the forms of ethnographic, phenomenological, critical–social, and grounded theory studies. With Winston’s challenge in mind, this study consists of student interviews at SEU to determine what they think about servant leadership and whether SEU has helped shape their ideas. The study also surveys students using a modification of Wong and Page’s (2003) RSLP, looking for relationships with their scores to several independent variables that could affect servant leadership. This helps better understand how academics, student life, and ultimately SEU’s culture affect and define servant leadership for its students. It also reveals some aspects of servant leadership not identified in the literature to date.

This study examines student’s self-perception of servant leadership using a mixed-method approach with interviews and Wong and Page’s (2003) RSLP in seven dimensions important to servant leadership: (a) developing and empowering others, (b) vulnerability and humility, (c) authenticity, (d) openness and participation, (e) inspiration, (f) vision, and (g) courage. The RSLP scores are compared to eight demographic variables: (a) gender, (b) ethnicity and nationality, (c) age, (d) academic college, (e) leadership-related courses taken at SEU, (f) SEU Leadership Forum attendance, (g) leadership positions held at SEU, and (h) number of years at SEU. Since SEU is attempting to cultivate a philosophy of servant leadership in all students, initially it was not expected that there would be differences in the first four independent variables. There was an expectation that the more leadership-related courses taken at SEU, attending SEU Leadership Forums, holding leadership positions at SEU, and the longer a student is at SEU (as years at SEU increase), a student’s self-perception of servant leadership would rise. The more exposed to and involved in leadership and longer students are at SEU, the more time they have to absorb the servant leadership culture.

Research Questions

Twenty students participated in an interview to gain in-depth insight into how SEU has or has not shaped their views of servant leadership. One hundred eighty-two students took an online survey with respect to the seven dimensions of Wong and Page's (2003) RSLP to determine whether any of eight independent variables affect a student's self-perception of servant leadership. The study uses *t* tests and analysis of variance (ANOVA) to determine whether there is a relation or not.

- RQ₁: Is there a relationship between a student's gender and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₁^a: Is there a relationship between a student's gender and his or her self-perception for developing and empowering others?
- RQ₁^b: Is there a relationship between a student's gender and the self-perception of his or her sense of vulnerability and humility?
- RQ₁^c: Is there a relationship between a student's gender and his or her self-perception of authentic leadership?
- RQ₁^d: Is there a relationship between a student's gender and his or her self-perception of open and participatory leadership?
- RQ₁^e: Is there a relationship between a student's gender and his or her self-perception of inspiring leadership?
- RQ₁^f: Is there a relationship between a student's gender and his or her self-perception of visionary leadership?
- RQ₁^g: Is there a relationship between a student's gender and his or her self-perception of courageous leadership?
- RQ₂: Is there a relationship between a student's ethnicity and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₂^a: Is there a relationship between a student's ethnicity and his or her self-perception for developing and empowering others?
- RQ₂^b: Is there a relationship between a student's ethnicity and the self-perception of his or her sense of vulnerability and humility?

- RQ₂^c: Is there a relationship between a student's ethnicity and his or her self-perception of authentic leadership?
- RQ₂^d: Is there a relationship between a student's ethnicity and his or her self-perception of open and participatory leadership?
- RQ₂^e: Is there a relationship between a student's ethnicity and his or her self-perception of inspiring leadership?
- RQ₂^f: Is there a relationship between a student's ethnicity and his or her self-perception of visionary leadership?
- RQ₂^g: Is there a relationship between a student's ethnicity and his or her self-perception of courageous leadership?
- RQ₃: Is there a relationship between a student's age and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₃^a: Is there a relationship between a student's age and his or her self-perception for developing and empowering others?
- RQ₃^b: Is there a relationship between a student's age and the self-perception of his or her sense of vulnerability and humility?
- RQ₃^c: Is there a relationship between a student's age and his or her self-perception of authentic leadership?
- RQ₃^d: Is there a relationship between a student's age and his or her self-perception of open and participatory leadership?
- RQ₃^e: Is there a relationship between a student's age and his or her self-perception of inspiring leadership?
- RQ₃^f: Is there a relationship between a student's age and his or her self-perception of visionary leadership?
- RQ₃^g: Is there a relationship between a student's age and his or her self-perception of courageous leadership?
- RQ₄: Is there a relationship between a student's college and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₄^a: Is there a relationship between a student's college and his or her self-perception for developing and empowering others?

- RQ₄^b: Is there a relationship between a student's college and the self-perception of his or her sense of vulnerability and humility?
- RQ₄^c: Is there a relationship between a student's college and his or her self-perception of authentic leadership?
- RQ₄^d: Is there a relationship between a student's college and his or her self-perception of open and participatory leadership?
- RQ₄^e: Is there a relationship between a student's college and his or her self-perception of inspiring leadership?
- RQ₄^f: Is there a relationship between a student's college and his or her self-perception of visionary leadership?
- RQ₄^g: Is there a relationship between a student's college and his or her self-perception of courageous leadership?
- RQ₅: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₅^a: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for developing and empowering others?
- RQ₅^b: Is there a relationship between whether or not a student attends the SEU Leadership Forum and the self-perception of his or her sense of vulnerability and humility?
- RQ₅^c: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of authentic leadership?
- RQ₅^d: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of open and participatory leadership?
- RQ₅^e: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of inspiring leadership?

- RQ₅^f: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of visionary leadership?
- RQ₅^g: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of courageous leadership?
- RQ₆: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₆^a: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for developing and empowering others?
- RQ₆^b: Is there a relationship between whether or not a student holds a leadership position at SEU and the self-perception of his or her sense of vulnerability and humility?
- RQ₆^c: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of authentic leadership?
- RQ₆^d: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of open and participatory leadership?
- RQ_{6e}: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of inspiring leadership?
- RQ₆^f: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of visionary leadership?
- RQ₆^g: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of courageous leadership?

- RQ₇: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₇^a: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for developing and empowering others?
- RQ₇^b: Is there a relationship between whether or not a student takes a leadership-related course and the self-perception of his or her sense of vulnerability and humility?
- RQ₇^c: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of authentic leadership?
- RQ₇^d: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of open and participatory leadership?
- RQ₇^e: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of inspiring leadership?
- RQ₇^f: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of visionary leadership?
- RQ₇^g: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of courageous leadership?
- RQ₈: Is there a relationship between the number of years a student attends SEU and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₈^a: Is there a relationship between the number of years a student attends SEU and his or her self-perception for developing and empowering others?

- RQ₈^b: Is there a relationship between the number of years a student attends SEU and the self-perception of his or her sense of vulnerability and humility?
- RQ₈^c: Is there a relationship between the number of years a student attends SEU and his or her self-perception of authentic leadership?
- RQ₈^d: Is there a relationship between the number of years a student attends SEU and his or her self-perception of open and participatory leadership?
- RQ₈^e: Is there a relationship between the number of years a student attends SEU and his or her self-perception of inspiring leadership?
- RQ₈^f: Is there a relationship between the number of years a student attends SEU and his or her self-perception for of visionary leadership?
- RQ₈^g: Is there a relationship between the number of years a student attends SEU and his or her self-perception for of courageous leadership?

Scope

Some studies have used the RSLP dimensions as independent variables to determine how servant leadership affects other aspects of leadership or organizational behavior (Bartholomew, 2006; Stephen, 2007; Taylor, 2002; Trascritti, 2009). Others have treated the servant leadership dimensions as the dependent variables (Farmer, 2010; Franklin, 2010; Goodly, 2008; Jackson, 2010; McClellan, 2008; Reuschel, 2007). Since this study is designed to determine whether the eight independent variables affect servant leadership in students, the seven dimensions of servant leadership as indicated by the RSLP are the dependent variables. This study is not intended to have employees evaluate their bosses with respect to whether they are servant leaders. It is to see how SEU cultivates a philosophy of servant leadership in its students using interviews and the self-assessment-based RSLP. Thus, this study does not use the many other superb servant leadership instruments that are designed to rate others, like one's boss, such as Dennis and Bocarnea's (2005) Servant Leadership Assessment Instrument; Barbuto and Wheeler's (2006) Servant Leadership Questionnaire; Liden et al.'s

(2008) Multidimensional Servant Leadership Measure; Sendjaya et al.'s (2008) Servant Leadership Behaviour Scale; van Dierendonck and Nuijten's (2011) Servant Leadership Survey; Reed et al.'s (2011) Executive Servant Leadership Scale; and Mittal and Dorfman's (2012) GLOBE Servant Leadership Scale.

Method

This is a mixed-method study using both qualitative and quantitative data. The qualitative part is a phenomenological study using interviews. The quantitative part consists of analysis of differences and relationships to measure the effect of the eight independent variables on the seven dimensions of servant leadership using the RSLP. Creswell (2009) used the term *concurrent triangulation* for a mixed-method, qualitative, and quantitative analysis where “the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergences, divergences, or some combination” (p. 213). The study occurred in four phases.

Notification

All 2,700 SEU students received an email invitation using the university email system. The Registrar gave access to the student distribution list. Separate emails went out for both the interviews and the survey.

Interviews

Students had the opportunity to participate in interviews about their views on servant leadership. Creswell (2013) advocated casting a wide net and then, through criterion sampling, narrowing down the group to interview; this is “based on gaining some perspective on chronological time in the social life of the group, people representative of the culture-sharing group in terms of demographics, and the contexts that lead to different forms of behavior” (p. 156). The wide net is the emails sent to all students. The chronological time is the number of years at SEU. The SEU students are the culture-sharing group. Finally, the contexts this study discovered were the independent variables in the RSLP and additional details uncovered in interviews with the students. The goal for the interviews was to obtain 20 participants. Creswell said, “In ethnography [he] like[s] well defined studies of

single culture-sharing groups with numerous artifacts, interviews, and observations collected until the working of the cultural group are clear” (p. 157). Patton (2002) stressed that there are no rules for qualitative study sample sizes. He advocated, “Sampling to the point of redundancy is an ideal” (p. 246), but it is not always practical with budgets and time constraints. Similar to ethnographic studies, in phenomenological studies, Creswell as well as Klenke (2008) agreed that 20 is an adequate sample size, in particular because they have all experienced the same phenomenon. In this case, the phenomenon within the ethnography is a shared experience of servant leadership, while being students at SEU. The interview consists of the questions in Appendix D.

Survey Phase

Students had 1 week to take the survey. To gain a representative sample of the 2,700 students required 160 to complete the survey, using a 20:1 ratio of participants to independent variables (Hair, Black, Babin, Anderson, & Tatham, 2006). A total of 207 students started the survey, yielding 182 usable results.

Survey Results Tabulation

This study compares results among different independent variables: (a) gender, (b) ethnicity and nationality, (c) age, (d) academic college, (e) SEU Leadership Forum attendance, (f) leadership positions held, (g) leadership-related courses taken at SEU, and (h) number of years at SEU. Survey results were analyzed to determine how the seven servant leadership dimensions were affected by the independent variables.

Analysis

The study follows the six steps outlined by Creswell (2009) for qualitative data analysis and interpretation: (a) organizing and preparing interview information for analysis, (b) reading through the interviews to gain an overall perspective, (c) coding the interview transcripts, (d) deriving and describing common themes, (e) writing a short narrative for each theme, and (e) interpreting the data. Next, the study follows the six steps outlined by Creswell for quantitative data analysis and interpretation: (a) reporting information about participants who did not complete

the survey; (b) discussing response bias; (c) providing descriptive analysis to include sample means, standard deviations, and range of scores; (d) discussing reliability checks; (e) discussing the statistical tests and software; and (f) presenting the data in tables and discussing the results (pp. 151-153).

Limitations of the Study

This study has four major strengths: (a) maximizing systematic variance, (b) controlling extraneous systematic variance, (c) minimizing error variance, and (d) use of interviews with qualitative data. Maximizing systematic variance is ensured with a large enough sample size. Extraneous systematic variance is controlled through a series of steps in the data analysis. Both wave analysis and respondent/nonrespondent analysis help detect response bias. Controlling for gender, ethnicity, age, and academic college help assess whether there are differences among any of these demographics. Error variance is minimized by controlling conditions for errors of measurement by accounting for incomplete responses, early, and late responses. Using a mixed-method approach, including interviews with qualitative data allows for discovering surprising or unusual data that may not come out of a defined survey instrument.

The study also has four major weaknesses: (a) inherent problems with survey research, (b) response bias, (c) generalizability, and (d) researcher bias. Inherent problems with survey research include gaining a large enough sample size and the self-report nature of some questions. Response bias includes acquiescence, social desirability, and nonresponse bias (Fields, 2002). Generalizability is a weakness as this study only involves students from a single university in the United States. The researcher can cause bias in two ways. One is influencing the interviewee with the way he asks questions and his mere presence. The second way is the researcher's own bias as a member of SEU and wanting to present the university in a positive light.

Timeline and Budget

The study took 5 months from approval, through interviews and surveys, to interpreting and reporting the data. After the dissertation proposal was defended

and gained acceptance from the Regent University and SEU Institutional Review Boards, students were contacted for interviews. Beginning in January 2013, students were interviewed and surveyed. In April, the information was processed. Waiting until the beginning of the Spring semester allowed students to return to school and not be distracted by holiday activities so they could focus on the interviews and survey.

To encourage and thank students for participating in the interviews, they received \$5 gift certificates to Panera or Starbucks. To encourage students to participate in the survey and thank them for their time, students' names went into a random drawing for one of five \$20 Chili's gift certificates. Students could remain anonymous for the survey, unless they wanted to be put in the drawing. A 2-month subscription to SurveyMonkey cost approximately \$50. The total cost of the study was \$250.

Summary

By interviewing and surveying students at SEU, this study provides a phenomenological study of the culture of servant leadership. Using a modified version of Wong and Page's (2003) RSLP, students self-assess their levels of servant leadership along seven dimensions: (a) developing and empowering others, (b) vulnerability and humility, (c) authenticity, (d) openness and participation, (e) inspiration, (f) vision, and (g) courage. Eight variables are used to test for relationships: (a) gender, (b) ethnicity, (c) age, (d) academic college, (e) SEU Leadership Forum attendance, (f) leadership positions held, (g) number of leadership-related courses taken at SEU, and (h) number of years at SEU. In this manner, the study provides depth as well as breadth in this phenomenological study of servant leadership development in students at SEU.

Chapter 2 – Literature Review

Robert Greenleaf began the modern effort to write about and teach servant leadership. His first publication, *The Servant as Leader*, came out in 1970. In the next 20 years, until his death in 1990, Greenleaf poured his heart into writing about servant leadership. His first major work was *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* in 1977 with new, posthumous, expanded editions in 1991 and 2002. Included in this work are his writings *The Institution as Servant* and *Trustees as Servants*. After this, he wrote *The Teacher as Servant: A Parable* in 1979, a story of a college interest house, called the Jefferson House, devoted to fostering servant leadership. This story can be found in *The Servant-Leader Within: A Transformative Path* edited by Hamilton Beazley, Julie Beggs, and Larry Spears (2003). Greenleaf's last work before he died was *My Life With Father* in 1988 where he described how his own father was a model of servant leadership. Two posthumous collections of Greenleaf's work were published in 1996, *On Becoming a Servant Leader* and *Seeker and Servant: Reflections on Religious Leadership*, edited by Don Frick and Larry Spears, and Anne Fraker and Larry Spears, respectively. Larry Spears (1998b) also edited a final collection of Greenleaf's writing titled *The Power of Servant Leadership*.

Authors on Servant Leadership

Two authors have written books about Robert Greenleaf. Joe DiStefano (1988) chronicled Greenleaf's writings in *Tracing the Vision and Impact of Robert K. Greenleaf*. With access to Greenleaf's personal writings and his published work, Don Frick (2004) wrote another great story of Greenleaf's life, *Robert K. Greenleaf: A Life of Servant Leadership*. Larry Spears, as the CEO of the Greenleaf Center for Servant Leadership from 1990-2007 and after with his own organization the Spears Center for Servant Leadership, wrote on and compiled many anthologies of servant leadership. In addition to the three works already mentioned, some of Spears' major books as editor and contributor include (a) *Reflections on Leadership: How Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers* (Spears, 1995); (b) *Insights on Leadership: Service,*

Stewardship, Spirit, and Servant-Leadership (Spears, 1998a); (c) *Focus On Leadership: Servant-Leadership for the 21st Century* (Spears, Lawrence, & Blanchard, 2002); (d) *The Servant-Leader Within* (Spears, 2003), (e) *Practicing Servant Leadership* (Spears & Lawrence, 2004); (f) *Scanlon EPIC Leadership: Where the Best Ideas Come Together* (Davis & Spears, 2008); (g) *Within Our Reach: The Beatitudes in Business and Everyday Life* (Bottum, Lenz, SanFacon, & Spears, 2010); and (h) *Spirit of Servant-Leadership* (Spears & Ferch, 2011).

Many other popular authors have contributed to the servant leadership literature. On November 20 2012, an Amazon.com search produced 7,634 results for “servant” and “leader,” 5,436 results for “servant” and “leadership,” 896 for “servant leadership,” and 596 for “servant leader.” By no means exhaustive, following are some popular books on servant leadership; James Hunter (1998) *The Servant: A Simple Story About the True Essence of Leadership* and (2004) *The World's Most Powerful Leadership Principle: How to Become a Servant Leader*; Ken Blanchard and Phil Hodges (2003) *Servant Leader*; James Autry (2004) *The Servant Leader: How to Build a Creative Team, Develop Great Morale, and Improve Bottom-Line Performance*; Stephen Prosser (2007) *To Be a Servant-Leader* and (2010) *You Can Move the Cheese!*; James Sipe (2009) *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*; Fons Trompenaars and Ed Voerman (2009) *Servant-Leadership Across Cultures: Harnessing the Strengths of the World's Most Powerful Management Philosophy*; and Shann Ray Ferch (2011) *Forgiveness and Power in the Age of Atrocity: Servant Leadership as a Way of Life*. Many other renowned leadership authors have contributed chapters and essays on servant leadership, including Warren Bennis, Stephen Covey, Max Depree, Ann McGee-Cooper, Peter Northouse, Peter Senge, and Margaret Wheatley—just to name a few.

Servant Leadership in Academic Research

Spears (1995) collected Robert Greenleaf’s teaching on servant leadership into 10 characteristics: (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) commitment to

the growth of others, and (j) building community. Prior to this, few lists of servant leadership characteristics exist. Graham (1991) wrote on charismatic leadership and, based on reading Greenleaf (1970, 1972, 1978, 1980), identified five dimensions of servant leadership, (a) humility, (b) relational power, (c) autonomy, (d) relational development of followers, and (e) emulation of leaders' service orientation. Akuchi (1993) explored a Christ-centered, biblical view of servant leadership: "Christ forcefully drives home the lesson, that the only way to be a leader is to become a servant and the route to greatness is through humiliation" (p. 45). Beginning in 1999, leadership scholars built models of and empirically measured servant leadership with varying number of characteristics, dimensions, and factors. Table 2 outlines 20 models of servant leadership, providing the authors' names, dates published, and number of servant leadership dimensions in each model. Table 3 lists the associated 16 survey instruments, providing the author(s) names, dates published, instrument name, and number of items in each instrument. Appendix E provides a more detailed list of the different models and their features. Descriptions of each servant leadership model and associated survey instruments follow, roughly in chronological order of their creation.

Table 2: Servant Leadership Models

Author	Dimensions
Graham (1991)	5
Spears (1995)	10
Farling et al. (1999)	5
Laub (1999)	6
Russell & Stone (2002)	9
Dennis & Winston (2003)	3
Patterson (2003)	7
Wong & Page (2003)	7
Ehrhart (2004)	7
Reinke (2004)	4
Whittington et al. (2006)	4
Dennis & Bocarnea (2005)	5
Barbuto & Wheeler (2007)	5
Liden, et al. (2008)	7
Sendjaya et al. (2008)	6
Fridell et al. (2009)	4
van Dierendonck & Nuijten (2011)	8
Fields & Winston (2011)	1
Reed, Vidaver-Cohen, & Colwell (2011)	5
Mittal & Dorfman (2012)	5

Table 3: Servant Leadership Survey Instruments

Author(s)	Instrument	Items
Laub (1999)	Organizational Leadership Assessment	60
Dennis & Winston (2003)	Revision of Page & Wong's (2000) original Servant Leader Profile	24
Wong & Page (2003)	Revised Servant Leadership Profile	62
Ehrhart (2004)	Organizational Citizenship Behavior Servant	14
Reinke (2004)	Leadership and Organizational Trust Inventory	15
Dennis & Bocarnea (2005)	Servant Leadership Assessment Instrument	42
Whittington et al. (2006)	Servant Shepherd Leadership Indicator	24
Barbuto & Wheeler (2007)		
Hays (2008)	Servant Leadership Questionnaire	23
Liden, et al. (2008)	Leader Profile Assessment	50
	Multidimensional Servant Leadership Measure	28
Sendjaya et al. (2008)	Servant Leadership Behaviour Scale	35
Fridell et al. (2009)	Servant Leadership Styles Inventory	20
van Dierendonck & Nuijten (2011)	Servant Leadership Survey	30
Fields & Winston (2011)	Parsimonious Servant Leadership Measure	10
Reed et al. (2011)	Executive Servant Leadership Scale	25
Mittal & Dorfman (2012)	GLOBE Servant Leadership Scale	27

Jim Laub and the Organizational Leadership Assessment

Jim Laub has been studying servant leadership since his dissertation in 1999 on servant organizations. He developed one of the earliest models of servant leadership (see Table 4). Laub is the Dean of the MacArthur School of Leadership at Palm Beach Atlantic University and the President of the OLAGroup

(OLAGroup, 2011). The name OLA comes from his survey instrument, the Organizational Leadership Assessment (OLA). It is a 360° questionnaire that enables organizations to measure how different levels of employees and management view their organization along the six dimensions of the model; (a) valuing people, (b) developing people, (c) building community, (d) displaying authenticity, (e) providing leadership, and (f) sharing leadership (Laub, 1999). Laub worked with Larry Spears, Jim Kouzes (co-developer of the transformational model of *The Leadership Challenge*, and 12 other servant leadership practitioners and scholars to develop this definition and his six-dimension model. According to Laub, servant leadership is

an understanding and practice of leadership that places the good of those led over the self-interest of the leader. In addition, servant leadership promotes the valuing and developing of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization. (p. 81)

Different than many of the other servant leadership models, Laub also defined the *servant organization*; it is a place “where the characteristics of servant leadership are displayed through the organizational culture and are valued and practiced by its leadership and workforce” (p. 82). Laub called this a *healthy organization* (OLAGroup, 2011).

To measure this servant leadership theory, Laub (1999) designed the Organizational Leadership Assessment (OLA). He developed it with an expert panel of 14 and then tested the model on 828 people in 41 organizations—one in the Netherlands and the rest in the United States. Using the 60-item OLA, an organization must score at least 4 on a 1-5-point Likert scale in each characteristic to be considered a servant organization (Laub, 2003). Over 30 doctoral dissertations and a few master’s theses have since used and validated the OLA (OLAGroup, 2011).

Table 4: Laub's (1999) Servant Leadership Model

Dimension	Definition
Values people	Leaders receptively listen to their followers. Both believe in and trust each other. All have an attitude of serving others.
Develops people	Leaders encourage followers through affirmation and model desired behavior. They set the example for others to follow. The organization provides opportunities for learning and personal growth.
Builds community	Leaders build relationships and work collaboratively with their followers. They value diversity and differences in people.
Displays authenticity	Leaders are open and accountable. They are transparent in all they do. Leaders and followers conduct themselves with honesty and integrity. All are willing to learn from each other.
Provides leadership	Leaders envision the future by setting the vision and mission of the organization. They translate these into goals, taking the initiative to accomplish them.
Shares leadership	Leaders share their vision with all in the organization. They share power by delegating responsibility, thus releasing control and empowering followers to make decisions. Leaders share their status, not being above their followers.

Regent University's Concepts of Servant Leadership

Regent University has been pioneering the empirical study of servant leadership, often hosted through their Servant Leadership Roundtables. Numerous scholars at Regent University have constructed servant leadership models. Farling et al. (1999) surveyed the servant leadership literature at the time and developed a model with five characteristics: (a) vision, (b) influence, (c) credibility, (d) trust, and (e) service. Based on Russell's (2000) dissertation, Russell and Stone (2002)

proposed a model of servant leadership with nine characteristics: (a) vision, (b) honesty, (c) integrity, (d) trust, (e) service, (f) modeling, (g) pioneering, (h) appreciation of others, and (i) empowerment. Patterson's (2003) dissertation examined the servant leadership literature and proposed a model with seven characteristics: (a) agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service. Patterson defined servant leaders as ones "who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are peripheral" (p. 5). This model is unique in that it is the only one that includes love as a dimension of servant leadership.

Dennis (2004) created and later Dennis and Bocarnea (2005) refined the 42-item Servant Leadership Assessment Instrument to measure Patterson's (2003) model within organizations. Dennis and Bocarnea did not find evidence of Patterson's altruism and service dimensions, noting that they may require further definition. This modified the model to five characteristics: (a) agapao love, (b) humility, (c) vision, (d) trust, and (e) empowerment. The most recent development at Regent University is that of Fields and Winston (2011) as they have attempted to refine servant leadership down to one dimension with a parsimonious servant leadership instrument of just 10 items. Peltz (2011) named it the Parsimonious Servant Leadership Measure. Table 5 displays the various Regent models.

Table 5: Regent University Generated Servant Leadership Models

Farling et al. (1999)	Russell & Stone (2002)	Patterson (2003)	Dennis & Bocarnea (2005)	Fields & Winston (2011)
Vision	Vision	Vision	Vision	Servant leadership
Influence	Honesty	Agapao love	Love	
Credibility	Integrity	Altruism	Trust	
Trust	Trust	Trust	Empowerment	
Service	Service	Service	Humility	
	Modeling	Empowerment		
	Pioneering	Humility		
	Appreciation			
	Empowerment			

Don Page, Paul Wong, and the Revised Servant Leadership Profile

In another early attempt at codifying servant leadership, Page and Wong (2000) from Trinity Western University in British Columbia, Canada surveyed the literature and combined this with their personal experience to define a servant leader as one, “whose primary purpose for leading is to serve others by investing in their development and well being for the benefit of accomplishing tasks and goals for the common good” (p. 70). They originally had 12 characteristics in their model. Wong and Page (2003) and Wong and Davey (2007) revised the model based on tests of over 1000 people in over 100 companies. The model currently consists of seven characteristics, which they call factors: (a) developing and empowering others; (b) power and pride (this is a negative trait, the opposite of which is vulnerability and humility if scored in reverse); (c) authentic leadership; (d) open, participatory leadership; (e) inspiring leadership; (f) visionary leadership; and (g) courageous leadership. Wong and Davey contemplated narrowing it to five factors:



Factor 1: A servant's heart (humility & selflessness)—Who we are (Self-identity)

Factor 2: Serving and developing others—Why we want to lead (Motive)

Factor 3: Consulting and involving others—How we lead (Method)

Factor 4: Inspiring and influencing others—What affects we have (Impact)

Factor 5: Modeling integrity and authenticity—How others see us (Character). (p. 6)

More recently, P. T. P. Wong (personal communication, May 13, 2012) maintained the validity of the seven-dimension model.

Wong and Page (2003) and Wong and Davey (2007) developed and revised the Servant Leader Profile (SLP) into a 62-item survey instrument that measures their seven-factor model of servant leadership. The new Revised Servant Leadership Profile (RSLP) is available with feedback at their university's Master of Arts in Leadership website for \$10 (Trinity Western University, n.d.a). There are both self-assessment and 360° versions. Wong and Page (n.d.a) stated that hundreds of master's theses and doctoral dissertations have used their RSLP. Although Wong, Page, and Davey wrote extensively on servant leadership, they did not actually define five of their seven factors. Most seem straightforward based on their name and can be defined by examining the survey questions that are associated with each factor. Table 6 outlines their model. Wong and Page (n.d.a) explained the scoring of their model:

A simple way to determine whether one is a servant leader is to see whether one scores high on servanthood and leadership, but low on abuse of power and pride. Thus, scoring high on abuse of power and pride automatically disqualifies one as a servant leader, regardless of [how] high scores may be on the other subscales. That is why the inclusion of these two negative subscales is important in the Revised Servant Leadership Profile. From our experience in using this instrument, an average score on all positive factors (1, 3-7) of 5.6 or above indicates a strong servant leader. A score below 5.6 indicates that work needs to be done on certain factors. The negative factor 2 is scored in the reverse so that anyone scoring less than 2.0 demonstrates

the qualities of a servant leader, whereas scoring above 2.0 indicates that work is required.

Table 6: Wong and Page's (2003) Servant Leadership Model

Dimension	Definition
Developing and empowering others	Leaders consistently delegate responsibility and empower followers. Leaders find ways to serve followers and make them successful.
Vulnerability and humility	This is actually scored as <i>Power and Pride</i> , negative traits that are opposite of vulnerability and humility. Scores below 2.0 on these items indicates servant leadership.
Authentic leadership	Leader is genuine, honest, and transparent. Leader has a servant's heart.
Open, participatory leadership	Leader listens actively and receptively to followers' concerns, even in areas of disagreement. Leader cares for the welfare of followers.
Inspiring leadership	Leader communicates and casts vision with enthusiasm and confidence that followers embrace.
Visionary leadership	Leader has a definite mission. Leader is proactive rather than reactive.
Courageous leadership	Leader means what he or she says and says what he or she means. Leader has courage and determination in difficult situations.

Servant Shepherd Ministries and Leadership Indicator

The Servant Shepherd Leadership Indicator (SSLI) is a 24-item survey that leads to four dimensions: (a) other-centeredness, (b) facilitative environment, (c)

self-sacrifice, and (d) follower affirmation (Whittington et al., 2006). “Rardin (2000) originally developed the Servant Shepherd Leadership Scale; and Whittington et al. (2006) further developed and validated the instrument” (Peltz, 2011, p. 21). Table 7 outlines their model. The Servant Shepard Ministries (n.d.a) website describes the model as having four characteristics, an internal belief system (mental model and motive) that drives external behaviors (manner and methods). On this website, the SSLI is actually a 75-item survey with 72 questions on an 8-point Likert scale with three open-ended questions (Servant Shepherd Ministries, n.d.b).

Table 7: Whittington et al.’s (2006) Servant Shepherd Leadership Model

Dimension	Definition
Other-centeredness	Empathy, humility, listening
Facilitative environment	Foster learning and teamwork, remove obstacles
Self-sacrifice	Service to others, greater good, keeps commitments
Follower affirmation	Recognize unique contribution, inherent worth, look out for best interest of individual above that of the organization

John Barbuto, Dan Wheeler, and the Servant Leadership Questionnaire

Barbuto and Wheeler have worked at the University of Nebraska, home of some other important leadership theories like authentic and transformational. Barbuto and Wheeler (2003, 2006, 2007) reviewed Spears’ (1995) 10 servant leadership characteristics and added an eleventh—*calling* (Barbuto & Wheeler, 2006). Barbuto and Wheeler (2007) said, “The ultimate servant leader has developed eleven characteristics and is continuously improving. These

characteristics include *having a calling, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and building community*” (p. 1). Barbuto and Wheeler (2006) tested, refined, and condensed their model to five characteristics: (a) altruistic calling, (b) emotional healing, (c) wisdom, (d) persuasive mapping, and (e) organizational stewardship (see Table 8). Starting with the Multi-Leadership Behavior Questionnaire and Leader–Member Exchange-7 survey instruments, Barbuto and Wheeler (2003, 2006, 2007) derived their Servant Leadership Questionnaire (SLQ) with 23 items to measure their five-dimension model. Of the 11 original dimensions, Barbuto and Wheeler (2006) found that empathy and listening are not unique to servant leadership but effective leadership traits in general. They are subsumed into the dimensions of emotional healing and wisdom. Community building and growth were empirically found across the other dimensions. Barbuto and Wheeler (2006) conjectured that these are byproducts of servant leadership, not necessarily attributes. This aligns with Greenleaf’s (1970) original test of servant leadership—“do those served grow as persons” (p. 15).

Table 8: Barbuto and Wheeler’s (2006) Servant Leadership Model

Dimension	Definition
Altruistic calling	Making a positive difference. Meeting followers’ needs. Putting other’s interests first.
Emotional healing	Empathy, listening, safe environments to voice opinions, facilitate healing.
Wisdom	Awareness, observation, anticipation of environment and consequences.
Persuasive mapping	Sound reasoning, mental frameworks, conceptualization, visualization, compelling.
Organizational stewardship	Societal contribution, community development, responsibility, well-being, making things better, positive legacy.

Sen Sendjaya and the Servant Leadership Behaviour Scale (SLBS)

Sendjaya and Sarros (2002) and Sendjaya et al. (2008) reviewed previous servant leadership literature to create their six-dimension model: (a) voluntary subordination, (b) authentic self, (c) covenantal relationship, (d) responsible morality, (e) transcendental spirituality, and (f) transforming influence. Sendjaya et al. said they extend four earlier models: OLA, RSLP, SLQ, and SSLI. Sendjaya et al.'s Servant Leadership Behaviour Scale (SLBS) uses 35 items to measure the six dimensions. Table 9 outlines their model. Sendjaya et al.'s model is very comprehensive, though one might argue too broad because it overlaps other leadership theories. Two dimensions are transforming influences and authentic self. These align with Bass and Avolio's (1994) transformational and Walumbwa, Avolio, Gardener, Wernsing, and Peterson's (2008) authentic leadership theories.

Table 9: Sendjaya et al.'s (2008) Servant Leadership Model

Dimension	Definition
Voluntary subordination	Willingness to serve and acts of service. A “willingness to take up opportunities to serve others whenever there is a legitimate need regardless of the nature of the service, the person served, or the mood of the servant leader” (p. 406).
Authentic self	A “secure sense of self” (p. 407) derived from humility, integrity, accountability, security, and vulnerability.
Covenantal relationship	Unconditional acceptance of others, to include acceptance, availability, equality, and collaboration. An “intensely personal bond marked by shared values, open-ended commitment, mutual trust, and concern for the welfare of the other party” (p. 407).
Responsible morality	Moral reasoning based on internalized principles and moral action in ends and means. Helps people internalize justice and doing the right thing. Ends and means “are morally legitimized, thoughtfully reasoned, and ethically justified” (p. 407).
Transcendental spirituality	Fosters intrinsic motivation, religiousness, interconnectedness, sense of mission, and wholeness. One is “attuned to the idea of calling in seeking to make a difference in the lives of others through service, from which one derives the meaning and purpose of life” (p. 408).
Transforming influence	Followers want to become like the leader through vision, modeling, mentoring, trust, and empowerment. “Those served by servant leaders are positively transformed in multiple dimensions (e.g. emotionally, intellectually, socially, and spiritually) into servant leaders themselves” (p. 408).

Mark Ehrhart and the Organizational Citizenship Behavior Servant Leadership Measure

Ehrhart (2004) did not actually name his survey instrument. Peltz (2011) called it the Organizational Citizenship Behavior Servant Leadership Measure. It is a 14-item survey that leads to seven dimensions: (a) forming relationships with subordinates, (b) empowering subordinates, (c) helping subordinates grow and succeed, (d) behaving ethically, (e) having conceptual skills, (f) putting subordinates first, and (g) creating value for those outside organization (Ehrhart, 2004). Each dimension has two associated questions in the survey. Van Dierendonck and Nuijten (2011) claimed the 14 items measure “a one-dimensional model of servant leadership” (p. 258). It focuses “on ethical behaviors and prioritization of subordinates’ concerns” (Ehrhart, 2004, p. 73). Though some might consider that Ehrhart developed a measure of servant leadership, it seems he was really trying to discern the relationship between servant leadership, moderated by procedural justice, and the helping and conscientiousness elements of organizational citizenship behavior.

Sandra Reinke and the Servant Leadership and Organizational Trust Inventory

Reinke (2004) said, “A servant-leader is one who is committed to the growth of both the individual and the organization, and who works to build community within organizations” (p. 33). At the time, Reinke found no existing empirical studies in servant leadership so developed a 15-item survey called the Servant Leadership and Organizational Trust Inventory. It measures four dimensions: (a) vision, (b) openness, (c) stewardship, and (d) trust. Reinke developed the survey instrument through an ROTC unit on her college campus and then tested it in a Georgia community. She was interested in how trust affects leadership.

J. Martin Hays and the Leader Profile Assessment

Hays (2008) equated being a servant leader to using Douglas McGregor’s (1960) Theory Y management style as opposed to Theory X. In Theory Y, leaders

allow followers some autonomy and responsibility due to their self-direction and self-control. Work is seen as enjoyable and natural. Followers are valued for and encouraged in their imagination, ingenuity, and creativity. In Theory X, employees tend to dislike work and do it only for pay and security. Leaders must be autocratic and closely supervise employees because they avoid responsibility.

To foster servant teaching, Hays (2008) developed a 50-question survey originally called the Servant Teacher Instrument, later named the Leader Profile Assessment for students to measure servant leadership in their teachers. He took the word servant out so as to not bias the survey takers. Hays created the instrument to measure each of Spears' 10 dimensions with five associated questions each. He wrote and had three others review the questions and then revised them. Hays is still validating his servant leadership questionnaire. Questions use a 5-point Likert scale. Ultimately, Hays attempted to answer the following question:

In a time when flexibility, initiative, responsibility, ownership, self-direction, creativity, empowerment, and teamwork and collaboration are more essential than ever, does continuing to teach in ways that replicate command and control, hierarchy, and power disparities that promote dependence, compliance, and passivity rather than autonomy make sense?
(p. 114)

Robert Liden, Sandy Wayne, Hao Zhao, David Henderson, and the Multidimensional Servant Leadership Measure

Like many others, Liden et al. (2008) examined previous servant leadership models, including Spears' (1995), Page and Wong's (2000), and Barbuto and Wheeler's (2006). Through testing and controlling for both transformational leadership and leader-member exchange, they developed seven dimensions of servant leadership: (a) conceptual skills, (b) empowering, (c) helping subordinates grow and succeed, (d) creating value for the community, (e) behaving ethically, (f) emotional healing, and (g) putting subordinates first. They measured the seven characteristics with a 28-item survey instrument. Table 10 outlines Liden et al.'s model. Peltz (2011) named Liden et al.'s survey instrument the Multidimensional

Servant Leadership Measure. Northouse (2012) included this survey instrument in his chapter on servant leadership, new to the sixth edition of his popular leadership textbook, *Leadership Theory and Practice*, and called the instrument the “Servant Leadership Questionnaire (SLQ)” (p. 243). It is likely this model will gain in popularity due to inclusion in Northouse’s textbook.

Table 10: Liden et al.’s (2008) Servant Leadership Model

Dimension	Definition
Emotional healing	“Act of showing sensitivity to others’ personal concerns” (p. 161).
Creating value for community	“Conscious, genuine concern for helping the community” (p. 161).
Conceptual skills	“Possessing the knowledge of the organization and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers” (p. 161).
Empowering	“Encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks” (p. 161).
Helping subordinates grow/succeed	“Demonstrating genuine concern for others’ career growth and development by providing support and mentoring” (p. 161).
Putting subordinates first	“Using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority” (p. 161).
Behaving ethically	“Interacting openly, fairly, and honestly with others” (p. 161).

Max Fridell, Rebecca Newcom-Belcher, Phillip Messner, and the Servant Leadership Styles Inventory

Fridell et al. (2009) studied school principals in a Midwestern United States town. In a survey of 40 questions on leadership styles, 20 of the questions dealt with servant leadership themes. After a review of some of the existing servant leadership literature, Fridell et al. developed their own set of questions to measure servant leadership based on Spears' (1995) list of 10 servant leadership traits gleaned from Greenleaf (1970). The survey is called the Servant Leadership Styles Inventory. It measures four dimensions: (a) daily reflection, (b) consensus building, (c) healing relationships, and (d) drive sense of self-worth. Fridell et al. found that women principals are more likely to display these characteristics than men principals.

Dirk van Dierendonck, Inge Nuijten, and the Servant Leadership Survey

Van Dierendonck (2011) provided a recent comprehensive review of servant leadership concepts, models, and survey instruments. After an exhaustive review of perhaps all previous servant leadership literature and models, van Dierendonck and Nuijten derived an eight-dimension model from a 30-item survey instrument. The dimensions are (a) empowerment, (b) accountability, (c) standing back, (d) humility, (d) authenticity, (e) courage, (f) interpersonal acceptance, and (g) stewardship. Table 11 outlines their model. They are also one of the first to create and validate their model across cultures not in the United States but in both the Netherlands and the United Kingdom.

Table 11: Van Dierendonck and Nuijten's (2011) Servant Leadership Model

Dimension	Definition
Empowerment	Enabling and encouraging development, proactiveness, self-confidence, information sharing, and decision making.
Accountability	Providing boundaries for and showing confidence in followers. Giving responsibility to followers for outcomes.
Standing back	"Extent to which a leader gives priority to the interest of others first and gives them the necessary support and credits" (p. 252).
Humility	Realizing one's strengths and weaknesses, seeking follower's contributions to overcome these, and admitting mistakes.
Authenticity	Being transparent and true to oneself.
Courage	Guided by values, taking risks, innovation, creativity, challenging the status quo.
Interpersonal acceptance	Empathy, forgiveness, trust, no revenge.
Stewardship	Being a caretaker and role model.

Lora Reed, Deborah Vidaver-Cohen, Scott Colwell, and the Executive Servant Leadership Scale

In a perceived need to define and measure servant leadership for senior executives, Reed et al. (2011) created the Executive Servant Leadership Scale. Though much of their discussion is on ethical leadership, they considered the model one of servant leadership. Reed et al. took 55 items from four earlier servant leadership instruments (Barbuto & Wheeler, 2006; Ehrhart, 2004; Liden et al., 2008; Page & Wong, 2003), created a 4-point Likert scale, and tested their model with 218 adult learners and alumni at a Florida private college, presumably Eckerd College, where Reed works. Through factor analysis, they reduced the number of items to 25. These loaded on five dimensions, given the labels (a) interpersonal

support, (b) building community, (c) altruism, (d) egalitarianism, and (e) moral integrity. Table 12 outlines their model.

Table 12: Reed et al.'s (2011) Servant Leadership Model

Dimension	Definition
Interpersonal support	“Helping others succeed, nurturing employees’ leadership potential, listening carefully to others, sharing decision-making with those most affected by decisions, treating employees with dignity and respect, and recognizing when organizational morale is low” (p. 425).
Building community	“Valuing individual differences, encouraging a spirit of cooperation, and inspiring organizational commitment” (p. 425).
Altruism	“Serving others willingly with no expectation of reward, sacrificing personal benefit to meet employee needs, placing the interests of others before self-interest, and preferring to serve others over being served” (p. 425).
Egalitarianism	“Welcome[ing] constructive criticism, display[ing] interest in learning from employees, invit[ing] input from all levels of the organization and encourage[ing] debate of their ideas” (p. 425).
Moral integrity	“Behavior that inspires employee trust and promotes transparency and honesty throughout the organization—refusing to use manipulation or deceit to achieve personal goals, freely admitting mistakes, and valuing integrity over profit or material gain” (p. 425).

Rakesh Mittal, Peter W. Dorfman, and the GLOBE Servant Leadership Scale

As of this writing, the latest rendition of servant leadership models and instruments is that of Mittal and Dorfman (2012). Dorfman is one of the original lead investigators in the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study. House, Hanes, Javidan, Dorfman, and Gupta's (2004) GLOBE project identifies nine different cultural dimensions from an extensive survey in the years 1994-1997 of 17,000 managers in 951 organizations within 62 societies. The managers worked in food processing, financial services, and telecommunications industries. The cultural dimensions are (a) performance orientation, (b) future orientation, (c) gender egalitarianism, (d) assertiveness orientation, (e) institutional collectivism, (f) in-group collectivism, (g) power distance, (h) humane orientation, and (i) uncertainty avoidance. House et al. identified 21 positive and eight negative universal leader traits and behaviors. More interestingly, they found six styles that are culture-specific: (a) charismatic/value-based, (b) team-oriented, (c) participative, (d) humane-oriented, (e) autonomous, and (f) self-protective. They name this the Culturally Endorsed Implicit Leadership Theory (CLT). Mittal and Dorfman took the 112 items in the GLOBE survey instrument and culled it down to 41, 35, and finally 27 items through exploratory factor analysis. They compared the data of 12,681 respondents from the GLOBE studies for these 27 items. These loaded on five dimensions, given the labels (a) egalitarianism, (b) moral integrity, (c) empowering, (d) empathy, and (e) humility (see Table 13).

Table 13: Mittal and Dorfman's (2012) Servant Leadership Model

Dimension	Definition
Egalitarianism	“Service, consultative, putting subordinates first” (p. 559)
Moral Integrity	“Moral courage, ethical behavior” (p. 559)
Empowering	“Empowering and developing people” (p. 559)
Empathy	“Interpersonal acceptance and emotional healing” (p. 559)
Humility	“Humility and modesty” (p. 559)

House et al. (2004) showed that the 62 societies clustered around 10 groups based on the nine cultural dimensions: (a) Anglo, (b) Nordic Europe, (c) Germanic Europe, (d) Eastern Europe, (e) Latin Europe, (f) Latin America, (g) the Middle East, (h) Sub-Saharan Africa, (i) Southern Asia, and (j) Confucian Asia. Mittal and Dorfman (2012) stated, in general, servant leadership is important and effective in all cultures. “Each of our five dimensions was rated above mid-point of the scale and three dimensions were rated towards the high end of the scale, indicating strong support for servant leadership” (Mittal & Dorfman, 2012., p. 562). There are some differences in four of the servant leadership dimensions. Egalitarianism is endorsed strongest in Nordic and Germanic European cultures and least in Confucian Asian ones. Empowering leadership is most prevalent in Anglo cultures and Nordic Europe, whereas in Confucian Asian and Middle Eastern cultures it is valued least. South Asians value empathy the most, opposed to Latin, Nordic, and Germanic Europeans. South Asians again value humility most, compared to Nordic, Latin, and Eastern Europeans who value it least. Mittal and Dorfman found that moral integrity is regarded highly in all cultures.

Summary of Servant Leadership Models

Servant leadership has wide application. In particular, it appeals to people who are devout in various major world religions to include Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism (Sendjaya et al., 2008). In its basic

form, servant leadership supports the archetype of the *golden rule*, treating others as one would like to be treated. This combination of faith, values, and service is increasingly popular and important in business. A philosophy of service that transcends particular religions can be helpful in the increasing growth of global business. Servant leadership theories offer traits and behaviors that are accessible to everyone. People can learn to take on an attitude and heart of service in order to better serve their employees and organizations. Servant leadership has been thoroughly researched at this point. Using any of the models and survey instruments, an organization can assess where its managers and employees rate with respect to servant leadership, and develop ways to improve.

Chosen Model

In order to measure the effectiveness of Southeastern University (SEU) in facilitating the learning of servant leadership, this study uses Wong and Page's (2003) Revised Servant Leadership Profile (RSLP). This instrument measures servant leadership perceptions with respect to Wong and Page's model. It consists of seven dimensions: (a) developing and empowering others, (b) vulnerability and humility, (c) authentic leadership, (d) open, participatory leadership, (e) inspiring leadership, (f) visionary leadership, and (g) courageous leadership. Wong and Davey (2007) attest to the RSLP's popularity.

The Servant Leadership Profile–Revised has been used by more than 100 organizations and universities for research and evaluation purposes. A 360-version has also been developed and used. We continue to receive requests to use the SLP-Revised from all over the world on a regular basis. It seems that more and more people have discovered the value of this instrument. (p. 5)

This particular model and the RSLP are chosen due to the self-assessment nature of the survey instrument. All the other instruments are geared towards followers evaluating their leaders and organizations. The RSLP enables students to answer questions about themselves with respect to servant leadership. This allows the study to determine differences in students' self-perception of servant leadership

with respect to their time at SEU. Students also participate in interviews to further explore facets of servant leadership that may not be evident in just the RSLP.

SEU stresses servant leadership through its Student Life programs, chapel messages, and numerous presentations by the university president and other leaders. The various colleges provide a number of leadership-related courses. The annual Leadership Forum, during Spring Break, features leaders from government, public and private industry, and church ministry, espousing the idea of servant leadership. There seems to be a deliberate, if uncoordinated, effort to instill servant leadership in SEU's students. Until this study, it remained unclear whether any of these efforts affect student's self-perception of servant leadership. The RSLP helps determine this by comparing students' self-assessments with their time at SEU.

Research Questions

To determine whether exposure to servant leadership concepts at SEU makes a difference in student's self-perception of servant leadership, this study uses *t* tests and an analysis of variance (ANOVA) on the seven dimensions of Wong and Page's (2003) RSLP. There are eight main questions corresponding to the independent (demographic) variables. Each has seven subquestions, corresponding to the independent (servant leadership dimension) variables.

- RQ₁: Is there a relationship between a student's gender and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₁^a: Is there a relationship between a student's gender and his or her self-perception for developing and empowering others?
- RQ₁^b: Is there a relationship between a student's gender and the self-perception of his or her sense of vulnerability and humility?
- RQ₁^c: Is there a relationship between a student's gender and his or her self-perception of authentic leadership?
- RQ₁^d: Is there a relationship between a student's gender and his or her self-perception of open and participatory leadership?
- RQ₁^e: Is there a relationship between a student's gender and his or her self-perception of inspiring leadership?

- RQ₁^f: Is there a relationship between a student's gender and his or her self-perception of visionary leadership?
- RQ₁^g: Is there a relationship between a student's gender and his or her self-perception of courageous leadership?
- RQ₂: Is there a relationship between a student's ethnicity and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₂^a: Is there a relationship between a student's ethnicity and his or her self-perception for developing and empowering others?
- RQ₂^b: Is there a relationship between a student's ethnicity and the self-perception of his or her sense of vulnerability and humility?
- RQ₂^c: Is there a relationship between a student's ethnicity and his or her self-perception of authentic leadership?
- RQ₂^d: Is there a relationship between a student's ethnicity and his or her self-perception of open and participatory leadership?
- RQ₂^e: Is there a relationship between a student's ethnicity and his or her self-perception of inspiring leadership?
- RQ₂^f: Is there a relationship between a student's ethnicity and his or her self-perception of visionary leadership?
- RQ₂^g: Is there a relationship between a student's ethnicity and his or her self-perception of courageous leadership?
- RQ₃: Is there a relationship between a student's age and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₃^a: Is there a relationship between a student's age and his or her self-perception for developing and empowering others?
- RQ₃^b: Is there a relationship between a student's age and the self-perception of his or her sense of vulnerability and humility?
- RQ₃^c: Is there a relationship between a student's age and his or her self-perception of authentic leadership?
- RQ₃^d: Is there a relationship between a student's age and his or her self-perception of open and participatory leadership?

- RQ₃^e: Is there a relationship between a student's age and his or her self-perception of inspiring leadership?
- RQ₃^f: Is there a relationship between a student's age and his or her self-perception of visionary leadership?
- RQ₃^g: Is there a relationship between a student's age and his or her self-perception of courageous leadership?
- RQ₄: Is there a relationship between a student's college and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₄^a: Is there a relationship between a student's college and his or her self-perception for developing and empowering others?
- RQ₄^b: Is there a relationship between a student's college and the self-perception of his or her sense of vulnerability and humility?
- RQ₄^c: Is there a relationship between a student's college and his or her self-perception of authentic leadership?
- RQ₄^d: Is there a relationship between a student's college and his or her self-perception of open and participatory leadership?
- RQ₄^e: Is there a relationship between a student's college and his or her self-perception of inspiring leadership?
- RQ₄^f: Is there a relationship between a student's college and his or her self-perception of visionary leadership?
- RQ₄^g: Is there a relationship between a student's college and his or her self-perception of courageous leadership?
- RQ₅: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₅^a: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for developing and empowering others?

- RQ₅^b: Is there a relationship between whether or not a student attends the SEU Leadership Forum and the self-perception of his or her sense of vulnerability and humility?
- RQ₅^c: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of authentic leadership?
- RQ₅^d: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of open and participatory leadership?
- RQ₅^e: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of inspiring leadership?
- RQ₅^f: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of visionary leadership?
- RQ₅^g: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception of courageous leadership?
- RQ₆: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₆^a: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for developing and empowering others?
- RQ₆^b: Is there a relationship between whether or not a student holds a leadership position at SEU and the self-perception of his or her sense of vulnerability and humility?
- RQ₆^c: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of authentic leadership?

- RQ₆^d: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of open and participatory leadership?
- RQ₆^e: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of inspiring leadership?
- RQ₆^f: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of visionary leadership?
- RQ₆^g: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception of courageous leadership?
- RQ₇: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₇^a: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for developing and empowering others?
- RQ₇^b: Is there a relationship between whether or not a student takes a leadership-related course and the self-perception of his or her sense of vulnerability and humility?
- RQ₇^c: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of authentic leadership?
- RQ₇^d: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of open and participatory leadership?
- RQ₇^e: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of inspiring leadership?

- RQ₇^f: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of visionary leadership?
- RQ₇^g: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception of courageous leadership?
- RQ₈: Is there a relationship between the number of years a student attends SEU and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₈^a: Is there a relationship between the number of years a student attends SEU and his or her self-perception for developing and empowering others?
- RQ₈^b: Is there a relationship between the number of years a student attends SEU and the self-perception of his or her sense of vulnerability and humility?
- RQ₈^c: Is there a relationship between the number of years a student attends SEU and his or her self-perception of authentic leadership?
- RQ₈^d: Is there a relationship between the number of years a student attends SEU and his or her self-perception of open and participatory leadership?
- RQ₈^e: Is there a relationship between the number of years a student attends SEU and his or her self-perception of inspiring leadership?
- RQ₈^f: Is there a relationship between the number of years a student attends SEU and his or her self-perception for of visionary leadership?
- RQ₈^g: Is there a relationship between the number of years a student attends SEU and his or her self-perception for of courageous leadership?

Chapter 3 – Method

In order to further the research of servant leadership, this study analyzes Southeastern University (SEU) students' self-perceptions of servant leadership among seven dimensions. This also benefits SEU to better assess how they instill servant leadership in their students. It is particularly important as servanthood in leadership is one of SEU's institutional goals (Southeastern University, n.d.a). The study used a modification of Wong and Page's (2003) Revised Servant Leadership Profile (RSLP). Appendix F contains the original RSLP.

Revised Servant Leadership Profile

This particular model of servant leadership is designed as a self-assessment. Page and Wong (2000) originally developed a conceptual framework for a model of servant leadership based on the existing literature at the time. Page and Wong categorized 12 dimensions of servant leadership from 99 questions in their Servant Leadership Profile (SLP) survey instrument. They also clustered these into four broader groupings or orientations (see Table 14). They like the self-assessment instrument for they "believe that self-rating can be a useful leadership exercise in identifying areas that need improvement" (p. 88) despite the drawbacks of self-assessments such as self-enhancement or self-effacement bias (Robbins & Judge, 2012).

Table 14: Page and Wong's (2000) Original 12 Servant Leadership Groupings and Dimensions

Grouping	Dimension		
Character	Integrity	Humility	Servanthood
People	Caring for others	Empowering others	Developing others
Task	Visioning	Goal setting	Leading
Process	Modeling	Team building	Shared decision making

The *character orientation* answers the question, “What kind of person is the leader?” (Page & Wong, 2000, p. 91); it is concerned with *being* or “cultivating a servant’s attitude, focusing on the leader’s values, credibility, and motive” (p. 91). The *people orientation* answers the question, “How does the leader relate to others?” (Page & Wong, 2000, p. 91); it is concerned with *relating* or “developing human resources, focusing on the leader’s relationship with people and his/her commitment to develop others” (p. 91). The *task orientation* answers the question, “What does the leader do?” (Page & Wong, 2000, p. 91); it is concerned with *doing* or “achieving productivity and success, focusing on the leader’s tasks and skills necessary for success” (p. 91). Finally, the *process orientation* answers the question, “How does the leader impact the organization?” (Page & Wong, 2000, p. 91); it is concerned with *organizing* or “increasing the efficiency of the organization, focusing on the leader’s ability to model and develop a flexible, efficient, and open system” (p. 91).

The original 99-item survey went to six leaders and 18 students at a Christian educational institution (Page & Wong, 2000), presumably Trinity Western University. Page and Wong did not subject this small sample to any inferential statistical analysis. The Cronbach’s alpha coefficients were “Total (0.937), Integrity (0.796), Humility (0.656), Servanthood (0.761), Caring for Others (0.714), Empowering Others (0.765), Developing Others (0.916), Visioning (0.569), Goal-setting (0.768), Leading (0.837), Modeling (0.763), Team-Building (0.815), and Shared Decision-Making (0.802)” (p. 95). With a .70 threshold for acceptable internal reliability, this validated all dimensions but humility and visioning.

Studies Using the Servant Leadership Profile

Wong and Page (2003) conducted a factor analysis after administering the original survey instrument to 1,157 people.

Four of the 12 a priori factors failed to emerge, because items belonging to these four factors either double-loaded or spread across several uninterpretable factors, which contained one or two items only. The four

eliminated factors were: Humility, Caring for Others, Goal Setting, and Modeling. (p. 4)

Ten dimensions remained with 97 associated survey items, eight dimensions representing servant leadership and two representing power and pride. The eight servant leadership dimensions were (a) servanthood, (b) visioning, (c) developing others, (d) team building, (e) empowering others, (f) shared decision making, and (g) integrity. Wong and Page associate power and pride with authoritarian hierarchy and egotism. They described them as two opposing forces to servant leadership. “According to [their] opponent-process (OP) model, the presence of an authoritarian hierarchy (AH) and egotistic pride (EP) means the absence of [servant leadership] SL” (p. 9). Wong and Page later condensed the model through factor analysis and varimax rotation to seven separate dimensions with 62 items. On the Trinity Western website, the model consists of seven characteristics: developing and empowering others; authentic leadership; open, participatory leadership; inspiring leadership; visionary leadership; courageous leadership; and vulnerability and humility (reverse-scored from power and price; Wong & Page, 2003).

Dennis and Winston (2003) administered Page and Wong’s (2000) SLP survey to 100 Regent University students, faculty, and friends and 429 people from the Georgia Institute of Technology’s Study Response Database. Dennis and Winston conducted a factor analysis of the original 12-dimension SLP. Of the 99 original survey items, they found that 10, six, and eight items each load on three distinct dimensions with Cronbach’s alpha scores of .97, .89, and .94, respectively. Dennis and Winston ended up with only three dimensions—(a) vision, (b) empowerment, and (c) service—with 24 associated questions.

Wong and Davey (2007) contemplated narrowing the model to five dimensions but no further development has occurred. The new dimensions would be (a) a servant’s heart (humility and selflessness), who we are, our self-identity; (b) serving and developing others, why we want to lead, our motive; (c) consulting and involving others, how we lead, our method; (d) inspiring and influencing others, what affects we have, our impact; and (e) modeling integrity and authenticity, how others see us, our character. More recently, however, P. T. P.

Wong (personal communication, May 13, 2012) maintained the validity of the seven-dimension model.

Dissertations Using the Servant Leadership Profile

A number of doctoral dissertations used Page and Wong's (2000) SLP and Wong and Page's (2003) RSLP in studying servant leadership. These include Taylor (2002), Bartholomew (2006), Reuschel (2007), Stephen (2007), Goodly (2008), McClellan (2008), Trascritti (2009), Farmer (2010), Franklin (2010), and Jackson (2010).

Taylor (2002) used Page and Wong's (2000) SLP in his dissertation to study the relationship between servant leadership and leader effectiveness among 112 Missouri public school principals. Taylor reduced the number of question from 99 to 24 to increase the likelihood of survey completion. The 24-item instrument has two questions for each of the 12 dimensions and a Cronbach's alpha of .92. The SLP dimensions are independent variables in this study. Taylor discovered that principals who rated themselves as servant leaders (half or 56 of the 112) were considered better leaders by their subordinate teachers, using Kouzes and Posner's (1987) Leadership Practices Inventory (LPI). The LPI includes five dimensions: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart. The differences between servant leader and nonservant leader principals were statistically significant for each of the five LPI dimensions.

Bartholomew (2006) used Wong and Page's (2003) RSLP in her dissertation to study whether student reelection to leadership positions was affected by servant leadership traits among 159 students from the Culinary Institute of America. She also measured whether servant leadership was affected by age, gender, and internal locus of control. The RSLP dimensions are independent variables in this study. Bartholomew chose the RSLP because it is a self-perception assessment "geared toward college students" (p. 72). She did not find any relationship between gender and any of the servant leadership dimensions and only a modest but statistically insignificant relationship with age, internal locus of

control, and reelection to leadership positions. Bartholomew provided a Cronbach's alpha of .822, indicating good internal consistency for RSLP.

Reuschel (2007) used Page and Wong's (2000) original SLP in her dissertation to discover which of the 12 dimensions were most prominent among 305 superintendents in the Illinois public school system. Reuschel retained 83 of the 99 questions in her final analysis, due to some not meeting a .33 threshold using oblique rotation principal component analysis and some items not loading on any of the 12 dimensions. Reuschel's list is slightly different from Page and Wong's original 12. She has the same integrity, humility, servanthood, visioning, goal setting, team building, and shared decision making. She combines leading and modeling and empowering and developing others. Reuschel then included three dimensions not on Page and Wong's original list: altruism, awareness, and personal ethos. The 83-item model explained 65% of the variance among the 12 dimensions. Cronbach's alpha scores ranged from .42 for the dimension of awareness to .94 for the dimension of empowering and developing others. The SLP dimensions are dependent variables in this study. She revealed three servant leadership dimensions were most important: integrity, personal ethos, and leading modeling. In later interviews of school superintendents, Reuschel discovered that they valued the SLP as a self-assessment tool to monitor their own servant leadership.

Stephen (2007) used Wong and Page's (2003) RSLP in his dissertation to study whether there was a difference in self-perception of servant leadership "between [Texas] public school principals chosen as nominees for Principal of the Year and" (p. 59) those who were not. He surveyed 142 principals—67 were Principal-of-the-Year nominees. The RSLP dimensions are independent variables in this study. Stephen found no significant difference in Principal-of-the-Year-nominated principals with those not nominated with respect to overall servant leadership or the seven RSLP dimensions. He found that female, elementary, and African-American principals did have a higher self-perception of servant leadership than males, secondarily, and Caucasian and Hispanic principals, respectively. Stephen did not provide information on his test's Cronbach's alpha scores.

Goodly (2008) used Wong and Page's (2003) RSLP in his dissertation to study servant leadership among 378 men in Alabama who obtained Eagle Scout—Boy Scouting's highest rank—as a youth (age 13-17). He said, "Twelve of the 62 questions addressed followers evaluating their supervisory/managerial leaders in an organization and thus were removed as not required for the subject research" (p. 51). Appendix G lists the questions he removed. The RSLP dimensions are dependent variables in this study. Goodly found no statistically significant relationships between servant leadership and years since becoming an Eagle Scout, ethnicity, perceived family income, and educational achievement. Goodly did not report information on Cronbach's alphas.

McClellan (2008) used Wong and Page's (2003) RSLP in his dissertation to examine "psychological hardiness and servant leadership among higher education leaders amidst stress" (p. 28). He claimed servant leadership is potentially more emotionally demanding than other leadership philosophies. McClellan stated, "Psychological hardiness refers to the ability of individuals to mitigate the negative results of stressors that lead to strain as a result of the personality characteristics of commitment, control, and challenge" (p. 22). He surveyed 152 administrators and faculty at Utah Valley State College and found small significant relationships between the individual servant leadership dimensions and psychological hardiness. McClellan chose the RSLP because "servant leadership is grounded in the motivation of the leader, which can only be fully comprehended by oneself, self-report in the use of the RSLP is likewise valid" (p. 161). The RSLP dimensions are dependent variables in this study. He discovered that "servant-leaders demonstrate higher levels of hardiness than those with differing stylistics approaches" (p. 213). McClellan provided a Cronbach's alpha of .78 (servant leader total, accounting for power and pride), .883 (servant leader total average of the six positive dimensions), and .885 (servant leader composite score of all positive survey items), indicating good internal consistency for RSLP.

Trascritti (2009) used Wong and Page's (2003) RSLP in his dissertation to study the relationship between servant leadership and team effectiveness among 156 Baptist pastors and their deacon teams. Trascritti found statistically significant,

positive relations between each of the seven dimensions of servant leadership and team effectiveness. Through three pilot studies, Trascritti culled the 62 items down to 35, five for each of the seven dimensions. Appendix H lists the questions he removed. He also reworded six questions. From Page and Wong's original RSLP, these are Numbers 21 and 61 (under Empowering and Developing Others), Number 5 (under Open and Participatory Leadership), Number 1 (under Inspiring Leadership), and Numbers 41 and 43 (under Visionary Leadership). The RSLP dimensions are independent variables in this study. Trascritti calculated an overall Cronbach's alpha of .95 with the empowering dimension the lowest at .61 and authentic dimension (he called it *serving*) the highest at .92. This indicates good internal consistency for RSLP.

Farmer (2010) used Wong and Page's (2003) RSLP in his dissertation to see whether servant leadership was affected by age, gender, combat experience, occupational specialty, or branch of service among 163 senior military officers. The officers were all O5 (Lieutenant Colonel/Commander) or O6 (Colonel/Captain) rank from the Air Force, Army, Marines, and Navy. The RSLP dimensions are dependent variables in this study. Farmer discovered that 80% of the officers displayed high levels of servant leadership in the six positive traits, but 41% scored above the 2.0 threshold on power and pride to be considered servant leaders. Farmer found no significant relationship between any of the independent variables with the overall RSLP scores. He created the overall RSLP scores by averaging the six positive servant leader traits and the reverse-scored power and pride score. Farmer found significant relationships of less power and pride for females and more for those with combat experience. He also found that O6s scored significantly higher than O5s. Farmer provided a Cronbach's alpha of .975, indicating excellent internal consistency for RSLP.

Franklin (2010) used Wong and Page's (2003) RSLP in her dissertation to explore whether servant leadership among 48 small business entrepreneurs in Missouri was affected by their spirituality. She did not find a relationship between the two. The RSLP dimensions are dependent variables in this study. Of the small business entrepreneurs, 38 scored high enough (above 5.6) to be considered servant

leaders in the six positive dimensions but only 10 scored low enough (below 2.0) to be considered servant leaders based on the one negative dimension (power and pride). Franklin admitted she did not meet her minimum sample size of 55 people. She had a total of 98 questions in her survey, which may have caused people to not want to take it (48 out of 552 people). Franklin did not report information on Cronbach's alphas.

Jackson (2010) used Wong and Page's (2003) RSLP in her dissertation to search whether servant leadership was affected by several demographics in 74 Alabama teachers and principals. The RSLP dimensions are dependent variables in this study. She found no significant differences by gender, ethnicity, or grade level of schools (elementary and secondary). Of the 74 participants, 23 or 31% self-identified as servant leaders. There were no data available on Cronbach's alphas.

The 10 examples of dissertations using either Page and Wong's (2000) SLP or Wong and Page's (2003) RSLP range in application from leaders in primary and secondary school settings; college faculty, staff, and students; military officers; small business entrepreneurs; and Eagle Scouts. Four of these 10 dissertations use the SLP or RSLP and its dimensions as independent variables. Six use them as dependent variables, as in this study. Each found the indication of servant leaders within the organizations studied. Each study that reported Cronbach's alpha scores indicated good internal consistency for RSLP, supporting Wong and Page's initial findings. The authors specifically chose the SLP and RSLP for the self-reporting nature of the survey instrument based on the research questions they were trying to answer. These studies lend credible support for using Wong and Page's RSLP for this study of servant leadership in students at SEU.

Type of Research Design

This is a mixed-method, concurrent triangulation phenomenology consisting of both qualitative and quantitative analysis (Creswell, 2009) to measure student self-perception of servant leadership. The qualitative part consists of phenomenological interviews of students. The quantitative part is an electronic survey. It is appropriate for measuring "trends, attitudes, or opinions of a

population by studying a sample . . . and generalizes or makes claims about the population” (Creswell, 2009, p. 145).

Qualitative Interviews

The qualitative part of the study is a phenomenological study using interviews. Students participated in interviews about their views on servant leadership. Creswell (2013) advocated casting a wide net and then, through criterion sampling, narrowing down the group to interview. This is “based on gaining some perspective on chronological time in the social life of the group, people representative of the culture-sharing group in terms of demographics, and the contexts that lead to different forms of behavior” (Creswell, 2013, p. 156). The wide net is the quantitative survey sent to all students. The chronological time is the number of years at SEU. The SEU students are the culture-sharing group. Finally, the contexts are the independent variables and additional factors discovered in interviews with the students. The goal for the interviews was to obtain 20 participants.

Quantitative Survey

The quantitative survey instrument is a nonexperimental, cross-sectional questionnaire administered electronically. Surveys are a preferred method for gaining a great deal of information to make inferences about a large population (Kerlinger & Lee, 2000). Important in the research design is demonstrating internal validity by controlling variance. This includes “maximiz[ing] systematic variance, controll[ing] extraneous systematic variance, and minimiz[ing] error variance” (Kerlinger & Lee, 2000, p. 456). Surveys are advantageous because they cost less in time and resources than interviews. Survey information is easily quantifiable but is subject to sampling error. Care must be taken to control the test environment, give specific and clear instructions, and minimize attrition of the participants. Other areas to consider are “variation of responses from trial to trial, guessing, momentary inattention, slight temporary fatigue, lapses of memory, [and] transient emotional states of participants” (Kerlinger & Lee, 2000, p. 462).

Maximizing systematic (or experimental) variance. Systematic (or experimental) variance allows the independent variables to vary enough to actually

measure the differences (Kerlinger & Lee, 2000). The study maximizes systematic variance by ensuring a large enough sample size. Taking a sample from across all academic colleges and majors also improves systematic variance by providing a diverse sample.

Controlling extraneous systematic variance. Extraneous variables are unwanted. As the purpose of this study is to determine a student's self-perception of servant leadership, it is important to control extraneous variables that might skew the findings. Controlling for gender rules out whether there is a difference of men or women students are more likely to embrace servant leadership. Controlling for ethnicity helps determine whether students of different ethnic groups are more likely to demonstrate servant leadership. Controlling for age assists in determining whether different generations, traditional college age (under 26 years old) versus older continuing education students, are more likely to exhibit servant leadership. Finally, controlling for academic college provides information on whether different colleges foster student self-perception of servant leadership more than others.

Minimizing error variance. According to Kerlinger and Lee (2000), "minimizing error variance has two principal aspects: (1) the reduction of errors of measurement through controlled conditions, and (2) an increase in the reliability of the measures" (p. 462). Controlling for conditions is covered in the data collection, instruments, variables, and materials section. Reliability checks are covered under the data analysis procedures section.

Population, sample, and participants. The population size is approximately 2,700 students. Hair et al. (2006) recommended using a 20:1 ratio of participants to independent variables. With eight independent variables, this study requires a minimum of 160 participants. This helps maximize systematic (or experimental) variance. Patton (2002) said there are no rules for qualitative study sample sizes. He advocated "sampling to the point of redundancy" (p. 246). Creswell (2013) stated that he has seen phenomenological studies ranging from one to 325 participants but suggested that 10 is an adequate number. He stated the important factor is not so much the number of participants but stressed, "It is essential that all participants have experience of the phenomenon being studied" (p. 155). Klenke

(2008) recommended a sample size of 2-25 for a phenomenological study, also stating there is no agreed upon number required. In this study, a shared experience of servant leadership while attending SEU is the phenomenon within the ethnography. Similar to ethnographic studies, for phenomenological studies, Creswell and Klenke both indicated that 10 is an adequate sample size, in particular because they have all experienced the same phenomenon.

Data collection, instruments, variables, and materials. This study uses a single web-based instrument to administer the survey. Students received instructions in an email and a web link to take the survey. The required sample size was met after a week, so a reminder email was not necessary to meet the sample size. Student answers are kept confidential to alleviate fears of not being anonymous. This helps accuracy. To minimize attrition of participants, guessing, inattention, fatigue, and memory lapses, the survey was kept as short as possible. Participants were advised that it should only take about 15 minutes to complete. There are 45 total questions in the survey, so this is relatively short. To measure students' self-perceptions of servant leadership, the study used Trascritti's 35-item modification of Wong and Page's (2003) RSLP plus 10 questions related to demographics and the independent variables in the study (see Appendix I). Variation of responses from trial to trial was not an issue, since this was a single survey.

The dependent variables are the seven dimensions of Wong and Page's (2003) servant leadership model. According to the RSLP model, scores of the positive dimensions above 5.6 on the 7-point Likert scale qualify as servant leaders. Wong and Page (n.d.a) disqualified people as servant leaders if they possess too much pride and abuse of power. Therefore, they include questions that measure a person's power and pride in his or her RSLP. People who score above 2.0 on the 7-point Likert scale indicates that they still have some required work in this area before they can truly be servant leaders. According to Wong and Page (n.d.a), power and pride scored in reverse are vulnerability and humility, positive servant leader traits. Other models of servant leadership include vulnerability and humility as servant leadership traits and do not disqualify people based on low scores in

these dimensions (Dennis & Bocarnea, 2004; Patterson, 2003; Sendjaya et al., 2008; van Dierendonck, 2011). Therefore, this study includes vulnerability and humility as a seventh positive servant leadership dimension. The study measures demographic differences using eight variables: (a) gender, (b) ethnicity and nationality, (c) age, (d) academic college, (e) leadership-related courses taken at SEU, (f) SEU Leadership Forum attendance, (g) leadership positions held at SEU, and (h) number of years at SEU.

Data analysis procedures. The qualitative part of the study follows the six steps outlined in Creswell (2009) for qualitative data analysis and interpretation. This includes (a) organizing and preparing interview information for analysis, (b) reading through the interviews to gain an overall perspective, (c) coding the interview transcripts, (d) deriving and describing common themes, (e) writing a short narrative for each theme, and (e) interpreting the data. The quantitative part of the study follows the six steps outlined in Creswell (2009) for quantitative data analysis and interpretation: (a) reporting information about participants who did not complete the survey; (b) discussing response bias; (c) providing descriptive analysis to include sample means, standard deviations, and range of scores; (d) discussing reliability checks; (e) discussing the statistical tests and software; and (f) presenting the data in tables and discussing the results (pp. 151-3).

Information about participants who did not complete the survey. A large percentage of respondents not completing the survey can indicate flaws in the survey delivery. Out of the 207 students who began the survey, only 183 completed it. Twenty-four students did not complete the survey. Also, one of the surveys had all a value of six for the RSLP-item answers and so was dropped. This resulted in 182 usable surveys. This is a 6.7% return rate ($= 182/2,700$) and an 87.9% successful completion rate ($= 182/207$).

Response bias. Both wave analysis and a respondent/nonrespondent analysis help detect response bias (Creswell, 2009). All students answered within 1 week so no wave analysis and a respondent/nonrespondent analysis was required.

Descriptive analysis to include sample means, standard deviations, and range of scores. The study contains a descriptive analysis of the dependent and

independent variables, including means and standard deviations. After each table, a short discussion ensues addressing and mitigating any differences. Chapter 4 contains the detailed discussion.

Reliability checks. Reliability of the measures is assessed through their Cronbach's alpha coefficients. This is one of the most widely used measures of internal consistency, with a lower limit of .70 or .60 for exploratory research deemed acceptable for an entire scale and item to total relationships with a lower limit of .50 (Hair et al., 2006). The RSLP has been found to be reliable in past studies. Page and Wong (2000) reported Cronbach's alphas for the original SLP individual questions loading on their respective dimensions ranging from .569 to .916 with an overall Cronbach's alpha of .937. The following Cronbach's alphas are reported: Bartholomew (2006) .822; McClellan (2008) 0.78 (servant leader total, accounting for power and pride), .883 (servant leader total average of the six positive dimensions), and .885 (servant leader composite score of all positive survey items); Trascritti (2009) .95 (for his modified 35-item RSLP); and Farmer (2010) .975. Thus, the RSLP has shown consistent reliability in internal consistency.

Statistical tests and software. The statistical tests are analysis of differences. Using SPSS software, a *t* test and an analysis of variance (ANOVA) are conducted on the seven dimensions of servant leadership (dependent) variables and the eight demographic and activity (independent) variables. This is done using a standard .05 level of significance, "the probability of rejecting the null hypothesis when it is actually true, or . . . the chance of the test showing statistical significance when it actually is not present" (Hair et al., 2006, p. 10).

Major Strengths and Weaknesses of the Research Design

Strengths

This study has four major strengths: (a) maximizing systematic variance, (b) controlling extraneous systematic variance, (c) minimizing error variance, and (d) using interviews with qualitative data. Systematic variance is maximized by the assistance of SEU's Registrar to access all 2,700 SEU students. This helps ensure a

large enough sample size. Extraneous systematic variance is controlled through a series of steps in the data analysis. Both wave analysis and respondent/nonrespondent analysis help detect response bias. Controlling for gender helps assess whether there is a difference between men and women with respect to servant leadership. Controlling for ethnicity helps determine whether there is a difference between different people groups with respect to servant leadership. Controlling for age assists in determining whether different generations, traditional college age students versus older ones, are more likely to have internalized servant leadership concepts. Controlling for academic college allows a comparison of the different disciplines to see if they make a difference in student self-perception of servant leadership. Error variance is minimized by controlling conditions for errors of measurement by accounting for incomplete responses, early responses, and late responses. Checks of Cronbach's alphas for the RSLP have consistently demonstrated instrument reliability. The mixed-method approach using qualitative interviews can uncover surprising or unusual data that do not come from the survey instrument. Whereas the survey provides breadth, the interviews enrich and deepen the study.

Weaknesses

The study also has four major weaknesses: (a) inherent problems with survey research, (b) response bias, (c) generalizability, and (d) researcher bias. Inherent problems with survey research include gaining a large enough sample size and the self-report nature of some questions. With the assistance of SEU's Registrar, and stressing the importance of the survey, gaining too small a sample is mitigated. Self-reporting is not mitigated for the RSLP because respondents are rating themselves. This issue ties into social desirability. Response bias includes acquiescence, social desirability, and nonresponse bias. Acquiescence is "the tendency of respondents to respond in a positive or negative direction" (Fields, 2002, p. xxii). Social desirability bias is "the tendency of respondents to want to make a positive impression" (Fields, 2002, p. xxii). Nonresponse bias could indicate that nonrespondents have unfavorable things to say and so choose not to participate. Assuring confidentiality, stressing the importance of honest answers for

which there is no right or wrong answers, and follow-up emails to nonrespondents helps alleviate these response bias issues. Generalizability is a weakness as this study only involves students from a single university in the United States. This is a limitation of this particular study. In the larger sense of validating the RSLP though, this study further expands the validation by assessing university student self-perception of servant leadership, where it has not previously been tested. Researchers or interviewers can cause bias in two ways, influencing the interviewee and interjecting their own bias. In the current study, the interviewer can influence the student interviewees by the way he asks questions and his mere presence. Interviewees might be more prone to giving positive answers because of this. The second way the interviewer can influence the study is by his own bias as an SEU professor and employee who will naturally want to present the university positively.

Summary

This chapter outlined how students are interviewed, how the interview transcripts are coded, how common themes are derived, and how the information is interpreted. This section also outlined how testing the eight research questions in this study occurs. A sample of 160 SEU students is desired to take the 45-question survey. The survey contains 35 items from Wong and Page's (2003) RSLP—five questions for each of the seven dimensions. It also includes the independent variables of student gender, ethnicity, age, academic college, number of leadership-related courses taken at SEU, Leadership Forum attendance, number of leadership positions held, and number of years at SEU. These are the independent variables that potentially affect servant leadership. Understanding the results will help SEU qualitatively and quantitatively study the how well they are fostering servant leadership within their students.

Chapter 4 – Results

Since Southeastern University (SEU) does not have a formal mechanism to measure its success in servant leadership development among its students, this study has been a mixed-method, concurrent triangulation phenomenology consisting of both qualitative and quantitative analysis to determine whether exposure to people and experiences at SEU make a difference in students' self-perception of servant leadership. The ultimate goal was to help SEU better encourage and teach servant leadership and inspire other similar universities to do the same.

The study consisted of 20 interviews and a survey completed by 182 students. All 2,700 SEU students were invited to participate in both the interviews and survey. The qualitative part of the study, interviews, consisted of seven open-ended questions with some subquestions. Interviews lasted from 20-40 minutes. Students discussed what they knew about servant leadership, where they had learned about it, people and experiences at SEU and outside the university that influenced their thinking about servant leadership, and how they felt about the seven dimensions of servant leadership in Wong and Page's (2003) Revised Servant Leadership Profile (RSLP). The dimensions are (a) developing and empowering others; (b) vulnerability and humility; (c) authentic leadership; (d) open, participatory leadership; (e) inspiring leadership; (f) visionary leadership; and (g) courageous leadership. These seven dimensions became the dependent variables in the quantitative part of the study.

The survey contained 45 questions administered electronically using SurveyMonkey. It consisted of 10 demographic questions and a modified 35-item version of Wong and Page's (2003) RSLP. Eight of the demographic questions are the independent variables of the quantitative part of the study. They are (a) gender, (a) ethnicity, (c) age, (d) academic college, (e) SEU Leadership Forum attendance, (f) leadership positions held at SEU, (g) leadership-related courses taken, and (h) number of years at SEU. The eight research questions looked for relationships between each of the eight independent variables and the servant leadership dimensions. Each research question thus had seven subquestions for a total of 56.

The information gained from the interviews is covered first followed by the data from the survey. The interview results overview the demographics of the students who participated in the interviews. Answers for each of the seven interview questions are then discussed. Following this are the survey results. This section begins again with an overview of the demographics of the students who participated in the surveys. The eight research questions are then examined one at a time. Both a *t* test and an analysis of variance (ANOVA) are used to look for statistically significant relationships. Those that exist are revealed and lead to the findings, conclusions, and implications in Chapter 5.

Interview Results

From February to April 2013, 20 students were interviewed as part of this study. Students responded to the email invitation on their own. This resulted in a fairly even distribution among several demographics, including gender, majors in different colleges, number of years at SEU, Leadership Forum attendance, leadership-related courses taken, and leadership positions held at SEU. Table 15 provides the descriptive statistics.

Table 15: Demographic Profile of Interview Participants (*N* = 20)

Demographic	<i>n</i>	%
Gender		
Male	8	40
Female	12	60
Ethnicity		
Caucasian	11	55
Hispanic	3	15
African American	3	15
Asian, Pacific Islander	3	15
Age		
18-25 years old	19	95
Over 25 years old	1	5
College		
A&S	1	5
BEH SCI	4	20
CBLS	7	35
CCMR	5	25
EDUC	3	15
Leadership Forum attendance		
Yes	5	25
No	15	75
Held a leadership position		
Yes	15	75
No	5	25
Taken a leadership-related course		
Yes	10	50
No	10	50

Demographic	<i>n</i>	%
Years at SEU		
1 year (1-2 semesters)	3	15
2 years (3-4 semesters)	6	30
3 years (5-6 semesters)	5	25
4 years (7 or more semesters)	3	15

Note. A&S = College of Arts and Sciences. BEH SCI = College of Behavioral Science. CBLS = College of Business and Legal Studies. CCMR = College of Christian Ministry and Religion. EDUC = College of Education.

Questions 1 and 2. Hearing of Servant Leadership or Robert Greenleaf

Two questions asked of interview participants, not asked of survey participants, is whether they have heard of servant leadership (Q₁) or Robert Greenleaf (Q₂). For Q₁, all but one of the 20 students interviewed said they had heard of servant leadership before. Fifteen of these first heard about servant leadership at their church, typically in middle or high school. The other four first heard of servant leadership at SEU either during an initial visit, in their first year experience course, or chapel services. For Q₂, only two students knew of Robert Greenleaf. Two others said they thought they had heard of him. All four have taken leadership-related courses that are part of the Organizational Leadership major, designated by the LDRS course code prefix. Three were Organizational Leadership majors, and one Practical Theology major with an Organizational Leadership minor.

Q₁ had two subquestions. Q₁^a asked what are the attributes or traits a servant leader. Q₁^b asked what a servant leader does. Students mixed traits and actions in their answers. All told, students listed 104 traits and 67 behaviors of servant leaders. These consolidated into 40 different traits/behaviors. Table 16 lists these 40 traits and behaviors and their frequency mentioned. The top 12 were mentioned four or more times. These traits and behaviors are identical or similar to those from the 20 servant leadership theories identified in this study.

Table 16: Servant Leader Traits and Behaviors Mentioned in Interviews

Freq.	Trait/behavior	Freq.	Trait/behavior
12	Humble	2	Charismatic, inspiring
9	Willing to serve	2	Do menial tasks
8	Not superior	2	Hard working
8	Put other's needs first	2	Integrity
8	Set example, model	2	Lay down your agenda
7	Help others grow	2	Positive, uplifting
6	Selfless	2	Teachable
5	Caring, compassionate, empathetic	1	Character
5	Helpful	1	Confident
4	Christ-like	1	Courage
4	Equal	1	Discernment
4	Open and participative	1	Empower
3	Go out of your way	1	Faith
3	Taking initiative	1	Generous
3	Love	1	Observant of needs
3	Passion	1	Loyalty
3	Purpose	1	Organize
3	Relation building	1	Patience
3	Sacrifice	1	Take ownership
3	Strong, not passive, assertive	1	Trust

Question 3. Servant Leader Dimensions

The third question in the interviews asked students whether they saw themselves exhibiting the seven dimensions of servant leadership outlined in Wong and Page's (2003) model. Students were asked whether they saw themselves as each dimension and who or what helped them develop these traits. They also gave many examples. Table 17 lists how students rated themselves. Answers tended to

fall into four categories: (a) emphatically yes or a strength, (b) yes, (c) yes and no or working towards, and (d) no. Each is represented by a number, 7 = *emphatically yes*, 6 = *yes*, 5 = *working towards*, and 4 = *no*. Using these values indicates how students might score on the survey. Eight students answered no to the questions, 26 said they were working towards exhibiting a particular servant leadership dimension, 79 answered yes, and 27 described the dimension as a strength.

Table 17: Student Servant Leadership Dimension Categorization Derived from Interviews

Student	F1	F2	F3	F4	F5	F6	F7
1	6	6	7	6	6	5	7
2	6	6	7	6	6	4	6
3	5	6	5	7	5	6	5
4	6	6	6	6	6	7	6
5	7	5	6	4	5	5	6
6	6	7	6	5	6	6	6
7	6	6	6	7	6	6	6
8	6	4	6	6	6	6	7
9	6	5	6	6	6	6	5
10	6	7	6	7	5	6	7
11	6	6	6	5	5	6	6
12	4	5	7	6	4	6	4
13	7	6	5	6	5	6	6
14	7	6	6	6	6	7	6
15	6	6	6	6	7	6	5
16	6	6	6	7	7	7	7
17	5	5	6	7	7	6	5
18	6	4	6	6	5	6	7
19	6	5	6	5	7	6	5
20	6	5	7	6	7	6	4
Average	5.95	5.60	6.10	6.00	5.85	5.95	5.80

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

Developing and empowering others. As a supervisor in the library, one student learned to develop others, so they could take over when she left the position. Two students said they empowered others through encouragement. One said God gave her the gift of encouragement, it being her Devine Design. A Resident Assistant empowered girls in her dorm through mentoring. One student empowered his peers by tutoring them without pay. A student learned about developing and empowering outside SEU. He worked at Win Shape camps as a tribal leader (Navaho, high school age group) with 10 counselors. He wanted to empower them so he had them figure out their strengths. The student recounted talking to his counselors.

I may not be good at soccer or whatever and you are, so why wouldn't I have you take the lead and teach these kids when you're better at it. You'll be fulfilled because you're doing something your strengths are in as well as the people you're impacting, it's going to maximize your impact with them because you're working in your strengths. (Student 10, personal communication, April 22, 2013)

Another student tutored at the Dream Center (n.d.) in Lakeland, Florida—"a non-profit community center committed to restoring lives and empowering community in the surrounding urban environment." Her seven other dorm suitemates called her "the suite mom" (Student 11, personal communication, April 4, 2013). She wanted to see them grow. She has even conducted *friend-erventions*, an informal intervention on a friend level to correct inappropriate behavior. She said that the girls really try to develop and empower each other (Student 11, personal communication). Another student involved in the service organization called ENACTUS, said she learned about empowering others through the club as it is one of its main goals. An avid reader of John Maxwell books, another student said,

I think John Maxwell said a lot people say leadership is lonely at the top. Whoever said that didn't know how to develop others. How can you make other people better and bring them to your level. A lot of people fear that if I make everyone great then they're going to take my job. If you're the one making everyone great then technically you're doing something that many

other people can't and that's very important to an organization. (Student 14, personal communication, April 4, 2013)

Vulnerable and humble. Of all the seven dimensions of servant leadership, students saw these mostly as two separate qualities. Two Resident Assistants remarked that their girls and guys saw them every day. They saw their failures. This kept them humble and showed vulnerability. A tennis team player said she was humbled to just make the team. In high school, six team members would play matches; this student was usually number seven or eight. She worked hard and made the SEU tennis team.

Authentic leadership. One student remarked that the best way to earn respect as a leader was by being real, being authentic. Another student said that honesty comes with authenticity. She has been authentic in that she knows her weaknesses and "there is a desire to better than I am" (Student 2, personal communication, February 19, 2013). Two Resident Assistants both echoed that they have had to be authentic because they are always watched by the students in their charge. One of them said, "People are constantly watching you. [It] feels like you're in a fish bowl at times" (Student 14, personal communication, April 4, 2013). He emphasized it is important to be authentic and to keep working at it. Four students described their authenticity as being blunt and speaking their mind. Sometimes being blunt or openly saying their opinion when people do not ask for it got them in trouble. One student remarked, "It really bothers me when other people aren't [authentic]. So I try to be as true as possible and real. I don't like fakeness. I think it hurts people, so yeah, I try to be really authentic" (Student 11, personal communication, April 4, 2013). One student said she learned to be authentic just living in the dorms through talking with the girls, being real with each other, and having deep conversations.

Open and participatory leadership. A Resident Assistant said being open and participatory was practically part of the job description. She constantly spent time with and mentored her girls. Both her Area Coordinator and the Director of Resident Life (both SEU employees) modeled and encouraged being open and participatory. A student who was an officer in the Young College Republican's

group said she has been in groups where some people were very participatory and also the opposite, where people tried to control everything and not take other's opinions. She has learned that the former works much better.

Inspirational leadership. One student offered that only with what God gives, can she inspire others. She said people notice there is something different about her. "It inspires them to want to do and be that. Then I can say, yes, because God is amazing in my life" (Student 2, personal communication, February 19, 2013). Another student remarked that inspiration happens when you spend time with people and are more relational than task-oriented. Another student advised to inspire others and find people who inspire you. Be a mentor for someone and have a mentor.

Visionary leadership. A student very involved in Student Life said he learned about casting vision at SEU. The Student Body Leadership Council (SBLC) helped develop this since his freshman year. He learned vision casting and a lot about leadership in general by servings as the Campus Wide Events Coordinator his sophomore year, the Commuter Life Coordinator his junior year, and volunteering to be a Resident Assistant his senior year. Another student, the fan of John Maxwell, said about vision, "one of my favorite quotes is, 'the person who knows *how* will always have a job. The person who knows *why* will always be in charge'" (Student 14, personal communication, April 4, 2013; Maxwell, 2003, p. 38). The Maxwell quote originally came from Ravitch (1985).

Courageous leadership. Students at SEU seemed to not lack courage. One student said she was "an adventure junkie" (Student 1, personal communication, February 11, 2013). Another said that her roommate admired her boldness. An upright young man and member of the Young College Republicans confronted a friend who was in his girlfriend's room, which is not allowed. He walked over and knocked on the door. The girl said the boyfriend was not there. The student tried to look around the girl. He saw his friend in the room and got him to come out. This strained their friendship but showed the importance of courage. Another student who was very involved in several aspects of Student Life discussed courage.

Uncertainty, the unknown, those . . . I feel it's where I strive. That's where I feel like I find God the most, is in the unknown, because I know He's there working for me. I look at everything as opportunity, chance. Either change or make something better. I feel like to be a leader, in order to live life, to really *live* life, you have to have courage. You can't just live in fear. At that point you're just drifting through life, letting life happen to you, instead of you know, making life happen. (Student 10, personal communication, April 22, 2013)

Another student said the only reason she was courageous was because God enabled her. One brave student backpacked across the West Bank over the summer, staying with Arab families by herself. She claimed to love being brave and taking risks. She recounted, a professor "taught me how to be fearless on the missions field and recognize that when Christ is with you, you can go out and like cross over boundaries, make great leaps, be courageous" (Student 16, personal communication, February 12, 2013).

Questions 4 and 5. Shaping Views of Servant Leadership at SEU

The fourth question of the interview replicated some of the questions in the survey. In general, Q₄ asked what has instilled within the student views of servant leadership while at SEU, both inside or outside the classroom. More specifically, students answered whether they had attended the Leadership Forum, held leadership positions, and taken leadership-related courses. It also asked if any faculty or staff members were influential in the student's servant leadership formulation. Q₅, in a similar fashion, asked who exemplified servant leadership for the student at SEU.

Attending the leadership forum. Of the 20 students, five had attended the Leadership Forum. One student attended all 4 years at SEU. Another one attended three Leadership Forums at SEU and one at another Florida university, Palm Beach Atlantic. Students remarked that they got a lot from the Forum speakers but were not sure it was always related to servant leadership but more leadership and being a Christian in general.

Serving in leadership positions at SEU. Fifteen of the 20 students held leadership positions at SEU. Some of the students held multiple positions. Nine students were under the Department of Student Life (DSL). DSL consists of five subdepartments that directly involve students; (a) Department of Spiritual Formation (DSF) in charge of chapel services and Bible studies; (b) First Year Experience (FYE), which oversees the integration of freshmen into SEU and includes the course Christ, Cultural, and University (CCU); (c) Resident Life that has all the Area Coordinators and Resident Assistants to lead students in the dorms; (d) the SBLC who govern the student body; and (e) the Athletic Department. Of the nine students interviewed involved in DSL, four served in DSF, three in SBLC, three were Resident Assistants, and three were student athletes—one baseball player and two tennis players. The three freshmen interviewed also remarked what an impact the FYE had on their lives. Another eight students served in leadership positions outside of DSL. Three worked with the service organization ENACTUS, two served with the Young College Republicans, one was a student supervisor in the library, one led a missions trip to Cambodia, and one hosted Raw TV—a student run comedy show.

Taking leadership-related courses at SEU. Of the 20 students interviewed, half had taken at least one leadership-related course at SEU. Five students had taken from two to five leadership courses. Four of these were Organizational Leadership majors. One was an Organizational Leadership minor. All five students said they learned a lot from these courses about leadership in general and to a lesser extent servant leadership. The two students who knew of Robert Greenleaf and the two who thought they knew of him came from this group of five.

People at SEU who influenced student formation of servant leadership. Students listed SEU employees both inside and outside the classroom as people who influenced their concept of servant leadership as well as modeled the lifestyle. Twelve staff members with DSL, 12 professors, and eight other staff members were mentioned by name. One student described servant leadership as seed language, something that is heard over and over again at SEU. Another student said he first heard of servant leadership in Army ROTC. He specifically remembered

the importance of checking soldier's socks. He talked of the Education College professors, every one of them talking about serving students in all his classes. They drove home the need to serve students in school. He said the Education College really models and takes servant leadership to heart (Student 12, personal communication, February 13, 2013). A double major in Christian Ministries and Religion and Behavioral Sciences said,

I think we are intentional about developing leadership but depending on what department you're in, it looks different. Like a lot of Business majors and, their idea of leadership is a lot more purpose driven and like analyzing different aspects and recognizing what's best to like meet this goal or criteria. Then I feel like in other departments [College of Christian Ministries and Religion and College of Behavioral Sciences], that there is more of a stress on servant leadership. I feel like leadership is stressed on campus but not servant leadership, necessarily. (Student 16, personal communication, February 12, 2013)

A student who was the DSF Spiritual Disciplines Coordinator described her experience with a more senior fellow student as the chapel coordinator for Wednesday services. She said her job was to make sure the Wednesday services were well organized and executed.

In my mind I just thought she would just make sure I was doing everything I was supposed to do, she would check in on me and make sure I had everything organized. But [she] took it to the next level where every Wednesday morning she would call me at 6 am and ask me, do you need anything, can I help you, what do you need help with, can I serve you. She would bring in chairs for me. She would kind of get up even before I would just to make sure I had everything I needed. Not to ask me are you ready like, making sure I was on my task but moreover to help me. So that was the first time I ever saw servant leadership put into play. She was willing to give up her sleep for the sake of the people underneath her to make sure they succeeded, not for the sake of giving her a good rep but to see them succeed in their area. So I think when you're willing to kind of lay down

your agenda and really, like help the people beneath you succeed, I think that would be the truest form of servant leadership. (Student 19, personal communication, March 25, 2013)

Question 6. Shaping Views of Servant Leadership Outside SEU

Similar to Q₄, Q₆ asked who or what had shaped student views of servant leadership outside of SEU. Church and family were the most prevalently mentioned servant leadership influencers. Church was mentioned four times, pastor seven times (four of which were both the student's father and pastor), youth pastor twice, father separately twice, parents twice, mother once, grandparents once, and grandfather once. In addition to these people and organizations several others were mentioned: Christian school twice and once each for teachers, coaches, Christian summer camp directors (husband and wife team), two women mentors for the same student, the Lakeland Dream Center director, missionaries in Cambodia, a foster child case worker (former German Catholic nun), and employees at United Airlines during an internship in Birmingham, Alabama.

Question 7. Other Comments

The final question was open-ended. It asked for anything else the student wanted to share about servant leadership. Students provided some insightful comments. Things stressed included loyalty, trust, character, generosity, as well as a few negative comments. Two students mentioned loyalty. One said a leader must be loyal to his or her followers. He said most people think a servant is somebody who is under someone else. Most people see a leader as over someone else. It is an oxymoron to put servant and leader together. Two students actually mentioned putting servant and leader together as an oxymoron. But for this student the loyalty between the leader and follower was what made the oxymoron work (Student 3, personal communication, February 14, 2013). Another student expanded on the loyalty theme quoting his favorite Bible verse: "Greater love has no one than this, than to lay down one's life for his friends" (John 15:13, New King James Version). He said this exemplified servant leadership (Student 10, personal communication, April 22, 2013).

Along with loyalty, three students stressed trust, generosity, and character. One student said,

A servant leader trusts. From a Christian perspective, trust in God, has faith that everything is going to be all right, has faith for tomorrow. Because if you don't have trust then the opposite is fear. If a servant leader is fearful then how can, you know, have the courage or have the vision to help others and to empower others. (Student 17, personal communication, April 5, 2013)

The second student stressed generosity.

A servant leader is generous, very giving. I don't hear this often. A person who is a servant leader is generous because they give of their time, they give of their talent, and they give of their money because they see that which has been placed in their hands, that which belongs to them, whatever they have, as something that has been entrusted and they are stewards of it and they understand that it doesn't belong to them but it belongs to God and because of that they are going to model their lives in such a way in which they're always giving out generously, be that money, time, or talent. (Student 17, personal communication, April 5, 2013)

The third student emphasized character: "I heard [the Vice President for Student Life] say a few times, talent can get you anywhere but your character is what keeps you there. Talent can only take you so far but your character is what keeps you there" (Student 15, personal communication, February 13, 2013).

There were a few negative comments about servant leadership at SEU. One student said the faculty and staff talked about servant leadership, but students did not actually enact it. They felt students needed to take more personal responsibility in becoming servant leaders. Another student said the staff called what they do servant leadership, but really it was just leadership to serve their own goals. He did not feel the staff really put the students first. Similarly, another student said,

Not to bash on people but when I see some of the school administrators, I don't really see them modeling it [servant leadership] to the entire student body. I see them picking favorites. I understand that leaders can't pour into

everybody, but like, there's a lot of people I feel like are getting neglected and not really, who really do have the opportunity to be led effectively in one sense. (Student 12, personal communication, February 13, 2013)

Summary

Student interviews provided deep insight into how they have learned about and practiced servant leadership at SEU. All but one had heard of servant leadership. Students named 40 traits and behaviors of servant leaders. For the most part, students identified with the seven dimensions of servant leadership. The students provided examples of people and experiences both at SEU and in other areas of their lives where they learned about and saw people exemplifying servant leadership. The interviews supported and provided detail for the broad information gained from the surveys.

Survey Results

On January 28, 2013, an email went to all approximately 2,700 SEU students. It contained an explanation of the survey and its purpose as well as instructions and a link to the survey on SurveyMonkey. The survey remained open for 1 week—until February 4, 2013. A total of 207 students began the survey. Of them, 183 completed it. One of the surveys had all a value of six for the item answers and so was dropped. This left 182 usable surveys. Table 18 gives the descriptive statistics. About twice as many women took the survey as men. The sample was predominantly Caucasian, 146, compared to 36 students of other ethnicities. All were U.S. citizens. The vast majority, 156, were of traditional college age, 18 to 25 years old. All but nine students gave their name. There was a relatively equal distribution between the university's five colleges with slightly more students from the College of Business and Legal Studies. Appendix J provides the breakdown by major within each college. Most students were undergraduates with 11 seeking master's degrees. The top three undergraduate majors were Psychology (20), Organizational Leadership (14), and Practical Theology (14). Two students had undeclared majors.

Table 18: Demographic Profile of Survey Participants (*N* = 182)

Demographics	<i>n</i>	%
Gender		
Male	63	34.6
Female	119	65.4
Ethnicity		
Caucasian	146	80.2
Hispanic	18	9.9
African American	12	6.6
Asian, Pacific Islander	6	3.3
Age		
18-25 years old	156	85.7
Over 25 years old	26	14.3
College		
A&S	36	19.8
BEH SCI	31	17.0
CBLS	48	26.4
CCMR	34	18.7
EDUC	31	17.0
Leadership Forum attendance		
Yes	20	11.0
No	162	89.0
Held a leadership position		
Yes	54	29.7
No	128	70.3
Taken a leadership-related course		
Yes	60	33.0
No	122	67.0

Demographics	<i>n</i>	%
Years at SEU		
1 year (1-2 semesters)	61	33.5
2 years (3-4 semesters)	50	27.5
3 years (5-6 semesters)	40	22.0
4 years (7 or more semesters)	31	17.0

Note. A&S = College of Arts and Sciences. BEH SCI = College of Behavioral Science. CCMR = College of Christian Ministry and Religion. CBLS = College of Business and Legal Studies. EDUC = College of Education.

Research Question Results

Research Question 1

Is there a relationship between a student’s gender and his or her self-perception for any of the seven dimensions of servant leadership? Out of the 182 students taking the survey, 63 (34.6%) were male and 119 (65.4%) female. Conducting *t* tests showed no significant differences at the 95% confidence interval for any RQ₁^{a-g}, between males and females (see Table 19).

Table 19: *t* Tests for Each Servant Leadership Dimension by Gender (*N* = 182)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₁ ^a : Developing and empowering others				
Male	63	5.91	.53	<i>t</i> (180) = 1.36, <i>p</i> = .18
Female	119	5.79	.61	
RQ ₁ ^b : Vulnerability and humility				
Male	63	5.37	.84	<i>t</i> (180) = 1.15, <i>p</i> = .25
Female	119	5.21	.95	
RQ ₁ ^c : Authentic leadership				
Male	63	5.97	.66	<i>t</i> (180) = -1.29, <i>p</i> = .20
Female	119	6.09	.58	
RQ ₁ ^d : Open and participatory leadership				
Male	63	6.17	.48	<i>t</i> (180) = 0.06, <i>p</i> = .95
Female	119	6.17	.53	
RQ ₁ ^e : Inspiring leadership				
Male	63	5.87	.64	<i>t</i> (180) = -0.18, <i>p</i> = .86
Female	119	5.88	.63	
RQ ₁ ^f : Visionary Leadership				
Male	63	5.74	.63	<i>t</i> (180) = 0.92, <i>p</i> = .36
Female	119	5.65	.63	
RQ ₁ ^g : Courageous leadership				
Male	63	6.09	.67	<i>t</i> (180) = -0.71, <i>p</i> = .48
Female	119	6.15	.53	

Research Question 2

Is there a relationship between a student's ethnicity and his or her self-perception for any of the seven dimensions of servant leadership? Of the 182

students, 146 (80%) were Caucasian, 18 (10%) Hispanic, 12 (7%) African American, and six (3%) Asian or Pacific Island American. Conducting an ANOVA showed no significant differences at the 95% confidence interval among the different ethnic groups for any RQ₂^{a-g} (see Table 20).

Table 20: ANOVA for Each Servant Leadership Dimension by Ethnicity (N = 182)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₂ ^a : Developing and Empowering Others				
Caucasian	146	5.85	.57	<i>F</i> (3, 178) = 0.23, <i>p</i> = .87
Hispanic	18	5.73	.75	
African Am	12	5.82	.72	
Asian Am	6	5.77	.39	
RQ ₂ ^b : Vulnerability and Humility				
Caucasian	146	5.24	.94	<i>F</i> (3, 178) = 0.19, <i>p</i> = .90
Hispanic	18	5.38	.89	
African Am	12	5.38	.79	
Asian Am	6	5.27	.67	
RQ ₂ ^c : Authentic Leadership				
Caucasian	146	6.06	.62	<i>F</i> (3, 178) = 0.15, <i>p</i> = .93
Hispanic	18	6.10	.64	
African Am	12	5.97	.62	
Asian Am	6	5.97	.27	
RQ ₂ ^d : Open and Participatory Leadership				
Caucasian	146	6.18	.50	<i>F</i> (3, 178) = 0.08, <i>p</i> = .97
Hispanic	18	6.18	.62	
African Am	12	6.10	.46	
Asian Am	6	6.17	.51	

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₂ ^e : Inspiring Leadership				
Caucasian	146	5.89	.65	$F(3, 178) = 0.42, p = .74$
Hispanic	18	5.81	.60	
African Am	12	5.93	.68	
Asian Am	6	5.63	.27	
RQ ₂ ^f : Visionary Leadership				
Caucasian	146	5.71	.65	$F(3, 178) = 0.98, p = .40$
Hispanic	18	5.66	.56	
African Am	12	5.63	.57	
Asian Am	6	5.27	.48	
RQ ₂ ^g : Courageous Leadership				
Caucasian	146	6.13	.60	$F(3, 178) = 1.29, p = .28$
Hispanic	18	6.12	.54	
African Am	12	6.30	.36	
Asian Am	6	5.73	.48	

Note. African Am = African American. Asian Am = Asian or Pacific Island American.

Research Question 3

Is there a relationship between a student's age and his or her self-perception for any of the seven dimensions of servant leadership? Of the 182 students, 156 (86%) were age 18-25 and 26 (14%) were over 25 years old. Conducting *t* tests showed significant differences at the 95% confidence interval for four of the servant leadership dimensions among the two age groups for RQ₃^a, RQ₃^e, RQ₃^f, and RQ₃^g (see Table 21). Older students scored significantly higher in four of the seven servant leadership dimensions: (a) developing and empowering others, (b) inspiring leadership, (c) visionary leadership, and (d) courageous leadership. Of the 26 older students, 11 were graduate students, 14 were continuing education students taking

classes in the evening or online, and one was a traditional undergraduate student. To control for possible other variables affecting this group, they were removed from the rest of the analysis. The remainder of the survey analysis only involved the 156 students age 18-25.

Table 21: *t* Tests for Each Servant Leadership Dimension by Age Group ($N = 182$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₃ ^a : Developing and empowering others				
18-25 years	156	5.78		$t(180) = -3.068, p = .00^{**}$
> 25 years	26	6.15		
RQ ₃ ^b : Vulnerability and humility				
18-25 years	156	5.23		$t(180) = -1.23, p = .22$
> 25 years	26	5.47		
RQ ₃ ^c : Authentic leadership				
18-25 years	156	6.03		$t(180) -0.92, p = .36$
> 25 years	26	6.15		
RQ ₃ ^d : Open and participatory leadership				
18-25 years	156	6.15		$t(180) = -1.61, p = .12$
> 25 years	26	6.32		
RQ ₃ ^e : Inspiring leadership				
18-25 years	156	5.82		$t(180) = -3.36, p = .00^{**}$
> 25 years	26	6.25		
RQ ₃ ^f : Visionary leadership				
18-25 years	156	5.64		$t(180) = -2.46, p = .02^*$
> 25 years	26	5.96		
RQ ₃ ^g : Courageous leadership				
18-25 years	156	6.07		$t(180) = 3.30, p = .00^{**}$
> 25 years	26	6.47		

* $p < .05$. ** $p < .01$.

Research Question 4

Is there a relationship between a student's college and his or her self-perception for any of the seven dimensions of servant leadership? Since the number for each major was relatively small, comparison was done by groups of like majors at the college level. The distribution was (a) College of Arts and Sciences having 38 (24%) students, (b) College of Behavior Sciences 26 (17%) students, (c) College of Business and Legal Studies 37 (24%) students, (d) College of Christian Ministry and Religion 30 (19%) students, and (e) College of Education 25 (16%) students. Appendix K provides the breakdown by major within each college for the 156 students age 18-25. Conducting an ANOVA showed no significant differences at the 95% confidence interval among the different colleges for six of the research questions, RQ₄^a and RQ₄^{c-g}. There was a significant difference for RQ₄^b, vulnerability and humility (see Table 22).

Table 22: ANOVA for Each Servant Leadership Dimension by College ($N = 156$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₄ ^a : Developing and Empowering Others				
A&S	38	5.69	.55	$F(4, 151) = 0.36, p = .84$
BEH SCI	26	5.83	.54	
CBLS	37	5.78	.60	
CCMR	30	5.78	.64	
EDUC	25	5.86	.57	
RQ ₄ ^b : Vulnerability and Humility				
A&S	38	5.22	.98	$F(4, 151) = 0.19, p = .04^*$
BEH SCI	26	5.08	1.00	
CBLS	37	4.95	.84	
CCMR	30	5.61	.76	
EDUC	25	5.37	.96	
RQ ₄ ^c : Authentic Leadership				
A&S	38	5.97	.66	$F(4, 151) = 0.53, p = .72$
BEH SCI	26	6.13	.46	
CBLS	37	5.95	.57	
CCMR	30	6.09	.84	
EDUC	25	6.10	.55	
RQ ₄ ^d : Open and Participatory Leadership				
A&S	38	6.14	.49	$F(4, 151) = 0.13, p = .97$
BEH SCI	26	6.12	.41	
CBLS	37	6.19	.50	
CCMR	30	6.16	.58	
EDUC	25	6.11	.67	

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ4 ^e : Inspiring Leadership				
A&S	38	5.86	.65	$F(4, 151) = 0.17, p = .95$
BEH SCI	26	5.79	.58	
CBLS	37	5.80	.56	
CCMR	30	5.75	.83	
EDUC	25	5.86	.56	
RQ4 ^f : Visionary Leadership				
A&S	38	5.68	.64	$F(4, 151) = 0.26, p = .90$
BEH SCI	26	5.58	.54	
CBLS	37	5.62	.58	
CCMR	30	5.59	.81	
EDUC	25	5.72	.55	
RQ4 ^g : Courageous Leadership				
A&S	38	5.97	.72	$F(4, 151) = 0.94, p = .44$
BEH SCI	26	6.08	.43	
CBLS	37	6.22	.42	
CCMR	30	6.02	.68	
EDUC	25	6.07	.56	

Note. A&S = College of Arts and Sciences. BEH SCI = College of Behavioral Science. CBLS = College of Business and Legal Studies. CCMR = College of Christian Ministry and Religion. EDUC = College of Education.

* $p < .05$.

Research Question 5

Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for any of the seven dimensions of servant leadership? Only 14 of the 156 (14%) students age 18-25 attended the Leadership Forum at least once. One student attended three and another four times. Conducting t tests showed no significant differences at the 95% confidence interval for RQ₅^{a-g} between those who did and did not attend the Leadership Forum (see Table 23).

Table 23: *t* Tests for Each Servant Leadership Dimension by Attending the SEU Leadership Forum or Not ($N = 156$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₅ ^a : Developing and empowering others				
Forum, No	142	5.76	.60	$t(21) = -1.52, p = .14^*$
Forum, Yes	14	5.93	.36	
RQ ₅ ^b : Vulnerability and humility				
Forum, No	142	5.21	.94	$t(154) = -0.72, p = .48$
Forum, Yes	14	5.40	.76	
RQ ₅ ^c : Authentic leadership				
Forum, No	142	6.02	.66	$t(37) = -1.96, p = .06^*$
Forum, Yes	14	6.19	.24	
RQ ₅ ^d : Open and participatory leadership				
Forum, No	142	6.14	.53	$t(154) = -0.39, p = .70$
Forum, Yes	14	6.20	.45	
RQ ₅ ^e : Inspiring leadership				
Forum, No	142	5.80	.65	$t(154) = -0.87, p = .39$
Forum, Yes	14	5.96	.48	
RQ ₅ ^f : Visionary leadership				
Forum, No	142	5.64	.61	$t(154) = 0.05, p = .96$
Forum, Yes	14	5.63	.79	
RQ ₅ ^g : Courageous leadership				
Forum, No	142	6.07	.59	$t(154) = -0.46, p = .65$
Forum, Yes	14	6.14	.45	

*Equal variances cannot be assumed because the Levene test significance is at $p = .02 < .05$.

Research Question 6

Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for any of the seven dimensions of servant leadership? Of the 156 students age 18-25, 52 (33%) of them held leadership positions at SEU. Half of these (26) fell under the Department of Student Life, which includes the Athletics Department, First Year Experience, Residential Life, Spiritual Formation, and Student Body Leadership Council. The others (26) were officers in service organizations like Circle K, ENACTUS, Psi Chi, and Young College Republicans. A number led overseas missions trips and local ministry efforts. Conducting *t* tests showed significant differences at the 95% confidence interval for three of the servant leadership dimensions among those who have and have not served in SEU student leadership positions for RQ₆^a (developing and empowering others), RQ₆^e (inspiring leadership), and RQ₆^f (visionary leadership; see Table 24).

Table 24: *t* Tests for Each Servant Leadership Dimension by Holding a Leadership Position or Not ($N = 156$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₆ ^a : Developing and empowering others				
Ldr Pos, No	104	5.69	.59	$t(156) = 2.65, p = .01^*$
Ldr Pos, Yes	52	5.95	.53	
RQ ₆ ^b : Vulnerability and humility				
Ldr Pos, No	104	5.20	.95	$t(154) = -0.59, p = .56$
Ldr Pos, Yes	52	5.29	.88	
RQ ₆ ^c : Authentic leadership				
Ldr Pos, No	104	5.99	.66	$t(154) = -1.24, p = .22$
Ldr Pos, Yes	52	6.12	.56	
RQ ₆ ^d : Open and participatory leadership				
Ldr Pos, No	104	6.15	.53	$t(154) = 0.02, p = .98$
Ldr Pos, Yes	52	6.15	.53	
RQ ₆ ^e : Inspiring leadership				
Ldr Pos, No	104	5.74	.67	$t(154) = -2.21, p = .03^*$
Ldr Pos, Yes	52	5.97	.54	
RQ ₆ ^f : Visionary leadership				
Ldr Pos, No	104	5.55	.64	$t(154) = -2.39, p = .02^*$
Ldr Pos, Yes	52	5.80	.57	
RQ ₆ ^g : Courageous leadership				
Ldr Pos, No	104	6.03	.60	$t(154) = -1.39, p = .17$
Ldr Pos, Yes	52	6.17	.54	

Note. Ldr Pos = leadership position.

* $p < .05$.

Research Question 7

Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for any of the seven dimensions of servant leadership? Of the 156 students age 18-25, 44 (28%) of them had taken at least one leadership-related course at SEU. Over half of these (24) students had taken two or more leadership-related courses. Conducting t tests showed no significant differences at the 95% confidence interval for RQ₇^{a-g} between those who have and have not taken leadership-related courses at SEU (see Table 25).

Table 25: *t* Tests for Each Servant Leadership Dimension by Taking Leadership-Related Courses at SEU ($N = 156$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₇ ^a : Developing and empowering others				
Ldr Crs, No	112	5.74	.62	$t(104) = -1.51, p = 0.09^*$
Ldr Crs, Yes	44	5.89	.46	
RQ ₇ ^b : Vulnerability and humility				
Ldr Crs, No	112	5.24	.94	$t(154) = 0.14, p = .89$
Ldr Crs, Yes	44	5.21	.89	
RQ ₇ ^c : Authentic leadership				
Ldr Crs, No	112	6.07	.60	$t(154) = 1.17, p = .25$
Ldr Crs, Yes	44	5.94	.70	
RQ ₇ ^d : Open and participatory leadership				
Ldr Crs, No	112	6.15	.55	$t(154) = 1.17, p = .87$
Ldr Crs, Yes	44	6.14	.45	
RQ ₇ ^e : Inspiring leadership				
Ldr Crs, No	112	5.81	.70	$t(124) = -0.31, p = .76^{**}$
Ldr Crs, Yes	44	5.84	.44	
RQ ₇ ^f : Visionary leadership				
Ldr Crs, No	112	5.60	.67	$t(106) = -1.29, p = .20^*$
Ldr Crs, Yes	44	5.73	.49	
RQ ₇ ^g : Courageous leadership				
Ldr Crs, No	112	6.09	.59	$t(154) = 0.45, p = .65$
Ldr Crs, Yes	44	6.04	.55	

Note. Ldr Crs = leadership-related course.

*Equal variances cannot be assumed because the Levene test significance is at $p = .02 < .05$. **Equal variances cannot be assumed because the Levene test significance is at $p = .01 < .05$.

Research Question 8

Is there a relationship between the number of years a student attends SEU and his or her self-perception for any of the seven dimensions of servant leadership? Students were asked the question of how many semester they have been at SEU. The 156 students age 18-25 who answered one or two are combined into 1 year (52 total, 33%), three or four into 2 years (45 total, 29%), five or six into 3 years (35 total, 22%), and over six into 4 years (24 total, 15%). The 1-year students included 14 in their first semester and 38 in their second. The 2-year students included 14 in their third semester and 31 in their fourth. The 3-year students included nine in their fifth semester and 26 in their sixth. The 4-year students included five in their seventh semester, 15 in their eighth, and four over eight semesters. Conducting an ANOVA showed no significant differences at the 95% confidence interval among students with different number of years at SEU for six of the research questions, RQ₈^{b-g}. There was a significant difference for RQ₈^a, developing and empowering others (see Table 26).

Table 26: ANOVA for Each Servant Leadership Dimension by Number of Years at SEU ($N = 156$)

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₈ ^a : Developing and empowering others				
1 year	52	5.63		
2 years	45	5.87		$F(3, 152) = 3.02, p = .03^*$
3 years	35	5.73		
4 years	24	6.01		
RQ ₈ ^b : Vulnerability and humility				
1 year	52	5.19		
2 years	45	5.15		$F(3, 152) = 1.09, p = .36$
3 years	35	5.19		
4 years	24	5.54		
RQ ₈ ^c : Authentic leadership				
1 year	52	6.11		
2 years	45	6.06		$F(3, 152) = 1.34, p = .26$
3 years	35	5.85		
4 years	24	6.09		
RQ ₈ ^d : Open and participatory leadership				
1 year	52	6.20		
2 years	45	6.21		$F(3, 152) = 1.97, p = .12$
3 years	35	5.96		
4 years	24	6.18		
RQ ₈ ^e : Inspiring leadership				
1 year	52	5.80		
2 years	45	5.83		$F(3, 152) = 0.04, p = .99$
3 years	35	5.83		
4 years	24	5.79		

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Significance
RQ ₂ ^f : Visionary leadership				
1 year	52	5.57		
2 years	45	5.64		$F(3, 152) = 0.44, p = .73$
3 years	35	5.70		
4 years	24	5.70		
RQ ₂ ^g : Courageous leadership				
1 year	52	6.08		
2 years	45	6.12		$F(3, 152) = 0.27, p = .85$
3 years	35	6.01		
4 years	24	6.08		

* $p < .05$.

Summary

Using *t* tests and ANOVAs to compare the seven dimensions of servant leadership with the eight independent variables yielded nine significant relationships. Students over 25 years of age showed statistically significant higher scores than those aged 18-25 in the servant leadership dimensions of (a) developing and empowering others, (b) inspiring leadership, (c) visionary leadership, and (d) courageous leadership. The remaining analysis was completed after removing the 26 students over 25 years of age. There was a statistically significant difference among colleges for the dimension of vulnerability and humility with the College of Christian Ministries and Religion as the most humble and vulnerable and the College of Business and Legal Studies the least. Students who served in student leadership positions at SEU had statistically significant higher scores in the dimensions of (a) developing and empowering others, (b) *inspiring leadership*, and (c) visionary leadership. Finally, there was a statistically significant difference by number of years at SEU in the dimension of *developing and empowering others*.

Students who spent seven or more semesters at SEU had significantly higher scores. The possible reasons for these differences and their implications are discussed next.

Chapter 5 - Discussion

Summary of the Study

This study examined effective methods Southeastern University (SEU) uses to encourage and teach servant leadership. The study was a mixed-method, concurrent triangulation phenomenology consisting of both qualitative and quantitative analysis. Both were used to determine whether exposure to servant leadership concepts at SEU made a difference in students' self-perception of servant leadership. The qualitative analysis consisted of interviews with 20 students. Each interview lasted approximately 30 minutes and consisted of seven questions with various subquestions.

The quantitative analysis consisted of a 45-item survey taken by 182 students. It was an analysis of differences for eight research questions. Both a *t* test and an analysis of variance (ANOVA) were conducted on the seven dimensions of servant leadership (dependent) variables and the eight demographic and activity (independent) variables. The eight independent variables form the research questions: (a) gender, (b) ethnicity, (c) age, (d) academic college, (e) SEU Leadership Forum attendance, (f) holding a leadership position, (g) taking leadership-related courses, and (h) number of years at SEU.

The following research questions were posed.

- RQ₁: Is there a relationship between a student's gender and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₂: Is there a relationship between a student's ethnicity and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₃: Is there a relationship between a student's age and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₄: Is there a relationship between a student's college and his or her self-perception for any of the seven dimensions of servant leadership?

- RQ₅: Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₆: Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₇: Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for any of the seven dimensions of servant leadership?
- RQ₈: Is there a relationship between the number of years a student attends SEU and his or her self-perception for any of the seven dimensions of servant leadership?

Each had seven subquestions for the seven dimensions in Wong and Page's (2003) servant leadership model: (a) developing and empowering others, (b) vulnerability and humility, (c) authentic leadership, (d) open and participatory leadership, (e) inspiring leadership, (f) visionary leadership, and (g) courageous leadership.

The literature review uncovered 20 different models of servant leadership, beginning with Spears' (1995) 10-dimension interpretation of Robert Greenleaf's writings on the subject up to the most recent attempts at parsimonious (Fields & Winston, 2011), executive (Reed et al., 2011), and global models (Mittal & Dorfman, 2012). From these 20 constructs emerged 16 different survey instruments, ranging from one to 10 dimensions, including maybe 60 distinct dimensions. A 35-item, modified version of Wong and Page's (2003) Revised Servant Leadership Profile (RSLP) was used for this study because of its self-reporting nature and success in earlier research. The population for both the interviews and the survey was the approximately 2,700 students at SEU in the Spring semester of 2013. A total of 207 students began the survey with 182 usable results. This is a 6.7% return rate ($= 182/2,700$) and an 87.9% successful completion rate ($= 182/207$).

Findings

Interview Findings

Twenty students participated in interviews for this study from February to April 2013. They provided additional information about servant leadership development at SEU that was not captured in the surveys. Their willingness to participate and candid remarks helped bring depth to this study. Each of the seven interview questions provided unique insight.

Interview Question 1. Have you ever heard of servant leadership? Nineteen of the 20 students interviewed had heard of servant leadership. Most of these (15) first heard about the concept at their church, typically in middle or high school. The others first heard about it at SEU either during an initial visit, in their first year experience course, or chapel services. It seems Christian students learn about serving in their church. Their pastors call this servant leadership, when perhaps it is just serving our fellow humankind and not necessarily associated with actually leading. Question 1 had two subquestions: (a) asking students about attributes or traits of a servant leader and (b) asking what a servant leader does. Students mixed traits and behaviors in their answers, not really distinguishing between the two. The students listed a total of 104 traits and 67 behaviors. These consolidated into 40 different traits/behaviors. As shown in Chapter 4, Table 16 lists these traits and behaviors and the frequency students mentioned them. The top 12, which were stated four or more times, are in order (a) being humble; (b) having a willingness to serve; (c) not being or acting superior; (d) putting the needs of others first; (e) setting the example; (f) helping others grow; (g) being selfless; (h) being caring, compassionate, and empathetic; (i) being helpful; (j) being Christ-like; (k) treating others as equals; and (l) being open and participative. These mirror many of the traits and behaviors of those from the 20 servant leadership theories listed in this study. Being Christ-like is perhaps the one addition. Because the students are likely all dedicated Christians and associate servant leadership with being a Christian in general, it is not surprising that being Christ-like would appear as a servant leadership trait.

Interview Question 2. Have you ever heard of Robert Greenleaf? Only two students had definitely heard of Robert Greenleaf. Two others thought they had. All four took leadership-related courses at SEU that are part of the Organizational Leadership major. Three of the students were Organizational Leadership majors and one a Practical Theology major with an Organizational Leadership minor. Although most students had heard of servant leadership, many did not know its origins. Only through deliberate inclusion in course-work will students likely hear of Robert Greenleaf and the other models of servant leadership.

Interview Question 3. This question asked whether students saw themselves as servant leaders in each of the seven dimensions: (a) developing and empowering others, (b) vulnerable and humble, (c) authentic, (d) open and participatory, (e) inspirational, (f) able to cast vision, and (g) courageous. It also asked who or what helped them develop these traits. This provided more open-ended answers in assessing these seven dimensions than the survey, which had five questions gauging each dimension for the students. In Chapter 4, Table 17 lists how students rated themselves. Answers fell into four broad categories: (a) emphatically yes or a strength, (b) yes, (c) yes, and (d) no or working towards. Twenty-seven described the dimension as a strength, 79 answered yes, 26 said they were working on a particular area of servant leadership, and eight answered no to questions. Overall, students saw themselves as exhibiting these traits of servant leaders. Several said it was hard to judge themselves and felt others close to them would give more accurate assessments.

Page and Wong (2000) added power and pride to their original Servant Leadership Profile (SLP) to capture areas adverse to servant leadership. These were originally two separate subscales and later combined into one, titled power and pride. Wong and Page (2003) explained vulnerability as the opposite of power and humility as the opposite of pride. In discussion, students talked about vulnerability and humility as two separate categories. Sometimes students would describe themselves as humble but not vulnerable. Other students would do the opposite, saying they were vulnerable but not as humble. So perhaps these should be separate dimensions. Students also considered, to a lesser extent, developing and

empowering others and open and participatory leadership each as distinct. Again, these were separate dimensions in the original SLP (Page & Wong, 2000). It seems the double-word titles confused the students, and they described them separately.

Interview Question 4 and 5. These two questions asked students who and what shaped their views of servant leadership at SEU. The fourth question of the interview replicated some of the questions in the survey. Specifically, students answered whether they had attended the Leadership Forum, held leadership positions, taken leadership-related courses, and also whether any faculty or staff members were influential in the student's servant leadership formulation. Question 5 asked who exemplified servant leadership for the student at SEU. The five of 20 students who attended the Leadership Forum all said they got a lot out of listening to the speakers but did not always equate the presentations and talks to servant leadership, but either leadership in general or just being a good Christian. Ten of the 20 students interviewed had taken at least one leadership-related course at SEU. This did not seem to impact them as much as actually serving in leadership positions. Fifteen of the 20 students held leadership positions at SEU. To a person, they all raved about how much they learned about servant leadership by actually doing it. Students also listed SEU employees both inside and outside the classroom as important mentors influencing their concepts of servant leadership, mostly through modeling the lifestyle. One student reflected on the importance of being involved in Student Life and the impact of mentors.

Student development is like the absolute best thing Southeastern has to offer. If you don't get involved in student development, you miss out on *so much*. Like, I learned a lot from my classes, and from my teachers, and from my peers, but *nothing* like student development. You get your \$80,000 worth in those courses, not even courses but meetings. Because they have so much experience. [The Vice President for Student Life] was a pastor for years. [Our campus pastor] was a pastor for years. But they teach you so many practical things about everyday life, and about leadership, and about what it means to be Christ-like while leading. Because leading is kind of like tempting to be egotistical, because you get in this position where you

have all these people who are willing to follow you. You have your own team and a budget. You can do what you want with it. But they constantly remind you like what's the bigger picture, what's the mission, lay down your ambition, lay down your preferences, embrace conflict, know you're going to fail. Like things that are so counter-culture to what like business is in our minds. So they really do their best to transform our minds to being more like Christ. (Student 19, personal communication, March 25, 2013)

Interview Question 6. This question, similar to Interview Question 4, asked who or what shaped student views of servant leadership outside of SEU. This helped find people and experiences outside the university that instilled the philosophy of servant leadership in students. By and large the people who influenced students with respect to servant leadership outside of SEU were family, church, and Christian ministry-related. Students mentioned family, typically parents or grandparents, and people in church like pastors, youth pastors, or older friends as their most influential mentors. This shows again that students often understand servant leadership in the context of their Christian religion and not necessarily a type of leadership. Christians understand that service is important and that Christ modeled this for us. It is important too for students to embrace service and the growth of followers as a form of leadership, even apart from their religion.

Interview Question 7. The last interview question asked for any additional information the students would like to share. Most students did not add anything to what they had already answered. Some talked about additional positive characteristics like loyalty, trust, character, and generosity. A few had negative comments as well. These had to do with people talking about servant leadership but not actually modeling it. For all of us who espouse servant leadership, this points to the importance of leading by example. Another observation was that some staff members within SEU talk about servant leadership, but it seems like it is really just leadership to serve their own goals. All leaders strive to accomplish their organizational goals. But to truly be servant leaders, one must pursue its true essence—the growth of the other person. One student felt that the staff picks favorites and pours into them at the neglect of others. It is easy to focus on the in-

group because we like them. This can be at the expense of the out-group. Servant leaders need to serve all members of an organization and should strive to minimize the in-group and out-group dichotomy.

As the 15 students interviewed who are involved in leadership can attest, the best way to learn leadership, in particular servant leadership, is by actually practicing it. Learning in the classroom or other settings or observing others being servant leaders is important, but taking on the mantle of leadership is where one really learns. One student emphasized the importance of getting involved; otherwise, one might miss the emphasis on servant leadership.

If a student were to come to Southeastern and they were not, to not be involved in like Student Life or Res[ident] Life, DSF, things like that . . . it could be very easy, especially like if they were in a department that didn't really emphasize student leadership, to go all four years without seeing it [servant leadership]. They'll hear about it because they talk about it in chapel [but won't see it modeled]. (Student 12, personal communication, February 13, 2013)

Survey Findings

From January 28 to February 4, 2013, 207 students participated in the survey, yielding 182 useable results. They provided data for eight independent and seven dependent variables that were analyzed for statistically significant relationships using *t* tests and ANOVAs. These answered eight research questions.

RQ₁. Is there a relationship between a student's gender and his or her self-perception for any of the seven dimensions of servant leadership? Roughly one third of the 182 students who took the survey were male (63) and two thirds female (117). Table 27 shows the average scores for each gender and students overall for each of the seven dimensions of servant leadership. Students' scores averaged above 5.6 for all dimensions except vulnerability and humility, indicating a preference for these other servant leadership traits. Both males and females scored highest in the area of open and participatory leadership with an average of 6.17. Females also scored very close to this in the area of courageous leadership, with an average of 6.15. Both genders scored lowest in the area of vulnerability and

humility, with females slightly lower. Despite these variances, statistical analysis through *t* tests showed no significant differences. Male and female students at SEU were just as likely to embrace the seven dimensions of servant leadership.

Table 27: Average Servant Leadership Dimension Scores by Gender (*N* = 182)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	182	5.83	5.26	6.05	6.17	5.88	5.68	6.13
Male	63	5.91	5.37	5.97	6.17	5.87	5.74	6.08
Female	119	5.79	5.21	6.09	6.17	5.88	5.65	6.15

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₂. Is there a relationship between a student’s ethnicity and his or her self-perception for any of the seven dimensions of servant leadership? Most of the students who took the survey were Caucasian (146), with much smaller numbers of Hispanic (18), African American (12), and Asian or Pacific Islander (6). Table 28 shows the average scores for each ethnicity and students overall for each of the seven dimensions of servant leadership. Students’ scores averaged above 5.6 for all dimensions except vulnerability and humility with one exception, indicating a preference for these other servant leadership traits. The exception was that Asian/Pacific Island Americans also scored below 5.6 for visionary leadership. Caucasian, Hispanic, and Asian ethnic groups scored highest in the area of open and participatory leadership with an average of 6.17 or 6.18. African Americans scored highest in the area of courageous leadership with an average of 6.30. All ethnic groups scored lowest in the area of vulnerability and humility with Caucasians the lowest at 5.27. Despite these variances, statistical analysis through

an ANOVA showed no significant differences. Students of different ethnicities at SEU were just as likely to embrace the seven dimensions of servant leadership.

Table 28: Average Servant Leadership Dimension Scores by Ethnicity ($N = 182$)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	182	5.83	5.26	6.05	6.17	5.88	5.68	6.13
Caucasian	146	5.85	5.24	6.06	6.18	5.89	5.71	6.13
Hispanic	18	5.73	5.38	6.10	6.18	5.81	5.66	6.12
African Am	12	5.82	5.38	5.97	6.10	5.93	5.63	6.30
Asian	6	5.77	5.27	5.97	6.17	5.63	5.27	5.73

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₃. Is there a relationship between a student's age and his or her self-perception for any of the seven dimensions of servant leadership? Most of the 182 students are age 18-25 (156) with only a small number older (26). Table 29 shows the average scores for both age categories and students overall for each of the seven dimensions of servant leadership. Students' scores averaged above 5.6 for all dimensions except vulnerability and humility, indicating a preference for these other servant leadership traits. It is apparent that the age of a student matters when it comes to embracing servant leadership. Using *t* tests, older students scored significantly higher in four of the seven servant leadership dimensions: (a) developing and empowering others (6.15 vs. 5.78), (b) inspiring leadership (6.25 vs. 5.82), (c) visionary leadership (5.96 vs. 5.64), and (d) courageous leadership (6.47 vs. 6.07). Of the 26 older students, 11 were graduate students, 14 were continuing education students taking classes in the evening or online, and one was a traditional undergraduate student. It is likely that other factors in their lives affect their significantly higher scores in these four servant leadership dimensions. As explained in Chapter 4, these 26 older students were removed from the rest of the

statistical analysis to control for possible other variables affecting this group. This was done in an effort to focus on factors specifically at SEU that affect a student embracing servant leadership.

Table 29: Average Servant Leadership Dimension Scores by Age Group (*N* = 182)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	182	5.83	5.26	6.05	6.17	5.88	5.68	6.13
18-25 years	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
> 25 years	26	6.15	5.47	6.15	6.32	6.25	5.96	6.47

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₄. *Is there a relationship between a student’s college and his or her self-perception for any of the seven dimensions of servant leadership?* The number of students in each major who participated in the survey was relatively small, ranging from one to 20. Therefore, the comparison was done using an ANOVA with groups of like majors, by analyzing students within each of SEU’s five colleges: (a) College of Arts and Sciences (38), (b) College of Behavior Sciences (26), (c) College of Business and Legal Studies (37), (d) College of Christian Ministry and Religion (30), and (e) College of Education (25). Table 30 shows the average scores for the colleges and students overall for each of the seven dimensions of servant leadership. Students’ scores averaged above 5.6 for all dimensions except vulnerability and humility, indicating a preference for these other servant leadership traits.

Students from the College of Arts and Sciences scored highest in the area of open and participatory leadership (6.14) and lowest in vulnerability and humility (5.22). Students from the College of Behavioral Science scored highest in the area

of authentic leadership (6.13) and lowest in vulnerability and humility (5.08). Students from the College of Arts and Sciences scored highest in the area of open and participatory leadership (6.14) and lowest in vulnerability and humility (5.22). Students from the College of Business and Legal Studies scored highest in the area of courageous leadership (6.22) and lowest in vulnerability and humility (4.95). Students from the College of Christian Ministries and Religion scored highest in the area of open and participatory leadership (6.16) and lowest in visionary leadership (5.59). Students from the College of Education scored highest in the area of open and participatory leadership (6.11) and lowest in vulnerability and humility (5.37). The College of Christian Ministries and Religion is the only group to score above 5.6 for vulnerability and humility, indicating a preference for this servant leadership trait. This is in fact the only demographic group of any type that embraced vulnerability and humility. With an average score of 5.61, the College of Christian Ministries and Religion students demonstrated a statistically significantly higher amount of vulnerability and humility than students from the other colleges. The College of Christian Ministries and Religion may be doing a better job at encouraging students to act with vulnerability and humility, and eschewing power and pride. The College of Business and Legal Studies students demonstrated the most power and pride with the only score below 5.0 from a demographic group of any type for vulnerability and humility. This might be attributed to their need for achievement and desire to be involved in competitive for-profit businesses. It is certainly something business majors aspiring to be servant leaders should monitor in their personalities.

Table 30: Average Servant Leadership Dimension Scores by College ($N = 156$)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
A&S	38	5.69	5.22	5.97	6.14	5.86	5.68	5.97
BEH SCI	26	5.83	5.08	6.13	6.12	5.79	5.58	6.08
CBLS	37	5.78	4.95	5.95	6.19	5.80	5.62	6.22
CCMR	30	5.78	5.61	6.09	6.16	5.75	5.59	6.02
EDUC	25	5.86	5.37	6.10	6.11	5.86	5.72	6.07

Note. A&S = College of Arts and Sciences. BEH SCI = College of Behavioral Science. CBLS = College of Business and Legal Studies. CCMR = College of Christian Ministry and Religion. EDUC = College of Education. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₅. Is there a relationship between whether or not a student attends the SEU Leadership Forum and his or her self-perception for any of the seven dimensions of servant leadership? Fourteen of the 156 students age 18-25 attended the Leadership Forum at least once. Table 31 shows the average scores for students who attended the Leadership Forum or not, and students overall for each of the seven dimensions of servant leadership. Students' scores averaged above 5.6 for all dimensions except vulnerability and humility, indicating a preference for these other servant leadership traits.

Both groups scored highest in the area of open and participatory leadership with an average score of 6.20 for those who attended the Leadership Forum and 6.14 for those who did not. Students who did attend the Forum also scored very close to this in the area of authentic leadership with an average of 6.19. Both groups scored lowest in the area of vulnerability and humility with those not attending the Forum slightly lower. Despite these variances, the statistical analysis

through *t* tests showed no significant differences. Attending the Leadership Forum or not did not make a difference on how students embraced the seven dimensions of servant leadership.

Table 31: Average Servant Leadership Dimension Scores by Leadership Forum Attendance (*N* = 156)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
Forum, No	142	5.76	5.21	6.02	6.14	5.80	5.64	6.07
Forum, Yes	14	5.93	5.40	6.19	6.20	5.96	5.63	6.14

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₆. Is there a relationship between whether or not a student holds a leadership position at SEU and his or her self-perception for any of the seven dimensions of servant leadership? Almost one third of students who took the survey (52) have held leadership positions at SEU. Table 32 shows the average scores for students who have served in leadership positions or not and students overall for each of the seven dimensions of servant leadership.

Students' scores averaged above 5.6 for all dimensions except vulnerability and humility and visionary leadership (for students who did not serve in leadership positions), indicating a preference for these other servant leadership traits. Both students who served in leadership positions and those who did not scored low in vulnerability and humility at 5.20 and 5.29, respectively. Students who did not serve in leadership positions also scored low in visionary leadership with an average of 5.55. Conducting statistical analysis through *t* tests showed three significant differences. Students serving in leadership positions embraced three

areas of servant leadership more than their peers who had not served in leadership positions. These areas are (a) open and participatory leadership (6.12 vs. 5.99), (b) inspiring leadership (5.97 vs. 5.74), and (c) visionary leadership (5.80 vs. 5.55). Apparently, students who actively serve in leadership positions at SEU are more likely to embrace these elements of servant leadership. In volunteer student organizations, being open and participatory is likely a key element to getting students to be involved. From the interviews, students said staff and faculty mentors model being inspiring and visionary, possibly contributing to these higher scores.

Table 32: Average Servant Leadership Dimension Scores by SEU Student Leadership Service ($N = 156$)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
LDR, No	104	5.69	5.20	5.99	6.15	5.74	5.55	6.03
LDR, Yes	52	5.95	5.29	6.12	6.15	5.97	5.80	6.17

Note. LDR = SEU student leadership position. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ7. Is there a relationship between whether or not a student takes a leadership-related course and his or her self-perception for any of the seven dimensions of servant leadership? Approximately one quarter of students who took the survey (44) have taken at least one leadership-related course at SEU, and about one eighth (24) have taken two or more. Table 33 shows the average scores for students who have taken leadership-related courses or not and students overall for each of the seven dimensions of servant leadership. Students' scores averaged

above 5.6 for all dimensions except humility and vulnerability, indicating a preference for these other servant leadership traits. The highest scores were in the area of open and participatory leadership. The scores are very similar across all seven dimensions. The statistical analysis through *t* tests showed no significant differences. Taking leadership-related courses or not did not make a difference on how students embrace the seven dimensions of servant leadership.

Table 33: Average Servant Leadership Dimension Scores by Taking Leadership-Related Courses ($N = 156$)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
Ld Cr, No	112	5.74	5.24	6.07	6.15	5.81	5.60	6.09
Ld Cr, Yes	44	5.89	5.21	5.94	6.14	5.84	5.73	6.04

Note. Ld Cr = taken at least one SEU leadership-related course. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

RQ₈. Is there a relationship between the number of years a student attends SEU and his or her self-perception for any of the seven dimensions of servant leadership? Students who took the survey broke out into four 1-year categories at SEU. There were 52 students with 1 year (one or two semesters), 45 with 2 years (three or four semesters), 35 with 3 years (five or six semesters), and 24 with 4 or more years (seven, eight, or more semesters). Table 34 shows the average scores for students in the different year categories and students overall for each of the seven dimensions of servant leadership. Students' scores averaged above 5.6 for all dimensions except humility and vulnerability, indicating a preference for these other servant leadership traits. Conducting an ANOVA showed only one

statistically significant difference. With an average score of 6.01, students who have spent 4 years or more at SEU demonstrated a higher amount of developing and empowering others than students with less time at SEU. Perhaps as students spend more time at SEU around faculty, staff, and other students who promote servant leadership, they embrace the importance of developing and empowering others.

Table 34: Average Servant Leadership Dimension Scores by Number of Years at SEU ($N = 156$)

Description	<i>n</i>	F1	F2	F3	F4	F5	F6	F7
Total	156	5.78	5.23	6.03	6.15	5.82	5.64	6.07
1 year	52	5.63	5.19	6.11	6.20	5.80	5.57	6.08
2 years	45	5.87	5.15	6.06	6.21	5.83	5.64	6.12
3 years	35	5.73	5.19	5.85	5.96	5.83	5.70	6.01
4 years	24	6.01	5.54	6.09	6.18	5.79	5.70	6.08

Note. F1 = Developing and Empowering Others. F2 = Vulnerability and Humility. F3 = Authentic Leadership. F4 = Open and Participatory Leadership. F5 = Inspiring Leadership. F6 = Visionary Leadership. F7 = Courageous Leadership.

Limitations

The study has four major limitations: (a) inherent problems with survey research, (b) response bias, (c) generalizability, and (d) researcher bias. Two main inherent problems with survey research include gaining a large enough sample size and the self-report nature of some questions. Creswell (2013) advocated casting a wide net and then, through criterion sampling, narrowing down the group to interview; this is “based on gaining some perspective on chronological time in the social life of the group, people representative of the culture-sharing group in terms of demographics, and the contexts that lead to different forms of behavior” (p.

156). The wide net was the offer to all 2,700 SEU students to participate in both this study's interviews and survey. All SEU students had the opportunity to participate about their views on servant leadership. The chronological time is the number of years at SEU. Students are the culture-sharing group. Finally, the contexts are the independent variables in the survey and additional factors discovered in interviews with the students. The study met the goal of obtaining 20 interview participants. Creswell said, "In ethnography [he] like[s] well defined studies of single culture-sharing groups with numerous artifacts, interviews, and observations collected until the working of the cultural group are clear" (p. 157). Patton (2002) stressed that there are no rules for qualitative study sample sizes. He advocated, "Sampling to the point of redundancy is an ideal" (p. 246), but it is not always practical with budgets and time constraints. Creswell stated that he has seen phenomenological studies ranging from one to 325 participants but suggested that 10 is an adequate number. He said the important factor is not so much the number of participants but stressed, "It is essential that all participants have experience of the phenomenon being studied" (p. 155). Klenke (2008) recommended a sample size of two to 25 for a phenomenological study, also stating there is no agreed upon number required. Similar to ethnographic studies, in phenomenological studies, Creswell as well as Klenke would have agreed that 20 is an adequate sample size, in particular because they have all experienced the same phenomenon.

In this case, the phenomenon within the ethnography is a shared experience of servant leadership, while being students at SEU. Hair et al. (2006) recommended using a 20:1 ratio of participants to independent variables to gain an adequate sample size. With eight independent variables, this study required a minimum of 160 participants. This helps maximize systematic (or experimental) variance. A total of 207 students started the survey, yielding 182 usable results. Removing the age criteria led to seven independent variables, thus requiring 140 participants. The 156 students aged 18-25 fulfilled this requirement as well.

The self-report nature of surveys can lead to response bias, including acquiescence, social desirability, and nonresponse bias (Fields, 2002). Self-reporting is not mitigated for the RSLP because respondents are rating themselves.

Students could either over- or underscore themselves on the various questions. Several students in the interviews said they felt others close to them would be better judges of how they fulfill the servant leadership dimensions. Acquiescence is “the tendency of respondents to respond in a positive or negative direction” (Fields, 2002, p. xxii). This is tied to social desirability and students over- or underscoring themselves. Social desirability is “the tendency of respondents to want to make a positive impression” (Fields, 2002, p. xxii). Both acquiescence and social desirability could be mitigated by having students rate fellow students using the survey. Nonresponse bias could indicate that nonrespondents have unfavorable things to say and so chose not to participate. A total of 207 students began the survey, but only 183 completed it. This could indicate some nonresponse bias or perhaps just fatigue and giving up taking the survey. Some students may have just taken the survey to gain a chance to win one of the five \$20 Chili’s gift cards. Assuring confidentiality and stressing the importance of honest answers, for which there was no right or wrong answers, helped alleviate these different response bias issues.

Generalizability is a weakness as this study only involved students from SEU, a single, private, Christian university in the United States. Other similar colleges might still find this information useful as they design ways to encourage servant leadership among their students. SEU is a member of the Council for Christian Colleges and Universities (CCCCU). As of June 2013, the CCCCU included 118 members (Council for Christian Colleges, n.d.b). Each member college and university is intentionally Christ-centered and supports the CCCCU’s mission “to advance the cause of Christ-centered higher education and to help our institutions transform lives by faithfully relating scholarship and service to biblical truth” (Council for Christian Colleges, n.d.a). This study expands the validation of the RSLP by assessing university student self-perceptions of servant leadership, where it has not previously been tested.

The researcher can cause bias in two ways. One is influencing the interviewee with the way he asks questions and his mere presence. Students might have been more prone to giving positive answers because of this. The second way

is the researcher's own bias as a member of SEU and wanting to present the university in a positive light. The researcher tried to be as objective as possible, interviewing students from the same set of questions and ensuring student anonymity. The fact that several students gave negative constructive criticism indicates that they felt free to give their unbiased opinions. These are included in the study, showing the researcher's willingness to overcome his own bias in wanting to portray SEU positively.

Implications

That which is important gets measured. If colleges really want to know whether their students have embraced servant leadership or not, they should ask them in the form of surveys and interviews. SEU uses both entrance and exit exams and surveys to measure what students have learned. It would be easy to add a servant leadership survey. This study identified 16 different instruments that all have a bit different focus. Some type of self-assessment would work well for measuring what students think about servant leadership coming into SEU and what they believe as they graduate. Colleges should be deliberate about surveying incoming and outgoing students to see if they are making a difference encouraging students to embrace servant leadership. A survey like the one used in this study would also help identify any demographics or activities that relate highly to servant leadership. As this study did, including interviews of graduating seniors would gain a deeper understanding and specific examples of servant leadership. Coupling survey data with interviews is a great way to gain both a broad and deep perspective.

Another area where colleges could instill servant leadership is through the courses they offer. They could include information on servant leadership in any type of introduction-to-college course. At SEU, all freshmen must take THEO 1503 Christ Culture and University, which is an introduction to life and culture at SEU. One could include some readings from servant leadership authors in this course. Something from Robert Greenleaf should be included. Greenleaf's (1970) seminal work, *The Servant as Leader*, is a concise synopsis of his thoughts on servant

leadership. This coupled with Spears' (1995) 10 servant leadership traits derived from Greenleaf's writing are a great, easily read introduction to servant leadership. Revisiting the topic of servant leadership periodically, perhaps once a year, would also help reinforce the philosophy. This could be done formally through courses or informally through chapel service sermons or other venues. Each major could have a core course that ties servant leadership to its subject area. Currently at SEU, each college has a faith integration course, which deliberately ties the subject to the Christian faith. For example, the College of Business and Legal Studies' faith integration course is BUSI 4113 Business Ethics. SEU is showing more emphasis on the importance of the topic with the addition of two courses focused solely on servant leadership. Both courses fall under the College of Business and Legal Studies for their Organizational Leadership undergraduate major and their MBA. The two courses are LDRS 4113 Applied Servant Leadership at the undergraduate and LDRS 5123 Servant Leadership at the graduate levels. Typically only students within those majors take the courses. They could be emphasized and advertised to wider audiences however.

A third area in which colleges could help spread servant leadership is in encouraging all students to take on some type of leadership role where they can experience and exercise servant leadership. Obviously not all students can serve in positions under the Department of Student Life at SEU. There are numerous clubs, missions trips, and other opportunities for students to take on leadership roles. If SEU offered a practicum course for credit, students might be even more encouraged to serve in leadership positions. As part of the practicum, students could tie in servant leadership concepts through journaling or other artistic, presentation, or written assignments. In addition to leadership positions and practicums, internships are another great venue to practice servant leadership. Gaining work experience, seeing how real organizations run, watching leaders in action, dealing with conflict, and networking for future jobs are all important learning events from internships. SEU's College of Business and Legal Studies offers a 3-credit course tied to an internship. Students must work at least 150 hours, keep a journal, write two papers, and give a presentation on their work experience

and how it ties to what they have learned within their major at SEU. Students who the author has supervised in internships all rave about the great experience they had and how much they learned, often things that they did not get in the classroom. Some students worked in areas they found that they were not interested in pursuing as a career. Others' internships have turned into job offers.

Future Research

With 20 models and 16 survey instruments, studying servant leadership can be challenging. Students may become overwhelmed at the number of models and dimensions. They may question: Whose is right and which survey instrument is more useful in the workplace? It would also be easier for researchers to compare data using only a few models. Research differentiating the various models would be helpful to reduce confusion and amalgamate the understanding of servant leadership. One could list each model's strengths and weaknesses and recommend when each survey instrument is best used. Or perhaps researchers could combine and refine the plethora of servant leadership models in order to obtain a few that are commonly used. This may in fact happen now that Northouse (2012) published Liden et al.'s (2008) model and survey instrument in his extremely popular textbook, *Leadership Theory and Practice*. Northouse conveniently named the instrument the "Servant Leadership Questionnaire (SLQ)" (p. 243).

This study, like Goodly's (2008) and Trascritti's (2009), used a modified version of Wong and Page's (2003) RSLP. Goodly used 50 questions and Trascritti used 35, like in the current study. Wong and Page's 62 questions can be wearisome for survey takers and dissuade them from finishing. The seven dimensions in the RSLP do not have uniform number of questions, ranging from a low of five to a high of 16 for the developing and empowering others dimension. Dennis and Winston (2003) refined Page and Wong's (2000) original SLP, but nothing more came of it as Wong and Page began using the 2003 RSLP. Refining this later model would help make a better self-assessment survey instrument and would be a worthy area of further study. It would help make a better self-assessment survey instrument to improve upon a great model of servant leadership.

Whether one combines, refines, and modifies servant leadership survey instruments, an area that would greatly benefit leadership development research is longitudinal studies. Effective leaders are often defined by how successful they have been personally and the success of their organizations. Longitudinal studies on student leadership development in college and how it affects career success later in life could link servant leadership to personal and organizational success. This helps make the case why servant leadership as a philosophy and style is important for leaders and organizations. Colleges could keep track of their alumni who took servant leadership surveys in college and see how their careers go over time. Periodic 5-10-year surveys would be relatively easy to conduct electronically. Researchers could measure a person's employment, job turnover, promotions, salary increases, and numerous others demographics. One could also measure organizational success through increased revenue, profits, market share, stock value, and service to the community.

Lastly, as Winston (2010) identified, more qualitative study of servant leadership is needed. Winston advocated for more ethnographic, phenomenological, critical-social, and grounded theory qualitative studies. This current study of students at SEU has combined the best parts of both qualitative and quantitative research in a mixed-method approach. It is an attempt to further the qualitative study of servant leadership. Interviewing students or employees is time consuming but it speaks directly to their individual perceptions and needs. In true servant leadership fashion, information gained from interviews could help the growth of the individual if used to better their school or work environment.

Conclusions

Of the eight research questions, four contained statistically significant relationships in their subquestions. This is a total of nine out of a possible 56 relationships. Figure 1 shows where a significant relationship exists for the eight research questions. It relates the student demographics and activities (independent variables) to the servant leadership dimensions (dependent variables). A grey rectangle with an *X* denotes a significant relationship.

RQ₁, RQ₂, RQ₅, and RQ₇ yielded no significant relationships between any of the eight independent and seven dependent variables. A student's gender (RQ₁) and ethnicity (RQ₂) did not affect how they scored on the seven dimensions of servant leadership. This is a positive indication that people from both genders and all ethnicities can adopt the philosophy of servant leadership. Attending SEU's Leadership Forum (RQ₅) and taking leadership-related courses at SEU (RQ₇) also did not affect relationships with the seven dependent variables. This is perhaps a negative indication that SEU's academic efforts to teach servant leadership do not make a difference in students embracing servant leadership.

	F1 - Developing and Empowering Others	F2 - Vulnerability and Humility	F3 - Authentic Leadership	F4 - Open and Participatory Leadership	F5 - Inspiring Leadership	F6 - Visionary Leadership	F7 - Courageous Leadership
Gender							
Ethnicity							
Age	X				X	X	X
College		X					
Forum							
LDR	X				X	X	
CRS							
YRS	X						

Figure 1: The relationships between student demographics and activities and each of the seven servant leadership dimensions.

Note. LDR = Student leadership position at SEU. CRS = Leadership-related courses at SEU. YRS = Number of years at SEU. For Gender, Ethnicity, and Age categories, $N = 182$. After the Age category, students over 25 years old were removed from the sample. College, Forum, LDR, CRS, and YRS pertain to students of traditional college age, 18-25 years old, $N = 156$.

Two research questions, a student’s college (RQ₄) and the amount of time a student has spent at SEU (RQ₈), each showed one statistically significant relationship. There is a significant difference by college in students embracing vulnerability and humility. The College of Christian Ministries and Religion (CCMR) was the only college to have a student average above 5.6, at 5.61, thus embracing the concept. This score was significantly different from the other four colleges: (a) College of Arts and Sciences (5.22), (b) College of Behavior Sciences (5.08), (c) College of Business and Legal Studies (4.95), and (d) College of

Education (5.37). Either the CCMR is doing a better job instilling this into their students or CCMR students are already inclined to be this way as it is important to being in Christian ministry. The opposite of vulnerability and humility is power and pride. With an average score of 4.95, students in the College of Business and Legal Studies are either learning power and pride or are already inclined to be this way due to the competitive nature of business.

A student's age group (RQ₃) had the largest effect on relationships. Students over 25 years of age showed statistically significant higher scores than those aged 18-25 in four servant leadership dimensions: (a) developing and empowering others, (b) inspiring leadership, (c) visionary leadership, and (d) courageous leadership. For students age 18-25 who held leadership positions at SEU (RQ₆), three of these same four dimensions showed statistically significant relationships, (a) developing and empowering others, (b) inspiring leadership, and (c) visionary leadership. Both of these findings point to the importance of experiential learning of servant leadership. A student can hear about, talk about, and study servant leadership. But until one has to actually practice and experience it, the concept of servant leadership is not fully embraced.

In general, this study has shown how colleges can better encourage students to learn about and become servant leaders. This could be helpful for like-minded schools to SEU, in particular ones that are members of the CCCU. More specifically, the leadership team at SEU can take the results of this survey and use the information and suggestions to better help students embrace servant leadership. It could help SEU make its students better well-rounded persons with a heart to follow Jesus and serve people. In this manner, the students will embody SEU's mission statement by using their divine design to serve Christ and the world through a Spirit-empowered life in their learning and leadership.

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Appendix A

Leadership-Related Courses at SEU

College of Arts and Sciences Undergraduate

COMM 3063 Communicating Leadership

HUSV 3183 Organizational Behavior

PSYC 3183 Organizational Behavior and Leadership Styles

PSYC 4013 The Psychology of Leadership – The Art of Communication

College of Arts and Sciences Graduate

HUSV 5003 Human Service Administration

HUSV 5023 Organizational Leadership and Management

HUSV 5063 Group Development and Change in Human Services

College of Business and Legal Studies Undergraduate

BPLE 2123 Principled Leadership (discontinued)

BUSI 3203 Principles of Management

HIST 4123 History of Great Leaders

LDRS 2123 Principled Leadership

LDRS 2223 Leadership Theory and Practice

LDRS 3003 Cross-Cultural Leadership

LDRS 4103 Leading Organizational Change

LDRS 4113 Applied Servant Leadership Concepts

MNGT 3173 Human Resource Management

MNGT 3183 Organizational Behavior

MNGT 4143 Leadership, Followership, Teamwork

MNGT 4163 Entrepreneurship

College of Business and Legal Studies Graduate

BUSI 5123 Leadership and Ethical Management

BUSI 5213 Organizational Behavior

LDRS 5123 Servant Leadership

LDRS 5333 Leading Across Cultures

College of Christian Ministry and Religion Undergraduate

PMIN 3833 Organizational Behavior and Leadership Styles

PMIN 4013 The Leader as Communicator

PMIN 4023 Leadership Development

College of Christian Ministry and Religion Graduate

PMIN 5233 Managing Change and Conflict

PMIN 5323 The Leader as Communicator

PMIN 5333 Effective Leadership

PMIN 5343 Strategic Missional Leadership

PMIN 5373 Interpersonal Techniques / Helping Relations

PMIN 5473 Foundations for Cross-Cultural Ministry

PMIN 5633 Leadership Development

PMIN 5643 Special Topics in Leadership

College of Education Undergraduate

EDUC 4233 Classroom Management Elementary

EDUC 4903 Classroom Management Secondary

PEDU 3133 Theory/Practice Coaching

SRMT 4303 Sport Leadership, Organization, and Administration

College of Education Graduate

EDUC 5163 Educational Leadership Research

EDUC 5203 Educational Leadership

EDUC 5213 Communication Skills and Supervision for Educational Leaders

EDUC 5223 Organizational Management in Schools

EDUC 5253 Public School Law for Educational Leaders

EDUC 5263 Educational Techniques for School Leaders

EDUC 5276 Supervised Practicum in Educational Leadership

EDUC 5303 Advanced Classroom Management

Appendix B

SEU Leadership Forum Speakers

Table B1: SEU Leadership Forum Speakers

Year	Speakers
2007	Tommy Barnett, Ken Blanchard, Tony Dungy, Tony Evans, Craig Groeschel, Bill Hybels, Laurie Beth Jones, John Maxwell, Erwin McManus, and Mark Rutland, and Ed Young.
2008	Ken Blanchard, Jeb Bush, Erwin McManus, Colin Powell, Mark Rutland, Andy Stanley, and Kay Warren.
2009	Matthew Barnett, Henry Cloud, Bill George, Craig Groeschel, TD Jakes, Megyn Kelly, Patrick Lencioni, Erwin McManus, Dave Ramsey, Mark Rutland, Tim Sanders, and Jack Welch.
2010	Tommy Barnett, Jim Blanchard, Marcus Buckingham, George W. Bush, Laura Bush, Jim Collins, Mark Floyd, Craig Groeschel, Brian Houston, Bill Hybels, John Kotter, Patrick Lencioni, Erwin McManus, Joyce Meyer, and Andy Stanley.
2011	Tommy Barnett, Anne Beiler, Jim Blanchard, George W. Bush, Dan Cathy, Mark Floyd, David Gergen, Franklin Graham, Craig Groeschel, Jim Kouzes, Erwin McManus, Nancy Ortberg, Barry Posner, Condoleezza Rice, Mark Sanborn, Kurt Warner, and Pat Williams.
2012	Curt Coffman, Phil Cooke, Nancy Duarte, Robert Gates, Erwin McManus, Howard Putnam, Scott Rasmussen, Mark Sanborn, Tim Tebow, and Pat Williams.
2013	Phil Cooke, Jon Gordon, AmyK Hutchens, Dave Martin, John Maxwell, John Ortberg, Nancy Ortberg, Sarah Palin, Mark Sanborn, and Pat Williams.

Appendix C

Consolidated List of Dimensions of Servant Leadership From the 20 Models

Table C1: List of Dimensions of Servant Leadership From the 20 Models

Dimensions		
Accountability	Empowerment	Provides leadership
Altruism	Emulation of leader	Putting subordinates first
	Facilitative environment	
Appreciation of others	Follower affirmation	Relationships
Authenticity	Foresight	Responsible morality
Autonomy	Forgiveness	Self-sacrifice
Awareness		
Behaving ethically	Healing	Servant leadership
Building community	Honesty	Service
Commitment to growth	Humility	Shares leadership
Conceptual skills	Influence	Stewardship
Consensus building	Inspiring leadership	Standing Back
Courage	Integrity	Transcendental spirituality
Covenantal relationship	Love	Transforming influence
Creating value for others	Listening	Trust
Credibility	Modeling	Values people
Daily reflection	Participatory leadership	Vision
Develops people	Openness	Voluntary subordination
Drive sense of self worth	Organizational stewardship	Vulnerability
Emotional healing	Other-centered	Wisdom
Empathy	Pioneering	

Appendix D

SEU Servant Leadership Interview Questions

1. Have you ever heard of servant leadership? If yes,
 - a. What attributes or traits does a servant leader have?
 - b. What does a servant leader do?
2. Have you heard of Robert Greenleaf? If yes, have you read any of his writings?
3. How do you see yourself as (a) developing and empowering others, (b) vulnerable and humble, (c) authentic, (d) open and participatory, (e) inspirational, (f) able to cast vision, and (g) courageous? Who or what has helped you develop these traits?
4. What has shaped your views of servant leadership while at SEU? These could be inside or outside the classroom. Can you give examples?
 - a. Have you attended any SEU Leadership Forums? Have they helped your views of servant leadership? How? Can you give examples?
 - b. Have you held any leadership positions at SEU? Have they helped your views of servant leadership? How? Can you give examples?
 - c. Have you taken any leadership-related courses taken at SEU? Have they helped your views of servant leadership? How? Can you give examples?
 - d. Are there any professors or staff members that have helped shape your views of servant leadership? Who? How? Can you give examples?
5. Who exemplifies servant leadership at SEU? Can you give examples?
6. Who or what have shaped your views of servant leadership outside of SEU? People? Events? Can you give examples?
7. Is there anything else you would like to say about servant leadership?

Appendix E

Servant Leadership Models

Table E1: Servant Leadership Models

Authors	Instrument	Dimensions
Greenleaf (1970); Spears (1995); Hays (2008)	Leader Profile Assessment (LPA) 50 questions 5-pt. Likert scale	(Ten) Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to growth, Building community
Graham (1991)	NA	(Five) Humility, Relational Power, Autonomy, Relational Development of Followers, and Emulation of Leaders' Service Orientation
Laub (1999)	Organizational Leadership Assessment (OLA) 60 questions 5-pt. Likert scale	(Six) Values people, develops people, builds community, Displays authenticity, Provides leadership, Shares leadership
Farling et al. (1999)	NA	(Five) Vision, Influence, Credibility, Trust, Service
Page & Wong (2000); Wong & Page (2003); Wong & Davey (2007)	Revised Servant Leadership Profile (RSLP) 62 questions 7-pt. Likert scale	(Six) Developing and empowering others, Vulnerability and humility, Authentic leadership, Open and participatory leadership, Inspiring leadership, Visionary leadership, Courageous leadership

Authors	Instrument	Dimensions
Rardin (2000); Whittington et al. (2006)	Servant Shepard Leadership Indicator (SSLI) 24 questions 5-pt. Likert scale	(Four) Other-centered, Facilitative environment, Self-sacrifice, Follower affirmation
Russell (2000), Russell & Stone (2002)	NA	(Nine) Vision, Honesty, Integrity, Trust, Service, Modeling, Pioneering, Appreciation of others, Empowerment
Dennis & Winston (2003)	Refinement of SLP 24 questions 7-pt. Likert scale	(Three) Vision, Empowerment, Service
Sendjaya & Sarros (2002), Sendjaya, Sarros, et al. (2008)	Servant Leadership Behaviour Scale (SLBS) 35 questions 5-pt. Likert scale	(Six) Voluntary Subordination, Authentic self, Covenantal Relationship, Responsible morality, Transcendental Spirituality, Transforming influence
Patterson (2003)	NA	(Seven) Vision, Agapao love, Altruism, Trust, Service, Empowerment, Humility
Dennis (2004), Dennis & Bocarnea (2005)	Refinement of Patterson's model Servant Leadership Assessment Instrument 42 questions 7-pt. Likert scale	(Five) Vision, Love, Trust, Empowerment, Humility

Authors	Instrument	Dimensions
Barbuto & Wheeler (2003, 2006, 2007)	Servant leadership Questionnaire (SLQ) 23 questions 4-pt. Likert scale	(Five) Altruistic calling, Emotional healing, Wisdom, Persuasive mapping, Organizational stewardship
Ehrhart (2004)	Organizational Citizenship Behavior Servant Leadership Measure 14 questions 5-pt. Likert scale	(Seven) Forming relationships with subordinates, Empowering subordinates, Helping subordinates grow and succeed, Behaving ethically, Having conceptual skills, Putting subordinates first, Creating value for those outside organization
Reinke (2004)	Servant Leadership and Organizational Trust Inventory 15 questions 5-pt. Likert scale	(Four) Vision, Openness, Stewardship, Trust
Liden et al. (2008)	Multidimensional Servant Leadership Measure 28 questions 7-pt. Likert scale	(Seven) Conceptual skills, Empowering, Helping subordinates grow and succeed, Creating value for the community, Behaving ethically, Emotional healing, Putting subordinates first
Fridell et al. (2009)	Servant Leadership Styles Inventory 20 questions 5-pt. Likert scale	(Four) Daily reflection, Consensus building, Healing relationships, Drive sense of self worth

Authors	Instrument	Dimensions
Van Dierendonck (2011); van Dierendonck & Nuijten (2011)	Servant Leadership Survey (SLS) 30 questions 6-pt. Likert scale	(Eight) Standing Back, Forgiveness, Courage, Empowerment, Accountability, Authenticity, Humility, Stewardship
Fields & Winston (2011)	Parsimonious Servant Leadership Measure 10 questions 5-pt. Likert scale	(One) Servant leadership
Reed, Vidaver-Cohen, & Colwell (2011)	Executive Servant Leadership Scale (ESLS) 25 questions 4-pt Likert scale	(Five) Interpersonal Support, Building Community, Altruism, Egalitarianism, Moral Integrity
Mittal & Dorfman (2012)	GLOBE Servant Leadership Scale 27 questions 7-pt. Likert scale	(Five) Egalitarianism, Moral Integrity, Empowering, Empathy, Humility

- | | |
|---|---------------|
| 9. To be a leader, I should be front and center in every function in which I am involved. | 1 2 3 4 5 6 7 |
| 10. I create a climate of trust and openness to facilitate participation in decision making. | 1 2 3 4 5 6 7 |
| 11. My leadership effectiveness is improved through empowering others. | 1 2 3 4 5 6 7 |
| 12. I want to build trust through honesty and empathy. | 1 2 3 4 5 6 7 |
| 13. I am able to bring out the best in others. | 1 2 3 4 5 6 7 |
| 14. I want to make sure that everyone follows orders without questioning my authority. | 1 2 3 4 5 6 7 |
| 15. As a leader, my name must be associated with every initiative. | 1 2 3 4 5 6 7 |
| 16. I consistently delegate responsibility to others and empower them to do their job. | 1 2 3 4 5 6 7 |
| 17. I seek to serve rather than be served. | 1 2 3 4 5 6 7 |
| 18. To be a strong leader, I need to have the power to do whatever I want without being questioned. | 1 2 3 4 5 6 7 |
| 19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished. | 1 2 3 4 5 6 7 |
| 20. I am able to transform an ordinary group of individuals into a winning team. | 1 2 3 4 5 6 7 |
| 21. I try to remove all organizational barriers so that others can freely participate in decision-making. | 1 2 3 4 5 6 7 |
| 22. I devote a lot of energy to promoting trust, mutual understanding and team spirit. | 1 2 3 4 5 6 7 |
| 23. I derive a great deal of satisfaction in helping others succeed. | 1 2 3 4 5 6 7 |
| 24. I have the moral courage to do the right thing, even when it hurts me politically. | 1 2 3 4 5 6 7 |
| 25. I am able to rally people around me and inspire them to achieve a common goal. | 1 2 3 4 5 6 7 |

26. I am able to present a vision that is readily and enthusiastically embraced by others. 1 2 3 4 5 6 7
27. I invest considerable time and energy in helping others overcome their weaknesses and develop their potential. 1 2 3 4 5 6 7
28. I want to have the final say on everything, even areas where I don't have the competence. 1 2 3 4 5 6 7
29. I don't want to share power with others, because they may use it against me. 1 2 3 4 5 6 7
30. I practice what I preach. 1 2 3 4 5 6 7
31. I am willing to risk mistakes by empowering others to "carry the ball." 1 2 3 4 5 6 7
32. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations. 1 2 3 4 5 6 7
33. I have the courage and determination to do what is right in spite of difficulty or opposition. 1 2 3 4 5 6 7
34. Whenever possible, I give credits to others. 1 2 3 4 5 6 7
35. I am willing to share my power and authority with others in the decision making process. 1 2 3 4 5 6 7
36. I genuinely care about the welfare of people working with me. 1 2 3 4 5 6 7
37. I invest considerable time and energy equipping others. 1 2 3 4 5 6 7
38. I make it a high priority to cultivate good relationships among group members. 1 2 3 4 5 6 7
39. I am always looking for hidden talents in my workers. 1 2 3 4 5 6 7
40. My leadership is based on a strong sense of mission. 1 2 3 4 5 6 7
41. I am able to articulate a clear sense of purpose and direction for my organization's future. 1 2 3 4 5 6 7
42. My leadership contributes to my employees/colleagues' personal growth. 1 2 3 4 5 6 7
43. I have a good understanding of what is happening inside the organization. 1 2 3 4 5 6 7

44. I set an example of placing group interests above self-interests. 1 2 3 4 5 6 7
45. I work for the best interests of others rather than self. 1 2 3 4 5 6 7
46. I consistently appreciate, recognize, and encourage the work of others. 1 2 3 4 5 6 7
47. I always place team success above personal success. 1 2 3 4 5 6 7
48. I willingly share my power with others, but I do not abdicate my authority and responsibility. 1 2 3 4 5 6 7
49. I consistently appreciate and validate others for their contributions. 1 2 3 4 5 6 7
50. When I serve others, I do not expect any return. 1 2 3 4 5 6 7
51. I am willing to make personal sacrifices in serving others. 1 2 3 4 5 6 7
52. I regularly celebrate special occasions and events to foster a group spirit. 1 2 3 4 5 6 7
53. I consistently encourage others to take initiative. 1 2 3 4 5 6 7
54. I am usually dissatisfied with the status quo and know how things can be improved. 1 2 3 4 5 6 7
55. I take proactive actions rather than waiting for events to happen to me. 1 2 3 4 5 6 7
56. To be a strong leader, I need to keep all my subordinates under control. 1 2 3 4 5 6 7
57. I find enjoyment in serving others in whatever role or capacity. 1 2 3 4 5 6 7
58. I have a heart to serve others. 1 2 3 4 5 6 7
59. I have great satisfaction in bringing out the best in others. 1 2 3 4 5 6 7
60. It is important that I am seen as superior to my subordinates in everything. 1 2 3 4 5 6 7
61. I often identify talented people and give them opportunities to grow and shine. 1 2 3 4 5 6 7
62. My ambition focuses on finding better ways of serving others and making them successful. 1 2 3 4 5 6 7

Scoring

The following questions support each of the seven servant leadership factors.

- Factor 1 - Developing and Empowering Others: 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62.
- Factor 2 - Power and Pride (reverse of Vulnerability and Humility): 9, 14, 15, 18, 28, 29, 56, 60. Factor 2 is a negative trait, but can be converted to a positive one by scoring in reverse, i.e. 1 = 7, 2 = 6, and 3 = 5.
- Factor 3 - Authentic Leadership: 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58.
- Factor 4 - Open, Participatory Leadership: 2, 5, 7, 8, 10, 11, 12, 34, 35, 36.
- Factor 5 - Inspiring Leadership: 1, 13, 19, 20, 22, 25, 26.
- Factor 6 - Visionary Leadership: 40, 41, 43, 54, 55.
- Factor 7 - Courageous Leadership: 3, 4, 24, 32, 33.

(Wong & Page, 2003, n.d.b)

Appendix G

Questions Removed From Goodly's (2008) Survey

Developing and Empowering Others

21. I try to remove all organizational barriers so that others can freely participate in decision-making.

37. I invest considerable time and energy equipping others.

39. I am always looking for hidden talents in my workers.

42. My leadership contributes to my employees/colleagues' personal growth.

61. I often identify talented people and give them opportunities to grow and shine.

Power and Pride (Vulnerability and Humility)

56. To be a strong leader, I need to keep all my subordinates under control.

60. It is important that I am seen as superior to my subordinates in everything.

Open, Participatory Leadership

5. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks.

8. I promote tolerance, kindness, and honesty in the work place.

36. I genuinely care about the welfare of people working with me.

Note that question # 26 is misplaced by Goodly under Open, Participatory Leadership.

Visionary Leadership

41. I am able to articulate a clear sense of purpose and direction for my organization's future.

43. I have a good understanding of what is happening inside the organization.

Authentic Leadership, Inspiring Leadership, and Courageous Leadership

None

Appendix H

Questions Removed From Trascritti's (2009) Survey

Developing and Empowering Others

- 16. I consistently delegate responsibility to others and empower them to do their job.
- 23. I derive a great deal of satisfaction in helping others succeed.
- 27. I invest considerable time and energy in helping others overcome their weaknesses and develop their potential.
- 31. I am willing to risk mistakes by empowering others to “carry the ball.”
- 37. I invest considerable time and energy equipping others.
- 39. I am always looking for hidden talents in my workers.
- 42. My leadership contributes to my employees/colleagues' personal growth.
- 49. I consistently appreciate and validate others for their contributions.
- 53. I consistently encourage others to take initiative.
- 59. I have great satisfaction in bringing out the best in others.
- 62. My ambition focuses on finding better ways of serving others and making them successful.

Power and Pride (Vulnerability and Humility)

- 18. To be a strong leader, I need to have the power to do whatever I want without being questioned.
- 56. To be a strong leader, I need to keep all my subordinates under control.
- 60. It is important that I am seen as superior to my subordinates in everything.

Authentic Leadership

- 6. I am genuine and honest with people, even when such transparency is politically unwise.
- 47. I always place team success above personal success.
- 50. When I serve others, I do not expect any return.
- 51. I am willing to make personal sacrifices in serving others.
- 52. I regularly celebrate special occasions and events to foster a group spirit.
- 57. I find enjoyment in serving others in whatever role or capacity.

Open, Participatory Leadership

- 8. I promote tolerance, kindness, and honesty in the work place.
- 11. My leadership effectiveness is improved through empowering others.
- 12. I want to build trust through honesty and empathy.
- 34. Whenever possible, I give credits to others.
- 36. I genuinely care about the welfare of people working with me.

Inspiring Leadership

- 20. I am able to transform an ordinary group of individuals into a winning team.
- 22. I devote a lot of energy to promoting trust, mutual understanding and team spirit.

Visionary Leadership and Courageous Leadership

None

Appendix I

Survey for The Current Study

The survey was administered through SurveyMonkey.com. Students received the link to the survey in the email. This appendix contains four sections. The first is the survey introduction email. The second is the survey introduction on the opening page of the SurveyMonkey survey. The third is the survey instructions contained within the second page of the SurveyMonkey survey. The last section is the actual 45-item questionnaire.

Survey Introduction Email

Dear SEU Students,

My name is Ric Rohm and I'm a professor in the College of Business and Legal Studies at Southeastern. As part of my Ph.D. research at Regent University, I am exploring SEU's effectiveness in instilling the principles of servant leadership to its students. In this regard, I need your help in filling out a brief 45-question survey. If you can give me 15-20 minutes of your time and complete the survey, your name will be entered into a random drawing for one of five Chili's \$20 gift certificates! You may remain anonymous if you wish. If you provide your name, you will be entered in the drawing. This is in appreciation of your time for taking the survey.

All data collected will be kept in a secure, password protected computer file, accessible only by myself. Your individual answers will not be divulged to anyone else. You have the right to request your survey answers withdrawn at any time. You must be at least 18 years of age to participate. By taking the survey you are acknowledging you are at least 18 years old and giving me consent to use the information you provide in the study.

The benefit to SEU is to help us determine if we are fostering a culture of servant leadership at the university. If you have any questions, or would like the results of your individual survey, you can contact me, at 813-667-5443 or

fwrohman@seu.edu.

I sincerely appreciate you taking the time to fill out the survey. It will help SEU better fulfill its mission of equipping you to discover and develop your divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership! Here is the link to the survey:

<https://www.surveymonkey.com/s/BTSB7RJ>.

Ric Rohm <><

Assistant Professor of Business & Leadership

863-667-5443

Southeastern University

1000 Longfellow Blvd.

Lakeland, Florida 33801-6034

Survey Introduction

Dear SEU Students,

My name is Ric Rohm and I'm a professor in the College of Business and Legal Studies at Southeastern. As part of my Ph.D. research at Regent University, I am exploring SEU's effectiveness in teaching the principles of servant leadership to its students. In this regard, I need your help in filling out a brief 45-question survey. If you can give me 15-20 minutes of your time and complete the survey, your name will be entered into a random drawing for one of five Chili's \$20 gift certificates! You may remain anonymous if you wish. If you provide your name, you will be entered in the drawing. This is in appreciation of your time for taking the survey.

All data collected will be kept in a secure, password protected computer file, accessible only by myself. Your individual answers will not be divulged to anyone else. You have the right to request your survey answers withdrawn at any time. You must be at least 18 years of age to participate. By taking the survey you are acknowledging you are at least 18 years old and giving the researcher consent to use the information you provide in the study.

The benefit to SEU is to help us determine if we are fostering a culture of servant leadership at the university. If you have any questions, or would like the results of your individual survey, you can contact me, at 813-667-5443 or

fwroh@seu.edu.

I sincerely appreciate you taking the time to fill out the survey. It will help SEU better fulfill its mission of equipping you to discover and develop your divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership!

Survey Instructions

The survey consists of six pages. Click on the [next] button to proceed to the next page. After this introduction page, you will answer the 45 questions. The first 35 are the leadership self-assessment questions. The remaining ten are demographic questions. Please fill out each area as applicable. When you complete the last page the survey will complete.

When taking the survey through surveymonkey.com, you will use the following scale to indicate your agreement or disagreement with each of the statements in describing your own attitudes and practices as a leader.

- (1) Strongly Disagree
- (2) Disagree
- (3) Mildly Disagree
- (4) Undecided
- (5) Mildly Agree
- (6) Agree
- (7) Strongly Agree

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly. Your answers can be based on your experience at work, on sports teams, in volunteer positions, or in other extra-curricular activities. If you have not held any leadership position in an organization, then answer the questions as if you were in a position of authority and responsibility. There are no right or wrong answers. Simply rate each question in terms of what you really believe or normally do in leadership situations. The 35 leadership questions come from Dr. Paul T. P. Wong and Dr. Don Page at Trinity Western University, a Christian college in British Columbia, Canada.

If you have any questions, technical or otherwise, please contact me at 863-667-5443 or fwrohmf@seu.edu. Thank you for your time and effort!

Questionnaire

1. I try to remove all organizational barriers so that others can freely participate in decision-making. 1 2 3 4 5 6 7
2. To be a leader, I should be front and center in every function in which I am involved. 1 2 3 4 5 6 7
3. I seek to serve rather than be served. 1 2 3 4 5 6 7
4. I listen actively and receptively to what others have to say, even when they disagree with me. 1 2 3 4 5 6 7
5. To inspire team spirit, I communicate enthusiasm and confidence. 1 2 3 4 5 6 7
6. My leadership is based on a strong sense of mission. 1 2 3 4 5 6 7
7. I practice plain talking – I mean what I say and say what I mean. 1 2 3 4 5 6 7
8. I make it a high priority to cultivate good relationships among group members. 1 2 3 4 5 6 7
9. I want to make sure that everyone follows orders without questioning my authority. 1 2 3 4 5 6 7
10. I practice what I preach. 1 2 3 4 5 6 7
11. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks. 1 2 3 4 5 6 7
12. I am able to bring out the best in others. 1 2 3 4 5 6 7
13. I am able to articulate a clear sense of purpose and direction for my organization's future. 1 2 3 4 5 6 7
14. I always keep my promises and commitments to others. 1 2 3 4 5 6 7
15. I consistently appreciate, recognize, and encourage the work of others. 1 2 3 4 5 6 7
16. As a leader, my name must be associated with every initiative. 1 2 3 4 5 6 7

17. I set an example of placing group interests above self-interests. 1 2 3 4 5 6 7
18. I am willing to accept other people's ideas, whenever they are better than mine. 1 2 3 4 5 6 7
19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished. 1 2 3 4 5 6 7
20. I have a good understanding of what is happening inside the organization. 1 2 3 4 5 6 7
21. I have the moral courage to do the right thing, even when it hurts me politically. 1 2 3 4 5 6 7
22. I willingly share my power with others, but I do not abdicate my authority and responsibility. 1 2 3 4 5 6 7
23. I want to have the final say on everything, even areas where I don't have the competence. 1 2 3 4 5 6 7
24. I work for the best interests of others rather than self. 1 2 3 4 5 6 7
25. I create a climate of trust and openness to facilitate participation in decision making. 1 2 3 4 5 6 7
26. I am able to rally people around me and inspire them to achieve a common goal. 1 2 3 4 5 6 7
27. I am usually dissatisfied with the status quo and know how things can be improved. 1 2 3 4 5 6 7
28. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations. 1 2 3 4 5 6 7
29. I often identify talented people and give them opportunities to grow and shine. 1 2 3 4 5 6 7
30. I don't want to share power with others, because they may use it against me. 1 2 3 4 5 6 7
31. I have a heart to serve others. 1 2 3 4 5 6 7
32. I am willing to share my power and authority with others in the decision making process. 1 2 3 4 5 6 7

33. I am able to present a vision that is readily and enthusiastically embraced by others. **1 2 3 4 5 6 7**
34. I take proactive actions rather than waiting for events to happen to me. **1 2 3 4 5 6 7**
35. I have the courage and determination to do what is right in spite of difficulty or opposition. **1 2 3 4 5 6 7**
36. Name (optional if you want to be considered for the drawing)
- a. First _____
 - b. Middle _____
 - c. Last _____
37. Please indicate your gender.
- a. Female
 - b. Male
38. Please indicate your ethnicity.
- a. African American
 - b. Arabic
 - c. Caucasian
 - d. East Asian
 - e. Hispanic
 - f. Native American
 - g. Pacific Islander
 - h. South Asian
 - i. Other _____
39. Please indicate your nationality.
- a. United States
 - b. Other _____
40. Please indicate your age.
- a. 18-25
 - b. Over 25
41. List you academic major(s) _____, _____, _____
42. List the number of semesters you have attended SEU.
- 1 2 3 4 5 6 7 8
43. List the number of times you attended the Leadership Forum _____
(indicate which years)
- 2007 2008 2009 2010 2011 2012

44. Indicate if you have held any leadership positions SEU.
- Athletic team captain, indicate sport _____
 - Extracurricular club officer, indicate club _____
 - Resident Assistant
 - Student body government officer, indicate position _____
 - Students in Free Enterprise (SIFE) or ENACTUS officer, indicate position _____
 - Worship team leader, indicate position _____
 - Other, indicate position _____
45. Indicate the leadership-related courses you have taken at SEU.
- BPLE 2123 Principled Leadership
 - BUSI 3203 Principles of Management
 - BUSI 5123 Leadership and Ethical Management
 - BUSI 5213 Organizational Behavior
 - COMM 3063 Communicating Leadership
 - EDUC 4233 Classroom Management Elementary
 - EDUC 4903 Classroom Management Secondary
 - EDUC 5163 Educational Leadership Research
 - EDUC 5203 Educational Leadership
 - EDUC 5213 Communication Skills and Supervision for Educational Leaders
 - EDUC 5223 Organizational Management in Schools
 - EDUC 5253 Public School Law for Educational Leaders
 - EDUC 5263 Educational Techniques for School Leaders
 - EDUC 5276 Supervised Practicum in Educational Leadership
 - EDUC 5303 Advanced Classroom Management
 - HUSV 3183 Organizational Behavior
 - HUSV 5003 Human Service Administration
 - HUSV 5023 Organizational Leadership and Management
 - HUSV 5063 Group Development and Change in Human Services

- HIST 4123 History of Great Leaders
- LDRS 2123 Principled Leadership
- LDRS 2223 Leadership Theory and Practice
- LDRS 3003 Cross-Cultural Leadership
- LDRS 4103 Leading Organizational Change
- LDRS 4113 Applied Servant Leadership Concepts
- LDRS 5123 Servant Leadership
- LDRS 5333 Leading Across Cultures
- MNGT 3173 Human Resource Management
- MNGT 3183 Organizational Behavior
- MNGT 4143 Leadership, Followership, Teamwork
- MNGT 4163 Entrepreneurship
- PEDU 3133 Theory/Practice Coaching
- PMIN 3833 Organizational Behavior and Leadership Styles
- PMIN 4013 The Leader as Communicator
- PMIN 4023 Leadership Development
- PMIN 5233 Managing Change and Conflict
- PMIN 5323 The Leader as Communicator
- PMIN 5333 Effective Leadership
- PMIN 5343 Strategic Missional Leadership
- PMIN 5373 Interpersonal Techniques / Helping Relations
- PMIN 5473 Foundations for Cross-Cultural Ministry
- PMIN 5633 Leadership Development
- PMIN 5643 Special Topics in Leadership
- PSYC 3183 Organizational Behavior and Leadership Styles
- PSYC 4013 The Psychology of Leadership – The Art of Communication
- SRMT 4303 Sport Leadership, Organization, and Administration
- Other _____

Appendix J

Student Survey Demographics by Academic Major

Table J1: Descriptive Statistics by College and Major ($N = 182$)

College and major	<i>n</i>	%
Arts and Sciences	38	20.9
Biology	1	0.5
Broadcasting	6	3.3
Communications	3	1.6
English	1	0.5
English & Intercultural Studies	5	2.7
Film Studies	5	2.7
Journalism/Public Relations	1	0.5
Mathematics	1	0.5
Music Business	4	2.2
Music Education	3	1.6
Pre-Med	3	1.6
Pre-Med/Biology	3	1.6
Undeclared	2	1.1
Behavioral Sciences	31	17
Human Services	2	1.1
Psychology	21	11.5
Social Work	6	3.3
MS Professional Counseling	2	1.1
Christian Ministry and Religion	34	18.7
Church Ministries	5	2.7
Church Music	2	1.1
Interdisciplinary Studies	5	2.7
Missional Ministries	5	2.7

College and major	<i>n</i>	%
Practical Theology	14	7.7
MA Ministerial Leadership	3	1.6
Business and Legal Studies	48	26.4
Accounting	5	2.7
Criminal Justice	7	3.8
Finance	2	1.1
History	2	1.1
International Business	3	1.6
Management	9	4.9
Marketing	4	2.2
Organizational Leadership	14	7.7
MBA	2	1.1
Education	31	17
Elementary Education	8	4.4
Exceptional Student Education	9	4.9
Secondary Education	2	1.1
Sport Management	9	4.9
MEd Educational Leadership	3	1.6

Appendix K

Student Survey Demographics by Academic Major (age 18-25)

Table K1: Descriptive Statistics by College and Major ($N = 156$)

College and major	<i>N</i>	%
Arts and Sciences	38	24.4
Biology	1	0.6
Broadcasting	3	1.6
Communications	6	3.8
English	1	0.6
English & Intercultural Studies	5	3.2
Film Studies	5	3.2
Journalism/Public Relations	1	0.6
Mathematics	1	0.6
Music Business	4	2.6
Music Education	3	1.6
Pre-Med	3	1.6
Pre-Med/Biology	3	1.6
Undeclared	2	1.3
Behavioral Sciences	26	16.7
Psychology	20	12.8
Social Work	5	3.2
MS Professional Counseling	1	0.6
Christian Ministry and Religion	30	19.2
Church Ministries	5	3.2
Church Music	2	1.3
Interdisciplinary Studies	5	3.2
Missional Ministries	5	3.2
Practical Theology	12	7.7

College and major	<i>N</i>	%
MA Ministerial Leadership	1	0.6
Business and Legal Studies	37	23.7
Accounting	5	3.2
Criminal Justice	6	3.8
Finance	2	1.3
History	2	1.3
International Business	3	1.6
Management	8	5.1
Marketing	4	2.6
Organizational Leadership	7	4.5
Education	25	17.6
Elementary Education	7	4.5
Exceptional Student Education	9	5.8
Sport Management	8	5.1
MEd Educational Leadership	1	0.6

Appendix L

Human Subject Research Review Form

Please submit *one electronic* copy of this form and any supporting documents to your dissertation chair or to the SBL IRB representative, Dr. Emilyn Cabanda at ecabanda@regent.edu.

1. PROJECT REVIEW

New Project (The HSRB will assign an ID#)

Revised Project (Enter ID#)

Renewal (Enter ID#)

2. PRINCIPAL INVESTIGATOR Fredric W. Rohm Jr.

Address 12848 Raysbrook Dr., Riverview, FL 33569 Phone 813-390-3779

E-Mail fwroh@seu.edu Date 27 Nov 2012

List of all project personnel (including faculty, staff, outside individuals or agencies)

None

If you are a **student**, please provide the following additional information:

This research is for Dissertation Thesis

Independent Study Other

Faculty Advisor's Name: Kathleen Patterson

3. TRAINING: The National Institutes of Health Office of Extramural Research offers free self-paced online training at phrp.nihtraining.com.

I have completed human subjects research training. Training Date: 27 Nov 2012

4. PROJECT TITLE Dissertation: Servant Leadership at Southeastern University

5. IS THIS RESEARCH BEING SUBMITTED AS PART OF A FUNDED RESEARCH PROPOSAL? Yes No

If yes, please identify the funding source:

6. ANTICIPATED LENGTH OF HUMAN SUBJECTS CONTACT:

Beginning Date 10 Jan 2013 Ending Date 10 Mar 2013

7. DESCRIPTION OF PARTICIPANTS:

Number 2,700 Age Range 17-60

Briefly describe subject population: I will survey the entire student body of 2,700 students at Southeastern University, Lakeland, FL. I will interview 20 students.

8. INDICATE THE REVIEW CATEGORY FOR WHICH YOU ARE APPLYING.

Further information about each review category can be found at

http://www.regent.edu/academics/academic_affairs/IRB/guidelines.cfm

- I am applying for an **exempt review**, based on *one or more* of the following categories (check all that apply):

Note: Exempt review cannot be claimed for any research involving prisoners and most research involving children.

- Research conducted in established or commonly accepted educational settings and involving normal educational practices such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods
- Research involving the use of survey procedures, educational tests (cognitive, diagnostic, aptitude, achievement), interview procedures or observation of public behavior, if information from these sources is recorded in such a manner that participants cannot be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses

outside the research could not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation

Note: This category cannot be used for research involving children

- Research involving the use of survey procedures, educational tests (cognitive, diagnostic, aptitude, achievement), interview procedures, or observation of public behavior, if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter
- Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects
- Research and demonstration projects which are conducted by or subject to the approval of federal department or agency heads, and which are designed to study, evaluate, or otherwise examine (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs
- X** I am applying for an **expedited review**, based on meeting *all* of the following conditions (check all that apply):

Note: Expedited review cannot be claimed for research involving prisoners.

- X Research poses no more than minimal risk to subjects (defined as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.")
- Research limited to one or more of the following data collection procedures:
 - Collection of data through noninvasive procedures routinely employed in clinical practice
 - Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes
 - X Collection of data from voice, video, digital, or image recordings made for research purposes
 - X Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Note: Some research in this category may be classified as exempt; this listing refers only to research that is not exempt.
- Continuing review of research previously approved by the convened HSRB as follows: (a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or (b) where no

subjects have been enrolled and no additional risks have been identified; or (c) where the remaining research activities are limited to data analysis.

I am applying for **full board review**.

9. PROJECT DESCRIPTION

Briefly describe (or attach) the methodology and objectives of your research (including hypotheses and/or research questions), the data collection procedures, and any features of the research design that involve procedures or special conditions for participants, including the frequency, duration, and location of their participation. The description should be no longer than 3 pages single space. Attach addendums for materials and detailed descriptions of the research if more space is needed. *Please note that complete chapters of thesis/dissertation proposals will not be accepted.*

The purpose for the study is to determine whether exposure to servant leadership concepts at Southeastern University makes a difference in student's self-perception of servant leadership. I will send a survey to all 2,700 students at Southeastern University, using a modified 35-item version of Wong and Page's (2003) Revised Servant Leadership Profile. It will include 10 demographic questions, for a total of 45 questions. My goal is to obtain a sample of 180 students. I will also interview 20 students about their thoughts on servant leadership. To encourage student participation, I will put names of students who take the survey into a random drawing for one of five \$20 restaurant gift certificates. Students can remain anonymous if they wish, but they won't be eligible for the drawing. To encourage student participation in the interviews, I will offer \$5 restaurant gift certificates to each participant. The survey will be conducted via the Internet on SurveyMonkey. I will use an email notification as well. The interviews will take place in my office at Southeastern University. Both the interviews and survey will occur between 10 Jan to 10 Mar 2012. I will audio record the interviews for later transcription. Each interview will last 30 minutes. The survey should only take 20 minutes to complete. When analyzing survey

data and interviews, I will assign a number code to each student's information, so I won't see their name after the initial contact. Students will provide passive oral consent for the surveys by reading the instructions and recognizing by participating in the survey; they give their consent and certify they are at least 18 years old. Students agreeing to an interview will sign a passive oral consent form where they give permission to use the information and again certify they are at least 18 years old. See attached research questions, survey instrument, and interview questions.

HSRB Project Description Checklist

a) Is your data completely anonymous, where there are no possible identifications of the participants.	No	Yes
	X	
b) Will you be using existing data or records? If yes, describe in project description (#9 above)	No	Yes
	X	
c) Will you be using surveys, questionnaires, interviews or focus groups with subjects? If yes, describe in #9 and include copies of all in application.	No	Yes
		X
d) Will you be using videotape, audiotape, film? If yes, describe in #9	No	Yes
		X
e) Do you plan to use any of the following populations? Regent students, Regent employees, Non-English speaking, cognitively impaired, patients/clients, prisoners, pregnant women? If yes, describe which ones in #9	No	Yes
	X	
f) Do you plan to use minors (under 18)? If yes, describe in #9 and give age ranges	No	Yes
	X	
g) Are sites outside of Regent engaged in the research? If yes, describe in #9 and give consent letter or their IRB information	No	Yes
		X
h) Are you collecting sensitive information such as sexual behavior, HIV status, recreational drug use, illegal behaviors, child/elder/physical abuse, immigrations status, etc? If yes, describe in #9.	No	Yes
	X	

- | | | |
|---|----------------|-----------------|
| i) Are you using machines, software, internet devices? If so describe in #9 | No | Yes
X |
| j) Are you collecting any biological specimens? If yes, describe in #9 | No
X | Yes |
| k) Will any of the following identifying information be collected: names, telephone numbers, social security number, fax numbers, email addresses, medical records numbers, certificate/license numbers, Web universal resource locators (URLs), Internet protocol (IP) address numbers, fingerprint, voice recording [of the interviews], face photographic image, or any other unique identifying number, code or characteristic other than “dummy” identifiers? If yes, describe in #9 | No | Yes
X |
| l) Will there be data sharing with any entity outside your research team? If so, describe who in #9 | No
X | Yes |
| m) Does any member of the research team or their family members have a personal financial interest in the project (for commercialization of product, process or technology, or stand to gain personal financial income from the project)? If yes, describe in #9. | No
X | Yes |
| n) As applicable, do you plan to provide a debriefing to your participants? If written, include in application as addendum | No
X | Yes |
| o) Will there be any inducement to participate, either monetary or nonmonetary? If there is inducement please describe how the amount is not coercive in #9. | No | Yes
X |
| p) Will there be any costs that subjects will bear (travel expenses, parking fees, professional fees, etc. If no costs other than their time to participate, please indicate)? If yes describe in #9 | No
X | Yes |
| q) Will subjects be studied on Regent University campus? If yes, please describe where the study will be done in #9 | No
X | Yes |
| r) Will subjects be obtained by internet only? If yes, please | No | Yes |

describe what internet forums or venues will be used to obtain participants in #9 **X**

s) Are you using the Regent University consent form template? No Yes
 Whether using the template or requesting an alternate form, **X**
 you must include a copy in your submission.

10. PARTICIPANT RECRUITMENT

Describe the sources of potential participants, how they will be selected and recruited, and how and where you will contact them. Describe all relevant characteristics of the participants with regard to age, ethnic background, sex, institutional status (e.g., patients or prisoners), and their general state of mental and physical health.

All 2,700 students at Southeastern University are eligible for the study. I will recruit them via an email invitation to participate. The students range in age from 18 to 60. They are approximately 44% male and 56% female. They are 67% Caucasian, 13% Hispanic, 10% African American, 7% other. They are college students all in good mental and physical health.

11. INFORMED CONSENT

Describe how you will inform participants of the nature of the study. Attach a copy of your cover letter, script, informed consent form and other information provided to potential participants.

I will inform students via email. Instruction and informed consent are in the attached See attached file, “Rohm Dissertation Survey.”

**** EXEMPT APPLICATIONS SKIP TO QUESTION 17: ATTACHMENTS ****

12. WRITTEN CONSENT

X I am requesting permission to **waive written consent**, based on one or more of the following categories (check all that apply):

The only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality.



- The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.
- I will be using a **written consent form**. Attach a copy of the written consent form with this application.

13. CONFIDENTIALITY OF DATA

What procedures will be used to safeguard identifiable records of individuals and protect the confidentiality of participants?

I will keep all interview audio recordings and transcripts stored in a password protected file on the Southeastern University server. I will do the same for the survey data. I will keep any paper copies stored in a locked file cabinet to which I only have access.

**** EXPEDITED APPLICATIONS SKIP TO QUESTION 17:**

ATTACHMENTS **

14. RISKS AND BENEFITS

Describe in detail the immediate or long-range risks, if any, to participants that may arise from the procedures used in this study. Indicate any precautions that will be taken to minimize these risks. Also describe the anticipated benefits to participants and to society from the knowledge that may be reasonably expected to result from this study.

15. DEBRIEFING STATEMENT

The two major goals of debriefing are dehoaxing and desensitizing. Participants should be debriefed about any deception that was used in the study. Participants also should be debriefed about their behavioral response(s) to the study. Please describe your debriefing plans and include any statements that you will be providing to the participants.

16. DISSEMINATION & STORAGE OF RESULTS

- a) How and where do you plan on disseminating the results of your study?
- b) For electronic data stored on a computer, how will it be stored and secured (password, encryption, other comparable safeguard)?

- c) For hardcopy data, how will it be stored (locked office or suite, locked cabinet, data coded by team with master list secured separately, other)?
- d) What are your plans for disposing of data once the study is ended (give method and time)?

17. ATTACHMENTS

Attach copies of all relevant project materials and documents, including (check all that apply):

- A copy of your training certificate (required for principal investigator)
- Surveys, questionnaires, and/or interview instruments
- Informed consent forms or statements
- Letters of approval from cooperative agencies, schools, or education boards
- Debriefing statements or explanation sheet

18. AFFIRMATION OF COMPLIANCE

By submitting this application, I attest that I am aware of the applicable principles, policies, regulations, and laws governing the protection of human subjects in research and that I will be guided by them in the conduct of this research. I agree to follow the university policy as outlined in the Faculty & Academic Policy Handbook (available online at http://www.regent.edu/academics/academic_affairs/handbook.cfm) to ensure that the rights and welfare of human participants in my project are properly protected. I understand that the study will not commence until I have received approval of these procedures from the Human Subjects Review Board. I further understand that if data collection continues for more than one year from the approval date, a renewal application must be submitted.

I understand that failure to comply with Federal Regulations (45 CFR 46, available online at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>) can result in confiscation and possible destruction of data, suspension of all current

and future research involving human subjects, or other institutional sanctions, until compliance is assured.

 _____ Signature of Principal Investigator	<u>11 Dec 12</u> Date
_____ Signature of Co-Investigator (if applicable) <small>Dr. Kathleen A. Peterson, Ph.D., O-Regent University, cc_email:kathyp@regent.edu, o-US I am approving this document 2013.01.02 14:32:41 -0500</small>	_____ Date <u>December 11, 2012</u>
_____ Signature of Faculty Advisor (if applicable)	_____ Date

To Be Completed By HSRB

Assigned ID # _____

Approve
 Recommend Revisions
 Reject

 _____
Dr. Evelyn Roberts, Ph.D., O-Regent University,
cc_email:eroberts@regent.edu, o-US
I am approving this document
2013.01.02 14:33:28 -0500

Date December 11, 2012

Date

Date



Southeastern University IRB Approval Form

Note. Southeastern University is allowing me to use the Exempt application. I am awaiting signatures.

	<p>Southeastern University</p> <p>IRB-E</p> <p>IRB Application for Exempt Human Subjects Research</p>	<p>Institutional Review Board</p> <p>1000 Longfellow Blvd.</p> <p>Lakeland, FL 33801</p> <p>863.667.5000</p> <p>pbleblanc@seu.edu</p>
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<p>This Section is for Office Use Only</p> <p>SEU IRB Protocol No. _____</p> <p>Exempt under 45 CFR §46.101(b) <input type="checkbox"/> (1) <input type="checkbox"/> (2) <input type="checkbox"/> (3) <input type="checkbox"/> (4) <input type="checkbox"/> (5) <input type="checkbox"/> (6)</p> <p><input type="checkbox"/> Not Approved for Exempt</p> <p>Reviewed by: _____</p>
--

All forms must be completed, signed by the RPI, and submitted by FAX, Email, or single hard copy.

NO STAPLES PLEASE!

Version 1

<p>Project Title: Dissertation: Servant Leadership at Southeastern University</p>
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1.1 Responsible Project Investigator. The RPI must be a non-visiting member of Southeastern University faculty or staff who will serve as project supervisor at Southeastern University. Students, interns, post-doctoral researchers, and visiting faculty from other campuses may not serve as RPI, but should be listed as investigators, if applicable.

Last Name: Rohm	First Name: Fredric	Academic Degrees: BS, MBA, MS, PhD (ABD)
Dept: Historical, Legal, & Leadership Studies	Office Address: A222/3	Employee ID#: 528583
Street Address: 1000 Longfellow Blvd.	City: Lakeland	Zip Code: 33801
Phone: 863-667-5443	Fax: NA	E-mail: fwrohm@seu.edu
Southeastern Univ. Affiliation (please mark one): non visiting member of <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Staff		

1.2 Investigators. Please list: All investigators who are different from the RPI, including those from other institutions. Include all persons who will be directly responsible for the project’s design or implementation, the consent process, data collection, data analysis, or follow-up.

X Copy of Human Subjects Training Certificates attached for RPI and all investigators.

Last Name: Same as above	First Name:	Academic Degrees:
Dept. or Unit:	Office Address:	Student/Employee ID #:
Street Address:	City:	Zip Code:
Phone:	Fax:	E-Mail:
Southeastern Univ. Affiliation: (please mark one) <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Visiting Scholar <input type="checkbox"/> Non SEU Affiliate		

Check here and attach a list of Additional Investigators, if applicable.

1.3 Review the 6 categories of exemption listed below carefully and indicate the category or categories that apply to your research. (Note: Exemptions do NOT apply for prisoners, or for research that specifically targets persons who are cognitively impaired or persons who are economically or educationally

disadvantaged.) RESEARCH INVOLVING MORE THAN MINIMAL RISK IS NOT EXEMPT and certain minimal risk projects might not be exempted if, in the opinion of the reviewing body, the research contains procedures that should be periodically re-reviewed. The following exemption categories are from Title 45, Part 46 of the Code of Federal Regulations for the Protection of Human Subjects (§45 CFR 46).

- X Title 45 Code of Federal Regulations §46.101(b)(1) exempts research conducted in established or commonly accepted educational settings, involving normal educational practices, such as
 - a. research on regular and special education instructional strategies, or
 - b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
 - c. Other
- Title 45 Code of Federal Regulations §46.101(b)(2) exempts research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, UNLESS
 - d. information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; *AND*
 - e. any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Exemption 2 does NOT apply to the following types of research involving children: surveys, interviews, and observations of public behavior when the investigator is a participant in the activities being observed.

- Title 45 Code of Federal Regulations §46.101(b)(3) exempts research involving the use of educational tests (cognitive, diagnostic, aptitude,

achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, IF:

- a. human subjects are elected or appointed public officials or candidates for public office; *OR*
 - b. federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- Title 45 Code of Federal Regulations §46.101(b)(4) exempts research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, IF these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- Title 45 Code of Federal Regulations §46.101(b)(5) exempts research and demonstration projects that are conducted by or subject to the approval of department or agency heads, and that are designed to study, evaluate, or otherwise examine
- a. public benefit or service programs;
 - b. procedures for obtaining benefits or services under those programs;
 - c. possible changes in or alternatives to those programs or procedures;
 - or
 - d. possible changes in methods or levels of payment for benefits or services under those programs.

Exemption 5 CANNOT be made if prior review is specifically required by statute, or if the Secretary of HHS determines that a research or demonstration project presents a danger to the physical, mental, or emotional well-being of a participant or subject of the research or demonstration project.

- Title 45 Code of Federal Regulations §46.101(b)(6) exempts taste and food quality evaluation and consumer acceptance studies,
- a. if wholesome foods *without* additives are consumed; or

- b. if a food is consumed that contains a food ingredient *at or below the level and for a use found to be safe*, or agricultural chemical or environmental contaminant *at or below the level found to be safe* by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the US Department of Agriculture.

If the proposed research does not qualify in any of these categories, you **MUST** complete the full IRB 1 form.

2. Research Summary. In layman's language, please summarize the objectives and significance of the research.

The purpose for the study is to determine whether exposure to servant leadership concepts at Southeastern University makes a difference in student's self-perception of servant leadership. I will send a survey to all 2,700 students at Southeastern University, using a modified 35-item version of Wong and Page's (2003) Revised Servant Leadership Profile. It will include 10 demographic questions, for a total of 45 questions. My goal is to obtain a sample of 180 students. I will also interview 20 students about their thoughts on servant leadership. To encourage student participation, I will put names of students who take the survey into a random drawing for one of five \$20 restaurant gift certificates. Students can remain anonymous if they wish, but they won't be eligible for the drawing. To encourage student participation in the interviews, I will offer \$5 restaurant gift certificates to each participant. The survey will be conducted via the Internet on SurveyMonkey. I will use an email notification as well. The interviews will take place in my office at Southeastern University. Both the interviews and survey will occur between 10 Jan to 10 Mar 2012. I will audio record the interviews for later transcription. Each interview will last 30 minutes. The survey should only take 20 minutes to complete. When analyzing survey data and interviews, I will assign a number code to each student's information, so I won't see their name after the initial contact. Students will provide passive oral consent for the surveys by reading the instructions and recognizing by participating in the survey; they give their

consent and certify they are at least 18 years old. Students agreeing to an interview will sign a passive oral consent form where they give permission to use the information and again certify they are at least 18 years old. See attached research questions, survey instrument, and interview questions.

- Please check here and attach additional Research Summary information, if applicable.

3. Participants. Describe who will participate in this research and how these persons will be recruited.

All 2,700 students at Southeastern University are eligible for the study. I will recruit them via an email invitation to participate. The students range in age from 18 to 60. They are approximately 44% male and 56% female. They are 67% Caucasian, 13% Hispanic, 10% African American, 7% other. They are college students all in good mental and physical health.

- Please check here and attach additional Consent Process information, if applicable.

4. Data Collection. Please explain how confidentiality will be maintained during and after data collection. If appropriate, address confidentiality of data collected via e-mail, web interfaces, computer servers and other networked information.

I will keep all interview audio recordings and transcripts stored in a password protected file on the Southeastern University server. I will keep any paper copies in a locked file cabinet. I will do the same for the survey data. Data compilation will be anonymous.

Please check here and attach additional Data Collection information, if applicable.

5. Consent Process. Describe when and where voluntary consent will be obtained, how often, by whom, and from whom. Attach copies of all consent forms (as well as assent forms for those under age 18 if any).

The instruction in the survey, both the initial email and on the actual survey instructions in SurveyMonkey, will give the following instructions.

You may remain anonymous if you wish. If you provide your name, you will be entered in a random drawing for one of five Chili's \$20 gift certificates. This is in appreciation of your time for taking the survey. All data collected will be kept in a secure, password protected computer file, accessible only by the researcher. Your individual answers will not be divulged to anyone else. The benefit to SEU is to help us determine if we are fostering a culture of servant leadership at the university. You have the right to request your survey answers withdrawn at any time. The survey contains 45 questions and should take approximately 20 minutes to complete. You must be at least 18 years of age to participate. By taking the survey you are acknowledging you are at least 18 years old and giving the researcher consent to use the information you provide in the study. If you have any questions, you can contact the researcher, Mr. Ric Rohm, at 813-667-5443 or fwroh@seu.edu.

Please check here and attach additional Consent Process information, if applicable.

6. Dissemination of Results. What is (are) the proposed form(s) of dissemination (e.g., journal article, thesis, academic paper, conference presentation, sharing within the industry or profession, etc.)?

Dissertation, report to the SEU leadership, future conference presentations, future journal articles.

- Please check here and attach additional Dissemination of Results information, if applicable.

7. Individually identifiable information. Will any individually identifiable information, including images of subjects, be published, shared, or otherwise disseminated? Please mark the appropriate box below.

Yes

No

Note: If yes, subjects must provide explicit consent or assent for such dissemination. Provide appropriate options on the relevant consent documents.

8. Funding Information.

Is your research funded or is there a pending funding decision? Yes No

If “yes”, please indicate the funding agency here:

Please submit a copy of the funding proposal.

10. Expected Completion Date: 1 May 2013

Investigator Assurances

- I certify that the project described above, to the best of my knowledge, qualifies as an exempt study. I agree that any changes to the project will be submitted to the International Review Board for review prior to implementation. I realize that changes may alter the exempt status of this project.
- I certify that the RPI and all investigators have completed the tutorial on working with human subjects [located at <http://phrp.nihtraining.com/users/login.php> and copies of the certificates of completion are attached to this protocol.

The original signature of the RPI is required before this application may be processed (scanned or faxed signatures are acceptable).

Fredric W. Rohm Jr.

1 Dec 2012

Responsible Project Investigator

Date

Investigator

Date