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Antecedents of Servant Leadership: A Mixed Methods Study

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ANTECEDENTS OF SERVANT LEADERSHIP:

A MIXED METHODS STUDY

By

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The purpose of this mixed methods study was to explore the antecedents of servant leadership. The sequential explanatory research design consisted of two distinct phases: quantitative followed by qualitative.

The Phase One quantitative survey collected data from 499 leaders and 630 raters from community leadership programs in the United States using the Servant Leadership Questionnaire (Barbuto & Wheeler, 2006).

During Phase Two, selected leaders from phase one (N = 12) were interviewed to explain those results in more depth. The data were coded and analyzed for possible themes. Triangulation was used to analyze the quantitative and qualitative data to validate the findings of the data collected.

Six key findings emerged from the data: (a) the longer a leader is in a leadership role, the more frequent the servant leader behaviors; (b) leaders that volunteer at least one hour per week demonstrate higher servant leader behaviors; (c) servant leaders influence others through building trusting relationships; (d) servant leaders demonstrate an altruistic mindset; (e) servant leaders are characterized by interpersonal competence; and (f) a servant leader may not necessarily lead from the front, or the top of the organization. Practical implications and future directions for leadership research are discussed.

Dedication

This work is dedicated to Sanine, my best friend and spouse for more than 25 years. Thank you for the support and encouragement throughout our life's journey together. This work is also dedicated to my son, Jeremiah. Adopting you has transformed my life and has challenged me to become more of a servant leader. I am forever grateful to both of you. I love you with all my heart.

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Chapter I

Introduction

James MacGregor Burns, author of the Pulitzer Prize and National Book Award

winning book entitled 'Leadership,' states "Leadership is one of the most observed and

least understood phenomena on earth" (1978: p. 2). Kotter (1988) suggests that

leadership has always been, and probably always be, an important factor in human

affairs. Bass (1990) states "From its infancy, the study of history has been the study of

leaders – what they did and why they did it" (p. 3).

The literature on leadership is voluminous, and much of it is confusing and

contradictory. If you do a Google search on leadership, or if you look at the library or

bookstore, you will find a plethora of materials on leadership. However, many of the

books and articles on leadership have no theoretical development or any research back-

up. Yet, leadership is the focus of most areas of organizational behavior (Luthans, 2005).

From a historical perspective, the search for characteristics, or traits that would

differentiate leaders from non-leaders occupied the early studies of leadership (Robbins,

2000; Stogdill, 1974). If trait theories were valid, then leaders were basically born. You

either had them or you didn't. In contrast, if there were specific behaviors that identified

leaders, then leadership could be taught, and training programs could be designed that

developed these behavior patterns in individuals who desired to be effective leaders

(Robbins, 2000). This was an exciting new paradigm in leadership that meant that

leaders were not just born, but could be developed. Several leadership theories within

this behavioral paradigm that have been developed include: Transforming leadership

(Burns, 1978), Charismatic leadership (Bass, 1985), Servant leadership (Greenleaf,

1977), and Full Range leadership (Avolio, 1999). However, research based theories are still lacking on which to base leadership behaviors, and how to measure these behaviors, and how to train and effectively implement behaviors that develop leaders.

This is nowhere more apparent than in the literature on servant leadership. Much of what has been written on servant leadership was geared for practitioners and lacked the theoretical development necessary to advance this leadership construct to an operational level (Barbuto & Wheeler, 2006). Moreover, the field of servant leadership lacked a consensus theory that would make the construct operational for empirical research (Barbuto & Wheeler, 2006). To address this void in the servant leadership literature, Barbuto and Wheeler (2006) developed the Servant Leadership Questionnaire (SLQ) to conduct empirical research on servant leadership.

Problem Statement

Servant leadership is a relatively new paradigm in leadership studies. Much of what is written about servant leadership is not the result of empirical study. The literature regarding servant leadership is rather indeterminate, somewhat ambiguous, and mostly anecdotal (Russell & Stone, 2002). Contributions of servant leadership to sustainable and veritable performance are not currently articulated (Avolio & Gardner, 2005). One example is the lack of research on the antecedents of servant leadership.

Previous researchers have called for research into the antecedents of servant leadership (Barbuto & Wheeler, 2006; Daubert, 2007; Graham, 1991; Huckabee, 2008; Ostrem, 2006; Stuhr, 2007). Barbuto and Wheeler (2006) state "the antecedents of servant leadership provide research opportunities . . . research is also needed on the hereditary and environmental nature of servant leadership" (p. 13). Graham (1991)

agrees that research opportunities exist for looking at the "low need for power, genuine humility, high empathy and communication skills" (p. 117) as likely antecedents of servant leadership. This study responds to this call and thus addresses an important void in the literature.

Discovering the antecedents of servant leadership is necessary to test whether these behaviors can be developed in leaders (Ostrem, 2006). Understanding the contribution of experiences in the formative years, in addition to the life experiences, can offer valuable insights into the origin of servant leader characteristics (Ostrem, 2006). Bommer, Rubin, and Baldwin (2004) suggest that future leadership should shift its focus towards antecedents to contribute to our knowledge of why some people engage in leadership behavior and others do not.

The antecedents of servant leadership have not been researched. This is a deficiency in what is known about servant leadership. Moreover, there is very little mixed methods research in this area. Given this lack of empirical study, the purpose of this research proposal is to explore the antecedents of servant leadership. If servant leadership is different from other forms of leadership, then one should be able to observe characteristics and behaviors in such leaders that are distinctive (Russell & Stone, 2002).

Purpose Statement

The intent of this study is to examine the antecedents of servant leadership as a means to identify and develop servant leaders. The purpose of this two-phase, sequential mixed methods study will be to obtain quantitative results from a sample and then follow up with qualitative semi-structured interviews to probe or explain those results in more

depth. The reason for the qualitative follow-up data is to better understand the quantitative results from the first phase of the project (Creswell & Plano-Clark, 2007).

Delimitations and Limitations of the Study

This study included participants who are either currently enrolled in, or are an alumnae of a community leadership development program from a state in the Midwest. Self-selection may bias the sample by encouraging those with more initiative, self-efficacy, or education to participate. The qualitative data will be obtained from a small subset of the original study population and therefore limit the generalization of these results.

A delimitation of this study is the influence of ratings. The study participants self-report their servant leadership factors and this may not fully reflect their actual leadership behaviors. Each participant will also encourage colleagues/co-workers to report the participant's servant leadership behaviors. This assumes the other-rater provided an accurate estimate of the participant's behavior. The other-rating is generally reported as more credible than self-rating and may be somewhat limited as not all of the servant leadership behaviors may be observed by the other-rater. Moreover, other-raters may not rate the leader accurately based on their relationship (Hunter, Bedell-Avers, & Mumford, 2007).

Definitions of Terms

Altruistic Calling. A deep-rooted desire to make a positive difference in other's lives (Barbuto & Wheeler, 2006).

Antecedents. An antecedent precedes and is a stimulus to a behavior (Hellriegel & Slocum, 2004).

Community Leaders. Individuals that have participated in a local community leadership program. In general, participants in community leadership programs are selected because they currently hold a leadership position or are believed to have potential for providing leadership to the community.

Emotional Healing. A commitment to and skill in fostering spiritual recovery from hardship or trauma (Barbuto & Wheeler, 2006).

Mixed Methods Research. A research design that focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study to draw inferences and results (Creswell & Plano-Clark, 2007).

Organizational Stewardship. An ethic of taking responsibility for the well-being of the community (Barbuto & Wheeler, 2006).

Persuasive Mapping. An ability to influence others using sound reasoning and mental frameworks to conceptualize greater possibilities (Barbuto & Wheeler, 2006).

Participant Selection Model. A mixed methods research methodology that is used when a researcher needs quantitative data to identify and purposefully select participants for a follow-up, qualitative study (Creswell & Plano-Clark, 2007).

Servant Leadership. A leadership philosophy described by dimensions of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship (Barbuto & Wheeler, 2006). Observable behaviors include putting others' needs before one's own, naturally engaging in acts of service, and encouraging the moral development of followers.

Sequential Explanatory Design. A mixed methods research design made up of two phases. The first phase is the collection and analysis of quantitative data, followed

by the collection and analysis of qualitative data that is used to help explain the quantitative data (Creswell & Plano-Clark, 2007).

Wisdom. A combination of awareness of surroundings and anticipation of consequences (Barbuto & Wheeler, 2006).

Research Questions

This study sought to provide answers to the following research questions: (a) Are there certain characteristics or behaviors that would predict a servant leader? and (b) Are there experiences or life events that would predict a servant leader?

Significance of the Study

This study represents the first known research to focus on the antecedents of servant leadership. Identifying characteristics, behaviors, or life experiences that are predictors of Servant Leadership provides a framework for developing more servant leaders. Understanding how a leader comes to a servant leadership philosophy is central to the question of how to teach or inspire leaders to adopt servant leadership as a model. For example, communities or organizations desiring to recruit and select servant leaders for positions of leadership may select candidates who possess more of the characteristics, and tailor the training curriculum to include developing these characteristics. Moreover, exploring the life experiences may potentially provide a model of how to identify and train individuals to become servant leaders by planning and accelerating these "trigger" events.

Chapter II

Review of the Literature

Servant Leadership Philosophy

Robert Greenleaf (1970) outlined a unique leadership philosophy that is based on service. He states "It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 4). Greenleaf described the process of becoming a servant leader as follows:

> That person is sharply different from one who is leader first. . . . The difference manifests itself in the care taken by the servant first to make sure that others people's highest priority needs are being served. The best test, and difficult to administer, is: do those being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society: will they benefit, or at least, not further deprived? (Greenleaf, 1970, p. 13)

Greenleaf (1970) originated the concept of the servant as leader from Hermann Hesse's (1956, 1968) *Journey to the East*. Leo is the central figure in Hesse's story, a servant who accompanies a band of men performing menial chores. In doing so, Leo uplifts them with his spirit and song, and offers an extraordinary presence. When Leo disappears, the group becomes lost and their journey is abandoned. Years later, one of the men from the journey discovers Leo, and finds him to be the titular head of the Order that had sponsored the journey. He is also its guiding spirit and noble leader. Down deep in his heart, Leo was a servant first, and this simple fact was the key to his greatness.

Greenleaf (1970) described the servant leader:

> The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. . . . The difference manifests itself in the care taken by the servant-first to make sure that other people's needs are being served. (Greenleaf, 1970, p. 13)

Based on the writings of Greenleaf, Spears (1995, 2002) outlined the characteristics of a servant leader as the following:

1. Listening: silencing the inner voice to listen to what is and isn't said as well as the regular use of reflection.

2. Empathy: striving to understand and empathize with others.

3. Healing: learning to heal the self and others to aid in transformation and integration.

4. Awareness: general and self-awareness. Aids in understanding of issues involving ethics and values.

5. Persuasion: relying on persuasion rather than positional authority in making decisions. Effective as a consensus builder within groups.

6. Conceptualization: looking at a problem and think beyond day-to-day realities. Stretch to encompass broader-based conceptual thinking.

7. Foresight: foreseeing the likely outcome of a situation, to understand lessons from the past, the realities of the present, and the likely consequences of a decision for the future. Rooted in the intuitive mind.

8. Stewardship: holding something in trust for the greater good. A commitment to serving the needs of others.

9. Commitment to the growth of people: committed to the personal, professional, and spiritual growth of every individual in the organization.

10. Building community: seeking to identify a means for building community among those who work in the organization.

Graham (1991) identified servant leadership as the most moral of charismatic effects, and distinct from transformational leadership. Servant leadership is described as synonymous with Burns' (1978) original conceptualization of transforming leadership (Barbuto & Wheeler, 2006; Farling, Stone, & Winston, 1999; Graham, 1991). The servant leader's behavior moves beyond transforming leadership with the objective of aligning the leaders' and followers' motives (Barbuto & Wheeler, 2006).

Sendjaya and Sarros (2002) found that servant leaders view themselves as stewards who develop and empower others to reach their highest potential. However, this work did not develop a testable model. Avolio and Gardner (2005) argue that servant leadership shares similar characteristics with authentic leadership. Both recognize the importance of positive moral perspective and a focus on the follower's development.

Barbuto and Wheeler (2002) described a servant leadership framework comprised of eleven characteristics, with an added key element of calling that is fundamental to servant leadership. Based on Greenleaf's work, Barbuto and Wheeler (2006) developed the Servant Leadership Questionnaire (SLQ) which operationalized servant leadership for empirical research. The research conducted by Barbuto and Wheeler (2006) revealed a factor analyses that indicated 5 distinct factors are derived from the original 11 characteristics outlined by Barbuto and Wheeler in 2002. The five factors are: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. According to Barbuto and Wheeler (2006), the definitions of these factors are: altruistic calling is the desire to make a positive difference in the lives of others; emotional healing is a commitment to and skill in fostering spiritual recovery from hardship or trauma; wisdom is a combination of awareness of surroundings and anticipation of consequences;

persuasive mapping involves influencing others with sound reasoning and mental models;

and organizational stewardship involves an organizations desire to leave a positive

legacy.

Five Factors of Servant Leadership

1. Altruistic Calling - A deep rooted desire to make a positive difference in others' lives

2. Emotional Healing - A commitment to and skill in fostering spiritual recovery from hardship or trauma.

3. Wisdom - A combination of awareness of surroundings and anticipation of consequences.

4. Persuasive Mapping - An ability to influence others using sound reasoning and mental frameworks to conceptualize greater possibilities.

5. Organizational Stewardship – An ethic of taking responsibility for the well-being of the organization/community. (Barbuto & Wheeler, 2006)

Figure 1. Five factors of servant leadership.

Altruistic calling. Altruism is defined as behavior that is aimed at benefitting

another person (Snyder & Lopez, 2007). Russell and Stone (2002) identify nine

attributes of servant leadership, with service recognized as a key component. Farling

et al. (1999) propose that leaders must understand that their primary function is to serve

others. Altruistic behavior can be motivated by an empathic desire to benefit another

person, or it can be prompted by personal egotism. A servant leader is willing to sacrifice

self-interests for the sake of others (Barbuto & Wheeler, 2002). However, egotism is the

motive to pursue some sort of personal gain through targeted behavior and has been

identified as one of the most influential of all human motives (Snyder & Lopez, 2007).

Bass (2000) suggests that one of the core issues differentiating the transformational

leader from the servant leader is intent. Typically the transformational leader's focus is

the organization, whereas the servant leader's desire is to make a difference in an

individual's life. Greenleaf (1977) described this difference as manifesting itself in the

care taken by the servant leader to make sure that other people's needs are being served.

The framework developed by Barbuto and Wheeler (2002) specified that calling is a key

element that is fundamental to the servant leadership philosophy.

Emotional healing. Servant leaders are empathetic with highly developed

listening skills, making them proficient at facilitating the healing process. Leaders rated

high in emotional healing are the ones followers turn to when they have a personal

trauma because these leaders have created an environment where employees are able to

voice personal and professional issues (Barbuto & Wheeler, 2006). Empathy is defined

as an emotional response to the perceived plight of another person (Snyder & Lopez,

2007). Given the conditions of the economy in America today many people are in fear,

are going through hardship and many have broken dreams. Emotional healing is

characterized by taking the opportunity to see the world through the eyes of others.

Servant leaders can "walk in the shoes of others" (Barbuto & Wheeler, 2002). Servant

leaders have the capacity to participate in the circumstances of others and to recognize

individuals for their uniqueness (DeGraff, Tilley & Neal, 2001). According to Goleman

(2003),

empathy means thoughtfully considering employees' feelings – along with other factors – in the process of making intelligent decisions. Empathy is particularly important today as a component of leadership for at least three reasons: the increasing use of teams; the rapid pace of globalization; and the growing need to retain talent. (p. 236)

"Servant leaders must listen to followers, learn about their needs and aspirations, and be willing to share in their pain and frustration" (Yukl, 2006, p. 420). A leader must understand followers to determine how best to serve their needs. Listening is the forgotten skill in communication and leading, and is a critical skill for servant leaders (DeGraff et al., 2001). Listening is a skill that can be developed. Barbuto and Wheeler (2002) describe listening as essential for those desiring to be a servant leader for it is through listening that many of the other characteristics of servant leadership are nurtured.

Wisdom. Servant leaders demonstrate a combination of an awareness of their surroundings and an anticipation of consequences (Bierly, Kessler, & Christensen, 2000). Sternberg (1998) developed a model called the "balance theory of wisdom," which emphasizes the organization and application of pragmatic knowledge used in balancing self-and-other interests within the environmental context to achieve a common good. From Greenleaf's concepts of awareness and foresight, Barbuto and Wheeler (2006) defined wisdom as the combination of knowledge and utility. Servant leaders gain clues from their environment to inform their opinions and decisions (Barbuto & Wheeler, 2002).

Persuasive mapping. A cornerstone of leadership is the ability to influence others (Yukl, 2006). Barbuto and Wheeler (2006) found that leaders utilizing persuasive mapping influence others with sound reasoning and mental frameworks. Servant leaders have an ability to conceptualize greater possibilities and encourage others to dream great

futures. Leaders using persuasion are able to influence others without relying on formal authority.

Organizational stewardship. Barbuto and Wheeler (2006) defined organizational stewardship as preparing an organization to leave a positive legacy, and that servant leaders take responsibility for the well-being of the community. Servant leaders believe that organizations play a moral role in society and make sure to give back to make things better than the way they were found. Burns (1978) states "the most lasting tangible act of leadership is the creation of an institution . . . that continues to exert moral leadership and foster needed social change long after the creative leaders are gone" (p. 454). Organizational stewardship is being involved with something bigger than ourselves. Block (1996) defines stewardship as "the willingness to be accountable for the well-being of the larger organization by operating in service, rather than in control, of those around us. Stated simply it is accountability without control or compliance" (p. 6).

In summary, based on the writings of Robert Greenleaf (1970, 1977, 1996, 1998, 2002), servant leadership is philosophy of leadership that puts serving others as the number one priority. Then, one makes a conscious choice to lead. Greenleaf states "The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served." Servant leaders put people first, and define growth in terms of the individual, while transformational leaders seek to align people with the organizational goals, and define growth in terms of the organization.

A Servant leader serves others so that their followers can become healthier, wiser, more autonomous, and more likely to become a servant themselves. Servant leadership is

very much about the follower. The followers are transformed through service. Servant leadership is a transformational approach to create a more caring and just society.

Barbuto and Wheeler (2006) have operationalized the servant leadership construct through empirical study. The results of their research produced an integrated construct of servant leadership comprised of the following five factors: altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational stewardship. Servant leaders create serving relationships with their followers, unlike transformational leaders who focus on transcending followers' self-interest toward organizational goals.

Antecedents of Leadership

Researchers have indicated that dispositional measurements of leaders will predict their behavior (Barbuto & Scholl, 1999; Grams & Roger, 1990; Kegan, 1982; McClelland, 1985). In the field of leadership studies, much has been done to examine traits, skills, and styles of leaders. These studies have conducted research to identify antecedents of leadership by investigating personality, life experiences, motivation, attitudes about organizations and peers, and temperament. Other than the study conducted by Stuhr (2007), none of the research to date has explored the antecedents of servant leadership.

Stodgill (1948) said "A person does not become a leader by virtues of the possession of some combination of traits." Traits are only a precondition. Kirkpatrick and Locke (1991) argue that leaders who possess the requisite traits must take certain actions to be successful. Possessing the appropriate traits only makes it more likely that such actions will be taken and be successful. Kirkpatrick and Locke (1991) outline six traits on which their evidence demonstrates a difference between leaders and non-leaders:

drive, the desire to lead, honesty/integrity, self confidence, cognitive ability, and

knowledge of the business. Zaccaro, Kemp, and Bader (2004), define

> leader traits as relatively stable and coherent integrations of personal
> characteristics that foster a consistent pattern of leadership performance across a
> variety of group and organizational situations. These characteristics reflect a
> range of stable individual differences, including personality, temperament,
> motives, cognitive abilities, skills, and expertise. (p. 104)

To date, the leader trait research has not included servant leadership.

Personality is another disposition of leadership. Leonard, Beauvais, and Scholl

(1999) have proposed three general sets of attributes that make up the self-concept: traits,

competencies, and values. As the self-concept develops, it becomes a source of

motivation in that individuals are motivated to maintain and enhance the internalized

view of self. Grams and Rogers (1990) argue that personality variables can account for a

great deal of variance in behavior. Their research examined the use of influence tactics

and demonstrated that as people became more motivated to influence one another, they

would become more assertive and less manipulative.

The five factor model of personality or "Big Five" has a structure that has led to

widespread acceptance among personality researchers (Judge & Bono, 2000). The Big

Five are broad personality constructs manifested in specific traits. They are extraversion,

agreeableness, conscientiousness, neuroticism, and openness to experience. Judge and

Bono (2000) found results indicating that transformational leadership behaviors are

predictable from several personality traits. Their study purports to link leader personality

to transformational leadership behavior. Bass (1998) argued that transformational

leadership behaviors can be learned. There are a significant number of studies on

transformational leadership, however, to date no work has been published outlining any potential relationship between this construct and servant leadership.

According to Avolio (1994), the preponderance of research on leadership, as well as available models, have typically taken a short view of what is involved in the development of leaders. Often, leaders are ascribed "natural" tendencies that predispose them to assume leadership roles. Avolio (1994) states "Leadership is observed via behaviors and attributed to certain tendencies or predispositions, which have not been connected to earlier developmental experiences or incidents" (p. 1560). The basic premise is that natural tendencies that are often attributed to leaders may be directly or indirectly linked to key life experiences that these individuals have benefitted from or endured over time. Avolio (1994) suggests that "invitro" development (e.g., training) will be more effective upon understanding "invivo" development (e.g., accumulated life events). Research investigating the role of life experiences or 'trigger events" impacting leadership development has not specifically included the study of servant leadership.

Motivation has been examined as an antecedent of leadership, and has provided some evidence as an antecedent to full range leadership. A leaders' source of motivation, as measured by the Motivation Sources Inventory, appears to be a predictor of a leaders' behavior (Barbuto, Fritz, & Marx, 2000). A leaders' source of motivation would best predict the types of influence tactics used on their followers (Barbuto & Scholl, 1999). Barbuto, Cundall, and Fritz (2005) found that a leaders' work motivation demonstrated correlations with leadership behaviors, but this relationship accounted for less than 5% of the variance. Motivation has been shown to be an antecedent of transformational and the

full range models of leadership; however, motivation has not been researched to be an antecedent of servant leadership.

Bommer, Rubin, and Baldwin (2004) found two potential antecedents to performing transformational leadership behavior. Their study determined that cynicism about organizational change would negatively predict transformational leadership behavior while peer leadership behavior would positively predict transformational leadership behavior. While this research adds empirical support of key factors that will induce desirable leadership behavior, it is not specifically looking at servant leadership.

Stuhr (2007) explored temperament as an antecedent of servant leadership. Temperament was determined analyzing a leader's preferences of functioning between thinking and feeling, judging and perceiving, and intuition and sensing based on the Myers Briggs Type Indicator (MBTI) (Myers, 1998). Stuhr (2007) found that while temperament, overall, is not an antecedent of servant leadership, the intuition-feeling (NF) temperament can be a predictor for two of the servant leadership factors (i.e., emotional healing and wisdom).

Summary

In summary, this study seeks to expand our understanding of servant leadership by exploring the antecedents of this particular leadership domain. Chapter II has examined previous literature to derive the research questions of this study. Throughout the review, the researcher attempted to point out important gaps and omissions in the relevant literature as and when they became evident. Given the rational for the study in Chapter I and how the literature review in Chapter II has informed the researcher's

understanding of the of the material, Chapter III will describe the sample and the

methodology used in this study.

Chapter III

Methodology

This chapter describes the methods used to study the antecedents of servant leadership. The research design was a mixed methods sequential explanatory design consisting of two distinct phases: quantitative followed by qualitative. The researcher administered the instruments via a web based survey site and conducted one-on-one audio taped interviews. The sections immediately following describe the rationale for a mixed methods approach, and the rationale for use of the Servant Leadership Questionnaire (SLQ). The population, research design and instrumentation are presented. The chapter concludes with further analysis and ethical considerations.

Rationale for Mixed Methods Approach

Utilizing a mixed methods research design may provide the consummate framework to study leadership. Used by itself, quantitative data is inadequate in addressing the domain of leadership (Creswell & Plano-Clark, 2007). Leadership is a function of the leader, the follower, and the complexity of the context (Avolio, 2005). Given the complexities of leadership, quantitative results are inadequate by themselves, therefore, qualitative data are needed to help explain the initial quantitative data. The combination of quantitative and qualitative data will provide a more complete picture of leaders and followers demonstrating a servant leadership philosophy.

By exploring both data sets, a mixed methods research design is the best fit to study a complex issue such as servant leadership. Researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture is most likely to result in complementary strengths and nonoverlapping

weaknesses (Johnson & Onwuegbuzie, 2004). This study collected and analyzed

quantitative data and then collected qualitative data utilizing interviews to help explain

why the participants answered the questions on the survey as they did. Creswell and

Plano-Clark (2007) state, "These studies (of leadership) have all been quantitative

investigations that do not incorporate the voices of participants. One issue that arises,

then, is that the quantitative results are inadequate to describe and explain the leaders'

experiences" (p. 97).

Rationale for the Servant Leadership Questionnaire

A practical construct of servant leadership was needed to operationalize a model

of servant leadership for empirical research that would stand apart from other models of

leadership (Huckabee, 2008). The development of the Servant Leadership Questionnaire

(SLQ) by Barbuto and Wheeler (2006) provided a means to conduct empirical research

on servant leadership behavior (Ostrem, 2006). Through meticulous scale and construct

validation, they have developed an instrument to measure servant leadership. They

conducted a factor analysis that outlined a servant leadership construct that is represented

by five distinct characteristics: altruistic calling, emotional healing, wisdom, persuasive

mapping and organizational stewardship. First introduced in 2006, the SLQ has already

been successfully utilized for several dissertations (e.g., Anderson, 2009; Bugenhagen,

2006; Daubert, 2007; Huckabee, 2008; Ostrem, 2006) and other studies (e.g., Garber

et al., 2009).

The quantitative phase of this research involved collecting data using the SLQ

self-rating and a parallel version for other-rating (Barbuto & Wheeler, 2006). They

found the reliabilities of the five factors to range from .68 for emotional healing to .87 for

wisdom. The sub-scale inter-correlations range from r = .28 for persuasive mapping and altruistic calling to r = .53 for persuasive mapping and emotional healing.

The other-rater version of the SLQ demonstrated that the reliabilities of the five factors ranged from .82 for altruistic calling to .92 for wisdom. The subscale inter-correlations for the other-raters ranged from r = .41 for organizational stewardship and persuasive mapping to r = .71 for emotional healing and altruistic calling.

Sendjaya, Sarros, and Santora (2008) have recently published another instrument claiming to measure servant leadership called the Servant Leadership Behaviour Scale. However, several dissertations have been published utilizing the SLQ, and as of today, no other empirical research has been published utilizing the Servant Leadership Behaviour Scale.

Both versions of the SLQ are protected by copyright by the University of Nebraska-Lincoln. Permission has been obtained from Daniel Wheeler, Ph.D., and John E. Barbuto, Jr., Ph.D. for inclusion in this study.

Population

Participants in this study are alumni of community leadership programs throughout a mid-size state in the midwest. Community leadership programs are offered in an effort to encourage local leaders and emerging leaders to exercise their leadership skills as stewards of their communities. Community leadership programs select their participants annually from a pool of leaders nominated by local businesses and community organizations. The number of participants in each program range from 20 to 50 depending on the size of the community. The participants are individuals who

currently hold leadership positions or are believed to have the potential for providing leadership to the community.

Prior to collecting data, Institutional Review Board approval was sought and obtained from the University of Nebraska Office of Research **(IRB#** 2009069930 EX)**.** A copy of the approval letter can be found in Appendix A.

The primary researcher contacted several local community leadership program directors regarding the use of their alumni for this research study. Six community leadership programs agreed to be included in the sample. These six programs are located in communities ranging from a small town with a population of less than 21,000 residents to a metropolitan area with a population exceeding 400,000. The sample asked to participate are alumni of a community leadership program from one of these six communities. It was decided to solicit alumni to participate in this study as opposed to those currently enrolled in a community leadership program. This decision was based on a desire to be consistent and control for situational context of the sample participants. The researcher believed there was value in selecting participants for the study that had already completed a leadership development program.

Subject participation was voluntary. Subjects were contacted by email with an invitation to visit a dedicated and secure website (SurveyMonkey) to obtain the informed consent and to begin the surveys. Announcements were made by the staff of the leadership develoment program to encourage participation in the study.

As a means to encourage participation and to obtain a large enough sample, the researcher provided a drawing for gift cards. All leader participants that secured at least four other-raters to complete the survey were eligible for one of two $25 dollar gift cards.

All of the other-raters that completed the survey were eligible for one of two $25 dollar gift cards.

Those community leaders completing the self-rater version of the SLQ were asked to solicit between four and six co-workers or colleagues, who have observed the leader in a leadership role, and requested them to complete the other-rater version of the SLQ. The surveys were coded to protect the identity of all raters; however, the leaders names were kept on a separate coding form for interpretation and feedback. Demographic information (e.g., gender, race, level of education) was also collected from the leaders and the other-raters.

Return rates were calculated as the actual number of surveys completed by particpant leaders. Of the 822 surveys distributed to the leaders, 530 were returned, a 65% return rate. Of the 530 leaders that started the self-rater survey, 94% or 499 provided some data, while 91% or 484 fully completed the survey. Each community leader that completed the self-rater version of the SLQ was asked to solicit between four and six co-workers or colleagues who had observed them in a leadership role to complete the other-rater version of the SLQ. A total of 731 participants completed the other-rater survey. Due to the need to match leaders and followers in the data analysis, leaders with no corresponding followers, and followers with no corresponding leaders, had to be eliminated from the study. Therefore, of the 731 other rater surveys completed, 630 resulted in usable surveys. This resulted in 169 leaders with at least one rater of which 53 leaders had one or two raters and 117 leaders ended up with 3 or more raters.

In the second phase of this research study, in-depth interviews were conducted with 12 leaders from the pool of quantitative survey respondents. The research technique

of purposeful sampling provides a framework to identify participants by distinguishing characteristics (Creswell, 2008). This researcher selected participants based on the other-rater results from the SLQ. Of the 499 leaders participating in the study, 169 were rated by atleast one follower with 117 with three or more other-raters. The 12 leaders selected to participate in the one-on-one interviews received high scores from their other-raters. The Mean overall score that the 117 leaders received from other-raters was 3.19 with a mean score of 3.74 for the 12 selected to be interviewed. By interviewing individuals who have received high scores from their other-raters, the researcher gathered data to examine why these individuals demonstrated servant leader behaviors. Table 1 describes the characteristics of the twelve leaders interviewed for this study.

The primary method of qualitative data were collected from open-ended, semi-structured interviews. The researcher asked questions to probe the interviewees in hopes to gather rich information to learn or understand the central phenomenon (Creswell, 2008). The researcher asked the participants questions to learn about the events/experiences that brought or contributed to the participant demonstrating servant leadership behaviors. Interview protocols included tape recording the interview and using member checking to allow the interviewee an opportunity to confirm the accuracy of the transcript and to clarify their responses. The interview protocols are in Appendix F.

Leaders (N = 499) were 54% female and 46% male with the highest percentage identified as having more than 10 years in a leadership role (57%), only 8% having less than one year in a leadership role, and both one to five years in a leadership role, and six

Table 1

Demographics of Leaders (N = 499)

	Category	Frequency	Percent
Gender	Male	221	46
	Female	257	54
Ethnicity	White/Caucasian	453	94
	Non-White	27	6
Age (Years)	20-29	28	6
	30-39	147	30
	40-49	186	38
	50 or Over	123	25
Education Level	Less than a Bachelor's	64	13
	Bachelor's	223	46
	Beyond a Bachelor's	197	41
Hours Volunteered per Week	Less than One	78	16
	One to Five	281	59
	More than Five	121	25
Population	5,000 or less	36	7
	5,001 to 100,000	148	31
	100,001 to 299,999	102	21
	300,000 or more	198	41

to ten years in a leadership role at 21%. Forty-six percent of the leaders had obtained

Bachelor's degrees, 41% had obtained Graduate or Professional degrees. The remaining

13% had high school diplomas or Associates Degrees. Six percent of the leaders

identified themselves as persons of color while the remainder identified as

white/Caucasian. The most common age group was 40-49 years (38%). Table 1

provides an overview of the sample population demographics.

Raters (N = 630) were 62% female and 38% male with 96% identified as

white/Caucasian and 4% non-white. Forty-nine percent identified themselves at being in

a lower level in the organization than the leader they rated, while 29% were at the same

level as the leader, 12% were at a higher level than the leader with 10% not wanting to identify their organizational relationship with the leader. Twenty one percent of the raters have observed the leader they rated for more than ten years, with 20% having observed their leader for six to ten years. Fifty-four percent of the raters had observed their leader for one to five years with only 6% of raters having had observed their leader for less than a year. Table 2 provides an overview of the sample population demographics.

Table 2

Demographics of Raters (N = 630)

	Category	Frequency	Percent
Gender	Male	225	38
	Female	365	62
Ethnicity	White/Caucasian	580	96
	Non-White	22	4
Age (Years)	20-29	47	8
	30-39	150	25
	40-49	189	31
	50 or Over	215	36
Relationship with the Leader	Lower level than Leader	294	49
	Same level as Leader	177	29
	Higher Level than Leader	73	12
	Do not want level known	62	10
Time Observed the Leader	Less than One Year	37	6
	One to Five Years	324	54
	Six to Ten Years	118	20
	More than Ten Years	125	21

Research Design

The purpose of this two-phase, sequential mixed methods research design was to obtain quantitative results from a sample and then follow up with qualitative semi-structured interviews to probe or explain those results in more depth. The reason for the qualitative follow-up data is to better understand the quantitative results from the first phase of the project (Creswell & Plano-Clark, 2007). Tashakkori and Teddlie (1998, p. 19), define mixed methods studies as those studies "that are products of the pragmatist paradigm and that combine the qualitative and quantitative approaches within different phases of the research process." For the purposes of this research, mixed methods is more comprehensively defined as a study that

> involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. (Creswell, Plano-Clark, Gutman, & Hanson, 2003, p. 212)

I chose to sequentially collect quantitative data first from 499 community leaders from the Midwest who completed the SLQ. The Servant Leadership Questionnaire (SLQ) has demonstrated validity and reliability (Barbuto & Wheeler, 2006). I then followed-up on the quantitative data collected through the questionnaires by using a purposeful sampling technique to select participants for the qualitative data collection through interviews. Purposeful sampling is defined by Tashakkori and Teddlie (1998, p. 76) as the "selection of individuals/groups based on specific questions/purposes of the research in lieu of random sampling and on the basis of information available about these individuals/groups." In using a sequential data collection technique, Creswell and Plano-Clark (2007, p. 123), recommend that "the qualitative data collection will be from a

smaller sample than the quantitative data collection". I conducted interviews with 12

leaders to further explore the rich qualitative data to explain the quantitative data.

By collecting demographic information (e.g., gender, age, and race), this data

revealed some diversity within the sample. By examining extreme case sampling (i.e.,

high scores on the SLQ), I discovered some unexpected results that will help explain the

participants answers on the questionnaire. According to Creswell and Plano-Clark

(2007), there are some key results to follow-up on from Phase One including: statistically

significant results, statistically non-significant results, key significant predictors,

variables that distinguish between groups, outlier or extreme cases, distinguishing

demographic characteristics, or simply individuals that volunteer to participate in the

interviews. By conducting a two-phase research design, I believe that I examined the

best of both (i.e., quantitative and qualitative research designs) data to explore the

antecedents of servant leadership. Figure 2 provides a visual design of my research

proposal and notation system.

Quantitative Data Analysis

The Servant Leadership Questionnaire (SLQ) self-rater version was the

instrument used to collect the quantitative data from the leaders and the SLQ's other-rater

version was the instrument used to collect quantitative data from the followers. All

participants self reported demographic variables. The rating is assigned from 0 to 4, or

from "not at all" to "frequently, if not always." For this study, the self-rated version and

the other-rater version were used. Copies of the instruments can be found in Appendix D

(self-rater survey) and Appendix E (other-rater survey).

Phase 1			
quan data collection	→ **quan** data analysis	→ **quan** results	→ Identify results for follow-up AND participant selection

Phase 2			
QUAL data collection	→ QUAL data analysis	→ QUAL results	→ Interpretation quan → QUAL
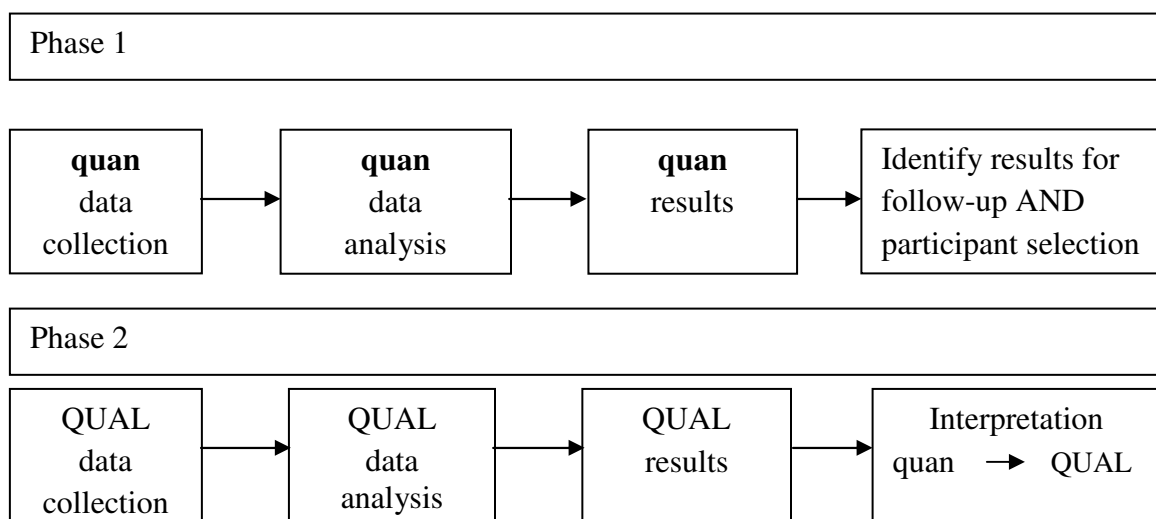
Figure 2. Mixed methods sequential explanatory design (modified from Creswell & Plano Clark, 2007).

The self-rating version of the Servant Leadership Questionnaire (SLQ) measured the five dimensions of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. From a study sample of 80 elected community leaders, Barbuto and Wheeler (2006) found that the reliabilities of the five subscales ranged from .68 (for emotional healing) to .87 (for wisdom). Subscale inter-correlations ranged from r = .28 (for altruistic calling and persuasive mapping) to r = .53 (for emotional healing and persuasive mapping).   The means of each of the self-rated subscales were 2.48 to 2.98, with standard deviations ranging from .49 to .58. The rater version means ranged from 2.58 to 3.24, with standard deviations from .73 to .97.

The other-rater version of the SLQ measured the same five dimensions from the perspective of those who observe the leader by a similar battery of 23 items. From the same study as cited above, 388 other-raters completed the SLQ for the 80 community leaders. The reliabilities of the five subscales for the other-raters ranged from .82 (for

altruistic calling) to .92 (for for wisdom). Subscale inter-correlations for the other-raters

ranged from r = .41 (for persuasive mapping and organizational stewardship) to r = .71

(for altruistic calling and emotional healing). Wisdom and organizational stewardship

scored the highest, persuasive mapping scored the lowest, and wisdom and persuasive

mapping presented the greatest variability. Subscale inter-correlations ranged from

r = .28 to r = .53 for self rated, and from r = .47 to r = .71 for other rated. Emotional

healing and persuasive mapping provided the highest inter-correlation for the self-

version, and emotional healing and altruistic calling for the rater version. The lowest

inter-correlation for the self-version was between altruistic calling and persuasive

mapping (r = .28), and between persuasive mapping and organizational stewardship

(r = .47) for the rater version (Barbuto & Wheeler, 2006).

Qualitative Data Analysis

The qualitative data were explored and coded to help explain why these

participants demonstrated a servant leadership philosophy. The process is based on

induction. The researcher collected a large set of data and sought to progressively narrow

them into smaller groups of important data. Qualitative data analysis is the process of

bringing order, structure, and meaning to the masses of data collected (Bloomberg &

Volpe, 2008).

The researcher implemented an iterative process for analyzing the qualitative

data. Bloomberg and Volpe (2008) argue that qualitative data analysis requires the

researcher to immerse himself or herself in the data, to cycle back and revisit the data

while you continue to read and collect data. Creswell (2008) states "you cycle back and

forth between data collection and analysis" (p. 245). A procedure for data analysis

outlined by Bloomberg and Volpe (2008) holds four steps are to be performed:

1. Review and explore the data. The primary researcher will read the transcripts of the interviews to consider and identify the big ideas. It is important to get a good feel for the data to generate some emergent insights. As Merriam (1998) points out, qualitative data analysis usually results in the identification of recurring patterns and themes that "cut through the data" (p. 11).

2. Reread and code the data. Bloomberg and Volpe (2008) argue that this step in the process is to dissect and classify the data and to place segments of material into categories. This step is basically what Seidman (1998) and Creswell (1998) refer to as a "winnowing process." This process of reduction included questioning the data, identifying and noting common patterns in the data, creating codes that describe the patterns in the data, and assigning these codes into categories (Bloomberg & Volpe, 2008). This phase of the process includes reducing overlap and redundancy of codes and collapsing the codes into themes. Themes are similar codes brought together to form a major idea in the database (Creswell, 2008). At this point in the study, inter-rater reliability was conducted. The researcher had two colleagues review the codes and themes to see if my codes were appropriate and relevant to the research questions. Bloomberg and Volpe, (2008) argue that important insights may emerge from the different ways in which resarchers look at the same data set. The two colleagues have received advanced degree's (Ph.D.) in leadership studies and both conducted their dissertations utilizing qualitative research methods.

3. Report finding. Having organized and reduced the data, the researcher shaped the data into a form in which it can be shared (Miles & Huberman, 1994). This part of the process included formulating findings statements, providing participant quotations and summarizing key findings covered in more detail in the results section of the dissertation.

4. Interpret findings. This step in the process includes the analysis and synthesis of the patterns of behavior (i.e., findings). The primary researcher consulted the literature and linked these patterns of behavior and themes in light of previous research and existing theory. In this section, the researcher presented the analysis, interpretation, and the synthesis of the findings and are covered in more detail in Chapter Five of the dissertation.

Table 3

Characteristics of Leaders Selected for Interview

	Category	Frequency	Percent
Gender	Male	5	42
	Female	7	58
Age (Years)	20-29	2	17
	30-39	2	17
	40-49	4	33
	50 or Over	4	33
Years in a Leadership Role	One to Five	3	25
	Six to Ten	1	8
	More than Ten	8	67
Hours Volunteered per Week	Less than One	1	8
	One to Five	7	58
	More than Five	4	33
Population	5,000 or less	1	8
	5,001 to 100,000	3	25
	100,001 to 299,999	3	25
	300,000 or More	5	42
Education Level	Less than a Bachelor's	2	17
	Bachelor's	7	58
	Beyond Bachelor's	3	25
Spiritual/Religious	Somewhat	8	67
	Very	4	33
Attend Religious Service	Occasionally	6	50
	Once per Week	6	50

Further Analysis

This study was guided by the central question: *Are there characteristics, behaviors or life experiences that would predict a servant leader?* By conducting a two-phase research design, this researcher examined the best of both (i.e., quantitative and qualitative) data to explore the antecedents of servant leadership. One premise of qualitative research is that a qualitative design is adaptive as the understanding of the

researcher deepens and more knowledge is gained from the participant's perspectives. The leader's interviewed were selected for this study because they received high scores from their other-raters. These leader's perspectives were information rich and illuminative and provided insight about the phenomenon of interest. My study was focused on identifying the antecedents of servant leadership.

Following the initial quantitative and qualitative data collection, the researcher felt compelled to investigate additional relationships. Considering the opportunity to learn more about the phenomenon of servant leadership, the researcher conducted a series of one-way ANOVA and Pot Hoc analysis. This additional investigation further examined the relationship between leaders and raters. Specifically, examining the relationship between leaders by the number of raters.

Potential Bias and Validation Procedures

The other-rater version of the SLQ was distributed by the snowball effect, which minimized the randomness of this sample and allowed for potential response bias in rater selection. However, having the leaders solicit the other-raters contributed to a high response rate in a previous study (Barbuto & Wheeler, 2006), as well as communicating each leader's sincere effort for a qualified assessment of leadership.

The interviews may potentially be biased by providing information that is filtered through the perspectives of the participants, and people are not necessarily equally articulate or perceptive (Creswell, 2003). Having the participants review their own transcripts of the interviews, including the opportunity to answer questions that clarified or expanded upon issues noted in the original interview may help limit potential inaccuracies in the reported perspectives of the participants. The researcher asked the

participants to review their transcripts and approve of their assigned pseudonym and only received back minor edits to the original transcript from one of the participants.

Potential Ethical Considerations

All participants were fully informed of the study's purpose and participation requirements, and given the right to anonymity, the right to refuse to participate and the right to withdraw from the study at any time. Each of the 12 participants accepted the invitation to be interviewed with no one refusing or withdrawing.

Assuring the anonymity of the interviewed participants was perhaps the greatest challenge of this study. Using verbatim quotes and describing the contextual features of the environment of the participant could be sufficiently revealing to violate this anonymity (Richards & Morse, 2007). To address this concern, names were changed in the reporting of all qualitative data, and all data was cautiously reported to completely ascertain that a participant's anonymity is not breached indirectly by association with demographic characteristics such as gender, age, ethnicity, or location descriptions.

For all interviews to reach the depth desired to fully explore the lived experience, the participants revealed some inner emotions that could reach a level of intimacy that demanded the trust of the researcher (Hatch, 2002). The researcher confirms that it remains imperative to be respectful of the investment the participants gave to the study and honor the trust that was granted.

Summary

This chapter has outlined the methods used in this study. Multiple methods of data collection were used to examine the quantitative and qualitative variables in the study. The data collected using the different research methods was complementary and

formed a more complete and coherent picture of the antecedents of servant leadership

behaviors (Denzin & Lincoln, 2005). The Servant Leadership Questionnaire (SLQ) was

distributed to leaders and their respective raters via a web-based survey interface. The

quantitative data was then downloaded and analyzed. The interviews were conducted in

person, recorded, transcribed and analyzed to provide insights into the leaders lived

experiences.

Chapter IV

Results

This chapter outlines the results of this study. As a mixed methods research design, both quantitative and qualitative data were collected and analyzed. Triangulation was used to secure an in-depth understanding of the leaders demonstrating servant leader behaviors and to provide richness to the overall study. The Servant Leadership Questionnaire (leader and rater versions) were used to measure leaders' level of servant leader behaviors. The data collected using the SLQ were then used as a springboard for further data involving one-on-one interviews. Descriptive statistics and Pearson correlations served as the basis for analyzing the independent and dependent variables. One-way and two-way ANOVA tests were done to compare the different populations studied and were followed up by conducting Kruskal-Wallis and Mann-Whitney Non-Parametric tests.

Quantitative Data

Simple statistics and correlations. Simple statistics and correlations were calculated for all variables of the study for participants (leaders $N = 499$; raters $N = 630$). Variable means, standard deviations and correlations are reported in Tables 4 and 5. A significance level of .05 ($p < .05$) was used in the data analysis. The leader's self-rated subscales of servant leadership subscales showed means ranging from 2.72 to 3.40 (1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = strongly agree). The standard deviations for the five subscales ranged from .50 to .74. For the rater versions of the five servant leadership subscales, the means ranged from 2.57 to 3.48.

Table 4

Descriptive Statistics and Correlation Matrix for Leaders

Variable	N	M	SD	AC	EH	W	PM	OS
L Altruistic Calling (AC)	499	2.98	.57	(.80)				
L Emotional Healing (EH)	499	2.72	.74	.35**	(.88)			
L Wisdom (W)	499	3.16	.50	.19**	.37**	(.79)		
L Persuasive Mapping (PM)	499	2.97	.66	.31**	.49**	.48**	(.87)	
L Organizational Stewardship (OS)	492	3.40	.51	.38**	.37**	.37**	.43**	(.79)

Note. Reliability coefficient estimates (α) are in parenthesis along diagonals.
**. Correlation is significant at the 0.01 level (2-tailed).

Table 5

Descriptive Statistics and Correlation Matrix for Raters

Variable	N	M	SD	AC	EH	W	PM	OS
R Altruistic Calling (AC)	630	2.95	.86	(.89)				
R Emotional Healing (EH)	627	2.57	1.12	.68**	(.93)			
R Wisdom (W)	627	3.40	.70	.63**	.58**	(.92)		
R Persuasive Mapping (PM)	626	3.11	.78	.70**	.67**	.77**	(.90)	
R Organizational Stewardship (OS)	621	3.48	.66	.65**	.56**	.68**	.72**	(.90)

Note. Reliability coefficient estimates (α) are in parenthesis along diagonals.
**. Correlation is significant at the 0.01 level (2-tailed).

The standard deviations across the five subscales ranged from .66 to 1.12. In a similar pattern found by Barbuto and Wheeler's (2006) seminal work in the development of the servant leadership questionnaire, wisdom and organizational stewardship were the highest reported attributes for this sample in both the self and rater versions of the SLQ.

Tables 4 and 5 also report the internal consistency reliability (Cronbach alpha coefficient) were acceptable per Nunnally and Bernstein's (1994) conclusion that minimum reliability should be at .70. In this study, the Servant Leadership Questionnaire had an overall reliability of .90 (leader version) and .96 (rater version). The five servant leader subscales reported acceptable reliabilities as well – altruistic calling: leader (.80), rater (.89); emotional healing: leader (.88), rater (.93); wisdom: leader (.79), rater (.92); persuasive mapping: leader (.87), rater (.90); and organizational stewardship: leader (.79), rater (.90).

The intercorrelations for self and rater versions of the five servant leadership subscales were calculated and are reported in Tables 4 and 5. For the leader's self-rated version, the subscale intercorrelations ranged from $r = .19$ to $r = .49$, and the rater versions of the servant leadership measure ranged from $r = .56$ to $r = .77$. The highest intercorrelations for the self version of the SLQ was between emotional healing and persuasive mapping ($r = .49$). These were the same two subscales with the highest correlation in the Barbuto and Wheeler (2006) study (emotional healing and persuasive mapping $r = .53$). The lowest intercorrelation for the self rater version of the SLQ was between altruistic calling and wisdom ($r = .19$). The highest intercorrelation for the rater version of the SLQ was between wisdom and persuasive mapping ($r = .77$). The lowest was between emotional healing and organizational stewardship ($r = .56$).

Leader demographic variables analysis. To further examine the relationship between the independent variables of servant leadership and the dependent demographic variables a one-way ANOVA was conducted to test for statistically significant difference

among the following mean scores for the servant leadership subscales and the overall

SLQ scores.

   Years in a leadership role. There was a significant difference (p < .05) for Years

in a Leadership Role for each servant leadership subscale and the overall SLQ score.

Leaders with "More than 10 Years" scored significantly higher in altruistic calling (.002)

over those with "Five Years or Less;" significantly higher in emotional healing (.047)

over those with "Six to 10 Years" and (.002) over those with "Five Years or Less;"

significantly higher in wisdom (.000) over those with "Five Years or Less;" significantly

higher in persuasive mapping (.000) over those with "Five Years or Less;" significantly

higher in organizational stewardship (.025) and (.019) over those with "Five or Less

Years;" and significantly higher in overall SLQ score over both "Six to 10 years" (.006)

and over "Five Years or Less" (.000). The means and standard deviations were

calculated by the years in a leadership role and are reported in Table 6.

Table 6

Means and Standard Deviations for Leaders by Years in a Leadership Role

Variable	N	M	SD
Five years or less	103	2.94	0.49
Six to ten years	102	3.01	0.47
More than ten years	279	3.17	0.40
Total	484	3.09	0.44

   Hours volunteered per week. There was a significant difference (p < .05) for

Hours Volunteered for four of the five servant leadership subscales and the overall SLQ

score. Leaders with "More than Five Hours Per Week" scored significantly higher in altruistic calling (.002) than those with "One to Five Hours" and "Less than One Hour" (.001); significantly higher in wisdom (.005) than those with "Less than One Hour," and leaders with "One to Five Hours" scored significantly higher (.001) than those with "Less than One Hour". In the servant leadership subscale of persuasive mapping, leaders with "More than Five Hours" scored significantly higher (.017) than those with "Less than One Hour" and those leaders that volunteered "One to Five Hours" per week scored higher than those that volunteered "Less than One Hour" (.045). Leaders with "Five or More Hours" scored higher in organizational stewardship than those with "One to Five Hours" (.000) and leaders that volunteered "One to Five Hours" hours per week scored higher than those with "Less than One Hour" per week (.000). Leaders with "More than Five Hours" scored higher on the overall SLQ score than those "Less than One Hour;" and leaders with "One to Five Hours" scored higher than those with "Less than One Hour" (.001). In this study, the one servant leadership subscale that did not result in a significant score for "Hours Volunteered" was emotional healing. The means and standard deviations were calculated by the hours volunteered each week and are reported in Table 7.

Age. There was a significant difference (p < .05) for Age of the leader for two of the five servant leadership subscales and the overall SLQ score. Leaders "50 Years or Over" scored significantly higher in the subscale wisdom than those "20 to 29 Years" (.005). Leaders "50 years or Over" scored higher in persuasive mapping than those "20 to 29 Years" (.003). Leaders "40 to 49 Years" scored higher in persuasive mapping than

Table 7

Means and Standard Deviations for Leaders by Hours Volunteered per Week

Variable	N	M	SD
Less than one hour per week	78	2.90	0.48
One to five hours per week	281	3.11	0.43
More than five hours per week	121	3.15	0.41
Total	480	3.09	0.44

those "20 to 29 years" (.005). Leaders "30 to 39 Years" scored higher than those "20 to 29 Years" (.005). In the overall SLQ score, Leaders "50 Years or Over" scored higher than those "20 to 29 Years" (.011). The subscales altruistic calling, emotional healing and organizational stewardship did not result in significant scores by "Age". The means and standard deviations were calculated by the age of the leader and are reported in Table 8.

Table 8

Means and Standard Deviations for Leaders by Age

Variable	N	M	SD
20-29 Years	28	2.88	0.44
30-39 Years	147	3.06	0.44
4-49 Years	186	3.08	0.46
50 Years or Over	123	3.18	0.40
Total	484	3.09	0.44

Level of education. There was a significant difference (p < .05) for Education of the leader for two of the five servant leadership subscales and the overall SLQ score. Leaders with "Beyond a Bachelor's Degree" scored significantly higher in wisdom than those with a "Less than a Bachelor's Degree" (.005). Leaders with "Beyond a Bachelor's Degree" scored significantly higher in persuasive mapping than those with a "Bachelor's Degree" (.036). In the overall SLQ score, Leaders "Beyond a Bachelor's Degree" scored higher than those with a "Bachelor's Degree" (.041). The subscales altruistic calling, emotional healing and organizational stewardship did not result in significant scores by "Level of Education". The means and standard deviations were calculated by the leader's level of education and are reported in Table 9.

Table 9

Means and Standard Deviations for Leaders by Education

Variable	N	M	SD
Less than a Bachelor's Degree	64	3.02	0.51
4-year College Degree (BA, BS)	223	3.05	0.45
Beyond a Bachelor's Degree	197	3.16	0.40
Total	484	3.09	0.44

Size of community. There was a significant difference (p < .05) for the Size of the Community of the leader for three of the five servant leadership subscales and the overall SLQ score. Leaders from cities over 300,000 in population scored significantly higher in emotional healing than leaders from communities with 5,001 to 100,000 in population (.011). Leaders from cities over 300,000 and 100,000 in population scored

higher in wisdom than leaders from communities of less than 5,000 in population (.003

and .004). In the servant leadership subscale of persuasive mapping, leaders from cities

over 300,000 in population scored higher than leaders from cities less than 100,000 in

population (.000), and leaders from cites 100,000 to 299,000 scored higher than leaders

from communities of 5,001 to 100,000 in population (.003). In the overall SLQ score,

leaders from cities over 300,000 scored higher than leaders from communities 5,001 to

100,000 (.001) and less than 5,000 in population (.007); leaders from cities 100,000 to

299,000 scored higher than leaders from communities 5001 to 100,000 (.007) and less

than 5,000 in population (.015). There was no significant difference found in the servant

leadership subscales of altruistic calling and organizational stewardship. The means and

standard deviations were calculated by the size of the community and are reported in

Table 10.

Table 10

Means and Standard Deviations for Leaders by Size of Community

Variable	N	M	SD
Village and City of Second Class (100-5,000)	36	2.91	0.54
City of the First Class (5,001 to 100,000)	148	2.98	0.45
Primary City (100,001 to 299,999)	102	3.17	0.44
Metro Area (300,000 or more)	198	3.16	0.40
Total	484	3.09	0.44

Gender. There was a significant difference (p < .05) for Gender for three of the

five servant leadership subscales. Female leaders scored significantly higher than Male

leaders in altruistic calling (.003), emotional healing (.000), and organizational

stewardship (.001). The overall SLQ score, and the subscales wisdom and persuasive

mapping did not result in significant scores by Gender. The means and standard

deviations were calculated by the leader's gender and are reported in Table 11.

Table 11

Means and Standard Deviations for Leaders by Gender

	Female (N = 257)		Male (N = 221)	
Variable	M	SD	M	SD
Altruistic Calling	3.04	0.53	2.93	0.62
Emotional Healing	2.85	0.69	2.60	0.77
Wisdom	3.13	0.50	3.20	0.50
Persuasive Mapping	2.97	0.65	2.99	0.65
Organizational Stewardship	3.47	0.47	3.34	0.52
Overall	3.12	0.44	3.05	0.46

Spirituality and attendance at religious services. Only in the servant leadership

dimension of Altruistic Calling was Spirituality significant. There was no significance

found for attendance at religious services. The means and standard deviations were

calculated by the attendance at religious services and are reported in Table 12.

Rater variables explored. *Time raters observed the leader.* There was a

significant difference (p < .05) for Time Observed by the rater for three of the five

servant leadership subscales and the overall SLQ score. Raters that have observed their

leader for more than 10 years scored higher in the servant leadership subscales of

emotional healing (.000), wisdom (.003), and persuasive mapping (.001) than those raters who had only observed their leader for five years or less. Raters that have observed their leader for more than 10 years scored higher in the overall SLQ score than those raters who had only observed their leader for five years or less (.001).

Table 12

Means and Standard Deviations for Leaders by Attendance at Religious Services

Variable	N	M	SD
1 Occasionally	205	3.13	0.44
2 Once per week	247	3.05	0.45
3 More than once per week	23	3.19	0.39
Total	475	3.09	0.44

Age. There was a significant difference ($p < .05$) for Age by the rater for two of the five servant leadership subscales. Raters 50 years or over rated their leaders higher in wisdom than those 40 to 49 years of age (.033). Raters 50 or over rated their leaders higher in persuasive mapping than those leaders 40 to 49 years of age (.010).

Comparison of Leader Ratings and Other-raters. Of the study population of leaders, 169 participants received ratings of their servant leadership behaviors measured by the SLQ. To examine the scores of leaders compared to raters was calculated by taking leader self scores and then subtracting the mean of the raters scores. This analysis produced an average deviation score between leaders self score and the mean raters scores. This data was analyzed with one-way ANOVA for the variables with three or

more groupings and a T-test was used for those variables with two groups.   There was a

significant difference ($p < .05$) in the variable of years in leadership. Raters rated leaders

higher than leaders rated themselves in the servant leadership subscales of wisdom,

emotional healing and the overall SLQ score.

Table 13

Descriptive Statistics and Correlation Matrix for Leaders with 3 or More Raters

Variable	N	M	SD	AC	EH	W	PM	OS
L Altruistic Calling (AC)	117	3.16	.52					
L Emotional Healing (EH)	117	2.83	.67	.35**				
L Wisdom (W)	117	3.26	.47	.03	.25**			
L Persuasive Mapping (PM)	117	3.11	.57	.12	.39**	.30**		
L Organizational Stewardship (OS)	117	3.50	.44	.46*8	.26**	.27**	.29**	

Note. Reliability coefficient estimates (α) are in parenthesis along diagonals.
**. Correlation is significant at the 0.01 level (2-tailed).

Table 14

Descriptive Statistics and Correlation Matrix for Leaders with 1 or 2 Raters

Variable	N	M	SD	AC	EH	W	PM	OS
L Altruistic Calling (AC)	53	2.99	0.56	1				
L Emotional Healing (EH)	53	2.80	0.68	.52**	1			
L Wisdom (W)	53	3.20	0.41	.35*	.37**	1		
L Persuasive Mapping (PM)	53	3.06	0.68	.30*	.31*	.46**	1	
L Organizational Stewardship (OS)	53	3.50	0.47	.42**	.52**	.30*	.46**	1
L Overall Average Score	53	3.16	0.42	.53**	.74**	.68**	.80**	.75**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 15

Descriptive Statistics and Correlation Matrix for Leaders with Zero Raters

Variable	N	M	SD	AC	EH	W	PM	OS
L Altruistic Calling (AC)	329	2.91	0.58	1				
L Emotional Healing (EH)	329	2.67	0.77	.31**	1			
L Wisdom (W)	329	3.12	0.52	.19**	.39**	1		
L Persuasive Mapping (PM)	329	2.91	0.68	.35**	.54**	.51**	1	
L Organizational Stewardship (OS)	322	3.35	0.53	.33**	.38**	.39**	.44**	1
L Overall Average Score	329	3.02	0.47	.39**	.78*8	.73**	.84**	.69**

**. Correlation is significant at the 0.01 level (2-tailed).

Qualitative Data

Description of participants. A brief introduction to each of the 12 participants selected to be interviewed for this study are provided below.

Jeremiah was raised in the Midwest. He is a retired coach and is currently an athletic administrator for a university in the Midwest. Sports played a prominent role in his formative years as he played many sports in high school and college. He volunteers with youth programs. Jeremiah lives in a community with a population between 100,000 and 299,999 people.

Ann grew up on a farm in the Midwest. She is the director of business development for a consulting firm. She volunteers with chamber of commerce activities and youth services agencies. Ann lives in a community with a population of over 300,000 people.

Bill's dad was in the Air Force, so they traveled quite a bit while he was growing up. He played sports, which taught him at a young age to set goals and be accountable for his actions. He earned a college athletic scholarship and played for a coach that taught him how to treat people honestly and with integrity. He is now the director of a department of several hundred employees for a large employer in the Midwest. He volunteers as a youth athletic coach and with a young professionals group. Bill lives in a metro area with a population of over 300,000 people.

Kim is the CEO of a non-profit organization. She has earned a Ph.D. She volunteers with a local Kiwanis club. Kim resides in a metro area with a population of over 300,000 people.

Daniel was raised in a small rural community in the Midwest and lived in that same area for much of his life. He is the director of a department for a regional hospital. He volunteers at his church and with various community organizations. Daniel lives in a community with a population between 5,001 and 100,000 people.

Sandy is from the Midwest. She is currently in corporate relations for a large employer in the region. She volunteers at a humane society. Sandy resides in a community of over 300,000 people.

Pete was raised in a small town and has lived in that area for his entire life. He is in real estate and teaches some courses at the local college. He was active with the Jaycees and currently volunteers with developmental disabilities organizations. Pete lives in a town with a population between 5,001 and 100,000 people.

Mary is currently the director of development for a youth services organization. She volunteers at her church. Mary's dad was in the military. She currently lives in a community with a population between 100,000 and 299,999 people.

Stephanie was raised in a mid-sized community in the Midwest. She played sports in junior high and high school. She is currently the director of marketing for a health services provider. She volunteers at her local food pantry supporting the backpack program for kids. Stephanie resides in a community with a population between 5,001 and 100,000 people.

James grew up in a small town and has lived in that same area his entire life. He is the CFO for a manufacturing company. He volunteers in his community, his church and the chamber of commerce. James lives in a small town with a population between 100 and 5,000 people.

Jill is from the Midwest. She is the director of a large health services foundation. She volunteers at her church and with the chamber of commerce. Jill lives in a metro area with a population of over 300,000 people.

Sharon is a graphic artist. She is a volunteer leader with her church youth group. Sharon resides in a community with a population between 100,000 and 299,999 people.

Findings

This study was guided by the central question: *Are there characteristics, behaviors or life experiences that would predict a servant leader?* By conducting a two-phase sequential mixed methods explanatory research design, this researcher examined the best of both (i.e., quantitative and qualitative) data to explore the antecedents of servant leader behavior. Major findings that emerged from this study:

1. The longer a leader is in a leadership role, the more frequent the servant leader behaviors.

2. Those leaders that volunteer at least one hour per week demonstrate higher servant leader behaviors.

3. Servant leaders influence others through building trusting relationships.

4. Servant leaders demonstrate an Altruistic Mindset.

5. Servant leaders are characterized by interpersonal competence.

6. A servant leader may not necessarily lead from the front, or the top of the organization.

Following is a discussion of the findings that support and explain each finding. By way of a mixed methods study, the researcher set out to explore the antecedents of servant leadership through the experiences of the research participants. The emphasis is on letting the participants speak for themselves. Illustrative quotations gleaned from interview transcripts attempt to portray perspectives from the participants and to capture some of the richness and complexity of the phenomenon. Where appropriate, quantitative data are woven in with the interview data to augment and strengthen the discussion. Following is a further discussion of the findings of this study.

Finding 1: The longer a leader is in a leadership role, the more frequent the servant leader behaviors. In the quantitative data collected in this study, this researcher found a significant ($p > .05$) difference in the scores of leaders that have been in a leadership role for more than 10 years compared to those with either 6 to 10 and 5 or less years in a leadership role. This difference was found for all 5 subscales and the overall SLQ score. However, the age of the leader did not have the same consistent results as did

the years in leadership variable. In addition, there was a significant difference (p < .05)

for the length of time the leader was observed by the rater for three of the five servant

leadership subscales and the overall SLQ score. Raters that have observed their leader

for more than 10 years scored higher in the servant leadership subscales of emotional

healing, wisdom, and persuasive mapping than those raters who had only observed their

leader for five years or less. Raters that have observed their leader for more than 10 years

scored higher in the overall SLQ score than those raters who had only observed their

leader for five years or less.

This mixed methods study was designed to collect and analyze quantitative data

in Phase One and then in Phase Two the researcher collected qualitative data to help

explain the initial quantitative data. As the interviews were collected and the data

analyzed it became clear that these leaders had processed experiences in their lives with

the following themes emerging to further explain this finding: role of a mentor;

reflection; self awareness; and self-efficacy.

Role of a Mentor. This finding is highly significant as a result that all 12 of the

participants (100%) described the importance of a positive role model or mentor in their

formative development as a leader. Kim said "I've had with a few mentors. And they

both took me under their wing and they really taught me about having integrity. You

know, just this whole idea of having a set of principles you stick with."   Additional

participants expressed the impact of a mentor in the following ways:

> I would say, as far as my leadership goes, I was blessed with having a very good
> boss to begin this job with. My job here started just as a staff RN and my same
> boss that I have now as a leader is the same boss I had back then. He was in my
> position back then and I learned a lot from him . . . I think probably the best thing
> that I've learned from him is to be less like I want to be and more like maybe I
> should be. Because I'm a very organized person. Um, pretty Type A, pretty black

and white. And he's taught me to kind of look at more of the grays in life and more of the grays in leadership. And the one thing that I think that I've been, been able to tap into with that is that I just have an overall appreciation for people and, and knowing that everybody brings something different to the table, everybody has different ideas and concepts about, plans and so, trying to weave that into being less strict and uptight and that kind of stuff. So, I've been the leader of this group for about 11 years and so it probably took me the first three years to kinda (laugh) learn to loosen up a little bit, but I think that's probably what I would have to say that I had a very good mentor. (Daniel)

I would say my college experience. The reason I say that is I happened to play football in college, and I got to play for a guy that I admire a great deal and that's Tom Osborne. And, what he taught me about life in general is that, if you treat people honestly, with honest integrity, that's how you're gonna be treated back. And no matter what he did, he was very honest. And so I try to model that. I felt I was always an honest person with integrity, but what it showed me is that, you can go through life and do that, and do the right thing all the time, because you can look at a lot of different people in the news and all that, that aren't that way. And so, you know, it's OK to be a good role model. Because I told you about Tom Osborne, I'll talk about the mentor I had in this company. . . . He's the CEO. Gary and I started at the same facility together, and he was my boss but I also consider him my mentor. He kinda took me under his wings and gave me some assignments that really made me stretch what I thought my capabilities were. And so, you go out and do some of those and you come back and he goes, well, here's what you did really well, here's what you need to work on. You do a couple of those and before you know it, you've **really** grown . . . professionally, as far as stretchin' where you thought you were gonna go at the time. And that's what a mentor can do for you, in my opinion. (Bill)

Reflection. Ten of the 12 (83%) of the participants described the act of reflection as instrumental to their processing experiences in a way that led to personal growth. Bill said "I think you have to reflect personally, get inside yourself and say, what do I want to do when I grow up?" Sharon recalled

Oh, yeah. I go back and I piece it all together, and then I have my ah-ha moments. And that's like, "Oh yeah, OK. Then it will make sense. That's why that happened." After I sit and I think about it and I put all the pieces together, and then hopefully that better prepares me for the next encounter or the next engagement.

Mary said "Usually then I know how to, you know, then I can reassess myself and kind of hopefully respond better the next time." Participants expressed how they reflect in the following ways:

> A lot of times, I'll refer back to past experiences to help make a decision. Sometimes too I'll try to think of, OK, how would (my two mentors) handle this situation. And I don't just mean some random person, but maybe someone else who's been in the same situation . . . how they would handle it, I'll be honest, when, it's time to make a decision, and have an Option A or Option B. And in those cases I'll try to think through both options. Let's see, OK, well, what would maybe be the pros and cons of each one or, OK, if I took this route this is how things might end up versus taking this route, and this is how things might, might end up. I think a lot. (Jill)

> It's kinda like drivin' in the, in the truck by myself too. I used to, when I was a kid, I could never have the music loud enough or have enough different cassettes or radio stations, eight tracks. Now I drive up to our place in the north central part of the state, and it's about a 3½-hour drive. And a lot of the times I'll never have the radio on. It's just, the hum of the tires on the pavement, but it gives me a lot of time to think and plan or reflect, depending on what the situation is. (James)

> Yeah, I'd push it all the way to childhood. That'd be a great study, wouldn't it? What were the childhoods like of our best leaders? Because something I think about, one of the things that I think about almost all the time, the thing that I, if I obsess over, is how do you take this to that next level of where you really, really do something special, you know. I mean, this is great, but how do you become that next one, how do you take it to that level and you really create some great new things, some new products, a new way of doing things, some solution, you know, some way of approaching kids that, you know, really solves the problem in North Omaha and all those things. You know, how do you take that to that next step? *That's* what I think about. And that all is about personal development, about finding, you know, all of that is about just being a better leader. (Kim)

> We went out to the Interstate and picked a lady up here, between here and Minden, and, she had severely injured her arm and, this is all pretty new to me, all of this stuff, even though I'd been an EMT. I mean, I was getting to see some stuff that I had yet to see. And I was really focused on that injury to her arm . . . I had gone out with two EMTS and, because of her injuries, we decided to call the helicopter out to the scene. And the flight nurses that were on said, Daniel, let's go. Jump in with us. It's a good opportunity for you too, so I jumped in. And one of the first things that they all said, you know, scenes are the, are the hardest situations not to get tunnel vision, so always keep your perspective. Always make sure that you're looking around you. I jumped in the helicopter, fully expecting that the person behind me was going to properly shut the door. And at that time,

with that helicopter, that side of the helicopter wasn't like a car door; it was like a van door, it slid back. And it had gotten slid to cover the hole that is the doorway. And we took off, picked up speed, and that door popped open. And I'm on the side of the cot with now my feet hanging out where that door should have been. And I jumped up in the seat. The other nurse that was on that day, she was (laugh), she was very, very pregnant, in her ninth month and she reached across, grabbed that door, and she closed that thing all by herself, reaching across the patient, across the bed, and got it closed. And, we had a long talk about that afterwards. And **I go back and I revisit that story in my head a lot about**, you know, it's very easy to make assumptions that certain things got done. And that could have, I mean, you know, that literally could have been the end of (laugh), of *me*. . . . (Daniel)

Self awareness. Self awareness was presented by a majority of the participants (11 of 12, 92%) as a process in which they gained a better understanding of themselves, including their strengths and weaknesses, and the impact they have on others. James recalled "a high school literature class talking about the Greeks and the idea of 'know thyself,' and how that stuck with me . . . and I've always kinda focused on that." Several participants addressed knowing themselves and having a clear sense of who they are in the following ways:

> This is something I've learned about myself as I've grown older." I think that's just developed, you know, maybe over the past five or six years. Just realizing how important it is. I think a lot of it too goes with maturity. When you're trying to figure yourself out and what you're doing here, you know. I don't have a specific point where I can say, "Oh, this is where . . . I decided to serve the community." But, I think it's just something that I've learned over the past five or six years. (Jill)

> You know, I think there's something just inherent that, I don't know if it's personality, if it's . . . you know, my dad was in the Navy, so at home we were his, even though he had four daughters, we were his command post at home. And so, I grew up in a pretty autocratic home and, and knew that I didn't want that . . . for myself. I wanted to be able to make my own decisions. And I wanted to be able to lead people in a different way and not just, you make all the decisions and because I said so type of thing. So I wanted to have more of a partnership with people and just feel that I really do enjoy helping people and, and being involved when somebody calls for something, I have to, you know, sometimes say that I can't do it because if I do it, I want to do the best job that I can. And I enjoy working with people in a team setting. (Mary)

I just found that out about myself. It's like, you know, I believe in, in this company. I've loved it. I wouldn't have been here for 30 years if I didn't. I'm very proud of what they do for the communities that we're in. I like what they've done . . . out there, in the communities. (Sandy)

I'm 45 now. I can look back and realize these things. When I was 30, I couldn't have told you Fred Rogers had anything to do with my attitudes or personality. But as I have developed my self-awareness and I want to develop it more, I don't think I'm there, where I want to be but, the more I develop it, the more I think, maybe I really am following in the footsteps of people like Fred Rogers and understanding that sometimes you just have to take 'em one day at a time and learn with them. (Pete)

Self-efficacy. Self-efficacy was emphasized by 10 of the 12 participants (83%) and can be defined as the belief that a person has the ability to successfully accomplish a specific task. Kim described the process of improving her self-efficacy as a leader this way: "I think it builds on itself in that it's something you want to do. And then the more you do it, the more you want to and the more it is, so . . . it's probably a little like working out or eating right or . . . (laugh) you know, those things that start out maybe being hard, but you know, once you get it and get good at it, it becomes who you are."

The data that emerged from the participants addressed the leader's self-efficacy developing in the following ways:

I actually started with Mary Kay when I was 18, and within a year, had promoted myself to Sales Director with Mary Kay Cosmetics and then earned a car on my 19th birthday, actually. And that was probably, one of the most profound experiences for me. Mary Kay taught me a lot of things about, not only being assertive and, just learning kind of the ropes of being a salesperson, but also just how to gain the confidence to speak to a variety of different people. I was dealing with a lot of customers and potential recruits that were much older than me, and it helped me really to realize that I didn't need to think about my age when I was developing relationships and trying to sell a product. I just had to stay focused on what my goal was, and, and it definitely helped build a lot of confidence for me, professionally and also personally. (Sarah)

I think it probably started in high school. I found myself in leadership positions in high school, from early on being a member of the student council, class officer, president of the Letterman's Club, captain of the football team, co-captain of the

football team, co-captain of the wrestling team . . . um, athletic king. There were just a lot of events in high school that threw me up into a, a leadership position or as a leader amongst a group of athletes or a group of my classmates. I think other people looked at me as more of a leader than maybe I looked at myself. And I had a few people—coaches primarily, some, some teachers—that helped foster that a little bit. But, you know, it, it proved to me that other people saw things in me that maybe I didn't see myself, and gave me an opportunity to try things that I wouldn't have tried otherwise, not to be afraid to try things and knowing that there's always a chance of failure; nonetheless, I wanted the experience. I think I was a little more confident in myself, and again, less apprehensive to try something new. (James)

I was talking to my boss and I said, you know, I think you need to look at these strengths in other areas of your life and not just here at the office, and I think that you might be stronger in some of those strengths when you're dealing with family and friends versus dealing with colleagues here in the office or, other people in the community. And, I think my strengths are even greater, and maybe it's just having that confidence, when dealing with, family and friends, um . . . I'm not wording that correctly. Um, I think I'm even more of an effective leader when it comes to dealing with my family and my friends than I am here, and I think a lot of that has to do with the confidence and knowing, your family and your friends. (Jill)

Finding 2: Leaders that volunteer at least one hour per week demonstrate higher servant leader behaviors. In the quantitative data collected in this study, this researcher found a significant ($p > .05$) difference in the scores of leaders that volunteer more than five hours per week compared to those with either one to five and less than one hour as a volunteer per week. This difference was found for four of the five subscales (altruistic calling, wisdom, persuasive mapping, & organizational stewardship) and the overall SLQ score. The data that emerged from this study suggested the following themes to support this finding: sense of purpose, giving back, and spirituality.

Sense of purpose. The overwhelming majority (11 of 12) or 92% of the participants indicated that they have a clear understanding of what they are to do with their lives. Jill described it as "just to have that sense of purpose and this is why I'm here. I'm here to help others. I get great satisfaction out of knowing that something I did

made a difference for someone else, in a positive way." Other participants offered some

insights in describing their own sense of purpose:

> I think that that comes from me just seeking out, for myself at some point in my life, about, you know, what is all of this for? Why do I get up every morning and get ready for work? Why do I choose to have a family? That's, you know, all of those things are things that in the way that I believe, are things that I've been designed to do. That's my purpose in my life. My purpose, the gift that I have, the gift that I've been given is to, to do the job I'm doing, not only to be a good health care provider, a good caretaker, but to be in the job that I'm in to maybe help lead and make things a little bit better. It was difficult because, like I said, I, wasn't quite sure that was the niche that I had. It wasn't necessarily the path that I knew that I was supposed to be on right away. But I think that, and I don't even know that I knew it going into nursing school, I don't know that I knew it when I first got out of school and worked in the intensive care unit, um, I think that purpose came to me when I took this job. (Daniel)

> So, you know, if, the community, there are things, you look around and you see things that aren't right, but if you're just complaining about it and not going through the processes to make it better, then you're not doing your job as a citizen. (Mary)

> Some day, I'm working on this, I, feel like, I would like to help the larger community more along the lines of addressing . . . recently there have been reports of homeless children and how it keeps rising. And that's something that I'm very interested in and passionate about. And in the past I've helped at the Cedars Home for Children, but more through the aspects of just volunteering to help with teaching an art lesson once a week. I think that's probably where my calling is. (Sharon)

> I think I always had a false idea that it was just the large bodies of people that really made change, or that, helped the community be better. But there are so many different groups of people that have, that they may each have their own mission, their own vision, their own objectives as a group, but they accomplish huge things. And so I think, you know, as far as what I personally feel very deeply about for the betterment of my community as a whole is that each little group is extremely important in its own sense. And if I can just find something that personally drives me and find a group that I would fit into because of my own personal mission or values, then I can still make big change even though I'm just part of a small group. Does that kinda make sense? (Sarah)

Giving back. All of the participants (100%) indicated that giving back had

meaning for them. James described giving back as a desire to be a part of something

bigger than himself. Bill was even more explicit in describing what giving back means to him "Oh, I think I need to give back all the time, and I do that. I think it's important to give back to the community and help others that don't have it as good as I do." Sandy said "And I truly do believe that, in order for your community to thrive, you have to be active. It doesn't just happen." Other participant's framed giving back as follows:

> Well, we've, you know, we've been given a great deal and so if, somebody else needs help, it's important that, we, try to help and that we don't sit back, you know, let something bad happen to other people. Like you could be out there, making a positive difference. So, you know, if, in the community, there are things, you look around and you see things that aren't right, but if you're just complaining about it and not going through the processes to make it better, then you're not doing your job as a citizen. (Mary)

> Well . . . you know, I'm, a fifth generation Nebraskan. I'm really proud of that fact. Both of my families, my mother and father's side homesteaded here in this county in the 1860s. . . . We've only got, as I said, we've only got one shot at life. I want to try to do whatever I can to make a difference. And maybe someday somebody else will look back and, and think that maybe I did make a difference. And hopefully it's a, good positive difference. (James)

> I attribute a lot of that just to my family and, and the way that my mom and dad raised me. I'm a Midwesterner. I've lived in Nebraska my whole life, and I think that there is an ethic that is here in the Midwest that you don't get in a lot of other places. And maybe even a little bit more in a rural farming community like I grew up in. It's a lot of hard work and it's a lot of appreciation for the fact that your neighbors will bend over backwards to help you and that you need to repay that in kind when the opportunity comes. And you try to bank those kinds of things. You try to remember Farmer Joe just did this for us, and we need to remember that because there's gonna be a time where Farmer Joe's gonna need our help. And so it was, I think, to sound really cliché, but some good wholesome living in the beginning and, just having parents that really got that, that really understood that it's a big world and we're all here to, to make sure that we support one another. (Daniel)

> What it means is, I think people have helped me through my career. And I think where I'm at today as far as my position is because other people helped me. I've had to help myself too, but I've gotten guidance, I've had mentors. And I think giving back, to me, is to help the next generations. For instance, right now I have three people that I mentor. (Bill)

Spirituality. In this study, the quantitative data only found a significant difference regarding a leader's self identified level of spirituality only in the servant leadership subscale of altruistic calling. However, the qualitative data suggested that a leader's spirituality, faith, or involvement with their church played a role in their leadership behavior. Mary described her faith as a "big part" of her leadership. Jill said "that it's central to my leadership, I'm a Christian, and that's what's expected of me as a Christian, is to serve others, and to serve the community." Other participants described the important role of spirituality as follows:

> Well, I mean, it's, a critical element. I don't think I'd feel right doing something that, I felt was inconsistent with the tenets of my faith. So, you're constantly kind of measuring your actions against your belief system. And certainly, you can get off kilter some, but I think the good thing about core values and, the feeling that there are some moral absolutes that kinda keep pulling you back on course, you know. In other words, as if you had a compass. (Jeremiah)

> So, I will say that I get great satisfaction from being a, having a spiritual life and, and being a part of a church. And, with that said, even though I'm not an average churchgoer or don't necessarily have a strong, church group that I affiliate with, I think the values, Christian values, definitely play a huge role in how I treat people and address people, and it comes back to just being kind to people. I would say it plays a role because I think if I didn't, I think in my mind, regardless, of how maybe religious I am, spiritually I feel that I need to serve others. (Sarah)

> My faith or belief system is an integral part of my commitment to serving, and I wish I could do more serving such as more volunteer work. It's a huge, it's a huge part for me. I think that's the walk for me of, of Jesus. He served others. That's all that He did. I mean that was his life's journey. And . . . I just don't know how to put it into words but I know I'm supposed to serve. (Sharon)

> As I've gotten older and our kids have gotten, have gotten older and, we've grown more as a family, it's become more important to me. We did not grow up as a faith-filled family. You know, we weren't churchgoers, we were believers but we didn't practice it a lot. And, I married into a family that's quite the opposite and that's been good for me. But, you know, I think that, it gives you a sense of understanding, it gives you a sense of purpose for what we're all supposed to be here for, and kinda helps to start to design and, tether up your beliefs and, you know, that it's all a better world if everybody has a common understanding of why we're here and, you know, doing things to hurt one another and doing things

to cause harm to each other and make the world tougher as a part of that. And so, it's been important and I think that those are, are important things that I want to instill in my kids and so it's important that we practice it and have a better understanding of ourselves, my wife and I. And, and we work, I work for a faith-based organization, you know, this, this whole organization is based on Christianity and the Good Samaritan and, you know, how we make things, how we do things to, to prophesize the word of Christ and, and that's, that's important to me. I think, you know, that it all kinda feeds back into even these issues currently that are going on about the other hospital, you know. This, this hospital is here for a reason, and it's not to make money. It's here to make sure we offer the best care for people who are in need for that kind of care. (Daniel)

Finding 3: Servant leaders influence others through building trusting

relationships. The data that emerged suggested the following themes to explain this

finding were the following: valuing relationships, congruent behavior, consensus builder,

and honest feedback and communication.

Valuing relationships. Nine of the 12 (75%) participants presented the

importance of building positive relationships with others. Bill talked about how he knew

each of his employees and said "I can tell you about each one of 'em." He described how

valuable these relationships were and that as a result of building a positive relationship

with each one, he knew how to tap into the strengths of each employee and what each of

his employee's was looking for in terms of a quality workplace. Jill described the value

of relationships that are based on trust when she said "I've learned that there are different

ways to get things done, and people use their strengths to accomplish something and it

might be a different avenue than I would take, but I think a lot of that comes with trust

too and knowing who your co-workers are and how they tick." Other participants

described the value of building relationships as follows:

I try to keep myself as real as possible. You know, I hope that a lot of them would say that, they would, see me as a friend as much as they would say that they see me as a leader, as a manager. And I think that that's important. With all of the employees, I want to know about them. I want to know about their families. I

want to know about the tribulations that they're having outside of this job to see if there's anything I can do for them in that way. And so, when they're, when we're just out shootin' the breeze out in the yard and they're tellin' me about those kinds of things, I'm listening well there, I want them to know that if you come in here and you've got a great big issue, I'm all ears in here too. (Daniel)

Well, what I do with each one of my employees is, I sit down, I get to know 'em, and build relationships with 'em so I know their significant others, their kids' names, what activities they're all in, and I find that important. You've gotta build that relationship before you can do anything, because in the long run that's gonna help because you're always gonna run into the speed bumps along the way. And if you don't have relationships, those speed bumps are not gonna be speed bumps; they're gonna be brick walls. And so, it's real important to take the time and always do that. I've done that throughout my whole career, is, the people that are important to me or surround me, I get to know 'em. To me that's just one of those foundations that you have to have because you *will* need it sooner or later (laugh)." (Bill)

I know a lot of the people that I met in our retreat back in September, I think of them a lot differently than I do now, today, just because I've been able to get to know them on a more personal basis than just that immediate first impression. they say first impressions are very important, but I think also too what's more important is getting to know someone and understanding them, to develop your own conclusion on, that individual because some might be great at first impressions; some might not. Some might be having a bad day; some might not. (Jill)

Congruent behavior. Congruent behavior by the leaders was emphasized by 10 of 12 (83%) participants in this study. Congruence can be characterized as behavior that is consistent with what is said by the leader. Jeremiah said the following to describe the importance of congruent behavior "Well, I think integrity is critical. If people feel that you've lied to them and deceived them, they're not going to trust you. And so, consistency, over time, being accurate in what you say and not deceiving people." Jill said

I think honesty and integrity are very important. You know, there's a quote that goes something like, hold others to, if you want to hold others to certain expectations, you've gotta do that yourself. Kinda like walk the talk. So setting a good example for others in the office allows for that trust to develop.

Other participants offered the following insights about congruent behavior from leaders:

> I enjoy, you know, when you serve on a board you know who does what they say they're gonna do, who has follow-through, you know . . . you learn a lot about folks. Who really is inspired to make a difference, and you learn who's just gonna babble and talk and . . . talk the talk and not necessarily walk the walk. (Ann)

> Building trust takes time. It just doesn't happen overnight. I don't know . . . it just comes with who you are and how you show that to people. And, showing that your words and your actions jive, and that they're the same and that they aren't mixed. I guess it depends on, who you're talking to and just getting to know that person, just taking the time to getting to know that person. It just doesn't happen overnight. I'm somebody that it takes a lot for me to trust and to . . . I don't know, just to take that leap. (Sharon)

> In fundraising we talk a lot about being able to leave a legacy or to provide, you know, girls the opportunity to go to camp that couldn't afford it because of the gifts that we make. And, and one of the things that I do in fund development is I always give my gift first and ask the Board members to give their gifts first before we go out and ask anybody else. (Mary)

> . . . does the same things they expect others to do. There isn't one set of rules for you and another set for them. That's the kinda, that's stuff makes me nuts. You know, you should do that because you're an executive, you know. I just can't do that. There was probably a time I could, but, like, you know. I park where they park. I pay what they pay for parking. (laugh) I have the same, you know (laugh) . . . I think consistent. I think that idea of integrity at the beginning which is really when how you feel aligns with what you do, aligns with your beliefs, you know. The more you can line all that stuff up—your actions, what you believe, what you say, you know. If you can line up those three, the more authentic you are. (Kim)

Consensus builder. Building consensus was emphasized by all of the participants (100%) and involves valuing the opinions of others and providing a forum for diverse opinions and then negotiating what is in the best interest of those involved. Pete said "I think when you build consensus among a group and allow for dissention, instead of cutting it off, that people tend to feel good about the process." Bill said "The group is looking for the leader to find what the group desires, and then to help get them there." Daniel described building consensus as follows: "Knowing the people that you're talking to, and knowing what the end result is, you know, or what the goals are that you're gonna

be trying to achieve with whatever that change is or whatever that new process is." Mary

said "Well, I don't know that it's always important that it goes, you know, the direction

that the leader would like it to go. I think you have to be open that maybe your direction

isn't, you know, it has to be the group's direction." Additional comments from

participants in this regard:

> Well, I think most of the time I try to operate through consensus. First of all, it can lead to a sense of ownership, provide a picture of what you'd like to happen, and then a vision this is what you've got to do in tune to get by him or listen to him and see, see what part of the vision they, they accept, what part they have trouble with. For example, coaching, it's very possible to simply be autocratic and say, "I'm the coach and therefore you do this." I think it's important that players have a vision of where they want to go and realize that, you know, you may ask them to do some really difficult thing but there's a reason for it. And that you truly do care about them and what you're asking them to do is probably in their long-term best interest. And, so I think usually I try to do some consensus building and, rather than being real dictatorial. And then I tried to, as I said, tried to build consensus, try to understand people, and try to communicate whatever vision I had. (Jeremiah)

> Well, I think a good leader helps, you know, bring the group to consensus for the group to determine what's best for the organization or the committee. And it's not always, you know, it's not her, it's not the leader's agenda. It's what's best for the group. And there are times when, you know, like with the Development Committee, my job is to get them to be out raising funds for the Girl Scouts. And so, it doesn't always have to be the way that I think it should be. It doesn't mean that Mark's gonna make these five calls, or Debbie's gonna do these three calls. Maybe they've got a whole 'nother way to do it. So I think the more you can get people to come to a consensus . . . And, that's also a way that you can get more people involved and get task forces put together, where you invite people to the table, have more buy-in when you have the decision made, their voice was heard and that, making more people OK with voting yes, you know, the whole negotiation stuff. A win-win situation for everybody. (Mary)

> We just recently just went through some issues with, we've added a night shift and, the scheduling with the whole night shift was going to be difficult. There were certain confines that I had to make sure we filled, and we were only gonna get so many FTE. We were gonna have to make sure that there was a night shift person on at least six out of seven nights out of the week. And so, it was, you know, I had a list of demands that we had to meet, just given the finances that were gonna be available to initiate that night shift. And I could have just set down with a piece of paper and start penciling out how this was gonna go. But

this was not just gonna impact me; this was gonna impact our entire team. And so we started off talking about it as a team and what we whittled it down to was a committee that included myself and, and two of our senior flight nurses, as well as one of our recent new hires so that they could get involved and truly, I mean, we formulated a pretty unique plan. And we met everything, everything that was given to us. We got it together, and, they had to give us our FTEs. (Daniel)

Within the theme of consensus building, 11 of the 12 (92%) participants addressed an awareness of mutual benefit. Some of the participants presented this data as an ability to weigh the pros and cons of an issue within the context of what was in the best interest of those served. Kim described it as "you always align your goals, your best interest with their best interest. The organization's best interest, your best interest, their best interest . . . all lined up." Daniel said that he learned how to understand mutual interest through "trial and error. I think I was reactionary before and didn't consider consequences, just considered, again, getting stuff done. It didn't take me long, and again, this is and always has been a very vocal group of people with very strong opinions (laugh) . . . so, they let me know." Other participants framed the emphasis on mutual benefit as follows:

> Sometimes with the common interest, sometimes stories do help. Like for example, if I know that a colleague has a child the same age as, as mine, you can share examples of what that child has done. And then be like, "Oh yeah, mine did that too." So it's more commonalities that, in things like that, and I think that helps . . . it goes back to relationship building and building trust. (Sharon)

> You start messin' with people's schedule, or you start messin' with their money, you start making folks upset. And that was something that was, was difficult. And so, in that situation the first thing that I said was, "Guys, I don't understand or probably like this any better than, than what you do. But here's the thing. We have chosen to work for this hospital. We enjoy working for this hospital. This hospital gets a lot from its parent company, and its parent company wants to continue to maintain that ability, and so we have to make some changes. (Daniel)

> So, most of the time, I would try and think about decisions that I make and how they might affect what the consequences would be for the group. I knew if we did this, if we were able to do this ethics curriculum, then it would be good for our

chapter. We might get some more visits from the national people. We might have more of our members being involved on a national level to help on committees and things like that. Good for our statewide program. (Mary)

Honest Feedback and Communication. Honest feedback and communication was addressed by 11 of the 12 (92%) participants as an important element of building trusting relationships. Pete described honest feedback and communication as "sometimes they need a sounding board, and sometimes they need an idea man, and I can do that." He also said "people would come to me if they were in a difficult time because I don't think that there is only one right way to solve things, and you know here are some options you might try." Ann said "I feel that I listen and I also help to give her positive feedback that she needs which is really important." Other participants described feedback and accurate communication as follows:

> I'm trying to help them come to a solution on their own. That's kind of what's going through my mind. And I'm not trying to give them my opinion, but I'm trying to help 'em realize what their opinion is and solidify that for 'em to make it more obvious. Usually I try to find a metaphor of some type, something that they might be able to relate to. This is kinda where that relationship building comes in. If you know the person well and you know their interests, how to use, etc., you might be able to find a story that they would be able to latch onto and grow. (Sharon)

> It's knowing your audience. It's knowing what makes the most sense for the people that you're talking with. Again, this is a group of healers and health care professionals, so if you can make them understand that this would be better for the people that we serve, generally they're ok with it. So sometimes, even though the issue may not have, on the surface it doesn't have all of those particular tentacles, you have to grow a few to attach to how it works better for the hospital, how it works better for the patients we care for, that kind of thing. (Daniel)

> First you put it together, and then you have to go communicate it . . . over and over and over and over again. You can never do enough communication. I was just out in the field talkin,' for instance, right before I got here, (laugh), I was out in the field workin' with a crew, just out chattin' with them. And, it's just ***great*** when you can go out and talk to the guy turnin' the wrench and they can tell ya what we're tryin' to achieve. Doesn't happen all the time, but what it does is, you know, tells you where you've gotta work. (Bill)

I'm constantly framing my ideas according to the environment or to the group of people. And I think that's important, that you need to tailor your ideas or your thoughts and frame it in a particular way that that group understands it, or that person. And that's something that I've done, but I just didn't realize that I was doing it. I think it still goes back to relationship building and just knowing who you're talking to and who you're, um, trying to express your, your ideas to. (Sharon)

Finding 4: Servant leaders demonstrate an altruistic mindset. Altruistic mindset is operationalized as acting in the best interests of others (regardless of personal consequence) and is characterized by an others orientation, a desire to make a positive difference in the lives of others, and leading to help others. The following themes emerged from the data to support this finding: others orientation, desire to make a difference in the lives of others, and leading to help others.

Others orientation (ethical altruism). It was not surprising that people identified by their raters as servant leaders, would describe their conduct as an act of promoting the best interests of others. All of the participants (100%) addressed the issue of an orientation towards others. Sharon said "I just like helping others." Mary described her orientation towards others as "It comes from within, I think I was born with it. I like to help people. I've always, just felt good about serving." Jill said for her "I think it's just developed, you know, maybe over the past five or six years. Just realizing how important it is . . . when you're trying to figure yourself out and, what you're doing here, you know . . . I decided to serve others in the community." She went on to describe her orientation towards others as "This is why I'm here. I'm here to help others. I think you get great satisfaction out of knowing that something you did made a difference for someone else, in a positive way." An others orientation is illustrated by the following participant comments:

I think I just feel better as a person. Basically what we do is we get food from the food pantry . . . and we have these backpacks that are the elementary school that we take the food, we fill the backpacks up, and the kids are able to take them home. What's kinda sad about it is the backpacks are filled with food that kids could make on their own. So these are elementary, probably, you know, gosh, I'd say anywhere from age 7 to 10 maybe, where they shouldn't be preparing their own meals. But the sad reality of it is that mom and dad may be busy working on the weekend, and they have to prepare their own meals. And so we fill the backpacks full of meals that they can cook on their own. And I guess to know that there's some little kid out there that's able to eat this weekend. (Sarah)

Pete described his awareness of an orientation towards others while being involved with the Jaycees, in which he said "it helped me understand where all that 'service to humanity is the best work of life' came from . . . which by the way is the last line of the Jaycee creed." Sarah said "I think in my mind, you know, regardless of how maybe religious I am, spiritually I feel that I need to serve others." James said "I'd rather be known as a giver than a taker . . . but I just try to do whatever I can to help 'em" when he described his desire to serve others."

Sarah described how she was drawn to someone who could act so unselfishly in her business:

It's really weird that I had a great connection with her because, um, I was 19 when I was a director of Mary Kay, and she was probably in her 60s and she was a director. And we clicked, which was really odd to me because she ran her business completely different. She was one that stuck with Mary Kay because of the spiritual side of the company. I was one that just wanted to move up. I just wanted to make money, earn my car. The spiritual was definitely somethin' that was great that kinda came along with it. But we connected because I really valued the fact that she could do something that was so unselfish. I think that's what drew me to her. The fact that her leadership style was solely driven by helping others. . . .

Desire to make a difference in the lives of others. Making a positive difference in the lives of others was expressed may a majority of the participants (9 of 12, 75%).

Mary described this desire to impact others she is "very focused on developing people,

and is really driven to empower others." Sharon described her desire to impact others in

a positive way as

> I guess it's the belief in empowering others. My dad was a track coach and he would always say to me, "You can do it." But yet, I think he helped me by giving me the tools to make myself successful but he never came out and claimed that it was him that made me successful.

Sarah framed this desire to make a difference in the lives of others as follows "Quite

honestly, originally, with the backpacks for example, it literally was something where I

felt obligated to do it, so I did it, and then I was so thankful that I did it." Other

participants said the following:

> In my earlier days of leadership, it would have been, I found a lot of personal satisfaction in seeing myself shine. And, and it's arrogant and it's, you know, some people will just call it very self-confident, but I think it was more arrogant than anything. I think now it's evolved into, the same people that maybe didn't think they were very strong in an area, and maybe they have an idea that they don't think is very good, and to be able to reassure them and to, kind of push them up, so to speak, and to watch them see an idea kind of fester and become something, is really rewarding. It's even more rewarding than when I did it for my own satisfaction, so to speak. (Sarah)

> I like it when they walk away and they think that they, or they believe that, they did it on their own. I feel a huge amount of gratification if somebody can walk away without recognizing a direct hand in their efforts. That they feel like they did something on their own. (Ann)

> ***Leading to help others.*** Leading as a means to help others was described by a

majority of the participants (9 of 12, 75%) in this study. Bill said "I enjoy watching

people grow. . . . What I do as a leader is I paint a vision where I want to take the group,

and then I watch different people execute that. And to me, it's just an awesome feeling to

see that." Sharon described her role as a leader as "I'm like a coach. I'm a teacher. I'm

here to teach. I'm here to help. I'm here to serve . . . I'm here to guide. I guess I'm more

of a guide." Mary framed her leading to help others as "So, when you're leading you're

helping somebody. You're in the background." Sarah described her leadership role as "I also always kinda felt like my role as the leader was to not only get people there and get people involved . . . but also to help other people nurture their ideas, you know." Kim spoke poignantly about leading to help others create a positive work environment when she said "you know, the payoff is when goals are met and people have jobs they love and you know that you helped make that possible. You have this organization where people are happy to come here. They feel good about being here." Other participants described leading to help other as follows:

> I always have this thought that, no matter where you're at, if you believe in the company you're at, you can help them grow and thrive and survive. And so, I think, you know, I just like inspiring others and so I think that's an element of leadership, inspiring others, and, I just really just like to help . . . I *really* am motivated by helping people achieve their goals. And so if you truly believe a company can grow . . . if you truly *believe* that, there is room for everybody to shine at their, whatever they're wanting to. Whatever their dreams and goals and desires are, there's a place for everyone if you truly believe that you're wanting others to grow. (Ann)

> I guess it depends which organization it is, and I guess I would say my role would be to make sure that certain things get accomplished, and maybe not the way that *I* would accomplish them, but to make sure that the people that I'm helping to lead are doing the things that need to be done, whether it's at the church, with the church council, or whether it's people at work, or, or at the fundraising association, that these are the tasks that we have as a combined group, and making sure that this person who might be flailing, gets the resources that they need or the support they need from somebody else, partnering them with someone else to make sure that that job gets done. (Mary)

Finding 5: Servant leaders are characterized by interpersonal competence.

Interpersonal competence can be defined as an astute awareness of others' emotions, concerns, and behaviors and show that they care about these concerns and behaviors and to act appropriately upon that understanding. The data that emerged were active listening, being empathetic, and perceptive to non-verbal communication.

Active listening. Being an active listener is often associated with leadership. The data from this study found that 11 out of the 12 participants (92%) really emphasized listening in the interviews and how important this is in terms of effective leadership. Mary described the importance of listening when she said "Well, to find out about somebody you really have to listen versus talk. Bill said "I like to listen rather than talk most of the time (laugh)."

When asked about why people would come to her to discuss an issue, Ann said "I think to genuinely listen you have to stop thinking so much about your own objectives and your own motive, and actually hear what they're saying." Mary put her response this way: "I guess because I'm a listener and because I try to be non-judgmental." Additional participants summed up their responses as follows:

> I like to hope that it's because I'll keep it confidential. Pretty much what somebody shares with me it stays, it stays with me. It doesn't leave. I also like to think it's because I'm more of a listener than a speaker, and I'll sit and I'll listen. And then if they ask for input I'll give it, but I won't just give it freely. And then if they do ask for help, I like to dig or pry a little bit before I give them help, and so I ask a lot of questions and try to get to know their situation better and, look at it through their eyes. (Sharon)

> I consider myself a good listener. There's a lotta times when you're in a meeting and conversations are going on between two people, and I'm like, you're misunderstanding, you didn't even listen to what this person said, and you're off on a tangent over here. So, I listen very closely to what people are saying so that I make sure I understand what they're saying and I'm not jumping to conclusions before they even finish their sentence. (Sandy)

> When participants were asked to describe their listening skills, Bill said

> I've just learned to listen to people talk, and I might ask a couple questions to draw things out of 'em. But really, in that capacity is I make 'em comfortable to talk. And then, I don't react right away . . . and so they feel comfortable sharing information. And then I can honestly kick it back . . . tell 'em what I heard, so they know I'm listenin'. I don't know why, but it's been a trait of mine for as long as I can remember."

Some of the ways participants summed up their experiences were as follows:

> Well, an empathetic person involves a feeling with the person, where you're, not just hearing the words, but you're also experiencing, to some degree, what the other person is going through, what they're trying to convey, and it usually requires undivided attention. It isn't a case of listening so you can formulate an answer. It's simply trying to understand. And, it's very powerful when a person feels that someone else really truly understands and is trying to understand them. And, so, I think that it's an important part of leadership to listen and gather information and understand where people are, because if you don't know where they're coming from, what they're feeling, and what they're experiencing, it's kinda hard to lead them very effectively. (Jeremiah)

> I tend to listen a lot. I do. I guess I also too know what, maybe my response would be to a situation, so you have that in your head and you're thinking about that. But then also listening to the ideas of others that might solidify your response, and know that the way you were thinking is correct or makes you realize, ooh, I never thought of that. You know, just getting a different perspective of the situation. So again, analyzing. I try to think of my next response, but a lot of times I'm focused on what that person is saying. To hear it and just not look at 'em and let the words bounce right off of you. **OK. Well, what's the point of listening if you're not gonna actually process what that person is saying? It's just a waste of time, right?** (Jill)

> . . . but by listening to her, by genuinely listening to her, um, she's become a really valuable asset, and . . . I think you can listen to somebody and then you can genuinely listen to somebody. I think it's easy to look somebody in the eye and go, "Yeah, that's great!" And then walk out of that room and not give two cents about what they said, or, or to do anything with what they said. You know, you can listen all day long in meetings . . . all day long, but if you don't walk away with it, with something and, and maybe some new objective or direction that you want to go in, then what, I mean, you kinda wasted your day listening. And so, with her, it's going, "That's a great idea! Now, what are we gonna do about it?" And she sees that you're actually listening. (Sarah)

Being empathetic. Nine of the 12 (75%) participants described an ability to recognize and understand affective information that could be characterized as being empathetic. Sharon described her awareness of this concern for others as

> I think I just have it. I just remember . . . just growing up, and being around people, and even in elementary school. Right away you just know, the kids that aren't having a good day (laugh), you can just tell. It's just a perception . . . that you have".

Mary said "I think I try to understand somebody's, what their needs might be. I mean I certainly can never tell what somebody's exact need might be. But I think doing the grief support groups for 4 years gave me a lot of empathy for people." Jill identified empathy as one of her strengths. Her definition of empathy was "Empathy, it means being able to understand how other people feel." She said

> You know, I think I'm pretty good at that. I can easily try to put myself in someone else's shoes to understand what they're going through. A lot of times I will put other people's feelings first because I'm trying to understand how they're feeling.

Other participants described having empathy for others as follows:

> I try to be as analytical as possible when somebody comes in and sits on that chair and says, "Hey, I want to talk to you about something." I also hope that they would say that I'm respectful back. You know, the first thing that I look for is a place where I can give a little bit of empathy back. And say, you know, "Gosh, that's a rough thing and I'm sorry that you're goin' through it. I'm sorry that you had to experience it. Let's try to make sure that it doesn't happen again, so let's play it out. (Daniel)

> I just remember even in high school and college and stuff, you have to be a good listener in order to understand things and put it all together. And you have to consider things from all different ways. I mean, I'm always tellin' myself, alright, put yourself in that person's shoes and position, in order to help understand where they're coming from, you know. Because you don't know unless you've walked in their shoes, so for as long as I can remember, I'm always sitting back and thinking, OK, if I were in their shoes and I had had this experience, would I be reacting the same way? Well, sometimes yes, sometimes no, but before I jump to any conclusions and stuff, in my mind, that's what's goin' on, to help me understand where they're comin' from and why maybe they're acting that way. (Sandy)

Perceptive to non-verbal communication. Nine out of the 12 (75%) participants described being alert to the non-verbal communication of others as an important element of their relationships. Sarah described this ability to sense others when she said "I kinda need to know what makes them tick." Jill said

Well, I just pay close attention to what's going on around me and how people are reacting to my presence here in the office. I pick up on, non-verbal as well as verbal cues. And I think too it's just knowing that person and who they are and how they tick, that helps you to know if, something might be off that day.

Bill said "Oh, you know, I can usually tell, I can read people pretty well. I can tell if they're tense or anxious, excited, and lookin' at that, I can usually either calm 'em down so we can talk or just bring out the best of 'em." Other participants described picking up on nonverbal cues as follows:

Because somehow I have empathy. It's just part of my makeup. It might be a change in their behavior when they come to work. They might go into their office and just shut the door. They might not, if you're asking how things are going, they might not, you know, maybe they're real talkative usually and you get all the information about what's going on, and then they're just totally closed off. You can tell if somebody's, you know, totally closed off when they're more open. I mean, I can tell if things are not going well, if somebody's not happy with something I've done, I mean, I can tell in an email, you know, from a supervisor or whatever or, or if somebody sends out a blanket email to everybody that's really nasty. You can tell somethin's not goin' right. (Mary)

I'm looking for the tips they are presenting. Are their arms crossed? Are they fidgeting with something? Is their head down? Are they not making eye contact? Even to the point of how is their handshake? Did they offer to handshake? Did they not offer to handshake? Is it a good handshake? Is it firm? Is it light? Do they let go right away? Do they want to hold on and not let go? Just a lot of things I'm trying to be into it, even to the point on how they present themselves. And I hate to take it to that next level, but sometimes you can tell a lot about somebody . . . how they take care of themselves. (Ann)

I think it's something I've always thought about and maybe I also over-analyze people's reaction which, in some situations, but I think a lot of times . . . for those people that I know really well, I can determine if they're off that day, if something more is wrong with them. I think for the people here in my office, as well as my family and close friends, interacting them, interacting with them on a regular basis you know generally how they are, when things are good. And when you don't get that vibe, and you don't get that response or you maybe don't get that eye contact or that smile or it's a heads-down when they walk by you in the office, you know, that to me are triggers that, OK, you know, something might be going on. (Jill)

Finding 6: A servant leader may not necessarily lead from the front, or the top of the organization. A servant leader may hold a senior position within an organization, however, he or she may not necessarily lead from the front. Ten of the 12 (83%) participants in this study are positions of management within their respective organizations; however, only four of the 12 (33%) are in senior level positions in their organizations. Themes emerged from the data to describe this finding include intrinsic motivation, and leading by example.

Intrinsic motivation. Nine out of the 12 (75%) participants described being motivated from within. Intrinsic motives are internally generated. Performing meaningful work is associated with intrinsic motivation (Luthans, 2011). Daniel described his motivation to serve others as "it's just something in me that needs to do that. There is always somebody who needs something, and somebody's gotta be able to provide that." Sharon described her motivation as "definitely an inward feeling." Sarah framed her internal motivation as "There's just this little bug that's . . . always just driven me!" James expressed his internal drive as follows: "I want to do it, I want to do it right. I know, nine times out of ten nobody's gonna give me that pat on the back and tell me I did a good job. But if I can walk away knowing I did the best I can, I think I did a pretty good job, that's good enough for me." Sarah also said "I think it's just always trying to be better. I have this real issue with just being content with who I am, and not ever trying to grow. So I think probably growth is the biggest thing that drives me."

Leading by example. Nine of 12 (75%) participants described the importance of leading by example. Pete said "it's more important to maintain the relationship than it is to make sure you get the decision made in my favor." Sharon described leading by

example as "I don't know as if I truly lead. I honestly have never viewed myself as a

leader. I've always tried to do more teaching or coaching or serving versus leading."

When asked about leading others, James said "I always try to do my best by leading by

example." Daniel emphasized that he tries to lead by example by doing the following: "I

sit on the Health and Wellness Committee our church. We are greeters for the church,

and we do part of their educational programs. As far as the hospital goes, I try to be one

of the first, if there's a volunteer-type of event where they need just help, whether it's a

blood pressure clinic or, you know, something along those lines." One of the other

participants described leading by example as follows:

> There are times that I kind of maybe take a back seat leadership role. I don't know
> if that makes sense. But I still look to (my bosses) for leadership and then I guess
> that trickles down to me so that I can then lead the persons in the office that I'm
> responsible for. You know . . . the buck doesn't stop with me on a lot of things
> here at the Foundation. It stops higher up, but, you know, I still need to know how
> all that works and what the expectations are of my leaders so that I can then do
> that for those below me. (Jill)

Chapter V

Discussion, Interpretation and Recommendations

This chapter contains a discussion of the findings. Implications for practice and directions for future research related to servant leadership are presented.

Summary of Study

The purpose of this study was to explore the antecedents of servant leadership. An explanatory mixed methods design was used which involved collecting quantitative data followed by a qualitative inquiry to explain the quantitative data in more depth.

The overarching research questions for this study were (a) "Are there certain characteristics or behaviors that would predict a servant leader?" and (b) "Are there experiences or life events that would predict a servant leader?"

The context for this study of servant leadership was community leaders that have participated in a community leadership development program from the Midwest. Demographic variables were described. The five subscales of servant leadership were tested and several correlations were found.

The data analysis in this study comprised of analyzing the quantitative data collected in Phase One which led to the selection of the participants for the interviews conducted in Phase Two. The transcripts from the interviews were professionally transcribed and then the researcher conducted a process of open coding in which the researcher read each transcript multiple times followed by the step of axial coding in which the data were organized around major findings.

Discussion of Findings

The results from this study coincide with and build on the servant leadership literature. These findings validate the five factors of servant leadership developed by Barbuto and Wheeler in 2006. Several significant findings were discovered in the quantitative analysis and were further explained in the qualitative analysis. Triangulation was used to analyze the quantitative and qualitative data to validate the findings of the data collected.

Six key findings emerged from the data: (a) the longer a leader is in a leadership role, the more frequent the servant leader behaviors; (b) leaders that volunteer at least one hour per week demonstrate higher servant leader behaviors; (c) servant leaders influence others through building trusting relationships; (d) servant leaders demonstrate an altruistic mindset; (e) servant leaders are characterized by interpersonal competence; and (f) a servant leader may not necessarily lead from the front, or the top of the organization.

The six major findings and the themes that emerged from the data analysis provide empirical evidence to support the postulate that there are characteristics, behaviors, and life experiences that predict a servant leader.

Finding 1: The longer a leader is in a leadership role, the more frequent the servant leader behaviors. This finding raises a common question in leadership studies regarding leaders being born versus made. Are servant leaders born or made? A previous study was conducted with a sample of twins from the University of Minnesota, Study of Twins to examine the degree to which genetics accounted for leadership roles in high school, the community, and at work. The researchers in that previous study found that an estimated 30% of the emergence in leadership roles could be accounted for by

genetics (Avolio & Luthans, 2006). That would mean that a possible 70% of the leadership behaviors were unaccounted for by genetics and therefore likely that environmental factors could possibly explain a portion of the variance. The data analysis from this study suggests that leaders are experiencing an increasing level of servant leader behaviors during the first 10 years in a leadership role. There is a significant difference (p < .05) in servant leadership scores for those leaders that have been in a leadership role for more than 10 years. The findings of this study indicate developmental factors (i.e., modeling a mentor, self-awareness, reflection and self-efficacy) play a substantial role in the identification and development of servant leaders.

Avolio and Luthans (2006) emphasize the importance of "moments that matter" or "trigger events" in the development of a leader. The data analysis from this study postulates that how individuals interpret life experiences including trigger events causes on-going development (Avolio, 2003, 2005; Luthans & Avolio, 2003). Previous studies found that significant life experiences had an impact on the development of effective leaders, and seem to indicate the potential for the development of servant leadership behaviors (Meers, 2009). An important exercise that affects career success is an effective mentor relationship (Ensher & Murphy, 2005). The findings of this study support the perspective that reflecting on one's experiences is an important element in the development of servant leaders.

Self-awareness can be defined as having a realistic assessment of oneself and a process in which individuals understand themselves, including their strengths and weaknesses, and the impact they have on others (Goleman, 1998; Luthans & Avolio, 2003; Yukl, 2006). Gardner et al. (2005) argued that when leaders know themselves,

they have a strong anchor for their decisions and actions. Self-awareness includes an understanding of one's emotions as well as being aware of one's strengths and weaknesses.   The data from this study suggests that knowing yourself and having a clear sense of who you really are is fundamental to servant leadership. Servant leaders experience heightened levels of self-awareness and utilize reflection as a means of increasing self-awareness.

Bandura (1982) defined self-efficacy as how well one can execute courses of action required to deal with prospective situations. Bandura (1998) also defined perceived self-efficacy as a person's belief about their capabilities to produce levels of performance that exercise influence over events that effect their lives. Smith (2005) found that women who completed a leadership course enhanced their leadership self-efficacy and became better leaders. Luthans (2011) further defined self-efficacy to be state-like and therefore open to training and development. Luthans (2011) states "Bandura strongly emphasizes that this self-efficacy is the most pervading and important of the psychological mechanisms of self-influence" (p. 203). Previous studies have shown that self-efficacy can be developed (Bandura, 1982, Luthans, Youssef & Avolio, 2007). The data analysis from this study found that self-efficacy is an important construct for developing servant leadership behaviors.

In the data analysis from this study, the role of a mentor, reflection, self-awareness and self-efficacy contribute to the understanding that servant leadership can be developed through environmental factors (e.g. modeling) and training. Heightened levels of self-awareness and self-efficacy are core elements of servant leadership. Another important element is the role of a mentor in shaping the development of servant leaders.

Finding 2: Leaders that volunteer at least one hour per week demonstrate higher servant leader behaviors. The quantitative data postulates that those leaders that engage in a volunteer activity for at least one hour per week will demonstrate servant leadership behaviors. That means that leaders that scored high in servant leadership behaviors also demonstrated a clear sense of purpose, that giving back had meaning, and along with the leader's commitment to their spirituality was a connection to something bigger than themselves.

The data analysis from this study found that a sense of purpose, giving back, and spirituality contribute to the core servant leadership dimensions of altruistic calling and organizational stewardship. Greenleaf (1970) specified that the motivation of leaders must begin with a conscious choice to serve others. The findings of this study support the premise that servant leaders are motivated to serve others and understand this internal drive in terms similar to a calling. The participants in this study identified calling as being internalized but was impacted by their faith in God or what they defined as spirituality. Barbuto and Wheeler (2006) explained that organizational stewardship involves an ethic for taking responsibility for the well-being of the community and to leave things better than found.

This finding raises the questions of what is the source of motivation for these leaders. Luthans (2011) defines motivation as "a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive" (p. 157). Barbuto (2006) classifies motivation into four broad categories (i.e. content theories, process theories, decision-making theories, and sustained-effort theories), including content theories that identify the root or source of

human motivation and therefore appears to be the most applicable to this study. Specifically, within the content theories perspective, the motive labeled "goal internalization motivation" may help explain the source of motivation for servant leaders. Barbuto (2006) states "This motive occurs when individuals adopt attitudes and behaviors whose content is congruent with their personal value system" (p. 565). Individuals high in this motive believe in the cause and develop a strong sense of duty. This motive also embodies the absence of self-interest (Barbuto, 2000).

The findings of this study included a significant difference ($p < .05$) for leaders' level of spirituality and the servant leadership subscale of altruistic calling. The findings of this study indicate that the source of servant leader motivation is intrinsic. This means that servant leaders are motivated by adopting attitudes and behaviors that are congruent with their personal value system. The data analysis from this study found that a sense of purpose, giving back and the leader's level of spirituality are core elements of servant leadership.

Finding 3: Servant leaders influence others through building trusting relationships. Trust is defined as firm reliance on the integrity, or character of a person (Fritz et al., 2005). Yukl (2006) argues that when a person's behavior is congruent with their advocated values, the person is said to have integrity. Integrity is a primary determinant of whether a follower will perceive a leader to be trustworthy (Fritz et al., 2005). Therefore, according to Yukl (2006), in order to be an effective leader, it is important to increase trustworthiness. The findings of this study coincide with previous research on trust in that congruent behavior, consensus building and providing feedback and accurate communication are methods for developing trustworthiness.

In a meta-analysis review of leadership and trust, Dirks and Ferrin (2002) examined 106 empirical studies of leadership and trust and determined that trust in the leader had a positive relationship with all organizational citizenship behaviors including altruism (r = .19). While not included in the meta-analysis, trust in the leader has been correlated significantly with communication (Boss, 1978) and perceived effectiveness of the leader (Gillespie & Mann, 2004).

Previous research has shown that servant leaders are likely to engage individuals to be more motivated, empowered and action-oriented, based on environments that sustain hope and trust (Ostrem, 2006). Leaders establish trust by taking actions that are consistent over time between words and actions (Sashkin, 1984). Kotter (1985) argues today's complex organizations require a more sophisticated level of leadership, power and influence. In the data from this study, the servant leadership subscales of persuasive mapping and wisdom had a significant correlation (.77) of the rater's perception of leaders. This data suggests that wisdom (knowledge and utility) and persuasive mapping (influence using sound reasoning) are perceived by the raters as being correlated with building trust. In this study trust was found to be important for developing effective relationships and plays a significant role in the identification and development of servant leaders.

The data analysis from this study found that influencing others through building trusting relationships contributes to the core servant leadership dimensions of persuasive mapping and wisdom. Barbuto and Wheeler (2006) define persuasive mapping as describing the extent that leaders use sound reasoning and mental frameworks and offer greater possibilities in a compelling manner. Barbuto and Wheeler (2006) define wisdom

as combining the height of knowledge and utility. The findings of this study suggest that heightened levels of building trust are demonstrated through specific skills and behaviors (i.e. valuing relationships, congruent behavior, consensus building and honest feedback and communication) and are essential for servant leaders.

Finding 4: Servant leaders demonstrate an altruistic mindset. There are many previous studies that exist in the literature on altruism (e.g. Cialdini et al., 1987, Oliner & Oliner, 1988, Oliner et al., 1992, Mastain, 2006, and Snyder & Lopez, 2007). Altruism is also an accepted construct of servant leadership (Greenleaf, 1977, Spears, 1998, Barbuto & Wheeler, 2006). The findings of this study link an others orientation, a desire to make a positive difference in the lives of others, and leading to help others as integrative elements of an altruistic mindset. An altruistic mindset is fundamental to the servant leadership construct. It is this focus on the follower that separates servant leadership from other forms of leadership.

Kanungo and Mendonca wrote, "Our thesis is that organizational leaders are truly effective only when they are motivated by a concern for others, when their actions are invariably guided primarily by the criteria of the benefit to others" (1996, p. 35). Altruism suggests that actions are moral if their primary purpose is to promote the best interests of others (Northouse, 2010). In this study, servant leaders experience heightened levels of an altruistic mindset (i.e. an others orientation, a desire to make a positive difference in the lives of others, and leading to help others). This mindset aligns with the construct of altruism. Northouse (2010) states "With its strong altruistic overtone, servant leadership emphasizes that leaders should be attentive to the concerns

of their followers and should empathize with them; they should take care of them and nurture them" (p. 385).

In the previous study of people who risked their lives to help Jews survive the Holocaust (Oliner & Oliner, 1988) found that most rescuers explained their actions as an expression of ethical principles. The *Altruistic Personality* is the title of the book that came from the study by the Oliner's, who themselves were Holocaust survivors.

Previous research has shown that serving others, or altruism, is an important and vital component of leadership effectiveness (Moss, 2006). The findings of this study indicate that an altruistic mindset (i.e. an others orientation, a desire to make a positive difference in the lives of others, and leading to help others), is an essential element in the identification of servant leaders.

Finding 5: Servant leaders are characterized by interpersonal competence.

The data analysis from this study found that active listening, being empathetic, and being perceptive to non-verbal communication are essential skills for servant leaders and contribute to the core servant leadership dimension of emotional healing. Servant leaders are characterized by interpersonal competence (i.e. active listening, being empathetic, and perceptive to non-verbal communication). Barbuto and Wheeler (2006) found that leaders using emotional healing are highly empathetic and great listeners. Greenleaf (1977) explained that servant leaders are characterized by listening, empathy, healing, and awareness.

Previous studies have found that significant life experiences can provide a means for developing emotional intelligence within leaders (Meers (2009). Goleman (1998) operationalized emotional intelligence which included five emotional and social

competencies (self-awareness, self-regulation, motivation, empathy, and social skills).

Mayer, Caruso, and Salovey (2000) have developed a scale to measure emotional

intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

The MSCEIT purports to measure emotional intelligence as a set of mental abilities,

including the abilities to perceive, understand and manage emotion. Northouse (2010)

argues that emotional intelligence is an important leadership construct. The data analysis

from this study supports the construct of emotional intelligence as an element of servant

leadership. In this study, servant leaders experience heightened levels of interpersonal

competence (i.e. active listening, being empathetic, and perceptive to non-verbal

communication), and that increasing interpersonal competence plays a significant role in

the identification and development of servant leaders.

Finding 6: A servant leader may not necessarily lead from the front, or the

top of the organization. Robert Greenleaf was inspired by an example of leadership in

Herman Hesse's (1956) novel the *Journey to the East*. Greenleaf writes,

> In this story we see a band of men on a mythical journey, probably also Hesse's
> own journey. The central figure of the story is Leo, who accompanies the party as
> the *servant* who does their menial chores, but also sustains them with his spirit
> and his song. He is a person of extraordinary presence. All goes well until Leo
> disappears. Then the group fell into disarray and the journey is abandoned. They
> cannot make it without the servant Leo. The narrator, one of the party, after some
> years of wandering, finds Leo and is taken into the Order that had sponsored the
> journey. There he discovers that Leo, whom he had known first as *servant,* was in
> fact the titular head of the Order, its guiding spirit, a great and noble *leader*."
> (1977, p. 21)

The findings of this study posit that intrinsic motivation and leading by example

coincide with the original inspiration for the first writings on servant leadership, and act

as potential antecedents to servant leaders. This may explain why there was only a low

correlation (.19) between leader altruistic calling and wisdom, and yet there was a

moderate correlation (.63) between these same servant leadership subscales by the raters'

perception of leaders. This means that even though the leader may not think highly of his

or her servant leader behaviors, their raters gave them high marks in this regard. Based

on the data in this study, intrinsic motivation and leading by example are core elements of

servant leaders.

Strength of Findings

This study was the first empirical work in determining the antecedents of servant

leadership. Several significant results were found that postulate the understanding of

essential servant leader skills, characteristics, and behaviors. These results provide new

empirical evidence that adds knowledge to the construct of servant leadership. The

findings of this study add empirical evidence to solidify the foundation for servant

leadership as a credible leadership style.

This study contributes to the leadership literature by providing empirical evidence

on the antecedents of servant leadership. The major findings show that core servant

leadership competencies can be identified and developed. All of the measures in this

study performed above recommended reliability. A mixed methods research design was

utilized, offering a depth of analysis not often found in much of the leadership research.

Limitations of Findings

As with any study, there are certain limitations to this work. One limitation is the

lack of geographic and ethnic diversity in the sample. The participants were from one

Midwestern state and a large majority were white/Caucasian. This study would benefit

from seeking leaders from even more diverse ethnic backgrounds to determine if there

are regional or ethnic qualities that would emerge.

Implications for Practice

The findings of this study suggest that servant leaders can be developed. Many of the antecedents identified in this study are state-like and open to development. This study adds weight to the argument that leadership development programs need to be intentional about including training on the core elements of servant leader development. Luthans et al. (2006) found that psychological capital can be developed through micro-interventions. Some of the antecedents of servant leadership behavior may also be developed using this micro-intervention strategy in the development of servant leaders. A program intending to develop servant leaders would include identifying servant leaders to serve as mentors and training modules to increase self-awareness, self-efficacy, consensus building, awareness of mutual interest, honest feedback and communication, active listening, and perception to non-verbal communication.

Based on the data in this study, volunteering on a weekly basis played a substantial role in identifying servant leaders. Therefore, a servant leadership program would also include encouraging the leaders to find an area to serve that aligns with their individual sense of purpose, calling, or desire to give back. This raises the conundrum of whether it is really serving if it is a required activity. The data from this study suggests that each leader was in tune with an internal sense of purpose, or calling. For some leaders in this study it was their faith, for others it was a desire to give back to others or their community.

A leadership development program designed to develop servant leaders would also include the core elements identified in this study that may not be teachable, but need to be observed and nurtured. These elements of a servant leader would include:

congruent behavior, an others orientation, being empathetic, spirituality, desire to make a positive difference in the lives of others, motivation and leading by example. A training program may incorporate 360-feedback as a potential strategy to develop servant leaders (Luthans & Peterson, 2003, McCauley & Van Velsor, 2004).

Barbuto and Wheeler (2006) developed the Servant Leadership Questionnaire to measure the construct of servant leadership. The findings of this study provide opportunities to explore the development of servant leadership. Organizations may look for opportunities to recruit individuals who possess more of the servant leadership characteristics (Barbuto & Wheeler, 2006). Moreover, communities, practitioners, and researchers may benefit by being able to identify, select or develop servant leaders.

Directions for Future Research

Because this study represented the first known research to examine the antecedents of servant leadership, these findings provide opportunities to further test the antecedents presented. This work has shed light on the question of genetics versus environment, and further research is needed to explain more of the variance. There is a need for controlled studies to further explain the variance in environmental factors influencing the servant leadership scores of leaders that have been in leadership roles for more than 10 years. Utilizing different measures such as Psychological Capital (Luthans, Youssef, & Avolio, 2006), Motivational Sources Inventory (Barbuto, 2002) and Emotional Intelligence (Mayer et al, 2000, Goleman, 2003) to explore additional relationships to servant leadership behaviors may provide valuable research in this area. Exploring an individual's motivation may also be worthwhile. There were interesting results in this study that need further study, specifically the variable of population size

was found to be significant and is an opportunity for further research. Greater attention to the antecedents of servant leadership will prove valuable to the field of leadership studies.

Final Thoughts

This is an important area of study, which has been filled with rich dialogue. More empirical testing is necessary to continue to advance the field of servant leadership. This study identified a strong relationship between qualities of integrity and servant leadership. This study adds to the clarion call that more organizations need to identify more servant leaders. We need more of this kind of leader.

This study attempted to fill the gap in research on the antecedents of servant leadership. It is hoped that not only will this study contribute to the scholarly field of research, but also to the application of identifying and developing servant leaders. This researcher hopes this study will stimulate even more research on servant leadership.

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Appendix A

Institutional Review Board Letter of Approval

Nebraska
UNIVERSITY | OF
Lincoln

June 1, 2009

Curtis Beck
Agricultural Leadership, Education and Communication
524 Sailside Dr Lincoln, NE 68528

Daniel Wheeler
Agricultural Leadership, Education and Communication
6001 S 88th St Lincoln 68526-

IRB Number: 2009069930 EX
Project ID: 9930
Project Title: Antecedents of Servant Leadership: A Mixed Methods Study

Dear Curtis:
This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as exempt.

You are authorized to implement this study as of the Date of Final Approval: 06/01/2009. This approval is Valid Until: 05/31/2010.

1. The approved informed consent form has been uploaded to NUgrant (Dissertation – Informed Consent C-Approved.pdf file). Please use this form to distribute to participants. Please include the IRB approval number on the actual web page for Informed Consent forms A & B. Please submit a copy of the web page, with IRB number included, to the IRB for our records. You can email this to irb@6965. If you need to make changes to the informed consent form, please submit the revised form to the IRB for review and approval prior to using it.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
• Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
• Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
• Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
• Any breach in confidentiality or compromise in data privacy related to the subject or others; or
• Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board. For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Mario Scalora, Ph.D.
Chair for the IRB

Appendix B

Communications with Participants

Letter of Invitation to Participants

Reminder Notices

Invitation to Solicit Other-raters

Letter of Invitation for Interview

LETTER OF INVITATION

Dear Leadership ( ) Alumni,

I am a doctoral student at the University of Nebraska-Lincoln, and my dissertation research topic involves the study of the leadership behaviors of community leaders. This study is really an opportunity to gain a better understanding of where Servant Leadership comes from (the antecedents) which is central to understanding how to develop it. The results also will provide the chance to inform the local community leadership programs more about Servant Leadership.

You have been identified as a community leader and I hope you will consider participating in this study by completing the online survey that is posted at the following website: [Link]. The survey will require approximately 10 to 15 minutes. The results of this survey will help us better understand how a leader comes to adopt servant leadership characteristics.

When accessing the website, you will be directed to review an informed consent form prior to beginning the survey. Any information obtained during this study that could identify you will be kept strictly confidential.

After completing the online survey, you will be asked to distribute by email a separate website link to 5 to 6 of your colleagues and co-workers that invites them to complete a shorter version of this survey. Please select individuals that have observed you in a leadership role as they will be asked about their perception of your leadership characteristics. Based on the results of this survey, you may be asked to volunteer to participate in an interviewed second phase of this study.

Please complete the survey by July 15, 2009. Thank you in advance for your participation. Please don't hesitate to contact me if you have any questions or comments by email at becks@huskeraccess.com or by phone at 402-435-1950.

https://www.surveymonkey.com/s.aspx?sm=fW2MOhNSbGndduB8PKe8iw_3d_3d

Sincerely,

Curtis D. Beck, M.S.
Ph.D. Candidate
University of Nebraska-Lincoln

REMINDER EMAIL

Recently I contacted you by email about participating in a research survey on the leadership characteristics of community leaders. Our records indicate you have not completed the survey yet, and we wanted to remind you that the deadline for completion is Friday, June XX, 2009.

This research is part of my dissertation studies at the University of Nebraska-Lincoln. Several community leadership programs have agreed to participate in this study.

The survey will require approximately 10 to 15 minutes and the information you provide is indispensible to the success of understanding more about community leaders. Please click on the following link to complete the survey (Link).

Participation in this study is voluntary. When accessing the website, you will be directed to review an informed consent form prior to beginning the survey. All information obtained during this study will be kept strictly confidential.

After completing the online survey, you will be asked to distribute by email a separate website link to 5 to 6 of your colleagues and co-workers that invites them to complete a shorter version of this survey. Please select individuals that have observed you in a leadership role as they will be asked about their perception of your leadership characteristics. Based on the results of this survey, you may be asked to volunteer to participate in an interviewed second phase of this study.

Please complete the survey by June XX, 2009. Thank you in advance for your participation. Please don't hesitate to contact me if you have any questions or comments by email at becks@huskeraccess.com or by phone at 402-435-1950.

Sincerely,

Curtis D. Beck, M.S.

Ph.D. Candidate

University of Nebraska-Lincoln

REMINDER E-MAIL 2

Dear _____,

In June I contacted you by e-mail about participating in a research survey on the leadership characteristics of community leaders. We have not received a response from you, and we understand the survey came in a typically busy season of the year. Some individuals asked us to extend the deadline for responding to the survey, and we are pleased to do so.

We have received over XX responses from community leaders from several leadership programs and are grateful for this response. If you have not responded and wish to be included in this research, we look forward to having your participation. We will extend the survey window until the end of business day, Tuesday, June XX, 2009.

As a reminder, this research is a part of my dissertation studies at the University of Nebraska-Lincoln. Several community leadership programs granted permission to assist in this project.

This survey will require approximately 15-20 minutes and requires the completion of an on-line survey that is posted at the following website: [link] The information you provide is indispensable to the success of this project.

Participation in this study is voluntary. All information obtained during this study will be kept strictly confidential.

Please complete the survey by Tuesday, June XX. Thank you in advance for your participation. Please don't hesitate to contact me if you have any questions or comments by e-mail at becks@huskeraccess.com or phone 402-435-1950.

Sincerely,
Curtis D. Beck, M.S.
Ph.D. Candidate
University of Nebraska-Lincoln

INVITATION TO LEADER PARTICIPANT TO SOLICIT OTHER-RATERS

(Provided at conclusion of initial survey)

Please distribute the following information below in bold print to five to six colleagues and co-workers that have observed you in a leadership role. This information invites them to complete a 23-question survey rating you on the same characteristics you have rated yourself on. The participants you invite will remain anonymous except for identifying you as the leader they are rating. When the survey is submitted, your name will be immediately exchanged for a code so that all survey responses remain anonymous.

As is true for any part of this research survey, requesting your colleagues or co-workers to complete this survey is not required, however, the richness and credibility of the research will be significantly improved by having five to six others complete this survey about you. Please cut and paste the following information (in bold) into separate emails to your colleagues and co-workers you choose to complete the survey about you.

Dear Colleague,

You have been forwarded this email by a community leader who has named you as a colleague or co-worker, and I hope you will consider participating in this study by completing an online survey that is posted at the website below. The survey will require approximately 10 minutes. The information you provide is indispensible to the success of the project and will be greatly appreciated.

The results of this survey will help us better understand the leadership characteristics of community leaders. Participation in this study is voluntary. When accessing the website, you will be directed to review an informed consent form prior to beginning the survey. Any information obtained during this study that could identify you will be kept strictly confidential.

Please complete the survey within one week of your receipt of this email. Thank you in advance for your participation.

I am a doctoral student at the University of Nebraska-Lincoln and my dissertation research topic involves the study of the leadership characteristics of community leaders. Please don't hesitate to contact me if you have any questions or comments by email at becks@huskeraccess.com or by phone at 402-435-1950.

To access the survey, please click on the link below or copy and paste the address into your web browser. Thank you! [Link]

Sincerely,
Curtis D. Beck
Ph.D. Candidate
University of Nebraska-Lincoln

E-mail or Telephone Message Protocol for Leader Participants Selected for Interview

Dear _____,

I am a doctoral student at the University of Nebraska-Lincoln and you recently completed an on-line survey for my dissertation research. The topic involves the study of leadership characteristics of community leaders. Based on the results of that survey, you have scored high in servant leadership characteristics. Would you be willing to consider participating in an interview to further explore why you demonstrated servant leadership characteristics? [Telephone: "Would now be a good time for you to discuss this possible interview?" If no, stop here, request a better time to call, and thank the participant. If yes, continue with the following conversation.].

I would like to ask you about events or experiences in your life that have impacted your leadership development and what is something you feel deeply about in terms of serving others. I would also ask you questions about your experiences as a community leader that may influence your behaviors as a servant leader. The information you provide is indispensable to the success of this project and will be greatly appreciated. The information will be obtained during a face-to-face interview at a convenient location for you. [Telephone: Are you willing to be interviewed on this topic? If no, stop here and thank the participant. If yes, continue the following conversation].

You are welcome to ask any questions regarding the focus of the interview. There is an informed consent attached to this e-mail [Telephone: "that I will send to you"] that I will have you review and sign prior to commencing the interview.

If you agree, I would like to set an appointment with you to meet at your office or other somewhat quiet location that is convenient for you. What day would be most convenient for me to come visit with you for about 90 minutes? Or, would you be available to meet on either [one date] or [another date]?

[E-mail: I look forward to your response within the next 3-5 days if you are interested in participating in this interview. If I do not hear from you, I will assume you are no longer interested.]

Please read the informed consent prior to our interview. If you have any questions, please call me at 402-435-1950 or by e-mail at becks@huskeraccess.com.

I look forward to our visit.

Sincerely,
Curtis D. Beck, M.S.
Ph.D. Candidate
University of Nebraska-Lincoln

Appendix C

Consent and Verification Forms

Informed Consent Form A, Leader

Informed Consent Form B, Other-rater

Informed Consent Form C, Interview

Verification Form

WEB-BASED INFORMED CONSENT FORM A
For Quantitative Survey Community Leader Participants

Please read the following information carefully. Then indicate that you have read and agree to the terms of this consent agreement by typing your name at the bottom of the page. Confirm your participation by typing your first and last name below, and clicking on "Continue" to proceed to the survey.

Title of Project:
The antecedents of servant leadership: a mixed methods study.

Purpose of the Research:
The purpose of this study is to examine the antecedents of servant leadership as a means to identify and develop servant leaders. This research is being conducted as part of the requirements for completing a doctoral dissertation. You are being invited to participate in this study because you are a graduate of a community leadership program.

Procedures:
Participation in this study will require approximately 10-15 minutes of your time to complete a web-based survey. Your participation is voluntary. At the beginning of the survey you will be asked to complete a demographic information sheet. You will also be asked to distribute a website address to 5-6 of your colleagues/co-workers that invites them to complete a shorter version of this survey that asks for similar information about their perception of your leadership characteristics. You will also have the opportunity to volunteer to be interviewed for a second phase of this study, but this is not required to participate in the survey.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research. You are free to withdraw from participation at any time in the process.

Benefits:
There are no direct benefits to your participation in this study. The information gained from this study may help us to better understand why community leaders adopt servant leadership characteristics.

Confidentiality:
Any information obtained during this study which could identify you will be kept strictly confidential. Individual names will be replaced with codes. Names will then be deleted from all records and there will be no way to identify who completed the surveys. The electronic data will be maintained on the principal investigator's secure, password-protected personal laptop computer. Hard copies of the data (with codes only) will be stored in a locked cabinet in the investigator's office and will only be seen by the investigator during the study.

Confidentiality continued:
The data will be kept in the locked cabinet for three (3) years after the study is complete and will then be destroyed. The information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data or anonymously. Any information that could potentially identify you, such as gender, ethnicity or employment/location descriptions, will be carefully phrased to avoid violating this anonymity.

Compensation:
No compensation is provided for participation in this study. As a recruitment incentive, all leader participants that complete the survey and have a minimum of four other-raters, will be eligible for a drawing for a limited number of gift cards.

Opportunity to Ask Questions:
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may call either investigator at any time at the phone numbers listed below.

Please contact the investigator if you want to voice concerns or complaints about the research, and/or in the event of a research related injury. Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 for the following reasons: (a) you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant; (b) to voice concerns or complaints about the research; (c) to provide input concerning the research process; (d) in the event the study staff could not be reached.

Freedom to Withdraw:
You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. By typing your name below, and proceeding with the web survey, you are certifying that you have decided to participate having read and understood the information presented. You may print a copy of this consent form to keep or request a copy from the principal investigator.

Name and Phone Number of Investigator(s)
Curtis D. Beck, M.S., Principal Investigator   (402) 435-1950
Daniel Wheeler, PhD, Secondary Investigator   (402) 472-4749

Please indicate that you have read and agree to the terms of this informed consent letter by typing your first and last name below, confirming your participation, and clicking on "Continue" to proceed to the survey.

WEB-BASED INFORMED CONSENT FORM B
For Quantitative Survey Other Rater Participants

Please read the following information carefully. Then indicate that you have read and agree to the terms of this consent agreement by typing your name at the bottom of the page. Confirm your participation by typing your first and last name below, and clicking on "Continue" to proceed to the survey.

Title of Project:
The antecedents of servant leadership: a mixed methods study.

Purpose of the Research:
The purpose of this study is to examine the antecedents of servant leadership as a means to identify and develop servant leaders. This research is being conducted as part of the requirements for completing a doctoral dissertation.

Procedures:
Participation in this study will require approximately 10-15 minutes of your time to complete a web-based survey. Your participation is voluntary. At the beginning of the survey you will be asked to complete a demographic information sheet.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research. You are free to withdraw from participation at any time in the process.

Benefits:
There are no direct benefits to your participation in this study. The information gained from this study may help us to better understand why community leaders adopt servant leadership characteristics.

Confidentiality:
Any information obtained during this study which could identify you will be kept strictly confidential. Individual names will be replaced with codes. Names will then be deleted from all records and there will be no way to identify who completed the surveys. The electronic data will be maintained on the principal investigator's secure, password-protected personal laptop computer. Hard copies of the data (with codes only) will be stored in a locked cabinet in the investigator's office and will only be seen by the investigator during the study. The data will be kept in the locked cabinet for three (3) years after the study is complete and will then be destroyed. The information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data or anonymously.
Any information that could potentially identify you, such as gender, ethnicity or employment/location descriptions, will be carefully phrased to avoid violating this anonymity.

Compensation:
No compensation is provided for participation in this study. As a recruitment incentive, all participants that complete the survey will be eligible for a drawing for a limited number of gift cards.

Opportunity to Ask Questions:
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may call either investigator at any time at the phone numbers listed below.

Please contact the investigator if you want to voice concerns or complaints about the research, and/or in the event of a research related injury. Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 for the following reasons: (a) you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant; (b) to voice concerns or complaints about the research; (c) to provide input concerning the research process; (d) in the event the study staff could not be reached.

Freedom to Withdraw:
You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. By typing your name below, and proceeding with the web survey, you are certifying that you have decided to participate having read and understood the information presented. You may print a copy of this consent form to keep or request a copy from the principal investigator.

Name and Phone Number of Investigator(s)
Curtis D. Beck, M.S., Principal Investigator   (402) 435-1950
Daniel Wheeler, PhD, Secondary Investigator   (402) 472-4749

Please indicate that you have read and agree to the terms of this informed consent letter by typing your first and last name below, confirming your participation, and clicking on "Continue" to proceed to the survey.

INFORMED CONSENT FORM C
For Qualitative Interviews of Community Leaders

Title of Project:
The antecedents of servant leadership: a mixed methods study.

Purpose of the Research:
The purpose of this study is to understand why selected community leaders have demonstrated servant leadership characteristics. This research is being conducted as part of the requirements for completing a doctoral dissertation.

Procedures:
Participation in this study will initially require approximately 60-90 minutes of your time which involves an in-person interview at a location convenient to your local employment to discuss the reasons you have demonstrated servant leadership characteristics. A sample of the types of questions asked in the interview include: "Why do you lead?" and "What is something you feel deeply about in terms of serving the larger community?" Additional questions will be asked to further explore the answers you give to provide a broad sense of the meaning behind your lived experiences as a community leader. This interview will be audio recorded with your permission.

You will receive an electronic report of the interview including the exact words you stated. The report will likely include a few additional questions from the interviewer to clarify the original responses given, which will help maintain the accuracy of the information provided. A hard copy of this report and questions may be provided to you if you prefer. You are asked to review the report and respond to the questions by your preference of either e-mail or phone. This will require approximately 20-30 minutes of your time.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research. You are free to withdraw from participation at any time in the process.

Benefits:
There are no direct benefits to your participation in this study. The information gained from this study may help us to better understand why community leaders adopt servant leadership characteristics.

_____ please initial

Confidentiality:
Any information obtained during this study which could identify you will be kept strictly confidential. Your name will not be used in the study. The transcription of the interview will be seen by the investigators and by a transcriptionist who has no knowledge of you. The audio recording will be erased after transcription. Hard copies of the data (without actual names) will be stored in a locked cabinet in the investigator's office and will only be seen by the investigators during the study. The data will be kept in the locked cabinet for three (3) years after the study is complete and will then be destroyed. The information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data or anonymously. Any information that could potentially identify you, such as gender, ethnicity or employment/ location descriptions, will be carefully phrased to avoid violating this anonymity.

Compensation:
No compensation is provided for participation in this study.

Opportunity to Ask Questions:
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may call either investigator at any time at the phone numbers listed below.

Please contact the investigator if you want to voice concerns or complaints about the research, and/or in the event of a research related injury. Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 for the following reasons: (a) you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant; (b) to voice concerns or complaints about the research; (c) to provide input concerning the research process; (d) in the event the study staff could not be reached.

Freedom to Withdraw:
You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. Your decision will not result in any loss or benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____   Check if you agree to be audio recorded during the interview.

Signature of Participant:

_____   _____
Signature of Research Participant   Date

Name and Phone number of investigator(s)
Curtis D. Beck, Principal Investigator   (402) 435-1950
Daniel Wheeler, PhD, Secondary Investigator   (402) 570-6126
_____

Transcript Verification Form

Project Title: Antecedents of Servant Leadership: A Mixed Methods Study.

Dear _____:

As we discussed, I would like to offer you this opportunity to review the transcript of our recent conversation concerning your leadership behaviors. There is no need to be concerned with editing the grammar or punctuation, but please note any errors you find and add additional comments that you think will provide additional clarity. On the attached page are a few questions about our conversation that I would like to have you answer to further help my understanding of your comments.

Please mark in the appropriate space below to indicate your level of approval for this part of the project:

_____ I approve the interview transcript without reading it and have no additional comments to add.
_____ I have read the interview transcript and approve it without changes.
_____ I have read the interview transcript and approve it with the noted changes and additional comments.
_____ I do not approve the interview transcript.

I have assigned a pseudonym that will be used to describe specific situations or statements that you have provided that may illustrate and give richer detail in the context of your career. For this transcript, your pseudonym is _____.

_____ I approve the pseudonym indicated above when references are made to specific situations or statements that I have provided.
_____ I approve the use of _____ (provide alternative) as the pseudonym that would be used when references are made to specific situations or statements that I have provided.
_____ I do not approve the use of any pseudonym.

_____   _____
Signature of Participant   Date

Please return this form and the transcript, if changes were made, in the enclosed addressed, stamped envelope. Thank you again for your time and participation.

Curtis D. Beck, Principal Investigator.
Phone: 402-435-1950   E-mail: becks@huskeraccess.com

Transcriptionist Confidentiality Agreement

I, _____, (name of transcriptionist) agree to hold all information contained on audio recorded tapes received from Curtis D. Beck, primary investigator of the study entitled, "Antecedents of Servant Leadership: A Mixed Methods Study," in confidence with regard to the individual and any organizations referred to in the research data.

_____   Date _____
Signature of Transcriptionist

_____
Witness

Appendix D

Servant Leadership Questionnaire

Leader – (Barbuto & Wheeler, 2006)

SLQ (Servant Leadership Questionnaire)
Leader Form

My Name: _____

This questionnaire is to describe your leadership behaviors and attitudes as you perceive them. Please answer all of the questions. Please indicate how well each of the following statements describes you.

Use the following rating scale:

Not at all Always	Once in a While	Sometimes	Fairly Often	Frequently, if not
0	1	2	3	4

_____1. I put others' interests ahead of my own

_____2. I do everything I can to serve others

_____3. I am someone that others will turn to if they have a personal trauma

_____4. I am alert to what's happening around me

_____5. I offer compelling reasons to get others to do things

_____6. I encourage others to dream "big dreams" about the organization

_____7. I am good at anticipating the consequences of decisions

_____8. I am good at helping others with their emotional issues

_____9. I have great awareness of what is going on

____10. I am very persuasive

____11. I believe that the organization needs to play a moral role in society

____12. I am talented at helping others heal emotionally

____13. I am in touch with what is going on

____14. I am good at convincing others to do things

____15. I believe that our organization needs to function as a community

____16. I sacrifice my own interests to meet others' needs

____17. I can help others mend their hard feelings

____18. I am gifted when it comes to persuading others

____19. I see the organization for its potential to contribute to society

____20. I encourage others to have a community spirit in the workplace

_____21. I go above and beyond the call of duty to meet others' needs

_____22. I know what is going to happen

_____23. I am preparing the organization to make a positive difference in the future

SLQ Individual Scoring Sheet

Altruistic Calling: 1)____,   2)____, 16)____,   21)____   = _____
(Sum)

Emotional Healing: 3)____,   8)____, 12)____,   17)____   = _____
(Sum)

Wisdom: 4)____,   7)____, 9)____,   13)____   22)____   = _____
(Sum)

Persuasive Mapping: 5)____,   6)____, 10)____,   14)____   18)____   = _____
(Sum)

Organizational
Stewardship: 11)____,   15)____, 19)____,   20)____   23)____   = _____
(Sum)

Appendix E

Servant leadership Questionnaire

Rater – (Barbuto & Wheeler, 2006)

SLQ (Servant Leadership Questionnaire)
Rater Form

Name of Leader: _____

This questionnaire is to describe the leader behaviors and attitudes of the above-mentioned individual as you perceive it. Please answer all of the questions to best describe this person. Please indicate how well each of the following statements describes this person. Please answer the questionnaire anonymously.

> IMPORTANT (necessary for processing): Which best describes you?
> ___ I am at a higher organizational level than the person I am rating.
> ___ The person I am rating is at my organizational level.
> ___ I am at a lower organizational level than the person I am rating.
> ___ I do not wish my organizational level to be known.

Use the following rating scale:

Not at all Always	Once in a While	Sometimes	Fairly Often	Frequently, if not
0	1	2	3	4

_____1. This person puts my interests ahead of their own

_____2. This person does everything they can to serve me

_____3. This person is one I would turn to if I had a personal trauma

_____4. This person seems alert to what's happening

_____5. This person offers compelling reasons to get me to do things

_____6. This person encourages me to dream "big dreams" about the organization

_____7. This person is good at anticipating the consequences of decisions

_____8. This person is good at helping me with my emotional issues

_____9. This person has great awareness of what is going on

_____10. This person is very persuasive

_____11. This person believes that the organization needs to play a moral role in society

_____12. This person is talented at helping me to heal emotionally

_____13. This person seems very in touch with what is going on

_____14. This person is good at convincing me to do things

_____15. This person believes that our organization needs to function as a community

_____16. This person sacrifices their own interests to meet my needs

_____17. This person is one that could help me mend my hard feelings

_____18. This person is gifted when it comes to persuading me

_____19. This person sees the organization for its potential to contribute to society

_____20. This person encourages me to have a community spirit in the workplace

_____21. This person goes above and beyond the call of duty to meet my needs

_____22. This person seems to know what's going to happen

_____23. This person is preparing the organization to make a positive difference in the future

SLQ Individual Scoring Sheet

Altruistic Calling:
(Sum)   1)____, 2)____, 16)____, 21)____   = _____

Emotional Healing:
(Sum)   3)____, 8)____, 12)____, 17)____   = _____

Wisdom:
(Sum)   4)____, 7)____, 9)____,   13)____   26)____= _____

Persuasive Mapping:
(Sum)   5)____, 6)____, 10)____, 14)____   18)____ = _____

Organizational
Stewardship: 11)____, 15)____, 19)____, 20)____   23)____ = _____
(Sum)

Appendix F

Interview Protocol

Interview Questions

Demographic Questions

Interview Protocol

The protocols that follow include open-ended, semi-structured interview questions. If it is necessary for clarification or to gather information about their experiences, specific probes will be used to elicit further information. The use of probes will enable the person being interviewed to be as informative as possible in his or her responses. The probes are tailored to be neutral prompts to encourage further exploration of the topic and will not suggest specific answers. Examples of probes include, "Tell me more about that?" and "how did this come about?"

The protocols below include some recommended follow-up questions that may also be used to promote further discussion in the subject areas. The follow-up questions will be communicated with a tie to whatever the participant has already said, so the exact phrasing of the questions may vary.

Method

Face-to-face, one-on-one, semi-structured interviews in the participant's locale, followed by transcription review.

Logistics

1. Researcher will identify candidates for interview using specific criteria, based on the results from the Servant Leadership Questionnaire conducted during the quantitative phase of this study.
2. Researcher will contact interview candidates to invite their participation. If interested, candidates will be provided with the informed consent and the interview protocol.
3. If the candidate agrees to be interviewed, a signed informed consent will be obtained.
4. Researcher will schedule interview time and travel to the participant's location.
5. The face-to-face interview will be conducted with audio recording.
6. The researcher will have the audio tapes transcribed and will review the content of the transcript. Areas that require clarification or further discussion will be noted.
7. Researcher will e-mail transcript to participant with additional questions for clarification and elucidation. If requested, hard copies of transcript and questions may be sent by postal mail to participant.
8. Participant will review transcript for accuracy and answer questions. Participant responses will be gathered by return e-mail or phone call.

Interview Questions

1. What event or experience in your life has had a profoundly positive impact on your leadership development?
    a. How were you different after the event?
    b. Why do you believe this experience had an impact on you?
    c. Is there a mentor, role model or parent that played a role in your leadership development? If so, how?
2. Why do you lead?
    a. Please tell me more about an experience of leading others.
    b. Is this typical of your leadership? In what ways?

     c. How would you describe your role as a leader?

     d. What do you personally find rewarding about leading others?

3. What is something you feel deeply about in terms of serving the larger community?
   a. How did it develop?
   b. Has it always been that way for you?
   c. What motivates you to serve?
   d. Tell me if the term "giving back" has meaning for you?
   e. How did this come about?

4. Why are you someone people would turn to if they are going through a difficult situation?
   a. Please provide an example.
   b. Please tell me more about that.

5. How do you get other people to do what you want to do?
   a. Please provide an example of that.
   b. Tell me more about that.
   c. Where did you learn to do that?

6. I appreciate you filling out the survey. Several questions dealt with picking up cues from your environment and being aware of what is going on around you.
   a. Where do you think that comes from for you?
   b. Please tell me about an experience that contributed to this for you.

7. Think about a time when you were in a leadership role, how did you anticipate the consequences of decisions?
   a. How did this come about?
   b. Describe the process of how you go about making a decision.

8. How do you take a complex issue and simplify it so that others understand it?
   a. Going into those situations, how do you think about framing the issue or problem?
   b. Please tell me about an example.

9. If you have a faith or belief system, what role does it play in your commitment to serving others or your community?

Demographic Information

Demographic Information (self-raters)
1. Please indicate your current occupation.
2. Please indicate the total number of years you have served in a leadership role.

    ___ Less than one year

    ___ One to five years

    ___ Six to ten years

___ More than 10 years

3. What type of industry do you work in? Please write in. _____

4. What is the career field in which you work? Please write in. _____

5. What is your current position in your organization? Please write in. _____

6. Please indicate your gender.

   ___ Female

   ___ Male

7. What is your age group?

   ___ 20 – 29 years

   ___ 30 – 39 years

   ___ 40 – 49 years

   ___ 50 – 59 years

   ___ 60 years or over

8. How spiritual or religious do you consider yourself to be?

   ___ Not at all spiritual or religious

   ___ Not very spiritual or religious

   ___ Somewhat spiritual or religious

   ___ Very spiritual or religious

9. If you have a faith or belief system, how often do you attend a religious service?

   ___ Never

   ___ Occasionally

   ___ Once per week

___ More than once per week

10. What best describes your racial or national background?

___ White

___ Black or African American

___Hispanic or Latino

___ Asian

___ American Indian or Native American

___ Middle Eastern

___ Pacific Islander

___ Bi-racial or Multi-racial

___ Other (describe) _____

11. What is your current marital status?

___ Single, never married

___ Married

___ Divorced

___ Widowed

12. Please indicate the number of hours, on average, that you volunteer in your community.

___ None

___ Less than one hour per week

___ One to five hours per week

___ Five to ten hours per week

___ More than ten hours per week

13. Level of education (select highest degree completed)

___ Less than high school

___ High School Diploma/GED

___ Some College

___ 2- Year College Degree (Associates)

___ 4 – Year College Degree (BA, BS)

___ Master's Degree

___ Doctoral Degree

___ Professional Degree (JD, MD)

14. Population of your community (Municipal Classifications - League of Municipalities)

___ Metro area (300,000 or more)

___ Primary City (100,001 to 299,999)

___ City of the First Class (5,001 to 100,000)

___ City of the Second Class (801 to 5,000)
___ Village (100-800)

Demographic Information (other-raters)
1. How long have you observed the person you are rating in a leadership role(s)?
    ___ Less than one year
    ___ One to five years
    ___ Six to ten years
    ___ More than ten years
2. What is your work relationship with the person you are rating?
3. Please indicate your gender.
    ___ Male
    ___ Female
4. What is your age group?
    ___ 20 – 29 years

    ___ 30 – 39 years

___ 40 – 49 years

___ 50 – 59 years

___ 60 years or over

5. What best describes your racial or national background?
   ___ White

   ___ Black or African American

   ___ Hispanic or Latino

   ___ Asian

   ___ American Indian or Native American

   ___ Middle Eastern

   ___ Pacific Islander

   ___ Bi-racial or Multi-racial

   ___ Other (describe) _____