

**THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP
AND FACULTY SATISFACTION AMONG FACULTY MEMBERS
IN THE COUNCIL OF INDEPENDENT COLLEGES**

by

Susan D. DeWoody

OSMOND C. INGRAM, Ed.D., Faculty Chair

DONOVAN FREDRICKSEN, Ph.D., Committee Member

SUZANNE KAVLI, Ph.D., Research Reviewer

Jack Goodyear, Ph.D., Dean, Gary Cook School of Leadership

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Dallas Baptist University

October 2016

Copyright © 2016 by Susan D. DeWoody

We hereby recommend that the submitted Dissertation

Title: *The Relationship Between Servant Leadership and Faculty Satisfaction Among Faculty Members in the Council of Independent Colleges*

By: Susan D. DeWoody

Be accepted in partial fulfillment of the requirements for the Degree of:

Doctor of Education in Educational Leadership



Osmond C. Ingram, Ed.D., Program Director
1-11-17

Date

Dissertation Committee




Osmond C. Ingram, Ed.D., Committee Chair
1-11-17

Date



Donovan Fredricksen, Ph.D., Committee Member
1-12-17

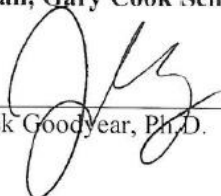
Date



Suzanne Kavli, Ph.D., Research Reviewer
1-13-17

Date

Dean, Gary Cook School of Leadership



Jack Goodyear, Ph.D.
1-13-17

Date

Abstract

Christian colleges and universities face a unique challenge as they compete in the marketplace for survival and success. Faculty members play a key role in the success of institutions, which are more likely to thrive when faculty experience higher levels of job satisfaction. Traditional leadership approaches may leave the faculty experience lacking, thus servant leadership has been suggested as a potential leadership model which may increase faculty satisfaction on Christian college campuses. Using the Organizational Leadership Assessment (OLA), a study was conducted to determine the relationship between servant leadership and faculty satisfaction at member colleges of the Council of Independent Colleges (CIC). Findings included significant relationships between servant leadership principles, as defined by Laub (2005), and faculty satisfaction. There was no perceived difference determined between servant leadership and faculty satisfaction measures between private, religious and private, non-religious member institutions of the CIC. The study's findings suggest that while there is a relationship between servant leadership and increased job satisfaction, there is no significant difference when measured by institution-type.

Keywords: Servant Leadership, Faculty Satisfaction, CIC, Higher Education

Dedication

I dedicate this study to my strongest supporter and champion, my husband, Dale DeWoody, PhD. Thank you for blazing the doctoral trail first and for your commitment to keep me right-side-up while I pursued my educational goals. For all of the dinners you cooked for us or ate alone while I studied, for the million impromptu pep talks you gave me and for all of the loads of laundry you washed and folded to keep the house in order the past 34 months, I owe you bigtime. I love you.

Acknowledgments

Let the word of Christ dwell in your richly, teaching and admonishing one another in all wisdom, singing psalms and hymns and spiritual songs, with thankfulness in your hearts to God. And whatever you do, in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him (Colossians 3: 16-17 ESV). God, I thank you for calling me to this doctoral program and for giving me the strength to persevere.

As a first-generation college graduate, I would be remiss not to acknowledge my parents for instilling in me a strong work ethic and giving me rock solid support. Mom and Dad, I would not have pursued one day of college had you not believed in me and given me the confidence to pursue God's calling for my life. I love you both dearly.

Dale, thank you for loving and supporting me throughout this process. To my dog, Macy, thank you for your constant companionship and stress-relieving support.

Dr. Ozzie Ingram, fellow ESTJ and the best program director/dissertation chair I could hope for, you know the way to encourage me and to inspire my best. Thank you!

Ed.D Cohort V—God has used you to bless me. I'm grateful for the chance to study with you, be stretched and challenged by you, and to walk this road in life with you. Nancy, Blake, Sena, Eric, Greg—we did it!

To the team of supporters God placed in my life: Dr. Marilyn DeWoody, Dr. Kim Hadley, Dr. Brad Faircloth, Dr. Nancy McGruder--thank you for your infinite prayers and encouraging messages. To my JBU and Montreat College colleagues, thanks for supporting me while completing this journey.

Table of Contents

List of Tables	vii
List of Figures	viii
CHAPTER 1. INTRODUCTION	1
Introduction to the Problem	2
Background of the Study	3
Statement of the Problem	4
Purpose of the Study	4
Rationale	5
Research Questions	5
Significance of the Study	5
Definition of Terms	6
Assumptions and Limitations	7
Nature of the Study	7
Organization of the Remainder of the Study	8
CHAPTER 2. LITERATURE REVIEW	9
Introduction	9
Greenleaf's Foundation of Servant Leadership	9
Paradoxical Terms	16
Servant Leadership in Higher Education	18
Biblical Servant Leadership	19
Laub's Model for Servant Leadership	20

Buchen's Dimensions of Servant Leadership	24
Patterson's Constructs of Servant Leadership	26
Spiritual Servanthood in Servant Leadership	28
Defining Job Satisfaction	32
The Role of Servant Leadership in Job Satisfaction	35
Shared Governance and Servant Leadership	37
Environmental Impact	38
Council of Independent Colleges	38
Summary	39
CHAPTER 3. METHODOLOGY	41
Introduction	41
Research Design	42
Target Population and Sample	43
Setting	44
Instrumentation and Measures	44
Data Collection	47
Data Analysis	49
Ethical Considerations	52
CHAPTER 4. RESULTS	53
Description of the Sample	54
Findings	57
Summary	64

CHAPTER 5. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS	65
Introduction	65
Summary of Study	66
Summary of Findings and Interpretation of Results	67
Implications	69
Limitations	72
Recommendations	73
Conclusions	73
REFERENCES	75
Appendix A. Research Permission from OLA Group	84
Appendix B. Proposed Study Questionnaire & Custom Question Added to OLA	87
Appendix C. Participant Email Invitations to CIC Faculty	89
Appendix D. Waiver of Informed Consent	92
Appendix E. Approval from Committee for the Protection of Human Participants	94

List of Tables

Table 1. Patterson's Constructs.....	27
Table 2. Servant Leadership Model Matrix	28
Table 3. OLA Construct plus Job Satisfaction by Survey Item Number	45
Table 4. Organizational Leadership Assessment Cronbach-Alpha Coefficients	46
Table 5. Distribution of CIC Institutions in the South.....	48
Table 6. Southern CIC Institutions Invited to Participate.....	55
Table 7. Pearson's Correlation between OLA Servant Leadership Subscales and Job Satisfaction.....	61
Table 8. Two-way Analyses of Variance for Job Satisfaction and Organizational Servant Leadership by Institution-Type.....	63

List of Figures

No figures included.

CHAPTER 1. INTRODUCTION

Robert K. Greenleaf initially coined the term servant leadership in 1970, after a long and successful career as a manager at AT&T. During the early 1970s, the concept of servant leadership became increasingly popular. The opportunity for an individual to desire to serve others above self remains at the foundation of the principles of servant leadership. Greenleaf (1970) offered the following initial definition of servant leadership:

The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (p. 1)

Revolutionizing service in higher education begins with identifying situations where servants can lead and influence faculty and staff on campus to set the tone of service and also lead to greater employment satisfaction for stakeholders in the university environment. Faculty satisfaction is a key factor affecting university campus climate and employment longevity. It is becoming increasingly important for college campuses to measure and improve levels of faculty satisfaction.

Introduction to the Problem

Christian colleges and universities have a responsibility to reflect the values stated in their mission statements. There is an opportunity for Christian colleges to decidedly follow the model of Christ, serving faculty and students effectively on Christian college campuses. “All education, whether religious or secular, comes with a built-in point of view. Even in academic disciplines, the worldview of the scholar shapes how data is interpreted, and even what data is selected in the first place” (Ostrander, 2009, pp. 15-16). In Christian colleges and universities, the faculty scholar often sets the tone for what is taught in the course and how the mission is articulated to develop a student’s worldview. Wheeler (2012) discussed the need for servant leaders in higher education who are committed to a set of core values, who set and uphold strong ethical standards and who demonstrate the courage to ask difficult questions related to the direction of the organization. Where faculty satisfaction is lacking, there is a greater potential for a negative effect on the campus climate as well as attrition in faculty employment.

Contemporary literature attributes servant leadership to Greenleaf beginning in the 1970s; however, there are biblical characters who clearly demonstrated servant leadership in scripture (Padron, 2012). Integration of faith on Christian college campuses could exemplify the biblical example of servant leadership through administrators and faculty subscribing to and practicing the tenets of servant leadership. Greenleaf and Spears (2002) believed there were three faults of educational institutions in preparing future leaders:

1. The refusal to offer explicit preparation for leadership to those who have the potential for it,
2. The general attitude of educators toward social mobility, and
3. The state of confusion regarding the teaching of values. (pp. 142-143)

As a consequence of Greenleaf's ideas, the motivating factors of education were questioned: Was leadership education for the purpose of earning a credential or to prepare ethical leaders who serve others above self?

Background of the Study

It is not uncommon for leaders in any organization to want to maximize their opportunity for influence among peers and subordinates. No matter the place of employment, a leader who chooses to employ the theories and methods of servant leadership would deeply affect the work environment (Wheeler, 2012). Environment matters, but should not be a limiting factor for a leader who wishes to make a difference. Frick (2004) shared the myriad of environments where a leader can implement transformation:

Servant leadership crosses all boundaries. Today it is being applied by people working within a wide variety of organizations: for-profit businesses, not-for-profit corporations, churches, universities, health care organizations, and foundations. Each institution adapts Greenleaf's ideas to not only fit their own culture but help transform it. (p. 325)

An institution would need to be open to leaders implementing the model of servant leadership, but since it is foundationally about serving others above self in the workplace,

it is a win-win for all involved. “Leader integrity and concern for subordinates is likely to increase their trust, loyalty, and satisfaction with the leader” (Yukl, 2010, p. 359). Faith-based institutional missions typically involve language of service to students for the purpose of serving Christ, but not all faith-based institutions would identify themselves as servant leader-focused.

Statement of the Problem

On the idea of servant leadership, Hanson (2011) said “the concept is a paradox. Servants are typically thought of as powerless, yet Greenleaf avers that the desire to serve is what generates the strength to transform the humble servant into an influential leader” (p. 49). The problem lies not in the effectiveness of servant leadership, but in the understanding of how a leader can demonstrate strength from a place of service and how that service can affect not only the individual, but the institution at large. The current study will seek to demonstrate the effectiveness of such a paradox, strengthening the narrative surrounding the influence a humble servant can make in the role of faculty on college campuses. Ferch and Spears (2011) stated that the dominant pattern of organizations is an organizational chart with a single leader appointed to carry the charge, without fully utilizing the skills of those reporting to the top of the organizational chart. “Such conditions fuel resentment, division, and conflict” (Ferch & Spears, 2011, p. 119).

Purpose of the Study

The purpose of the current study is to assess the influence of the integration of servant leadership principles on faculty satisfaction.

Rationale

Thompson (2002) underlined an absence in the appearance of servant leadership in the academic literature and noted the reason for the missing topic was a lack of research. The justification for the current study is to investigate the relationship between servant leadership and faculty satisfaction in Council of Independent Colleges member colleges and universities. “The focus of the writings concerning servant leadership has centered on anecdotal observations, personal testimonials, and the reflections of the authors. While potentially inspiring to the reader, these works offer little for the academic study of servant leadership” (p. 8). The current study will seek to develop further knowledge and understanding in the field of servant leader engagement and its impact on faculty satisfaction.

Research Questions

The following research questions will guide the current study:

Research Question 1 (RQ1): Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction?

Research Question 2 (RQ2): Is there a difference in the level of job satisfaction and perception of institutional servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type?

Significance of the Study

“The well-being of the university depends on its ability to recruit and retain a talented professoriate. Our national well-being depends on our ability to develop a happy,

emotionally healthy, and productive next generation” (Hensel, 1991, p. 79). The current study could influence leaders who believe that servant leadership practices weaken organizational relationships instead of strengthening them. The potential impact for the current study includes the possibility that Christian college administrators will be encouraged about the possible difference in faculty satisfaction and employment retention because of the application of servant leadership principles on campuses with a similar faith-centered mission. The current study is important because most research and literature surrounding the topic of servant leadership discusses the history of the concept and characteristics of leaders demonstrating the principles. In reviewing the literature on faculty job satisfaction, there is limited information encouraging Christian higher education leaders to engage the workplace in order to increase employment satisfaction and retention of faculty.

Definition of Terms

The following section includes definitions for terms used in the current study:

Council of Independent Colleges

According to About CIC (2016):

The Council of Independent Colleges is the major national service organization for all small and mid-sized, independent, liberal arts colleges and universities in the U.S. CIC focuses on providing services to campus leaders through seminars, workshops, and programs that assist institutions in improving educational offerings, administrative and financial performance, and institutional visibility.

Faculty

For the purpose of the current study, faculty are defined as individuals with a full-time teaching appointment at institutions in the Council of Independent Colleges.

Job Satisfaction

Job satisfaction is the level of fulfillment employees experience in their work (Schroder, 2008). Hagedorn (2000) stated that job satisfaction is increased when workers are highly engaged in achievement and involvement in the work, and are appropriately compensated for their job.

Servant Leader

A servant leader “defines success as giving, and measures achievement by devotion to serving. Winning becomes the creation of community through collaboration, rather than the conquest of others by competition or crushing military superiority” (Sims, 1997, p. 13).

Assumptions and Limitations

It is assumed that faculty engaging in the current study will honestly identify whether the college where they are employed has a religious affiliation or no religious affiliation. A limitation in the current study is the small sample size of Christian institutions geographically located in the south, who are affiliated with the Council of Independent Colleges.

Nature of the Study

The nature of the current study is quantitative, seeking to determine the effects of servant leadership principles on faculty satisfaction in Christian higher education.

According to Greenleaf (1998), “true leadership emerges from those whose primary motivation is a deep desire to help others” (p. 4). The current study seeks to investigate further the relationship between the practice of servant leadership principles and faculty satisfaction on Christian college campuses.

Organization of the Remainder of the Study

Chapter 1 stated the purpose, significance and nature of the current study. A review of the literature is included in Chapter 2. Chapter 3 discusses the methodology of the current study. The next chapter provides a more in depth review of the literature surrounding the concept of servant leadership and faculty satisfaction.

CHAPTER 2. LITERATURE REVIEW

The design of the literature review provides a listing of characteristics and models often associated with servant leadership. The literature review also demonstrates how individuals in leadership could potentially integrate the characteristics of servant leadership to increase faculty satisfaction on a college campus.

Introduction

Businesses and institutions of learning are only as effective as the leaders and employees who do the work. “The world is in desperate need of a different leadership role model. Pick up any daily newspaper, and you will quickly find examples of abandoned values, betrayed trust, exploitation, and manipulation committed by people of power and influence” (Blanchard & Hodges, 2005, p. 3). There is a need for leaders who embody positive characteristics and build trust and care for the individuals in their employ. The current study seeks to determine the impact of servant leadership on the satisfaction of the faculty employees on college campuses.

Greenleaf’s Foundation of Servant Leadership

The concept of servant leadership is becoming increasingly popular. “As many small trickles of water feed the mightiest of rivers, the growing number of individuals and organizations practicing servant-leadership has increased into a torrent, one that carries with it a deep current of meaning and passion” (Spears, 2004, p. 7). Servant leadership has become a buzzword among corporate and educational leaders. A unique

opportunity exists for leaders to serve the employees in the organizations where they lead. According to Greenleaf (1998), he coined the initial presentation of the term servant leadership in a 1970 essay where he explored ideas surrounding a leader's service to others, which was based on his life experiences and corporate career with AT&T. Greenleaf also discussed the creation of the Center for Applied Ethics that later was renamed the Robert K. Greenleaf Center to credit the founder for his pioneering work with the concept of servant leadership (Greenleaf, 1998). A frequent quote attributed to Greenleaf stated that servant leadership begins with, "the natural feeling that one wants to serve, to serve *first*." There is an air of humility that accompanies the idea of an individual pursuing the opportunity to serve others first. Parris and Peachey (2013) noted that Greenleaf conceptualized the idea of a leader as a servant from his perspective on *Journey to the East* by Hesse (1956). According to Northouse (2013), the Hesse novel depicted a journeyman who led and served a group of travelers, later disappeared, and left the group to complete the journey without the leader who served them.

Greenleaf (1998) provided a set of ten characteristics that he summarized as foundational to servant leadership:

1. Listening
2. Empathy
3. Healing
4. Awareness
5. Persuasion
6. Conceptualization
7. Foresight

8. Stewardship
9. Commitment to the growth of people
10. Building Community (p. 5)

Crippen (2004) suggested that Greenleaf listed the ten qualities intentionally in a hierarchical order. According to Trompenaars and Voerman (2010), servant leadership is a reaction that goes back to the basics. In order to understand the critical importance of each of the servant leadership characteristics assembled by Greenleaf (1998), there is a greater need to delve deeper into defining the basics.

Listening

It is not uncommon for a leader to be valued for the balance he or she offers in listening and leading. Spears (1995) discussed leaders being greatly valued for their communication and decision-making skills, especially when coupled with a true commitment to hear the input of others. Trompenaars and Voerman (2010) added value to the conversation by noting that true communication exists when parties are willing to be open to what others have to say, even if the conversation involves negative topics or wishful thinking. Further, servant leaders have the ability to listen, using the rare ability to hear what the other party is saying without passing judgement.

It is important to emphasize the distinction that listening is not limited to a leader sitting down with a group or an individual and allowing the others to speak. As outlined clearly in the literature, Greenleaf (1998) said, “listening, coupled with regular periods of reflection, are essential to the growth of the servant-leader” (p. 5). In this statement, Greenleaf declared the difference with servant leadership was that servant leaders actually hear what others are saying and reflect on the impact of what they have heard.

Empathy

For a servant leader to lead with empathy, the leader must look first for the good in others. Often, expecting the best of followers can serve as a catalyst for excellence. Kouzes and Posner (2003) shared that successful leaders possess high expectations for themselves and those they lead. The expectations play a key role in the leadership relationship because it helps to set up the reality of what actually occurs. Kouzes and Posner underlined that people perform consistently with the expectations that are set for them. If leaders expect the workers in an organization to succeed, the likelihood for success will increase. Likewise, an expectation of failure increases the occurrence of failure. Spears (1995) noted, “One must assume the good intentions of co-workers and not reject them as people, even when forced to reject their behaviors or performance” (p. 5). This was an important distinction for Spears to outline because of the belief that often the personhood of a worker and the work accomplished were considered synonymous.

Healing

The servant leader carries a heavier burden in leading than that of a traditional leader because there is an expectation of caring for the whole person, not just the employee. Greenleaf (1998) viewed the potential for healing self and others as one of the greater strengths of servant leadership.

Awareness

Leaders who are aware of the needs of employees and the situations of their surroundings have an increased opportunity to meet followers’ needs. Greenleaf (1998) stated:

Awareness is not a giver of solace—just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity. (p. 6)

The awakened leader is one striving for continued improvement and meeting the needs of employees; not a leader who is unaware, assuming all is well.

Persuasion

Greenleaf (1996) posited that servant leaders should focus greater energy on persuading others, rather than using a position of authority to achieve objectives in an organization. The concept of using persuasion in leadership over the power of authority sets servant leadership apart from other leadership models. Wheatley (2006) emphasized the importance of the power that is generated in relationships with others and that love is the most potent source of power in the relationship.

There is an opportunity for servant leaders to influence positively those in their care. Spears (1995) offered six characteristics that he believed would empower others through the art of persuasion:

- Check your own quotient of hope
- Point out the possibilities for others
- Develop a patient attitude
- Do not expect quick results but notice the beginnings of change, the seedlings that are growing
- Share your joy
- Smile often (p. 156)

Leaders should actively seek wisdom regarding the key attributes needed to persuade others. The six characteristics intended to empower others focus much more on the leader's behavior than steps to control the follower because the art of persuasion for a servant leader is focused more on how the leader is able to persuade others to follow.

Conceptualization

Selingo (2011) discussed the list of challenges facing higher education including the rising cost of tuition, low graduation rates, and aging approaches in the classroom. Selingo further outlined that there is a desperate need for transformation in the business of higher education. Leaders who have the capability to create a vision for the future and to share the vision to reform college campuses will make a significant difference.

Foresight

There is limited literature available on the topic of foresight in servant leadership, yet Greenleaf (1998) suggested it is deserving of attention:

Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define but easy to identify. One knows it when one sees it.

Foresight is a characteristic that enables the servant-leader to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the future. (p. 7)

Though the characteristics of conceptualization and foresight are related, Spears and Lawrence (2004) suggested the other nine characteristics can be consciously developed by servant leaders while foresight is a trait born in a leader.

Stewardship

The characteristic of stewardship for servant leaders is dependent on the leader's ability to understand the importance of serving others, communicating openness and foregoing the use of control in order to choose persuasion instead. Wheeler (2012) shared strategies to promote stewardship in an organization by encouraging institutions to ask internal questions about legacy, use of sustainable resources, service orientation, teaching and demonstrating citizenship, and strategic planning. All too often, the thought was that the concept of stewardship only included money.

Commitment to the Growth of People

The servant leadership literature suggests that leaders who mentor and coach the employees in their care are the most successful. Trompenaars and Voerman (2010) told the story of servant leader, Jack Lowe, Jr., who successfully served as chairman of TDIndustries, and said "Your best employees have the talent and ability to leave your company and find work elsewhere if they want to. So, you should lead them the way you lead volunteers" (p. 52). The idea of volunteers, which Lowe brought to light, was that leaders often treated them differently because they could walk away at any given moment. The concept Lowe was emphasizing is that there should be care to support and grow employees, understanding that great employees have choices on where to engage employment. Trompenaars & Voerman (2010) suggested that a servant leader can easily be recognized because of the growth and development occurring among those they lead. Shaw and Newton (2014) suggested the commitment to the growth of people was part of having a vision to see potential in future leaders that others do not see.

Building Community

Spears (1995) included the writings of M. Scott Peck's stages of community building, which were pseudo community, chaos, emptiness, and true community. The intent was for the four stages to exist on a continuum, with the first stage of pseudo community displayed when a group of people come together and feel some sense of bond, but still speak in generalized terms. When the group stops pretending there was a false bond, and the group's differences are exposed and encouraged to surface, the second stage, chaos, happens. When chaos happens for a period of time, tensions can build and cause the group to need to break for a period of time. Emptiness occurs after the break in chaos, when the individuals are trying to make meaning of what has occurred in the first two stages. The fourth stage happens only when the first three are completed and true community is born from comfort with the initial false bond, the chaos and the meaning-making periods of development. "Once a group gets into true community, half as many words are spoken, and two to three times as much is said" (Spears, 1995, p. 94).

Paradoxical Terms

Trompenaars and Voerman (2010) shared valuable insight on servant leadership as a concept:

At first glance, a servant-leader is a contradiction in terms. Someone is either a leader or a servant. To have both together at the same time does not seem logical. However, Robert Greenleaf merged these two seemingly opposite concepts into a practical, powerful combination. According to him, servant-leadership is a management style in which leading and serving are in harmony, and thoughtful interaction with the environment. A servant-leader is someone who has a strong

wish to serve as well as a strong ability to lead and, most importantly, is able to combine both in such a way that they strengthen each other positively. (p. 3)

Greenleaf (1998) admitted a complicated relationship in the title of his leadership theory:

The words *servant* and *leader* are usually thought of as being opposites. When two opposites are brought together in a creative and meaningful way, a paradox emerges. And so the words *servant* and *leader* have been brought together to create the paradoxical idea of servant leadership. (p. 2)

Greenleaf also discussed that after the industrial revolution, people began to consider others in the workplace as people, not as parts of machinery. Public institutions of higher education, as a whole, could also benefit from the transition to thinking of students and faculty as individuals instead of as enrollment numbers in a course or a teacher to dole out matters of curriculum. These terms of paradox could potentially have a transformative impact, opening the door for higher education leaders to roll up their sleeves and join the faculty and staff in having a direct impact in the lives and educational journeys of students. Greenleaf (1996) discussed the importance of identifying the right person to lead an institutional initiative of embracing servant leadership by enriching the lives of students through service inside and outside of the classroom. In postsecondary education, the opportunity exists to perpetuate the development of future servant leaders in the graduates of the institution through their experiences at a school embodying the principles of servant leadership.

Much of the work of servant leadership is placing priority on the needs and development of others. Keith (2002) best explained the paradox of servant leadership

through the development of the following paradoxical commandments, originally written by Keith in the 1960s as an undergraduate student at Harvard University:

1. People are illogical, unreasonable, and self-centered. Love them anyway
2. If you do good, people will accuse you of selfish ulterior motives. Do good anyway
3. If you are successful, you will win false friends and true enemies. Succeed anyway
4. The good you do today will be forgotten tomorrow. Do good anyway
5. Honesty and frankness make you vulnerable. Be honest and frank anyway
6. The biggest men and women with the biggest ideas can be shot down by the smallest men and women with the smallest minds. Think big anyway
7. People favor underdogs but follow only top dogs. Fight for a few underdogs anyway
8. What you spend years building may be destroyed overnight. Build anyway
9. People really need help but may attack you if you do help them. Help people anyway
10. Give the world the best you have and you'll get kicked in the teeth. Give the world the best you have anyway (p. 31)

Instead of focusing on what the world defines as success, servant leaders zero in on the needs of others instead of the needs of self.

Servant Leadership in Higher Education

Wheeler (2012) emphasized that there are key practices that leaders can emulate to increase the likelihood of success in servant leadership which include the leader

knowing themselves, being relational, engaging in self-care and professional development, and inviting mentorship opportunities and relationships. Buchanan (2007) stated, “servant leaders also often do things that seem less than leaderish” (p. 34). Buchanan then shared anecdotal stories of servant leaders in large corporations who filled in, without thinking twice, for secretaries at the receptionist desk to provide bathroom breaks or chief executive officers who fill in for employees on leave rather than asking other team members to take on additional responsibilities.

Biblical Servant Leadership

Servant leadership is derived from biblical principles and will not reach full understanding outside of the scriptural context (Ingram, 2003). There are particular affinities that Christians feel in terms of a calling to serve based on biblical principles. Shirin (2014) stated that these affinities should not mislead an individual to believe that servant leadership is inherently Christian. In agreement with Shirin’s findings, none of the ten characteristics identified by Greenleaf are faith-specific or limiting to the leader who wishes to integrate servant leadership in a secular environment. While servant leadership is rooted in secular theory, it parallels Christian teachings. “Both Jesus’ and Greenleaf’s delineation of servant leadership put the emphasis on the acts of service, as opposed to the act of leading, of the leader” (Sendjaya & Sarros, 2002, p. 60). Greenleaf’s research in defining servant leadership has brought greater attention and awareness for leaders to exhibit care and service to those in their care. McMinn (2001) challenged that all leaders should aspire to the qualities defined by Greenleaf, especially Christian leaders.

Laub's Model for Servant Leadership

In order to emphasize the potential intersection between servant leadership and faculty satisfaction, the current study will strive to demonstrate crossover between leader behavior in the organization and increased faculty satisfaction in the college environment. Laub (2005) created what appeared to be a revised combination of the Spears (1995) list, by delimiting six characteristics of servant leadership from the research: valuing people, developing people, building community, displaying authenticity, providing leadership and sharing leadership. Interestingly enough, a correlation can be noted between the two lists; one is not a subset of the other, rather, the Laub list was a combination of the original ten articulated in actionable terms. The current study employs the work of Laub, reviewing the opportunities for a faculty or staff servant leader to increase student satisfaction through the servant actions of valuing people, developing people, building community, displaying authenticity, and providing and sharing leadership.

Valuing People

When a college administrator is able to see the faculty member as a person who desires respect and appreciation in order to thrive in the classroom, empathy will help to increase satisfaction (Spears & Lawrence, 2002). To value others is to understand the role of a Christian as commanded in scripture in John 13:35-35 (English Standard Version):

A new commandment I give to you, that you love one another; just as I have loved you, you are also to love one another. By this all people will know that you are my disciples, if you have love for one another.

Developing People

Peters (2005) suggested that instead of creating followers, leaders create additional energized leaders. It is the responsibility of the servant leader to develop those they are charged to lead. For administrative leaders, a focus on service to others can create a positive domino effect. In the classroom, an opportunity exists to develop critical thinkers and lifelong learners of the students enrolled in the course. If instructors serve students well and focus on ways to maximize development of each individual, there is a great opportunity for increased satisfaction for both. Irving and Longbotham (2006) highlighted the importance of a commitment to growing and developing people as a central tenet of servant leadership. An ultimate example was Jesus; He consistently focused on developing others. Jesus knew that one day He would no longer be able to lead on earth, so He intentionally invested in the development of disciples such as Peter, James and John so they would be prepared to rise to lead after His crucifixion and resurrection. The development of others is not something that will occur naturally, so for leaders on campus and in college classrooms, the development of others must receive intentional focus.

Building Community

There is a distinct opportunity for Christian college leaders to build community among departments and faculty groups on campus, which will strengthen the institution as well as the individual members of the institution. This type of activity is encouraged in scripture in Proverbs 27:17 (ESV), “Iron sharpens iron, and one man sharpens another.” Building community among faculty allows not only for the leader to guide a cohesive group, but also for the potential that members of the group will sharpen one another. The

opportunity to make belonging matter opens the door for an increased sense of community and faculty satisfaction. “Furthermore, educators are encouraged to promote community awareness, connection, interdependency, fairness and the sharing of power to enhance social relationships in the classroom” (Scardino, 2013, p. 54).

Displaying Authenticity

Greenleaf (1996) pointed out that the servant leader must be prepared first to serve others; the act of leading first does not serve anyone but the leader. The authentic servant leader is one who does not hide challenge or struggle, but rather shares with the followers the opportunity to grow. Whether in a lecture or a conference meeting, there is an opportunity for leaders to model authenticity in a contagious way. One way for a servant leader to encourage authenticity is to share what the Lord said to Samuel about not looking at the outward appearance of others because the Lord looks at a man’s heart, not the outward appearance of man (1 Samuel 16:7, ESV). Sims (1997) suggested that the most important of lessons for leaders to learn was that greater power would result from a leader’s authentic approach in relationship to followers.

Providing and Sharing Leadership

Jones-Burbridge (2012) outlined the characteristics of a good leader as one with a strong vision, who creates a team of problem solvers and risk takers who share in the responsibility for creating success. Providing and sharing leadership are two more opportunities to increase faculty satisfaction while demonstrating servant leadership.

According to Wong and Davey (2007),

Servant leadership represents a radical approach – it is humanistic and spiritual rather than rational and mechanistic; it puts workers rather than shareholders at

the center of concentric circles; and it motivates workers primarily through creating a caring and supportive workplace rather than through individual incentive systems. It is banking an optimistic view of employees, believing that they will respond positively to leaders who demonstrate servant leadership characteristics. (p. 3)

A servant leader's opportunity to provide and share leadership is ultimately about creating an opportunity for followers to take ownership of the work.

Black (2010) conducted a mixed-method study using Laub's Organizational Leadership Assessment to measure perceived servant leadership in the schools paired with Kottkamp's Organizational Climate Description Questionnaire-Revised to measure the school's climate. While the target population included 998 employees, the instruments were distributed to 231 full-time school teachers and 15 principals working for the Ontario English Catholic School Board in Ontario, Canada. Ten-percent of the respondents were contacted for a follow-up focus group interview. The data from the study revealed a positive correlation to support the implementation of servant leadership principles in the Ontario English Catholic School Board to create a positive school climate. Black (2010) recommended pursuit of additional research in the field of servant leadership and education at all levels to enhance further the understanding of the impact of servant leadership in education. The researcher also recommended varying the religious and demographic backgrounds of the respondents studied, as well as comparing Christian and non-Christian institutions in the same study.

Buchen's Dimensions of Servant Leadership

Buchen (1998) spoke of his own experiences entering academia, detailing the need for a model for faculty engagement and leadership, because none existed at the time. He initially entered higher education as a faculty member, bringing with him knowledge of his particular academic discipline, but was void of a model for classroom pedagogy. Houston, Meyer, and Paewei (2006) detailed that university personnel are performing complex work in an increasingly demanding environment. Ingram (2003) noted, "The higher education environment is one of politics and competition. Faculty compete for promotions, grants, tenure, sabbaticals, offices, classrooms, and honors. Beyond faculty, competition also exists between departments within colleges and colleges within universities" (p. 89). Bray (2008) noted that another potential source of tension between faculty and administration is a sense of distance between them because of the differences in their roles and responsibilities. Leaders of Christian colleges must employ more than good management principles and administrative models to be successful (Webb, 2009). Because of the discovery of the missing model, Buchen (1998) explored the opportunity to serve faculty, students and institutions of higher education, better framed through the principles of servant leadership, because he believed it was the best model for individual and institutional success on college campuses. Buchen identified five dimensions for interaction between faculty and administrators: individual identity, capacity for reciprocity, relationship building, doubleness of servant and leader, and face the future.

Individual Identity

The issue of identity can be a complex matter and can often be the foundational source of disagreement and difficulty among leaders and followers because individual

ego could prevent collaboration and create divisive behavior. “Greenleaf’s antidote was to invoke an old Roman standard which also would serve as an emblem of servant leadership itself: *primus inter pares*, which is Latin for first among equals” (Buchen, 1998, p. 129). When faculty and college leaders resolve to share knowledge and convey a love for the respective academic discipline, they find identity in servant leadership.

Capacity for Reciprocity

The idea of reciprocity in the context of servant leadership is the transfer of power. For reciprocity in servant leadership, Greenleaf suggested that reciprocity should exist between a multitude of groups including faculty and students, employees and managers, parents and their children (Buchen, 1998). In building upon the issue of identity, faculty and campus leaders who understand they are to be first among equals, the transfer of power and knowledge happens more fluidly, allowing students to learn from the course faculty and faculty to follow the appointed campus leaders.

Relationship Building

The importance of relationships among constituents in higher education cannot be understated because, together, the faculty, staff, students and administration make up the institution.

Doubleness of Servant and Leader

The concept of doubleness, as described by Buchen (1998), is akin to the paradoxical nature of servant leadership. A person who serves and leads a group of followers in an organization could be thought of as leading a double life or serving in a dual role. Greenleaf, Beazley, Beggs, & Spears (2003) shared that the service portion of servant leadership encompasses a larger role in individuals’ lives, in everything we do,

even those things seen as small. Leading the life of a servant leader is not a double life, but rather one with dual purpose.

Facing the Future

The future of higher education is uncertain, so institutions must employ leaders who can operate in the current moment, while also keeping an eye on the future. Buchen (1998) posited,

The value of servant leaders is that they see the handwriting on the wall early, but more important they seek to distinguish between genuine future change and future fads, between significant challenges to historical mission and threats to ego, between genuine technological breakthroughs that alter the way things work and technological flash and babble that are of the busy moment. (p. 132)

Innovative servant leaders who can serve the institution with one foot in the current time and one foot pointed toward the future will make all the difference. “Indeed, the academic world is changing so imperceptibly, rapidly and radically that we may be witnessing a major structural discontinuity or paradigm shift” (Buchen, 1998, p. 127).

Patterson’s Constructs of Servant Leadership

Patterson (2003) articulated seven constructs of servant leadership which are related to other theorists, but focused specifically on approach: (1) agapao love, (2) acting with humility, (3) altruism, (4) providing vision for followers, (5) trustworthiness, (6) service to others, and (7) empowering followers. The constructs are defined in Table 1

Dennis and Bocarnea (2005) studied Patterson’s constructs, seeking to understand if the presence of the seven constructs of leadership could be measured through a written

Table 1

Patterson's Constructs

Construct	Contextual Definition
Agapao Love	To love in a moral or social sense
Acting with Humility	Focused on others above self
Altruism	Selfless service for the sake of helping others
Providing Vision	Using discernment and foresight for planning
Trustworthiness	Confidence between the leader and follower
Service to Others	Responsibility to serve others above self
Empowering Followers	Entrusting power to others in organization

(Patterson, 2003)

assessment. The study failed to measure altruism and service, but effectively measured the other five characteristics through a 42-item assessment of 210 participants taken from the student response database at the Center for Science and Technology at Syracuse University. The study suggested altruism and service to be indiscriminate terms, which made it difficult for the assessment in any of the three attempts with improvements, to distinguish between the two. Dennis and Bocarnea (2005) recommended review of other instruments for survey of companies or organizations actively advocating the principles of servant leadership, and also identifying an individual leader of a population to measure the impact of servant leadership on a specific workgroup. Buchen's work served as the framework for the servant leadership model matrix in Table 2.

Table 2

Servant Leadership Model Matrix

Buchen	Greenleaf	Laub	Patterson
Identity	Listening, Empathy	Valuing people, displaying authenticity	Agapao love, acting with humility, being altruistic
Reciprocity	Empathy, building community	Displaying authenticity, valuing people, building community	Acting with humility, being altruistic, can be trusted, serves others, empowers followers.
Relationships	Building community, healing, Awareness	Valuing people, building community	Can be trusted, serves others, empowers followers.
Doubleness	Persuasion, stewardship, commitment to the growth of people,	Developing people, providing and sharing leadership	Agapao love, acting with humility, being altruistic, serves others, empowers followers.
Future	Conceptualization, Foresight	Developing people, providing and sharing leadership	Providing vision for followers, serves others, empowers followers.

(Buchen, 1998; Greenleaf, 1998; Laub, 2005; Patterson 2003)

Spiritual Servanthood in Servant Leadership

Sims (1997) commented that humanness is the foundation of servanthood, and serves as the differential which causes a leader to keep the corruptibility of power in check. Sims further pointed out the strong intersection between the principles of servant leadership and the charge carried by a leader who is also a Christ-follower:

1. Calling. The Holy Spirit provides a vision and potential direction for the leader to be able to realize organizational possibilities.
2. Communication. The called leader communicates the calling to followers, which mirrors the examples of Jesus' communication of his mission through parables.

3. Compassion. The servant leader practices viewing situations through the perspectives of the followers.
4. Command. The servant leader energizes the followers by helping the followers realize individual capabilities.
5. Compromise. The servant leader values individual input and collaboration, using the thoughts of followers to improve or confirm the overall direction of the organization.
6. Cruciformity. The servant leader is no stranger to biblical suffering; realizing visions and ideas may be rejected.
7. Cheer. The servant leader must remain brave, positive, and must persevere, not allowing the experiences of cruciformity to act as a setback. (pp. 86-90)

An example of biblical servanthood from scripture is demonstrated when Jesus told a parable in scripture, asking, “Can a blind man lead a blind man? Will they not both fall into a pit?” (Luke 6:39 ESV). Beyond the visual of a blind leader leading, what Jesus was painting was a powerful reminder to leaders regarding the importance of providing leadership and afterwards sharing the opportunity to lead. The passage continued in Luke 6:40 (ESV): “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.” For the servant leader, this passage of scripture provides a springboard for conversation in the classroom, in meetings or on campus to encourage an opportunity to learn, then teach or lead what has been learned.

The best example from scripture demonstrates Jesus’ role as a servant leader: “even as the Son of Man came not to be served but to serve, and to give his life as a ransom for many” (Matthew 20:28, ESV). Ferch and Spears (2011) discussed the work of

a servant leader not as sharing the gospel as a direct witness, but that the work performed provides an opportunity to look for and also to bring out the best in ourselves and others.

Cedar (1987) believed that business leaders recommended forms of servant leadership because of the practical approach, but he often argued that servant leadership was also distinctly Christian. The Holy Spirit was believed to be a significant part of a Christian leader's ability to perform the selfless acts of servant leadership. Cedar published the need for servant leaders to give away whatever gifts God has given as if the servant leader serves as a catalyst rather than owner.

One of the more significant differences between the world's definition of leadership and that of spiritual servant leadership according to Gunderson (1997) is that the world uses the means of bribery and power to accomplish work. When servant leadership is viewed from the Christian worldview as a spiritual act, the gap between secular and servant leadership models is more widely displayed and clearly understood. When employed in the workplace, servant leadership has the potential to increase job satisfaction.

Autry (2004) shared six beliefs related to the role of a spiritual servant leader he held to be true about servant leadership:

1. Leadership is not about controlling people; it's about caring for people and being a useful resource for people.
2. Leadership is not about being boss; it's about being present for people and building a community at work.
3. Leadership is not about holding on to territory; it's about letting go of ego, bringing your spirit to work, being your best and most authentic self.

4. Leadership is less concerned with pep talks and more concerned with creating a place in which people can do good work, can find meaning in their work, and can bring their spirits to work.
5. Leadership, like life, is largely a matter of paying attention.
6. Leadership requires love. (pp. 20-21)

Spiritual servant leadership provides an opportunity to care for and to lead followers by serving their best interest in the workplace.

Burch, Swails, and Mills (2015) developed a study to determine the perceptions of servant leadership at a Christian university using Oyinlade's Essential Behavior Leadership Qualities model to construct survey questions to measure the leadership style of four top-level institutional administrators. Ninety-six surveys were returned by follower-respondents at a single Christian university in the Midwestern United States. The survey results indicated three strong areas of agreement among followers: the leaders demonstrated a passionate commitment to purpose, strong values, and optimism in their work. The top three weaknesses, as measured by the survey, were mentoring and developing, encouraging and motivating, and empowering others. The four administrators completed a self-evaluation and the study discovered a disconnect between the leaders' perception of self and the followers' perception of the leader. The study pointed out the strong areas of agreement were in the administrators' personal attributes, whereas the perceived weaknesses were in practical matters of action. The opportunity for Christian leaders in the study was to receive the information and to apply the findings for positive change. The researchers recommended that building models for healthy dialogue in areas of weakness was needed, but was not planned as part of the study. Burch et al. (2015)

identified a core feature of servant leadership as practicing dialogue that is complete and safe for all parties involved. Eliff (2014) summarized the most impactful practice for leaders for the leader to engage follower's needs identified in the assessment.

Defining Job Satisfaction

Satisfaction in the workplace environment is generally described in terms of the level of contentment an employee experiences in a particular role and is paramount for productivity and ownership of organizational mission. Job satisfaction has much to do with an individual's needs in the workplace and the level of satisfaction being how well the individual's needs are met. Schroder (2008) stated that university employees placed high value on interpersonal relationships with peers and others as key sources of job satisfaction. Maslow (1954) focused on five categories in the hierarchy of needs: physiological need, the need for safety and security, affection and social activity, esteem and status, and self-actualization. Brown and Sargeant (2007) pointed out the common denominator to the hierarchy of needs with regard to job satisfaction was that they motivated human behavior. Employee achievement, work recognition, job responsibility, potential for advancement and annual compensation are all factors contributing to job satisfaction in the workplace (Thompson, 2002).

Anderson (2005) utilized Laub's Organizational Leadership Assessment (OLA) in a mixed-methods study to measure a correlation between job satisfaction and servant leadership in religious educational settings. The researcher invited 550 participants to complete the OLA with a 78-percent response rate. Anderson followed up with qualitative interviews with 5.8-percent of the respondents. The researcher recommended

that since a higher level of servant leadership was discovered among religiously-focused populations, further research should be conducted among private, Christian universities.

Motivating Factors

Bozeman and Gaughan (2011) discussed both intrinsic and extrinsic motivational factors, which lead to job satisfaction in higher education. “Job satisfaction research is dominated by studies of extrinsic motivators, in large part because these factors are, or appear to be, easier to measure” (p. 157). The study revealed common findings with other job satisfaction studies where tenured faculty and male faculty appear to be more satisfied in the professoriate. Instead of stopping at that conclusion, the study uniquely recommended university administrators consider creating a work environment which would provide an environment that fosters mutual respect and provides positive outcomes.

Mamiseishvili and Rosser (2011) conducted a study to examine the relationship between productivity and job satisfaction among university faculty. The study collected information regarding faculty background, workload, job description, wages and benefits, faculty attitudes and career plans for the future from a sample of 3,920 faculty members at research universities across the United States. Mamiseishvili and Rosser revealed the effectiveness of researching faculty scholarship, teaching load, and service expectations with regard to productivity. The study also outlined the four dimensions of job satisfaction for faculty with workload, salary, benefits and the overall job as useful to understanding productivity and satisfaction at a research university. The missing component for the study and opportunity for future research resides in a line of

questioning which would allow the study to determine the role of leadership in work satisfaction.

Another study conducted by Akpinar, Bayansalduz, and Toros (2012) studied extrinsic and demographic details like gender, age, marital status, as well as longevity, position and work schedule to determine job satisfaction among educators, but discovered the missing element in the study to be intrinsic motivators. The study utilized the Minnesota Job Satisfaction Questionnaire to gather job satisfaction data from 114 secondary educators. Much like the previous study, external factors such as the respondent's position and organization of employment played a role in the level of job satisfaction above any demographic detail. The study recommended working conditions, opportunities for personal development and team-building, as well as asking for input regarding change and reform in the education workplace listed as important to teachers to increase job satisfaction. The optimal situation for job satisfaction would seemingly involve maximizing how teachers feel valued in the workplace.

Challenging Factors

Faculty satisfaction may be limited, at times, due to external factors beyond the control of the institution. Hensel (1991) discussed the factors of family demands, a potential daily commute and living outside of the community where the college is located as contributing factors to potential dissatisfaction with work. Hensel shared that these situations may limit a faculty member's opportunity to engage with colleagues, campus events and student life, all potential factors that could increase satisfaction. The role of the professor will often expand beyond lecturing in a classroom, which can cause a

feeling of overload. Castillo and Cano (2004) outlined recognition, supervision and relationships at work as potential factors for faculty satisfaction.

The Role of Servant Leadership in Job Satisfaction

Wong and Davey (2007) offered a remixed list to outline the need for servant leadership through a list of ten servant leadership characteristics derived from the many published works of Greenleaf and Spears:

1. Leaders have the attitude of a humble and selfless servant
2. Leaders focus on retention and development of employees
3. Leaders are responsible for creating safe and positive work environment that fosters innovation and enhances intrinsic motivation
4. Leaders humanize the workplace when they treat subordinates as human beings, worthy of unconditional dignity and respect
5. Leaders earn trust when they place the legitimate needs of their followers above self-interests
6. Leaders earn respect when they place benefits to workers and society above the bottom line
7. Leaders listen to their employees with open-mindedness
8. Leaders develop and maintain good relationships through empathy, kindness, healing and emotional intelligence
9. Leaders gain support and cooperation by valuing team-building and involving others in decision making
10. Leaders seek to achieve organizational goals by developing and unleashing the creative potential of human resources (p. 3)

The ten items listed above have the potential to lead to greater intrinsic motivation for employees whose supervisors practice servant leadership in the workplace. Wong and Davey published the idea that servant leadership is the most difficult type of leadership because the method is not limited to a particular skillset, but rather involves behavior modification and a focus on transformation from the inside out. Wong and Davey determined team building exercises will not make an egotistical person a team player. Egos are difficult to put to death because pride is difficult to overcome. Servant leadership training requires a reorientation of a leader's attitude and motivation to place others above self. In a situation where the leader orientates the mission and reward to the people served, there is an opportunity for greater satisfaction. According to Turner (2000), servant leadership is much different from a traditional organizational chart, where the employees seek to accomplish the work because of leader-stated objectives. Turner led two successful corporations in his career through what he described as spirit-filled love and the empowerment of employees to build community and to pursue creative innovation in the workplace. Turner's leadership style was said to motivate the employees under his leadership to go above and beyond the objectives in the work and to reach strong levels of job satisfaction in the workplace. Simplicio (2011) said the following about the role of the servant leader at work:

When all is said and done, it comes down to the reality that leaders who respect and value those who work under them help create a nurturing environment and a culture for success while bad bosses who make bad decisions wreak havoc. (p. 110)

Shared Governance and Servant Leadership

In 1966, the American Association of University Professors (AAUP) released a statement directed to colleges and universities as a challenge to move toward a clear definition for shared responsibility as a means of campus management (About AAUP History, 2016). The AAUP statement outlined the need for clarification of management roles, the need for clear policies and for greater consideration to be given for campus-wide shared governance. Bowen and Tobin (2015) challenged the current model for governance on campuses by encouraging the engagement of faculty and administrators in determining future plans for campuses and governing with shared opportunity for input. Sternberg (2013) discussed the need for leaders to be adaptable, even though a particular leadership style may be practiced by a leader, another leadership style may need to be assumed if the situation requires a different approach. Employing the framework of servant leadership, Spears (1995) discussed a three-step approach to reaching team decisions for solving campus community problems by working together, identifying shared solutions and making corporate decisions for implementation. Smelser (2013) stated,

Given both the value and indispensability of shared governance and its deterioration, the only proper course is for administration and faculty to confront one another openly and frankly about their values and frustrations, about what is working and not working in shared governance, and initiate joint efforts to diagnose problems, identify points of vulnerability, and attempt to overhaul and streamline archaic structures. (p. 66)

It seems the missing piece for the success of shared governance on college campuses is the intersection of the principles of servant leadership to empower success. Simplicio (2011) discussed the impacts of leadership styles on campus climate, pointing out that shared governance is a democratic model, which encourages cooperative management. On the flipside, leaders must be willing, in the shared governance model, to sacrifice ultimate power.

Environmental Impact

Greenleaf (1998) shared a number of environments where servant leadership principles are being employed, both as a philosophy and as a model in organizations. The opportunity for impact is great no matter the work environment. The idea of servant leadership is counter-cultural, greatly affecting organizations of all types. Hanson (2011) spoke specifically about the public-servant-leadership for those concerned about integrating the philosophy in secular environments as “not a feel good approach that abandons rules and tough decisions in favor of platitudes and lofty ideas” (p. 52). This type of leadership in the public institution encourages a high level of collaboration and problem solving for the stakeholders involved.

Council of Independent Colleges

According to About CIC (2016), the Council of Independent Colleges (CIC) is a nonprofit agency which has existed for more than fifty years, serving small and mid-sized private liberal arts institutions of higher education. CIC (1987) conducted a survey of faculty in an attempt to gain greater understanding of how faculty perceive the academic workplace. More specifically, the study sought to identify how faculty satisfaction and productivity in higher education could be improved. Out of 9,204 invited participants, the

study yielded 4,271 responses. A follow up case study was also conducted with a subset of the participating institutions. The CIC study suggested conditions and factors which related to faculty moral and satisfaction. The factors included the type of leadership practices employed by institutional leaders, levels of support and encouragement given to faculty by administrators, the level and clarity of communication and quality of interactions between administrators and faculty, and the opportunity for personal expression and empowerment to do the work. The study indicated that salary levels, workload and physical workspace were also factors in faculty morale (CIC, 1987). Nearly thirty years has passed since the initial faculty study was conducted by the CIC and there exists a gap in the literature regarding new developments and leadership styles which could lead to greater faculty satisfaction in the CIC.

Summary

“Servant leadership isn’t about being a great boss; it’s about accepting that bossing and leading aren’t synonymous. There’s nothing like changing a few bedpans to bring that lesson home” (Buchanan, 2007, p. 35). As demonstrated in the literature, the leader’s role, characteristics, and environment provide an opportunity for increased job satisfaction when working in an environment employing servant leadership.

Tidball (2012) emphasized that Christ not only introduced a new way to lead which would be necessary for his followers, but he also led by serving and eventually served through an ultimate sacrifice. An important detail to remember is that, “Servant-leadership is a dual concept. It suggests that an individual can be an effective leader and servant at the same time” (Nyamboli, 2014, p. 51). As demonstrated in Chapter 2, six characteristics of servant leadership were outlined which can be present in almost any

environment. Laub (2005) pointed out the characteristics encourage followers to value and develop others, build community, to be authentic and to provide leadership as well as opportunities for the followers to lead. Reinke (2004) summarized that the responsibility of stewardship and organizational trust resides with the servant leader, who remains in tune with the pulse of the organization and is committed to empower individuals in the organization to succeed both personally and professionally. In the next chapter, a summary of the research questions, instrumentation and methodology will be discussed.

CHAPTER 3. METHODOLOGY

Revolutionizing service in higher education begins with identifying opportunities for servants to lead and impact faculty and staff on campus to set the tone of service and to enhance employment satisfaction for stakeholders in the university environment (Hensel, 1991). “When a worker feels a high level of achievement, is intensely involved, and is appropriately compensated by recognition, responsibility, and salary, job satisfaction is enhanced and job dissatisfaction is decreased” (Hagedorn, 2000, p. 8).

Introduction

The purpose of the current study was to examine the relationship between the application of servant leadership principles and the outcomes regarding the satisfaction levels of faculty employed at member institutions of the Council of Independent Colleges (CIC). For the current study, the researcher explored levels of faculty satisfaction in two types of CIC schools in the southern region of the United States: private institutions with a religious affiliation and private institutions with no religious affiliation.

The current study considered opportunities for faculty satisfaction through employee achievement, workplace recognition, job responsibilities, potential for advancement and overall annual compensation. These functional employment aspects may contribute to greater faculty satisfaction in private higher education (Thompson, 2002). The following questions provide the foundational basis for the collection of research in the study:

Research Question 1 (RQ1): Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction?

Research Question 2 (RQ2): Is there a difference in the level of job satisfaction and perception of institutional servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type?

Research Design

The current study utilized a quantitative approach to gather data through use of the Organizational Leadership Assessment (OLA). A cross-sectional design allowed the current study to measure servant leadership perceptions and job satisfaction of full-time faculty employed in private colleges and universities in the south who were members of the Council of Independent Colleges (CIC). The OLA was used to measure key areas associated with effective leadership in organizations. The OLA measured whether leaders in the institution demonstrated the six characteristics identified by Laub (2005): displayed authenticity, valued people, shared leadership, built community, provided leadership and developed people. The OLA included six additional questions which specifically measured job satisfaction. The survey and demographic information was distributed and collected electronically. The researcher used the results from private institutions with a religious affiliation and with no religious affiliation to understand how the type of leadership approach used in the workplace is related to faculty satisfaction.

Target Population and Sample

The target population for the current study included full-time teaching faculty employed by member schools of the CIC geographically located in 11 states in the southern half of the United States. According to data collected from the National Center for Education Statistics (2014), the total population of the CIC faculty in the southern half of the United States was 16,613 across 140 colleges and universities. According to the OLA website, a minimum sample size of 376 participants was needed. For the purpose of the study, a balanced selection of 15 institutions was selected from a listing of 140 colleges. The faculty email addresses were collected from the publically-available web directory of the following CIC institutions: Berry College, Clark Atlanta University, Furman University, John Brown University, LeTourneau University, Lincoln Memorial University, Loyola University New Orleans, Montreat College, Our Lady of the Lake College, Reinhardt University, Rollins College, Saint Leo University, Samford University, Stetson University, and Warren Wilson College. A random number generator was employed to select the participants included in the study by the corresponding cell number in the Excel spreadsheet which housed the faculty names and email addresses. Invitations were distributed to 1,900 full-time teaching faculty to assess overall perception of the application of the six key principles of servant leadership as identified by Laub (2005) and how the principles are related to faculty job satisfaction. Of the 1,900 full-time teaching faculty invited to participate, a response rate of 20% was anticipated, yielding 380 completed responses for the study. If the needed sample size was not

achieved with the initial survey distribution, additional increments of 500 qualifying participants were invited to participate in the study until the population was met.

Setting

The current study was conducted among a sampling of the 140 member schools of the CIC geographically located in the southern half of the United States. The OLA instrument was distributed electronically through a link to the OLA Group website on the Internet to CIC-member faculty.

Instrumentation and Measures

The instrument used in the current study was the Organizational Leadership Assessment (OLA). The OLA was originally designed by Jim Laub “to provide organizations and teams with a tool with which to assess the perceived presence of servant leadership characteristics within the group” (Laub, 1999, p. 36). The OLA is a 66-item assessment, designed to assess and compare groups or a subset within an organization, or potentially an entire organization (Laub, 1999). The instrument utilized a five-point Likert scale to quantify the faculty member’s level of agreement with statements associated with organizational leadership and job satisfaction in an organization. Faculty participants indicated whether they (1) strongly disagreed, (2) disagreed, are (3) undecided, (4) agreed, or (5) strongly agreed with statements about organizational leadership styles and personal satisfaction with their role as a faculty member at a member institution of the Council of Independent Colleges. The potential range for individual responses for each leadership assessment item was from 1 to 5 as determined by the Likert scale embedded in the OLA. The assessment utilized six

constructs listed as Laub's model for servant leadership, each measured by averaging appropriate construct items.

Table 3

OLA Construct plus Job Satisfaction by Survey Item Number

OLA Construct	Corresponding Survey Item
Values People	1, 4, 9, 15, 19, 52, 54, 55, 57, 63
Develops People	20, 31, 37, 40, 42, 44, 46, 50, 59
Builds Community	7, 8, 12, 13, 16, 18, 21, 25, 38, 47
Displays Authenticity	3, 6, 10, 11, 23, 28, 32, 33, 35, 43, 51, 61
Provides Leadership	2, 5, 14, 22, 27, 30, 36, 45, 49
Shares Leadership	17, 24, 26, 29, 34, 39, 41, 48, 53, 65
Job Satisfaction	56, 58, 60, 62, 64, 66

Source: Miears (2004)

The items were written and scored to correlate with the OLA score of the perception of the servant leadership characteristics in the organization. Six of the items included in the assessment were specifically geared toward understanding the respondent's job satisfaction. According to Laub (2005), the OLA has a high level of reliability. Using the Cronbach-Alpha coefficient, the "OLA obtained a reliability score of .9802 on the original field test, reporting also a Cronbach-Alpha coefficient of .90 or above for the six sub-scores" (Laub, 1999, pp. 66-67).

The OLA assessed six definitional constructs to measure servant leadership characteristics: Values People, Develops People, Builds Community, Displays Authenticity, Provides Leadership, and Shares Leadership. Originally a 74-item instrument, the OLA was reduced to 60 questions to decrease the time participants needed to complete the assessment and to increase the likelihood of completion (Laub,

1999). Laub added six items to the current OLA originally designed as an added measurement in the initial creation of the instrument. The items were added by Laub after Thompson (2002) utilized the Minnesota Satisfaction Questionnaire to measure job satisfaction in addition to the OLA, which proved the job satisfaction measures in the OLA to be valid. The 66-item instrument created an opportunity to correlate the OLA scores to job satisfaction within the organization. At the initial assessment, Laub (1999) conducted a Pearson r correlation and found that a “significant ($p < .01$) positive correlation of .635 existed, accounting for 40% of variance in the total instrument score” (p. 22). Laub reported that, for each of the six OLA constructs, “each of the six sub-scores had a Cronbach-Alpha coefficient of .90 or above” (p. 67). Laub estimated the job satisfaction score, using Cronbach-Alpha coefficient, obtained an estimated reliability of 0.81. Table 4 demonstrates the detailed Cronbach-Alpha coefficients for the instrument as a whole and also the six constructs for the OLA as outlined by Laub (1999).

Table 4

Organizational Leadership Assessment Cronbach-Alpha Coefficients

OLA Instrument	.98
Values People (Construct 1)	.91
Develops People (Construct 2)	.90
Builds Community (Construct 3)	.90
Displays Authenticity (Construct 4)	.93
Provides Leadership (Construct 5)	.91
Shares Leadership (Construct 6)	.93

Note: Table data taken from Laub (1999); construct scores are rounded to the nearest hundredth decimal.

Data Collection

The assessment was made available to invited faculty through a secure Internet portal hosted on the OLA Group website. Once the OLA Group established the organizational code and released a four-digit pin number for use in the current study, the assessment was tested by three users prior to distribution to faculty participants. A balanced selection of 15 institutions, a subset of the 140 member institutions of the CIC located in the southern United States, were invited to participate by way of an invitation email to the faculty with a secure link to engage the survey on the OLA Group website. Institutions were identified from the CIC membership directory and individual faculty email was collected from individual institutional website directories. The invitations were sent to the faculty employed at the selected institutions with full CIC organizational membership status, not those in affiliate or associational status.

Full-time employees with faculty status employed at the invited institutions were eligible to participate in the current study. For the purpose of this study, southern CIC institutions were identified as those in the following states and as presented in Table 5: Oklahoma, Texas, Arkansas, Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, and Tennessee. In addition to the 66-item OLA assessment questions, an additional question was added for participants to indicate if their institution of employment was religiously or non-religiously affiliated.

Once the study received approval for conducting research with human participants by the Dallas Baptist University Committee for the Protection of Human Participants, the

researcher distributed the survey electronically using an email invitation with log-in instructions for the OLA Group assessment to collect instrument data from participants.

Table 5

Distribution of CIC Institutions in the South

State	# of CIC Member Institutions
Alabama	8
Arkansas	6
Florida	14
Georgia	15
Louisiana	4
Mississippi	3
North Carolina	29
Oklahoma	2
South Carolina	14
Tennessee	20
Texas	25

Note: Data was collected from the Council of Independent Colleges web directory (“About CIC,” 2016).

A reminder was sent one week after the initial invitation was emailed to prospective participants. If the sample population was not met after the initial distribution, additional 500 invitations were sent bi-monthly until the population was met.

Data Analysis

The current study sought to explore the perceptions of servant leadership and outcomes of faculty satisfaction in southern institutions of the CIC. Once the sample population was met, the OLA group returned the overall organizational results from the OLA instrument as well as the raw construct data in an Excel spreadsheet. The raw data was uploaded from the Excel spreadsheet into the Statistical Package for the Social Sciences (SPSS) software for further data analysis. The research questions were as follows:

Research Question 1 (RQ1): Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction?

H1₀: There is no relationship between faculty perception of overall institutional servant leadership and their level of job satisfaction.

H1: There is a relationship between faculty perception of overall institutional servant leadership and their level of job satisfaction.

H2₀: There is no relationship between faculty perception of valuing people and their level of job satisfaction.

H2: There is a relationship between faculty perception of valuing people and their level of job satisfaction.

H3₀: There is no relationship between faculty perception of developing people and their level of job satisfaction.

H3: There is a relationship between faculty perception of developing people and their level of job satisfaction.

H4₀: There is no relationship between faculty perception of building community and their level of job satisfaction.

H4: There is a relationship between faculty perception of building community and their level of job satisfaction.

H5₀: There is no relationship between faculty perception of displaying authenticity and their level of job satisfaction.

H5: There is a relationship between faculty perception of displaying authenticity and their level of job satisfaction.

H6₀: There is no relationship between faculty perception of providing leadership and their level of job satisfaction.

H6: There is a relationship between faculty perception of providing leadership and their level of job satisfaction.

H7₀: There is no relationship between faculty perception of sharing leadership and their level of job satisfaction.

H7: There is a relationship between faculty perception of sharing leadership and their level of job satisfaction.

The Pearson r correlation coefficient was used to test each of the hypotheses.

Research question 1 determined if a relationship existed between servant leadership characteristics and job satisfaction as measured by Laub's OLA. The first hypothesis was tested using the overall score for the OLA and mean job satisfaction score. Hypotheses 2 through 7 was tested by determining the mean of the indicated construct scores presented in Table 3.

Research Question 2 (RQ2): Is there a difference in the level of job satisfaction and perception of organizational servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type?

H1₀: There is no difference between job satisfaction and overall perception of organizational servant leadership based on the type of institution (private, religiously affiliated or private, non-religiously affiliated colleges).

H1: There is a difference between job satisfaction and overall perception of organizational servant leadership based on the type of institution (private, religiously affiliated or private, non-religiously affiliated colleges).

The Multivariate Analysis of Variance (MANOVA) was employed to respond to research question 2. The MANOVA was used “to test the difference among two or more groups in terms of two or more dependent variables” (Plano Clark & Creswell, 2010, p. 219). The MANOVA was selected because the study will examine differences among faculty in private, religious institutions and private, non-religious institutions within the CIC in terms of perception of servant leadership and job satisfaction. The MANOVA compared the differences in mean scores on the OLA between religiously and non-religiously affiliated colleges to determine if there was a relationship between servant leadership practices and job satisfaction among faculty participants in the Council of Independent Colleges.

It was assumed that the dependent variable should be normally distributed with the groups. Further, MANOVA assumed that linear relationships exist in the dependent

variable pairs. If the relationship was not linear, the power of the analysis may be compromised. Prior to performing a MANOVA, a test for outliers was run and outliers either transformed or removed. If outliers were not removed, an error would occur in the analysis of the data. Depending on the result of the MANOVA, a post hoc analysis may be needed.

Ethical Considerations

In order to ensure the privacy of the research participants, Internet security protocols were followed using a firewall for Internet connectivity and password protection for the survey instrument. The prospective faculty participants were clearly informed that participation in the current study was completely secure and voluntary, using a common participant organizational code and pin number for accessing the instrument. A one-page letter of Informed Consent was provided to prospective participants along with a summary of the purpose and objectives of the researcher's study. Invited faculty opted in to the study by accessing and completing the secured instrument on the OLA Group website.

CHAPTER 4. RESULTS

The literature addressed needed improvement in servant leadership practices in higher education, specifically in the areas of placing value on relationships with others, honing skills related to communication and leader/follower self-awareness, as well as increasing opportunities for collaboration. Regardless of religious affiliation, Burch et al. (2015) highlighted the key concept in successful organizational leadership to surround self-awareness and discernment, both as leaders and followers. “Discerning any disconnections between what an organization’s leaders believe about their ability to lead and followers’ beliefs about those same abilities would be an essential step in addressing an important issue” (p. 402) .

The purpose of the current study was to identify which of the six servant leadership constructs, as published by Laub (1999), when employed by leaders may cause a greater occurrence of job satisfaction among faculty members in CIC-member institutions in the south. Further, the current study sought to examine if servant leadership characteristics and job satisfaction occurred in a greater frequency among full-time faculty members employed at private, religiously-affiliated institutions than their counterparts employed at private, non-religiously affiliated institutions. As noted in the literature review, part of the motive of the current study was related to a desire to more explicitly be able to outline which characteristics higher education administrators may focus on to bring about greater faculty satisfaction.

Description of the Sample

The initial sample of invitations with instructions on how a participant could complete the OLA assessment, along with an attached waiver of informed consent, were sent to 1,900 CIC faculty on June 17, 2016. Following the planned protocol, a reminder email was sent to the invited faculty one week later. The frequency of responses was initially low due to a large number of out of office responses, which indicated that faculty members were not on contract and unavailable for the summer months.

The second sample of invitations was mailed after the initial invitation expired and subsequent invitations and reminders were emailed each week thereafter. A total of 6,400 invitations were sent to the faculty from 49 CIC institutions in the south. Of the 6,400 email invitations sent to CIC faculty members, 87 were returned as error messages, ultimately a result of server rejection for faculty who were no longer employed at a particular institution.

The greatest obstacle the researcher faced in reaching active participants was the limited number of faculty employed on contracts where they would be engaged in responding to email communication during the summer months. Once the collection process stretched into August, the frequency of faculty responses accelerated quickly. On August 17, 2016, a total population of 389 OLA instruments was completed, which represents a 6.08% return on the 6,400 invitations sent. Among the participants were faculty employed at the institutions included on Table 6. Three days after the conclusion of the sample collection, the OLA Group compiled the raw data and sent the participants' responses to the researcher in an Excel file as an email attachment. The researcher

reviewed the raw data and transitioned the data from an Excel file into the Statistical Package for the Social Sciences (SPSS) for data analysis.

Table 6

Southern CIC Institutions Invited to Participate

State	Institution	Total # of CIC Study Schools	Total % Included in State
Alabama	Oakwood University Samford University Tuskegee University	8	25%
Arkansas	Hendrix College John Brown University	6	33%
Florida	Flagler College Jacksonville University Rollins College Saint Leo University Lynn University Stetson University	14	42%
Georgia	Berry College Brenau University Charleston Southern University Clark Atlanta University Life University Morehouse College Oglethorpe University Reinhardt University Spellman College	15	6%
Louisiana	Loyola University New Orleans Our Lady of the Lake College	4	50%
Mississippi	Tougaloo College	3	33%
North Carolina	Campbell University Catawba College Chowan University High Point University	29	37%

	Lenoir-Rhyne University Mars Hill University Methodist University Warren Wilson College Wingate University Meredith College Montreat College		
Oklahoma	Oklahoma City University Oral Roberts University	2	100%
South Carolina	Anderson University Coker College Converse College Furman University Limestone College	14	36%
Tennessee	Bethel University Fisk University Lee University Lincoln Memorial University Milligan College Union University	20	30%
Texas	LeTourneau University Texas Christian University	25	8%

The 49 institutions, out of a population of 140 schools in the geographic target, were selected to include in the current study. The total number of schools selected in each state was randomly identified as a convenience sample of CIC institutions in each state, identified for the study as geographically located in the south. Of the 389 faculty who participated in the study, 261 self-identified their institutions as private, religiously affiliated colleges, with the remaining 128 labeling their employing institutions as private, non-religiously affiliated.

Findings

The current study tested all seven hypotheses related to the first research question at the 0.05 significance level:

Research Question 1 (RQ1): Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction?

H1₀: There is no relationship between faculty perception of overall institutional servant leadership and their level of job satisfaction.

H1: There is a relationship between faculty perception of overall institutional servant leadership and their level of job satisfaction.

Hypothesis number one predicted an existing relationship between faculty perception of overall institutional servant leadership and the level of job satisfaction among faculty members. There is a significant relationship between overall institutional servant leadership and levels of job satisfaction, $r(387) = .68, p = .00$. According to Nakagawa and Cuthill (2007), most situations utilize one of three types of effect statistics, depending on design, with r statistics being used to measure effect size in the case of Pearson's correlation. With an r statistic of .68, the effect size for hypothesis one is considered large according to the correlation measures of effect size. Since the p -value was found to be less than .05, the null hypothesis was rejected. Therefore, a significant positive relationship exists between overall institutional servant leadership and job satisfaction levels as demonstrated on the OLA.

H2₀: There is no relationship between faculty perception of valuing people and their level of job satisfaction.

H2: There is a relationship between faculty perception of valuing people and their level of job satisfaction.

Hypothesis number two predicted a relationship exists between faculty perception of valuing people and level of faculty job satisfaction. After testing the null hypothesis is rejected, therefore it was discovered that a significant position relationship exists between the variables. There is a significant relationship between faculty perception of valuing people and levels of job satisfaction, $r(387) = .73, p = .00$. The r -value for hypothesis two indicated, according to correlation measures of effect size, a large effect size.

H3₀: There is no relationship between faculty perception of developing people and their level of job satisfaction.

H3: There is a relationship between faculty perception of developing people and their level of job satisfaction.

Hypothesis number three predicted that a relationship existed between developing people, in this case full-time faculty, and the level of faculty job satisfaction. The test determined there is a significant relationship between faculty perception of developing people and levels of job satisfaction, $r(387) = .69, p = .00$. Therefore, the null hypothesis is rejected. A significant positive relationship exists between developing people and job satisfaction. According to the correlation measures of effect size, the effect size for hypothesis three is large with an r -value of .69.

H4₀: There is no relationship between faculty perception of building community and their level of job satisfaction.

H4: There is a relationship between faculty perception of building community and their level of job satisfaction.

Hypothesis number four predicted a relationship exists between faculty perception of building community and levels of job satisfaction. After testing, it was determined that there is a significant relationship between faculty perception of building community and levels of job satisfaction, $r(387) = .67, p = .00$. The null hypothesis is rejected. A significant positive relationship exists between the variables, with a large effect size of .67.

H5₀: There is no relationship between faculty perception of displaying authenticity and their level of job satisfaction.

H5: There is a relationship between faculty perception of displaying authenticity and their level of job satisfaction.

Hypothesis number five predicted a relationship between the faculty perception of displaying authenticity and the level of faculty job satisfaction. There is a significant relationship between faculty perception of displaying authenticity and levels of job satisfaction, $r(387) = .67, p = .00$. Therefore, the null hypothesis is rejected, since a significant positive relationship exists between the variables. With an r -value of .67, the effect size is considered large according to the correlation measures of effect size.

H6₀: There is no relationship between faculty perception of providing leadership and their level of job satisfaction.

H6: There is a relationship between faculty perception of providing leadership and their level of job satisfaction.

Hypothesis number six predicted a relationship between faculty perception of providing leadership and the level of faculty job satisfaction. The test revealed a significant relationship exists between faculty perception of providing leadership and levels of job satisfaction, $r(387) = .65, p = .00$. The null hypothesis is rejected. A significant positive relationship exists between providing leadership and level of faculty job satisfaction. The r -value for hypothesis six is a large effect size at .65, according to the correlation measures of effect size.

H7₀: There is no relationship between faculty perception of sharing leadership and their level of job satisfaction.

H7: There is a relationship between faculty perception of sharing leadership and their level of job satisfaction.

Hypothesis number seven predicted that a relationship exists between the faculty perception of sharing leadership and the level of faculty job satisfaction. The test identified that there is a significant relationship between faculty perception of sharing leadership and levels of faculty job satisfaction, $r(387) = .67, p = .00$. Since a significant positive relationship exists between faculty perception of sharing leadership and the level of faculty job satisfaction, the null hypothesis is rejected. The effect size measured as a large effect, given the r -value of .67 for hypothesis seven.

The results of all seven of the hypothesis tests related to research question one are displayed in Table 7.

Table 7

Pearson's Correlation between OLA Servant Leadership Subscales and Job Satisfaction

OLA Servant Leadership Subscales	Job Satisfaction
Valuing People	.73**
Developing People	.69**
Building Community	.67**
Displaying Authenticity	.67**
Providing Leadership	.65**
Sharing Leadership	.67**
Overall Institutional Servant Leadership	.68**

*Note**:* All coefficients are significant at $p = .00$.

Research Question 2 (RQ2): Is there a difference in the level of job satisfaction and perception of organizational servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type?

The second research question in the current study was answered using the same dataset, including 389 respondents who are serving as full-time faculty at 49 CIC institutions in the southern United States. The Multivariate Analysis of Variance (MANOVA) was performed to investigate the potential differences in servant leadership and job satisfaction among faculty in private, religious institutions and private, non-religious institutions within the CIC. Two dependent variables were used: overall institutional servant leadership and job satisfaction. The independent variable was

institution-type. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, without any serious violations noted.

H1₀: There is no difference between job satisfaction and overall perception of organizational servant leadership based on the type of institution (private, religiously affiliated or private, non-religiously affiliated colleges).

H1: There is a difference between job satisfaction and overall perception of organizational servant leadership based on the type of institution (private, religiously affiliated or private, non-religiously affiliated colleges).

Hypothesis one is a prediction of a related difference between job satisfaction and overall perception of organizational servant leadership at private, religiously affiliated and private, non-religiously affiliated institutions in the CIC, geographically located in the south. There was not a statistically significant difference between private, religiously affiliated and private, non-religiously affiliated faculty perceptions on the combined dependent variables of organizational servant leadership $F(1, 385) = .02, p = .89$ and job satisfaction, $F(1, 385) = .21, p = .64$. The effect size for hypothesis one is .014, which according to Cohen's d , is a very small effect size. In this particular case, a sufficient sample size allowed for the detection of small effect size or overlap. The results for the dependent variables were considered separately, with no resulting difference reaching statistical significance.

A review of the mean scores demonstrated that faculty at private, religiously affiliated institutions reported slightly lower job satisfaction ($M=24.67, SD = .26$) than faculty employed at private, non-religiously affiliated institutions ($M = 24.88, SD = .38$).

Similarly, faculty employed at private, religiously affiliated institutions reported slightly higher levels of perceived organizational servant leadership ($M = 80.03$, $SD = 1.12$) than faculty employed at private, non-religiously affiliated institutions ($M = 79.77$, $SD = 1.60$). However, the results of the MANOVA test examining differences in the group means of these two variables among employees from private, religiously affiliated and private, non-religiously affiliated schools indicate that they are not significantly different. Table 8 displays significance values of $p = .644$ and $p = .890$, therefore there is no significant difference in the job satisfaction and organizational leadership perceptions between

Table 8

Two-Way Analysis of Variance for Job Satisfaction and Organizational Servant

Leadership by Institution-Type

Institution Type	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Job Satisfaction				
Private, religiously affiliated	24.67	.26		
Private, non-religiously affiliated	24.88	.38		
Religiously x non-religiously affiliated			.21	.64
Organizational Servant Leadership				
Private, religiously affiliated	80.03	1.12		
Private, non-religiously affiliated	79.77	1.60		
Religiously x non-religiously affiliated			.02	.89

participating faculty employed at private, religiously affiliated and private, non-religiously affiliated CIC institutions in the south. Therefore, hypothesis one for research question two was not supported.

Summary

The findings presented in Chapter 4 demonstrated that there is a strong positive correlation between the perception of overall institutional servant leadership and the level of faculty job satisfaction as a result of the OLA assessment responses from 389 full-time faculty members representing both private, religiously affiliated and private, non-religious affiliated CIC institutions in the south. The hypotheses tested for research question one revealed a significant positive relationship existed between job satisfaction and faculty experiencing valuing people, developing people, and building community, displaying authenticity, providing leadership, and sharing leadership. A more robust discussion of these findings will be shared in Chapter 5. In addition to a discussion of the findings, Chapter 5 will also include implications of the study's findings, as well as recommendations for future research.

CHAPTER 5. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

Member institutions of the Council of Independent Colleges (CIC) are not immune to the wide array of challenges facing higher education institutions across the nation. College leaders are looking for every opportunity to stretch institutional funding, to grow stagnant enrollments, and to determine what changes and modifications in program majors and delivery systems will aid the institution in remaining relevant in the twenty-first century. Aside from these changing challenges, institutional leaders need to be willing to place the needs of their followers in front of their own and seek opportunities to adapt their leadership style to increase the presence of positive relationships in the workplace. Autry (2004) posited that employees' best interests are served in the workplace and job satisfaction is higher when leaders care about their employees, are present and actively building community at work, let go of their ego and choose to be authentic, while also sharing opportunities for experiencing growth and meaning in the work itself.

Introduction

The purpose of Chapter 5 is to discuss the findings of the current study which were presented in Chapter 4. The chapter specifically presents a cohesive summary of the current study including a restatement of the problem, purpose, and significance of the study. Finally, the researcher will provide a summary of major findings, as well as the

implications, limitations, and recommendations for future research related to servant leadership and faculty satisfaction.

Summary of Study

The purpose of the current study was to examine the relationship between the faculty perception of organizational servant leadership principles and job satisfaction among full-time faculty employed at member institutions of the Council of Independent Colleges (CIC) in the south. For the current study, the sample population included full-time faculty employed at two types of CIC schools in the southern region of the United States: private institutions with a religious affiliation and private institutions with no religious affiliation.

For the purpose of the current study, the population identified included 11 states geographically located in the southern half of the United States. Among the 11 states selected, there were 140 private institutions who were members of the CIC. Of the 140 institutions in the delineated territory for the study, 49 were selected in proportion to the overall frequency of CIC schools in each of the 11 states. According to the National Center for Education Statistics (2014), the population of full-time faculty employed across 140 member colleges and universities of the CIC was 16,613. Using the total population of faculty, the OLA Group website recommended a minimum sample size of 376 participants for the current study.

A quantitative approach was employed in the current study to gather data using the Organizational Leadership Assessment (OLA). A cross-sectional design was used to measure servant leadership perceptions and job satisfaction of full-time faculty employed

in private colleges and universities in the south who were members of the Council of Independent Colleges (CIC). The OLA was used to measure the faculty perceptions of leadership in the institution where they are employed, and whether the leaders of the institution demonstrated the six characteristics identified by Laub (2005): displayed authenticity, valued people, shared leadership, built community, provided leadership and developed people. In addition to the 60 items which measured leadership characteristics, the OLA included six additional questions which specifically targeted faculty job satisfaction. Scardino (2013) demonstrated that relationships are enhanced when a sense of community, belonging, fairness and shared governance are present on campus.

The current study had two overarching purposes: to test whether faculty perceptions of overall servant leadership and the six constructs of servant leadership as defined by Laub (1999) had a positive correlative relationship with job satisfaction, and whether or not the institution type, religiously-affiliated or non-religiously affiliated, impacted the levels of organizational servant leadership and job satisfaction.

Summary of Findings and Interpretation of Results

The research questions provided an opportunity for the research to discover whether a statistical relationship existed between faculty perceptions of organizational servant leadership and faculty satisfaction among full-time faculty employed in private, CIC-member institutions, located in the south, bifurcated by religious affiliation. The study's findings were generated by 11 hypothesis tests related to two research questions.

The first research question addressed whether a correlation existed through testing seven hypothesis related to the overall measure and six subscales of servant leadership

from the question: Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction? Pearson r correlation testing was conducted for each of the seven hypotheses, which measured the relationship of faculty perception of overall organizational servant leadership in hypothesis one and the six subscales in hypothesis two through six, which included valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership. Spears and Lawrence (2002) highlighted the importance of seeing faculty as employees who desire respect and appreciation, demonstrating that empathy in the leader relationship could increase faculty job satisfaction. A sense of community was reported to enhance the educational experience (Scardino, 2013). Irving and Longbotham (2006) cited the importance of the role of developing people as a central aspect of servant leadership which could lead to higher measures of employee satisfaction. Jones and Burbridge (2012) posited that providing leadership through the encouragement of problem solving actions and the measurement of taking calculated risks led to greater satisfaction in the workplace. Finally, Akpinar, et al. (2012) outlined the role of shared governance and the request from leaders for input on decisions to be key factors in increased job satisfaction for educators. All seven tests resulted in a significant positive relationship with faculty perception of job satisfaction, which is also supported in the literature (Laub, 1999; Spears, 2004; Thompson, 2002; Wheeler, 2012). In each of the seven individual tests, the null hypothesis was rejected.

The second research question measured the differences between two dependent variables at two institution-types in the CIC, which read: Is there a difference in the level

of job satisfaction and perception of institutional servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type? MANOVA testing was used to investigate the differences in faculty perception of servant leadership and job satisfaction among faculty employed in two types of private institutions: religiously affiliated and non-religiously affiliated. No significant difference was discovered, and therefore the null hypotheses were not rejected. Cedar (1987) argued that servant leadership was an act specific only to Christian leaders, but the current study demonstrated the margin between job satisfaction levels of religious and non-religious institutions to be thin. Sanjaya and Sarros (2002) pointed out that servant leadership, according to Greenleaf and Jesus, placed the emphasis on the acts of service, not the actions of the leader. Shirin (2004) cautioned that servant leadership was not found to be inherently Christian and could be found outside faith. Ingram (2003) pointed out that servant leadership, apart from the biblical principles in which it was derived, is possible, but will not reach its full potential apart from the example of Jesus.

Implications

The findings presented in the current study provide an important contribution related to previous research on servant leadership and job satisfaction, as well as the predictive literature recommending greater focus on leadership styles for the future. The implications in the current study relate to the theory of servant leadership, the research of organizational health and job satisfaction, and the practical application of servant leadership in higher education.

The use of the OLA in the current study revealed that faculty employed at CIC institutions would seemingly respond well to servant leadership practices in the workplace, which would result in greater job satisfaction overall. The current study validated the premise that perceptions of overall servant leadership practices on private college campuses would correlate to higher rates of job satisfaction among faculty. More specifically, the instrument measured faculty perception of the individual acts of valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership in view of the relationship to job satisfaction as a result of experiencing the individual acts of servant leadership as described by Laub (1999). The data from research question one resulted in a strong positive relationship between faculty perception of overall servant leadership and job satisfaction as indicated by the 389 respondents from CIC institutions in the south. Additionally, hypotheses two through seven, measuring individual servant leadership acts listed by Laub (1999), each indicated a strong correlation between the individual act of leadership and overall faculty job satisfaction. Burch et al. (2015) outlined leader self-awareness and discernment, as well as practices in which the leader prioritizes the followers' needs above his or her own, as key attributes to successful organizational leadership. The hypotheses tested for research question one support the servant literature published by authors like Greenleaf, Spears, Laub, Buchen, and Patterson.

Research question two sought to determine if servant leadership practices were experienced at a higher frequency by institution-type, private, religious or private, non-religious institutions of higher education. The findings demonstrated that while the

frequency of overall servant leadership was experienced at the private CIC institutions in the south, the institutional religious affiliation did not result in a greater experience of servant leadership practices at either institution type; similar instrument results were reflected at both types of institutions.

The current study features two practical implications for servant leadership and faculty satisfaction measures in higher education. First, the results from the OLA measurement further validates Laub's model of servant leadership and the effect of organizational satisfaction when the six constructs are practiced consistently. The second implication is that an institution's religious affiliation did not determine whether a higher frequency of servant leadership would be measured. Practically speaking, religiously-affiliated institutions where it is assumed there would be a larger number of religious leaders employed, did not translate to a higher practice of servant leadership because of adherents to faith practices. Moreover, the possibility of Christian leaders employing servant leadership practices may have more to do with personal faith practices than institution-type.

Greenleaf (1970) published that the theory of servant leadership served the purpose of equipping leaders to promote institutional health by providing leaders with the tools needed to support followers well. Equipping academic leaders with the knowledge and ability to integrate Laub's constructs of servant leadership in the higher education workplace could provide a transformative environment, and ultimately greater faculty satisfaction on college campuses.

Limitations

An unforeseen limitation of research question two was the fact that not all faculty at a non-religious institution are void of religious beliefs, meaning that any assumption that a religiously affiliated college might have a higher application of servant leadership principles by leaders was a false assumption. For research question two, institution-type did not serve as a predictor for which group, religiously affiliated faculty or non-religiously affiliated faculty, would result in a higher level of perception of servant leadership and job satisfaction. Also, as Adrian (2003) pointed out that many institutions which were founded as Christian colleges and universities, and even those that maintain their Christian designation, may be experiencing a departure from the founding mission, causing them to look much more like secular institutions. “It is a matter of historical record,” he pointed out, “that most colleges and universities founded by churches that have survived to the present, have moved away from their earlier religious foundations” (p. 30). Therefore, the distinction of institution-type may not have had the impact that the researcher first thought on the application of servant leadership and its relationship to job satisfaction.

The timing of the instrument distribution proved to be a limitation in access to the population. The original intent for distribution of the survey invitations was to be timed during the spring semester while the majority of full-time faculty were on contract. Unfortunately, the survey was not distributed until June and a large percentage of faculty invited to participate in the survey were off contract and on their summer break away from email correspondence and institutional responsibility. Once the calendar reached

August and many faculty returned to their offices, the participation of invited faculty increased significantly.

Recommendations

The current study sampled faculty in a broader organization for private colleges, the CIC, rather than individual institutions. Even though the study was beneficial, the research could provide a greater impact on institutional outcomes as it relates to leadership characteristics employed at the institution and overall job satisfaction of faculty employed at a given college or university. A more focused sample might allow for deeper analysis and recommendations to permeate a particular campus culture, resulting in positive change.

No statistical difference was evident in faculty perception of servant leadership and job satisfaction by institution-type. Depending on the participant, servant leadership could be related leadership principles outside of faith or paralleled to the leadership tenets of Jesus. Both perspectives could accurately align with servant leadership, but one is an approach of spiritual servant leadership while the other is a secular approach. It might be more appropriate in future studies to provide a clearer definition of servant leadership appropriate to the audience sampled.

Conclusions

The current study explored a potential relationship between faculty perception of organizational servant leadership and servant leadership practices, with job satisfaction. As demonstrated both in the literature and the findings of the current study, there is an increased opportunity for a faculty member to experience job satisfaction when employed

at an institution where leaders practice servant leadership. Servant leadership principles in the current study, as originally outlined by Laub (1999), included valuing people, developing people, and building community, developing authenticity, providing leadership, and sharing leadership. While the study found no difference in servant leadership and job satisfaction levels of faculty based on religious or non-religious institution-type, the benefit of the findings is that they could be applied at any private institution with potentially positive results. The principles of servant leadership assessed in the OLA could provide a roadmap for administrators to follow, which if employed appropriately, could lead to greater faculty job satisfaction.

REFERENCES

- About AAUP History. (2016, January 15). Retrieved from <http://www.aaup.org/about/history/timeline-first-100-years>
- About CIC. (2016, January 23). Retrieved from <http://www.cic.org/About-CIC/Pages/default.aspx>.
- Adrian, W. (2003). Christian universities in historical perspective. *Christian Higher Education*, 2(1), 15-33.
- Akpinar, S., Bayansalduz, M., & Toros, T. (2012). The study on job satisfaction levels of secondary education teachers in respect of some variables. *International Journal of Academic Research*, 4(1), 134-138.
- Anderson, K. P. (2005). *A correlational analysis of servant leadership and job satisfaction in a religious educational organization* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3162292)
- Autry, J. (2004). *The servant leader: How to build a creative team, develop great morale, and improve bottom-line performance*. New York, NY: Crown Publishing.
- Black, G. L. (2010). Correlational analysis of servant leadership and school climate. *Catholic Education: A Journal of Inquiry & Practice*, 13(4), 437-466.
- Blanchard, K., & Hodges, P. (2005) *Lead like Jesus*. Nashville, TN: W. Publishing Group.
- Bowen, G., & Tobin, E. (2015). Toward a shared vision of shared governance. *Chronicle of Higher Education*, 61(18), 1.

- Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154-180.
- Bray, N. J. (2008). Proscriptive norms for academic deans: Comparing faculty expectations across institutional and disciplinary boundaries. *Journal of Higher Education*, 79(6), 692-721.
- Brown, D., & Sargeant, M. (2007). Job satisfaction, organizational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education*, 16(2), 211-241.
- Buchanan, L. (2007). In praise of selflessness why the best leaders are servants. *Inc.* 29(5), 33-35.
- Buchen, I. H. (1998). Servant Leadership: A model for future faculty and future institutions. *Journal of Leadership Studies*, 5(1), 125-134.
- Burch, M. J., Swails, P., & Mills, R. (2015). Perceptions of administrators' servant leadership qualities at a Christian university: A descriptive study. *Education*, 135(4), 399-404.
- Castillo, J., & Cano, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agricultural Education*, 45(3), 65-74.
- Cedar, P. (1987). *Strength in leadership*. Waco, TX: Word Publishers.
- CIC Task Force on the Academic Workplace in Liberal Arts Colleges (1987). *Summary of responses to preliminary interviews concerning the faculty experience in the*

small liberal arts colleges. Washington, D.C.: The Council of Independent Colleges.

Crippen, C. (2004). Servant-leadership as an effective model for educational leadership and management: First to serve, then to lead. *Management in Education*, 18(5), 11-16.

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

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

Ferch, S. R., & Spears, L. C. (2011). *The spirit of servant-leadership*. New York, NY: Paulist Press.

Frick, D. M. (2004). *Robert K. Greenleaf: A life of servant leadership*. San Francisco, CA: Berrett-Koehler Publishers.

Greenleaf, R. K. (1970). *The servant as leader*. Cambridge, MA: Center for Applied Studies.

Greenleaf, R. K. (1996). *On becoming a servant leader: The private writings of Robert K. Greenleaf*. San Francisco, CA: Jossey-Bass.

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

- Greenleaf, R. K., Beazley, H., Beggs, J., & Spears, L. C. (2003). *The servant-leader within: A transformative path*. New York, NY: Paulist press.
- Greenleaf, R. K. & Spears, L. C. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Gunderson, D. (1997). *The leadership lessons of Jesus: A timeless model for today's leaders*. Nashville, TN: Broadman & Holman.
- Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research*, 2000(105), 5-20.
- Hanson, J. T. (2011). Public servant leadership. *Government Finance Review*, 27(3), 48-52.
- Hensel, N. (1991). Realizing gender equality in higher education. *ASHE-ERIC Higher Education Report*. Washington, D.C.
- Hesse, H. (1956). *The journey to the East*. New York, NY: Noonday Press.
- Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy & Management*, 28(1), 17-30.
- Ingram, O. C. (2003). *The conceptualization and perception of servant leadership in Christian higher education* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3102049)
- Irving, J., & Longbotham, G. J. (2006). Team effectiveness and six essential servant leadership themes. *International Journal of Leadership Studies*, 2(2), 98-113.
- Jones-Burbridge, J. A. (2012). Servant leadership. *Corrections Today*, 73(6), 45-47.

- Keith, K. M. (2002). *Anyway: The paradoxical commandments*. New York, NY: G.P. Putnam & Sons.
- Kouzes, J., & Posner, B. (2003). *Academic administrator's guide to exemplary leadership*. San Francisco, CA: John Wiley & Sons, Inc.
- Laub, J. (1999). *Assessing the servant organization: Development of the servant organizational leadership (SOLA) instrument*. (Doctoral dissertation). Available from Dissertation Abstracts International. (UMI No. 9921922)
- Laub, J. (2005) From paternalist to the servant organization: Expanding the Organizational Leadership Assessment (OLA) model. *International Journal of Servant-Leadership*, 1(1), 155-186.
- Mamiseishvili, K., & Rosser, V. J. (2011). Examining the relationship between faculty productivity and job satisfaction. *Journal of the Professoriate*, 5(2), 100-132.
- Maslow, A. H. (1954). *Motivation and personality*. New York, NY: Harper and Row.
- McMinn, T. F. (2001). *The conceptualization and perception of biblical servant leadership in the Southern Baptist convention*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 304719180).
- Miears, L. D. (2004). *Servant-leadership and job satisfaction: A correlational study in Texas education agency region X public schools* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3148083).
- Nakagawa, S., & Cuthill, I. C. (2007). Effect size, confidence interval and statistical significance: a practical guide for biologists. *Biological Reviews*, 82(4), 591-605.

- National Center for Education Statistics. (2014). *Integrated Postsecondary Education Data System*. Washington, D.C: U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics.
- Northouse, P. G. (2013) *Leadership theory and practice* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Nyamboli, R. N. (2014). *Perceptions of organizational servant leadership and doctoral student satisfaction with e-learning* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Global. (UMI No. 164109699)
- Ostrander, R. (2009). *Why college matters to God: Academic faithfulness and Christian higher education*. Abilene, TX: Abilene Christian University Press.
- Padron, J. (2012). *Higher education leadership: Servant leadership and the effects on student satisfaction* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 1221263941)
- Parris, D., & Peachey, J. (2013). A systematic literature review of servant leadership theory in organization contexts. *Journal of Business Ethics*, 113(3), 377-393.
- Patterson, K. A. (2003). *Servant leadership: A theoretical model* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3082719)
- Peters, T. (2005). *Tom Peters essentials: Leadership*. New York, NY: DK Publishing, Inc.
- Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NY: Pearson Education.

- Reinke, S. J. (2004). Service before self: Towards a theory of servant-leadership. *Global Virtue Ethics Review*, 5(3), 30-57.
- Scardino, A. J. (2013). *Servant leadership in higher education: The influence of servant-led faculty on student engagement* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 1650604941)
- Schroder, R. (2008). Job satisfaction of employees at a Christian university. *Journal of Research on Christian Education*, 17(2), 225–246.
- Selingo, J. (2011). Colleges need some big ideas to drive change from within. *Chronicle of Higher Education*, 58(7), A12.
- Sendjaya, S., & Sarros, J. C. (2002). Servant leadership: Its origin, development, and application in organizations. *Journal of Leadership & Organizational Studies*, 9(2), 57-64.
- Shaw, J., & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135(1), 101-106.
- Shirin, A. V. (2014) Is servant leadership inherently Christian? *Journal of Religion and Business Ethics*, 3(1), 1-25.
- Simplicio, J. (2011). It all starts at the top: Divergent leadership styles and their impact upon a university. *Education*, 132(1), 110-114.
- Sims, B. J. (1997). *Servant leadership for the third millennium*. Boston, MA: Cowley Publications.
- Smelser, N. J. (2013) *Dynamics of the contemporary university: Growth, accretion, and conflict*. Berkeley, CA: University of California Press.

- Spears, L. C. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management theories*. New York, NY: John Wiley & Sons, Inc.
- Spears, L. C. (2004). Practicing servant-leadership. *Leader to Leader*, 34, 7-11
- Spears, L. C., & Lawrence, M. (2002). *Focus on leadership: Servant-leadership for the twenty-first century*. New York, NY: John Wiley & Sons.
- Spears, L. C., & Lawrence, M. (2004). *Practicing servant leadership: Succeeding through trust, bravery, and forgiveness*. San Francisco, CA: Jossey-Bass.
- Sternberg, R. J. (2013). Perspectives: Leadership styles for academic administrators: What works when? *Change*, 45(5), 24-27.
- Thompson, R. S. (2002). The perception of servant leadership characteristics and job satisfaction in a church-related college (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3103013)
- Tidball, D. (2012). Leaders as servants: A resolution of the tension. *Evangelical Review of Theology*, 36(1), 31-47.
- Trompenaars, A., & Voerman, E. (2010). *Servant-leadership across cultures: Harnessing the strength of the world's most powerful management philosophy*. New York, NY: McGraw-Hill.
- Turner, W. (2000). *The learning of love: A journey toward servant leadership*. Macon, GA: Smyth & Helwys.
- Webb, K. S. (2009). Creating satisfied employees in christian higher education: Research on leadership competencies. *Christian Higher Education*, 8(1), 18-31.

- Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler Publishers.
- Wheeler, D. (2012). *Servant leadership for higher education*. San Fransisco, CA: Jossey-Bass.
- Wong, T. P., & Davey, D. (2007). Best practices in servant leadership. *Regent University Servant Leadership Research Roundtable Proceedings*. Retrieved from http://www.regent.edu/acad/global/publications/sl_proceedings/2007/wong-davey.pdf
- Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Appendix A

Research Permission from OLA Group

Jim Laub <jlaub@olagroup.com>

Mon 3/28/2016 10:38 AM

To: Susan Dewoody <sdewoody6789@mail.dbu.edu>;
Cc: jlaub@olagroup.com <jlaub@olagroup.com>;

Susan - My apologies for getting back to you late. I have been out of town the past week. Yes, I am open to you using the OLA for this study.

I assume that you are OK with all of the understandings, agreements and costs for using the OLA for academic research (see attached file). Here are some questions to get us started.

How many organizations will need to be set up for this study? Are you aware of the embedded Job Satisfaction scale within the OLA? This is a 6 item scale that has been used many times for correlating Job Satisfaction with the OLA score. Rob Thompson did a study that provided a comparison of this 6-item scale to the MSQ. You may want to consider this. You, of course, can use the MSQ, but I will need to charge you for the set up time for these additional 20 items to be added to the OLA. Custom questions must be added to each different OLA setup (each organization). Will you need to have sub-groups setup? I have attached a document that asks for the information needed to set up each of your organizations for the OLA. Please review this and get back to me with questions. Apparently will need additional demographic custom questions added as well. Will you need to have separate OLA reports or just the raw data report?

Well, this should get us started in the process. It may be useful to have a conversation around your needs for this study. Let me know what you see as the next steps.

Jim Laub, Ed.D.
MacArthur School of Leadership
Palm Beach Atlantic University
901 S. Flagler Drive
West Palm Beach, FL 33401
561-803-2307 (work)
561-379-6010 (mobile)

Using the OLA for Academic Research Purposes

Letter of Understanding

Thank you for your interest in the Organizational Leadership Assessment (OLA) for your dissertation or thesis. Before moving forward, please be sure that the OLA will meet your specific research needs. Be aware that the OLA is not designed to be a self-assessment of an individual leader. It is an organizational assessment that provides the perception of the workforce, managers and top leadership on the six key areas of servant leadership. Check out the www.olagroup.com website to learn all you can about the instrument and its relevance to your specific research project.

The on-line version of the OLA is now available for your research. You will work with me (by email or phone) to set up each of the organizations you are studying on the www.olagroup.com site. You will be provided through email with access codes and directions for taking the OLA that you can provide to those participating in your study. You also will be provided access to the site in order to monitor the progress of each organization taking the OLA. Once all assessments have been completed by your research participants I will provide you with ...

1) an OLA report for each organization in pdf. format, as well as

2) a copy of your raw data in MicroSoft Excel format. You may then transfer the data from the Excel file into SPSS or other statistical research software that you may be using for your data analysis. You, of course, will be responsible for all data analysis related to your study.

Cost: A major reduction in the pricing of the OLA has been made for those involved in academic research. We are now requiring the use of the OLA through the website so that the data collected through your study will be available for ongoing statistical research on the OLA instrument. The cost is \$300 for 1-3 organizations assessed with an additional cost of \$100 for organizations beyond three. This cost provides you with the set up of your OLA and the raw data report once all of your data has been collected.

Custom questions (i.e.- demographic questions) can now be added to the OLA for your specific research project. An additional cost will be charged based on the number and type of questions needed. Custom questions may be added at a cost of \$25/question per organization.

Additional OLA reports – Some researchers desire to have a copy of the OLA report (not just the raw data). Additional OLA reports can be obtained for \$50/report.

Note: if your study requires the use of a paper and pencil version of the OLA this can be provided, but you will be responsible for individually entering the data from each OLA instrument into the OLAgrouop website. All usable data must be entered into the olagrouop site.

In addition you will agree to ...

- Prior to conducting your study and receiving approval to use the OLA - provide me with ... (Note: this information will be placed onto the olagrouop website and made available to other OLA researchers - see www.olagrouop.com/research for listings of Current Research)
 - - The Title of your study plus a 300-400 word summary describing your research plan. This should include your research questions, your target group and how you will be utilizing the OLA in your study.
 - Your personal contact information - name, phone, email
 - Your target completion date for your study
- After completion of your study - provide me with ...
 - a bound hardcopy plus a digital copy of your dissertation and research results
 - permission to use your research results on the olagrouop website

If the OLA is the best instrument for the purposes of your research project and these understandings and conditions are agreeable to you please contact me by e-mail or phone to set up your organizations. I wish you well with your study.

Jim Laub, Ed.D.
President, OLAgrouop
jlaub@olagrouop.com
561-379-6010

Appendix B

Proposed Study Questionnaire and Custom Question Added to OLA

- 1) Organization: Council of Independent Colleges Study
- 2) Sample Size: 16,613 across 140 CIC schools in the south; Need 380 completed instruments, so initially 1900 invitations will be sent
- 3) Type of Organization: Education (Private colleges and universities)
- 4) Contact Person: Susan DeWoody, doctoral candidate
- 5) Contact Info: [REDACTED], [REDACTED], NC [REDACTED] Cell: ([REDACTED]) [REDACTED]
- 6) Contact Email: sdewoody6789@mail.dbu.edu
- 7) Contact username: [REDACTED]
- 8) Contact password: [REDACTED]
- 9) Focus of the assessment: A random sampling of the faculty at a balanced selection of 15 CIC institutions will be invited to participate in the study.
- 10) One demographic question will need to be added to the study, so if possible, the total organization could be divided into the two respondent groups in the demographic study, which would be religious and non-religious institution faculty. Otherwise, no other sub-groups are requested.
- 11) The targeted sample population for the study are full-time teaching faculty at member institutions in the CIC. By the nature of differing institutions, there will be department heads, chairs and others who may participate, but otherwise, it is expected that the study will include workforce and some managers. Top leaders are not intentionally being invited to the study.
- 12) A balanced selection of institutions has been made. From those 15 institutions, a random sample of faculty will be selected (using a random number generator to correspond with numbered cells in Excel).
- 13) The sample population needed for the current study is 380 (1900 invitations will be sent out with an anticipated/hopeful 20% return).

14) One custom question is needed:

Please select the classification that represents the institution where you are employed:

____ Private, religiously affiliated college or ____ Private, non-religiously affiliated college.

The research questions for my study have changed since we last spoke. They are now:

Research Question 1 (RQ1): Is there a relationship between faculty perception of institutional servant leadership characteristics and their level of job satisfaction?

Research Question 2 (RQ2): Is there a difference in the level of job satisfaction and perception of institutional servant leadership for faculty participants at private, religiously affiliated colleges and faculty at private, non-religiously affiliated colleges based on institutional type?

Appendix C

Participant Email Invitations to CIC Faculty

Dear Council of Independent Colleges (CIC) Colleague,

You are invited to participate in a study of the relationship between servant leadership and faculty satisfaction among faculty members employed at Council of Independent Colleges affiliated colleges and universities in the southern half of the United States. The study is being conducted as part of the fulfillment of my dissertation under the supervision of Dr. Ozzie Ingram and the Cook School of Leadership at Dallas Baptist University.

The study was developed because of interest in learning how leadership styles influence faculty satisfaction in the CIC. As an academic administrator in the CIC, I am interested in learning more from your professional experiences. Your participation is completely voluntary and strictly confidential, there are no direct benefits to your participation and little to no foreseeable risks for participants. I do hope you will consider participating as the research will allow collection of important information about the relationship of faculty satisfaction and institutional leadership in the CIC. By logging in and completing the questionnaire, you are providing your consent to participate in the study (Waiver of Signed Consent is attached to this email).

We desire to know what you think about the CIC as an organization and leadership practices within the member institutions of the CIC. To get your honest and candid feedback, we are requesting that you complete the Organizational Leadership Assessment (OLA) online. It will only take 15 minutes of your time, but will provide us all with valuable insights that will help us to improve how we work together. Please know that the answers you provide are completely confidential and anonymous because there is a single organizational code and pin number for all users in the study. We will only be receiving back the averaged responses of the total group taking the assessment. Thank you for completing this as quickly and thoroughly as possible. The instrument will be available to users until _____.

TO TAKE THE ASSESSMENT:

1. Go to: <http://www.olagroup.com> and click "Take the OLA" on the upper right of the screen
2. Type in [REDACTED] as the organizational code
3. Type in [REDACTED] as the pin
4. Choose the *Standard Version* of the OLA.
5. Choose the language option you are most comfortable with of the choices available.

6. Click "Start"
7. Read the brief Introduction and keep in mind you are assessing the institution where you are employed. Your responses are completely confidential; your name or the name of your institution will not be asked.
8. Select your Present Role/Position in the organization
 - **Senior Leadership:** select if you are a Cabinet-level executive leader
 - **Department Head-Faculty:** select if you have a leadership role as well as faculty status
 - **Faculty:** select if your primary role is teaching faculty
9. Please indicate whether you are employed at a:
 - Private, religiously-affiliated college
 - Private, non-religiously affiliated college
10. Click "**Take the OLA**"

Thank you again for taking time to participate in the study.

Sincerely,
Susan DeWoody
Doctoral Candidate
Dallas Baptist University

Dear Council of Independent Colleges (CIC) Colleague,

First of all, please allow me to express my gratitude for your consideration and participation if you have already completed the Organizational Leadership Assessment from my initial request sent on _____. You are receiving this email as a reminder and final invitation to participate in a study of the relationship between servant leadership and faculty satisfaction among faculty members employed at institutional members of the Council of Independent Colleges. Your input is both needed and valued, so please take 15 minutes to complete the Organizational Leadership Assessment (OLA).

Your participation in the study is anonymous and your assessment responses will be kept in the strictest confidence. By logging in and completing the questionnaire, you are providing your consent to participate in the study (Waiver of Signed Consent is attached to this email).

Thank you for completing this as quickly and thoroughly as possible. The survey will remain open for one more week. The instrument will be available to users until _____.

TO TAKE THE ASSESSMENT:

1. Go to: **<http://www.olagroup.com>** and click "Take the OLA" on the upper right of the screen
2. Type in [REDACTED] as the organizational code
3. Type in [REDACTED] as the pin
4. Choose *Standard Version* of the OLA.
5. Choose the language option you are most comfortable with
6. Click "Start"
7. Read the brief Introduction and keep in mind you are assessing the institution where you are employed.
8. Select your Present Role/Position in the organization
 - Senior Leadership: select if you are a Cabinet-level executive leader
 - Department Head – Faculty: select if you have a leadership role in addition to faculty status
 - Faculty: Select if your primary role is teaching faculty
9. Please indicate whether you are employed at a:
 - Private, religiously-affiliated college
 - Private, non-religiously affiliated college
10. Click "Take the OLA"

Thank you again for taking time to participate in the study.

Appendix D

Waiver of Informed Consent



Waiver of Signed Consent

Dissertation Title: The Relationship Between Servant Leadership and Faculty Satisfaction Among Faculty Members in the Council of Independent Colleges

Researcher: Susan DeWoody, doctoral candidate in the Cook School of Leadership, Dallas Baptist University

Purpose of the Study

The purpose of the current study is to assess the influence of the integration of servant leadership principles on faculty satisfaction among faculty teaching at member institutions of the Council of Independent Colleges geographically located in the southern half of the United States. The current study will seek to develop further existing knowledge and understanding in the field of servant leader engagement and its impact on faculty satisfaction.

Selection of Participants

As a faculty member at a CIC institution, your email address was obtained from your institution's website to distribute the invitation to participate in the survey. Your participation is completely voluntary and strictly confidential, there are no direct benefits to your participation and little to no foreseeable risks for participants.

Participant Instructions

The instrument is housed with the OLA Group, an organization led by Dr. Jim Laub, author of the Organizational Leadership Assessment (OLA). To collect honest and candid feedback, we are requesting that participants complete the Organizational Leadership Assessment (OLA) online. It should only take participants approximately 15 minutes to complete. By logging in and completing the questionnaire, you are providing your consent to participate in the study. Your participation in this study is entirely voluntary. You may discontinue participation in this study at any time without penalty. The instrument will be available for two weeks.

Participants may access the survey by following the directions below:

TO TAKE THE ASSESSMENT:

1. Go to: <http://www.olagroup.com> and click "Take the OLA" on the upper right of the screen
2. Type in **1854** as the organizational code
3. Type in **C159** as the pin
4. Choose the *Standard Version* of the OLA.

5. Choose the language option you are most comfortable with of the choices available.
6. Click "Start"
7. Read the brief Introduction and keep in mind you are assessing the institution where you are employed. Your responses are completely confidential; your name or the name of your institution will not be asked.
8. Select your Present Role/Position in the organization
 - Senior Leadership: select if you are a Cabinet-level executive leader
 - Department Head-Faculty: select if you have a leadership role as well as faculty status
 - Faculty: select if your primary role is teaching faculty
9. Please indicate whether you are employed at a:
 - Private, religiously-affiliated college
 - Private, non-religiously affiliated college
10. Click "Take the OLA"

If at any point in the survey, you wish to withdraw consent or discontinue the assessment, you may exit the survey. All items must be completed in order for the survey to be submitted and responses recorded.

Confidentiality

The data collected in this research study will be kept confidential. A single organizational code and pin are being provided for all participants to ensure anonymity of respondents. Reports of the data will be reported as aggregate data from the OLA Group, which is the organization which houses the instrument and offers the firewall protection and data encryption for user assessment and stored responses. The instrument is designed to provide the opportunity to maintain complete anonymity because individually identifiable participant information is not collected.

Contact Information

If at any time you have questions or concerns regarding the study, please contact dissertation chair, Dr. Ozzie Ingram at (214) 333-6875 or ozzie@dbu.edu. In addition, you may also reach Dallas Baptist University's Committee for Protection of Human Participants by contacting the chair, Dr. Suzanne Kavli at (214) 333-5381 or suek@dbu.edu.

Appendix E

Approval from Committee for the Protection of Human Participants



June 8, 2016

Re: CPHP: #2016-06-081

Title of Study: The Relationship Between Servant Leadership and Faculty Satisfaction Among Faculty Members in the Council of Independent Colleges

Susan DeWoody,

This letter is to officially notify you of the approval of your research project by the Committee for Protection of Human Participants. It is the Committee's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study. Your proposed research plan seems to be compliance with policies of this institution and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

You are authorized to implement this study as presented as of the Date of Final Approval: 05/08/2016. This approval is Valid Until: 05/07/2017.

This project must be conducted in full accordance with all applicable sections of the Manual for Protection of Human Participants. No change to this approved research protocol can be initiated without prior review and approval by the Committee for the Protection of Human Participants using the CPHP Request for Revision Form. Any unanticipated problems involving risks to the participants or others must be reported to the committee within five working days. Should your project continue beyond one year from the date of final approval a CPHP Request for Renewal form must be submitted and approved.

If you have any questions, please contact me.

Sincerely,

Dr. Sue Kavli
Committee for Protection of Human Participants, Chair
Dallas Baptist University
3000 Mountain Creek Parkway
Dallas, TX 75211
214 333-5381
suek@dbu.edu