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ABSTRACT

Servant Leadership in a Community College:
A Multivariate Analysis of Employees' Perceptions

by

Laurie DeMay Adamson

M.A., University of Nebraska, 1977
B.S., University of Nebraska, 1975

Dissertation Submitted in Partial Fulfillment
Of the Requirements for the Degree of
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ABSTRACT

To continue providing accessible and high-quality education and to assure their success in turbulent times, community colleges in the United States need effective leadership. This need is punctuated by an imminent shortage of community college leaders. Servant leadership, in which the leader focuses first on serving and then on leading, is a potentially effective, yet unexplored, model to help community college organizations to be flexible, responsive, and accountable. This quantitative study used a combination of non-experimental and quasi-experimental approaches to understand how servant leadership functions in a community college and to determine whether role impacts perception. Employees (N = 180) of a single organization voluntarily responded to Laub's Organizational Leadership Assessment (OLA), an on-line measure of six servant leadership practices. A range of perceptions were reported, but a multivariate analysis of variance revealed no statistically significant differences (T^2 (6, 173) = 4.589, p = .615) between leaders and the workforce, although leaders tended to perceive higher levels of servant leadership in the college. These results support leaders who seek to transform the leadership environment from the traditional approach of managerial control to one that is more holistic, learner-centered, and responsive to the complex and rapid changes of the 21st century. Finally, consistent with the historic mission of community colleges to provide open access to all learners, this research supports the use of servant leadership as a viable means to effect positive social change.

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DEDICATION

This work is dedicated to my heavenly father, Jesus Christ, and to the memory of my earthly father and mother, Dr. Richard F. DeMay and Gloria Louise DeMay, and to all who practice servant leadership.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Many organizations across the United States face unprecedented challenges that threaten their success if not their survival. In particular, community colleges are confronted with complex challenges brought about by globalization, rapid advances in technology, decreasing resources, and increasing demands for accountability (Fulton-Calkins & Milling, 2005, p. 233). Further, community colleges face threats from multiple causes, including increasing costs that limit access to higher education for those who most need it, lack of diversity in staffing, and a disconnection between budgets and priorities (Gilliland, 2004, p. 373). According to Spellings (2006), "this new landscape demands innovation and flexibility from the institutions that serve the nation's learners" (p. xi). These 21st-century trends have considerable implications for community college leadership.

In addition to the challenges faced by most modern organizations, community colleges are confronted with a deeper threat: an imminent leadership vacuum due to the unprecedented rate of retirement of current leaders. Nearly 45% of community college presidents are expected to retire by 2010 (Wheeler, 2007, p. 46). According to O'Banion (2006/7), in the next few years, 3,000 new leaders will be needed at the top two levels in community colleges (p. 44). There is an urgent need to fill the impending gap with new leaders who will "forego bureaucratic conceptions of leadership in favor of more dynamic and interactive

ways of leading" (Eddy, 2002, p. 1). Leaders are needed who will effectively address the formidable challenges to the sustainability of these organizations in a postmodern world that is radically different from the one that created the current systems of American colleges and universities (Mellow, 2008).

The first community colleges in the United States were created during the 20th century, when the world was greatly influenced by the forces of industrialization. This influence focused on the factory model of organizing work to accomplish mass production of tangible goods (Hock, 1999, p. 261). The factory assembly line inspired the industrial-age school design and promoted the ideas of leadership as management and leadership as heroics (Senge, Scharmer, Jaworski & Flowers, 2004, p. 4). The practice of heroic leadership was defined by the leaders' self-interest and the use of power, authority, and control. It was a useful approach when conditions were more stable, when employees were less educated, and when they performed routine tasks that required little interdependence (Bradford & Cohen, 1998, p. 21).

This industrial-age notion of heroic leadership is fading, however, because it is no longer effective in today's organizations (Kofman & Senge, 1993, p. 17). These old assumptions made about leadership are not relevant in 21st-century organizations. To be successful, today's community colleges can no longer operate in the same mindset they did even 5 or 10 years ago (Sullivan, 2005, p. 1). Although scholars agree that leadership is an extremely important element of the educational institution and leaders have a substantial effect on organizational

outcomes, the traditional leadership paradigm in higher education may be inadequate to address growing internal and external challenges (Bass, 1990, p. 7; Goff, 2003, p. 2).

New models of leadership are needed to transform community college organizations so that they can respond to the demands brought about by 21st-century phenomena. These phenomena include rapid technological advances, a trend toward globalization, profound changes in society and the economy, and increased diversity in the student population and in the workplace (Alfred, 2008, p. 84; Spellings, 2006, p. xii). Further, new models of community college leadership are needed to surmount the complex shifts brought about by the Information Age (Martin, 2007, p. 6). These shifts necessitate organizational agility and responsiveness, which are lacking in the current bureaucracies of higher education. Because old models of control, hierarchy, and patriarchal leadership are ineffective, community colleges need to move from these controlling behaviors to new approaches (Shugart, 1999, p. 3). Specifically, these postmodern organizations demand leadership that is reciprocal, with recursive influence processes among multiple parties in a systems context (Yukl, 2002, p. 433). Therefore, to remain effective in achieving their missions, community colleges must adopt new models of leadership that promote collaboration, innovation, community, values, service, and relationships (Stone & Patterson, 2005, p. 11). As discussed in more detail below, the focus of this research was

on one of the more promising, emerging forms of leadership-servant leadership (Greenleaf, 1998, p. 78; Lipman-Blumen, 1996, p. 243; Stramba, 2003, p. 1).

Problem Statement

The problem this study addressed is the lack of quantitative research on servant leadership in community colleges. This study explored servant leadership as a viable model to confront the impact of the multiple challenges faced by contemporary community colleges. These challenges are brought about by social, economic, and technological advances that require community college organizations to become more nimble, more efficient, and more effective (Fulton-Calkins & Milling, 2005, p. 233; Spellings, 2006, p. xiii). Currently, evidence suggests that these institutional challenges are best navigated with leadership models, such as servant leadership, which are participatory and collaborative, rather than autocratic and transactional (Keith, 2008, p. 27; Yukl, 2002, p. 86).

However, while the benefits of servant leadership have been confirmed in nonprofit and corporate organizations, very little research has been conducted on this leadership model in higher education (Crippen, 2005; Hannigan, 2008; Iken, 2005). This lack of research impacts community college organizations for two reasons. First, these organizations currently face an impending leadership gap (Gilroy, 2007, p. 29; Wheeler, 2007, p. 46); and second, traditional leadership models are inadequate to meet the explosive changes of 21st century society (Tepatti, 2000, p. 3). This study contributes to the body of knowledge that is needed to address this problem by measuring perceptions of servant leader

practices in a community college. A deeper understanding of differences, if any, in employees' perceptions of servant leadership is useful in designing interventions to improve these organizations (Johnson, 2000, p. 2). Therefore, information from this study increases the understanding of servant leadership as a valuable model for these organizations that serve nearly one-half of all undergraduate students in the United States (Bailey, 2007, p. 1; Research and Statistics, n.d.; Roman, 2007, p. 19).

Community colleges need effective leadership to fulfill their important role in higher education, as described by Mellow (2008) in her address to the American Council on Education 90th anniversary conference:

> Without community colleges, millions of students and adult learners would not be able to access the education they need to be prepared for further education or the workplace. Community colleges often are the access point for education in a town and a real catalyst for economic development.

With nearly half of community college CEOs expected to retire this decade, a valuable opportunity exists for colleges to seek new leadership that will steer these organizations effectively to thrive and to fulfill their mission. This research focused on servant leadership as one viable approach in this quest.

This study addressed the lack of research on servant leadership in the community college by examining the perceptions of six servant leadership practices by two categories of employees in one organization, employees who are in designated leadership positions and employees in the workforce. It is important to assess the perceptions of these multiple servant leadership

practices and to understand the differences in perceptions, if any, between the two categories of employees. Differences between the two groups may indicate that employees in designated leadership positions and other employees experience the organization differently. This increased understanding of the perceptions of these two groups of employees is also useful because congruence in perceptions indicates a shared awareness of the strengths and weaknesses of the organization. This shared awareness is also indicative of open communication and trust (Laub, 2008), which are two elements that are important for the success of 21st-century organizations (Kouzes & Posner, 2007, p.240). Finally, this study has relevance in the community college because an understanding of the differences in perceptions, if any, is useful in directing efforts for improving organizational effectiveness and efficiency (Johnson, 2000, p. 4).

<p align="center">Nature of the Study</p>

In this quantitative study involving both nonexperimental fixed design and quasi-experimental methods, employees' perceptions of the practice of servant leadership in a community college organization were measured and compared. A quantitative design was selected to address the lack of empirical evidence on servant leadership in community college organizations. This study used the OLA, an instrument that was designed by Laub (1999) to measure perceptions of six servant leadership practices. This instrument was administered online to consenting fulltime employees of a community college in the United States. The

instrument was deployed twice, each for a 2-week period of time. These two identical deployments were conducted to gain an optimal number of responses. The organization employed 881 fulltime employees, and all were invited to participate in this research. Data collected from this instrument included employees' perceptions of six servant leader practices as defined by Laub (1999). Data were also collected to identify two employment categories, employees in designated leadership positions and employees in the workforce. The employment category is the independent variable in this study, which is a nominal level variable. The use of this instrument to determine employee perceptions of servant leadership in a community college organization was pilot tested by this researcher.

<div align="center">Research Questions</div>

This study was designed to answer two research questions. The first research question, which was non-experimental, addressed the nature of the perceptions held by a sample of employees of a community college. The second question, which was quasi-experimental and inferential, compared groups within that sample. These two research questions asked:

Research Question 1. To what extent do community college employees perceive the practice of servant leadership in their organization?

Research Question 2. Do perceptions of the practice of servant leadership differ by the employees' current role or position, defined as employees in designated leadership positions and the workforce?

H_0 = There will be no differences in the perceptions of the practice of

servant leadership in a community college, as measured by the OLA,

based on employees' current role or position.

H_A = There will be differences in the perceptions of the practice of servant

leadership in a community college, as measured by the OLA, based on

employees' current role or position.

Purpose of the Study

The purposes of this study were to examine employees' perceptions of the

practice of servant leadership in a community college organization and to assess

whether differences in perceptions exist based upon the employees' current role

or position. The study used the OLA to measure six characteristics of servant

leadership as defined by Laub (1999): (a) the practice of valuing people, (b)

developing people, (c) building community, (d) displaying authenticity, (e)

providing leadership, and (f) sharing leadership (p. 83). This study contributes to

an increased understanding of employees' perceptions of these six servant

leader practices and the differences, if any, between the perceptions of groups of

employees in a community college.

Theoretical Base of the Study

The theory of servant leadership (Greenleaf, 1996, p. 287) grounded this

study. This paradoxical idea, that leaders should be servants, has been noted by

great philosophers throughout history; its lineage is as old as the scriptures and

perhaps even Hammurabi (Bowman & Garten, 2004, p. 22). Among those who

described leadership as service was Lao-tzu, in the sixth century B.C. He

asserted that enlightened leadership is service, not selfishness (Heider, 1985, p.

42). The tenets of Christianity also promote servant leadership, as modeled by

Jesus, who lived a life of service. Biblical references teach, "Whoever wants to

be great must become a servant. Whoever wants to be first among you must be

your slave. That is what the Son of Man has done: He came to serve, not be

served" Matt. 20:26-28 (The Message).

In contemporary organizations, servant leadership is the understanding

and practice of leadership that places the good of those led over the self-interest

of the leader. According to Greenleaf (1977):

> Servant leadership begins with the natural feeling that one wants to
> serve, to serve first. Then conscious choice brings one to aspire to
> lead…The difference manifests itself in the care taken by the
> servant – first to make sure that other people's highest priority
> needs are being served. The best test is: Do those served grow as
> persons; do they, while being served, become healthier, wiser,
> freer, more autonomous, more likely themselves to become
> servants? (p. 13)

Servant leadership is based on teamwork and community. This model

focuses on enhancing the personal growth of individuals while improving the

quality of the organization (Spears, 2002, p. 9). Various theorists have

enumerated practices associated with this model. According to Laub (1999),

servant leadership is demonstrated by the following six practices:

(a) valuing people: By believing in people; by serving other's needs

before his or her own; by receptive, non-judgmental listening.

(b) developing people: By providing opportunities for learning and growth; by modeling appropriate behavior; by building up others through encouragement and affirmation.

(c) building community: By building strong personal relationships; by working collaboratively with others; by valuing the differences of others.

(d) displaying authenticity; By being open and accountable to others; by a willingness to learn from others; by maintaining integrity and trust.

(e) providing leadership: By envisioning the future; by taking initiative; by clarifying goals.

(f) sharing leadership: By facilitating a shared vision; by sharing power and releasing control; by sharing status and promoting others (p. 83).

Servant leadership is the antithesis of traditional, hierarchical models in which power and control are exerted from the top of the organization downward. In this servant leadership model the interests of "those led" are more important than the interests of the leader (Laub, 2004, p. 8). The primary focus of servant leadership is on service, not on dominance; and the primary value is relationships rather than power (Keith, 2008, p. 24). Thus, when this leadership model replaces institutional patriarchy and bureaucracy, changes occur in this dynamic of power.

Because of this focus on relationships and service to the followers, servant leadership in an organization creates a culture of collaboration and empowerment (Stramba, 2003, p. 2). This organizational culture results in

organizations that are more effective and more conducive to the learning, growth, and self-efficacy of employees (Nixon, 2005, p. 5; Powell, 2004, p. 23). Specifically in the community college organization, this kind of leadership environment catalyzes the involvement and commitment of students, faculty, staff, and community members to work for the common good. An additional benefit for higher education organizations was reported by Smart (2002) who found that student persistence was correlated with humanistic or collegial campus leadership (p. 5).

Servant leadership is the promising kind of leadership that was identified in a survey conducted by the Center for Creative Leadership. This survey revealed that four of the most important qualities of leadership for the 21st century were building effective teams, providing influence without authority, building relationships, and adaptability (Martin, 2007, p. 9). Wheatley (1999) described the role of the leader in this model, which she said is "to hold the vision of other people's goodness for them until they rediscover it" (p. 5).

Servant leadership is also an effective model for 21st-century organizations, including community colleges, because of its ability to bring about positive personal and social changes. First, servant leadership has been associated with organizational health and productivity (Spears, 1995, p. 46) and it also increases the effectiveness of institutions by creating organizational cultures of trust and integrity (Koch, 2004, p. 17). Further, the practice of this leadership model has the potential to increase organizational performance (Laub,

1999, p. 31). Research also reveals that employees in servant-led organizations express higher levels of job satisfaction (Stramba, 2003, p. 3). In secondary schools, servant leadership has been associated with improvements in student achievement (Herbst, 2003, p. 109). Finally, Spears (1998) asserted "this leadership approach contributes to positive social change throughout society" (p. 5).

Greenleaf (1970) initially expressed the potential for servant leadership to evoke these positive changes: "The first order of business is to build a group of people who, under the influence of the institution, become healthier, stronger, (and) more autonomous" (p. 41). Servant leadership rests on the assumptions that the only way to change a society is to invite everyone's participation, and that organizational success means to celebrate the self-worth of every person in the organization. In this view, positive social change occurs because leadership is not about the power of an individual, but rather, the good of all (Keith, 2008, p. 29).

<div align="center">Definition of Terms</div>

For the purposes of this study, the following terms and definitions are used to identify employee roles or positions throughout this work:

> *1. Designated leadership position:* An employee who is responsible for administrative functions of the community college, including the college president, vice-president, or dean; or an employee who is designated to

be in charge of other employees, including department chairs (personal communication, July 13, 2008).

2. *Workforce:* An employee who is designated to carry out work tasks and is not in charge of other employees; for this study the workforce includes faculty and support staff (Drury, 2004, p. 43).

Assumptions

An assumption was made in this study that servant leadership practices can be measured in a community college organization. A further assumption was that employees in the community college were interested enough in this project to provide feedback on their perceptions of leadership in the organization. Finally, this work assumed that the employees who participated in this study understood and responded honestly to the assessment questions.

Scope and Delimitations

The scope of this study extended to a single instrument that measured the perceptions of six practices of servant leadership in an organization. The scope of this study extended to all fulltime employees of one community college in the United States.

Several delimiting factors, which may have affected the outcome of this study, were related to the sample. Only fulltime employees were invited to participate, thus input from all other employees (i.e., part time, seasonal, temporary, or student employees) was not included. Data from the sample included only the employment category. Hence, no attempt was made to

measure or evaluate other potentially relevant demographic variables such as age, gender, educational levels, organizational unit, race, number of employees supervised, ethnic background, or longevity of employment in the community college.

Additional delimitations of this study included the selection of only one community college organization in the United States. Multiple colleges were not measured, as a way to minimize the number of extraneous variables in the study. Thus, generalizing beyond this sample to include other community colleges of other sizes and demographics across the nation is not possible.

Limitations

This study was limited to an analysis of six servant leader characteristics as defined by Laub, and measured by the Organizational Leadership Assessment (OLA). Viable alternative views of servant leadership may exist, however (Spears, 1998; Wheatley, 2004).

The categorization of employees also created a limitation for this study. At the time they accessed the instrument, employees identified their employment category by selecting from three choices: Top Leadership, including president, provost, vice-president, and dean; Managers, including department chairs and all other managers; and Workforce, including staff and faculty. The Workforce category represented an anomaly, as most studies in education do not combine these two distinct groups into one category. Also, for data analysis purposes, the researcher planned to collapse the first two categories into one, thus creating a

single category for employees in designated leadership positions (although no Top Leaders responded to the instrument). These gross categories limited the study by forcing employees to identify with only one of three choices which were designed to be mutually exclusive. However, some employees may have held multiple designations and others may have not identified with any of the options.

A final limitation associated with this study was that the instrument is only available in electronic format and therefore it must be completed online. This electronic delivery method may have limited the participation of some employees who did not have routine internet access. Also, while this delivery method may present advantages that include time and cost savings, research suggests that participation rates for online surveys have been declining in recent years (Hayslett & Wildemuth, 2004; Sheehan, 2002).

<div align="center">Significance of the Study</div>

This research contributes to an understanding of a leadership model "that is not trendy and transient, but … is rooted in our most ethical and moral teaching; leadership that works because it is based on how people need to be treated, motivated, and led" (Laub, 2008, p. 2). This study addresses the absence of research on servant leadership in higher education and specifically in community college organizations.

This research is significant because it illuminates employees' perceptions of servant leadership practices in a community college. Further, this study provides a comparison of these perceptions based on the employees' role or

position in the organization. Research suggests that employees in designated leadership positions may view the organization more positively than the workforce, creating barriers to recognizing and implementing improvements (Johnson, 2000, p. 3). Such a perception gap may adversely affect the performance and effectiveness of an organization. Differences in employees' perceptions are significant because they may reveal that employees do not experience the organizational environment in the same way. These gaps may indicate areas to focus efforts for organizational improvement that could enhance the ability of the community college to achieve its vital mission. This research has the potential to serve as an example for future studies in community colleges and to catalyze a focus on new and transforming forms of leadership.

Information from this study may also be used in other community colleges to further explore servant leadership as a potentially effective model for these vital organizations. The results of this study could improve leadership practices in community colleges. Improved leadership in community colleges will equip them to meet the needs of an increasingly diverse student population and to honor their mission as open-access institutions of higher education that empower and lift up groups who have been historically disadvantaged and marginalized.

Finally this research is significant because it provides further evidence of the utility of the OLA to measure servant leadership in an organization. The results of this study can be compared with research using the OLA in other

organizations, which may contribute to an improved understanding of servant leadership across organizations.

Summary

Community colleges in the United States are currently confronted with two critical issues. First, they face enormous challenges due to postmodern trends that impact the economy, society, and the future of higher education in the United States. Second, an extreme shortage of community college leaders is anticipated due to a large number of retirements in the coming years. These two issues present an opportunity for new leadership models to emerge to fill the predicted gap with effective leaders who will facilitate the future success of community colleges.

Chapter 1 described a research project that examined employees' perceptions of the practice of an emergent model, servant leadership, in a community college. Although only limited studies have been conducted to assess the practice of servant leadership in higher education, this model appears to have particular relevance for community college organizations. The research design, instrument, sample, data collection, data analysis, and significance of the study were reviewed in this chapter.

Chapter 2 will provide a discussion of the theoretical foundation for this study by examining literature related to organizational leadership. The evolutionary nature of leadership theories will be presented, with emphasis on their historical context and their utility in various organizational settings. This

literature review will then focus on scholarly research on servant leadership.

Specific attention will be given to the perceptions of servant leader practices in

an organization as measured by the OLA which was developed by Laub (1999).

Chapter 2 will conclude with a discussion of servant leadership as it relates to

community college leadership.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of the literature on leadership theories and practices, with a focus on the current challenges for leadership in postmodern organizations, including community colleges. The tools and procedures for collecting and analyzing research data from the literature are presented. Specifically, this chapter presents definitions and perspectives on leadership, including the relationships among leadership studies, major trends in leadership research, and the strengths and weaknesses of important leadership theories and theorists. This chapter also contains a discussion of the progression from classic leadership theories to contemporary leadership theories, including trait, behavioral, transactional, and transformational leadership models. The focus of this chapter is on the application of various leadership models in organizations. The chapter concludes with an analysis of recent research on servant leadership and the approaches used to study it. Importantly, this chapter identifies the gap in literature on servant leadership in the contemporary community college.

The challenges for community college leadership include a predicted shortage of community college leaders and the need for these vital organizations to adopt effective new forms of leadership that will enable them to continue to fulfill their missions in providing accessible and affordable higher education (Eddy, 2004; Fulton-Calkins & Milling, 2005). To establish the context for the discussion of servant leadership, the theoretical foundations of leadership and

various definitions of leadership are first examined. Leadership is an intriguing and important element of organizational life that has been studied extensively for the past century, as evidenced by the volumes of literature that have been produced. Bennis and Nanus (1997) observed that decades of academic analysis have produced over 850 definitions of leadership (p. 4).

Leadership theories, like all theories, reflect the context of time and place because leadership can happen anywhere and at any time (Kouzes & Posner, 2007, p. 8). Therefore, as this literature review reveals, leadership is an evolving cultural and social construct that has implications for leaders, followers, and their organizations. The review begins with an examination of a general theory of leadership from early history, which included myths, sagas, and legends about great leaders of the first recorded civilizations (Bass, 1990, p. 3). The strengths and weaknesses of classic and contemporary leadership theories are then explored and applied to the community college organization. These theories include the scientific management theory, trait theories, human relations theories, behavioral theories, transactional leadership, and transformational leadership. Finally, these theories are compared and contrasted with servant leadership theory, a paradoxical term for a leadership model that is "truly world-changing and transforming" (Laub, 2004, p. 1).

From ancient times to the present, scholars have endeavored to define the theoretical concept of leadership, although scientific research on this subject did not begin until the 20th century (Bass, 1990, p. 3; Yukl, 2002, p. 2). As yet,

however, there is no universal agreement on the meaning of leadership (Bennis & Nanus, 1997, p. 5). Several factors contribute to the difficulty in defining this idea. First, leadership happens in context and thus it can occur in an infinite number of situations and environments across time. The importance of context in the evolution of leadership in the community college was addressed by Eddy and VanDerLinden (2006) who observed that leadership in these organizations paralleled their historical development, beginning with the birth of the community college at the turn of the 20th century when the "great man" leadership paradigm prevailed (p. 8). Goff (2003) identified these early leaders in the community college as "the founding fathers" (p. 5). As these organizations experienced explosive growth in the middle of the 20th century, strong and dominant leadership was implemented to manage the vast resources that infused into community colleges (Goff, p. 6; Powell, 2004, p. 13). Today, however, community college leaders typically practice a business approach to their leadership in response to the challenges and threats presented by reduced resources and the need for strategic planning (Eddy & VanDerLinden, p. 8).

Also, the meaning of leadership is difficult to define with precision because it happens when people are in a relationship to one another, such as in a group or an organization (Yukl, 2002, p. 2). Therefore, leadership is a collective phenomenon that can be viewed from multiple perspectives. These multiple dynamics create additional complexities for understanding this concept and for distilling a single definition of leadership (Hebert, 2003, p. 33). Beyond the

challenge to capture the idea of leadership, an even more difficult task is to define the idea of servant leadership. One experiences a tension in simply trying to understand how servant and leader can be connected. Some have called servant leadership an oxymoron. "Many people would like a quick explanation of servant leadership, but that may not be possible" (Spears, 1998, p. 353).

This literature review cites specific connections between past and current leadership theories and their application to the community college organization. This literature review also points to the need for further research on non-traditional leadership in the contemporary community college. Therefore, this chapter informs the present study that was conducted to promote an understanding of servant leadership as a model that may be applicable in community colleges.

Several research strategies were implemented to produce this literature review. Keywords used to search the literature included community college, leader, leadership theory, and servant leadership. First, primary sources were consulted. These sources included writings by leadership theorists and organizational scientists whose work began in the early 1900s. Dozens of scholarly journals were also searched to collect information from contemporary authors and their contributions to leadership theory. Of significance were electronically accessed resources that provided the results of the most current qualitative and quantitative studies on leadership. Scholarly databases were utilized to acquire over 100 peer-reviewed articles for this literature review.

Because of the truly emergent nature of many contemporary leadership theories, information was collected at recent professional conferences at the state and national level. Finally, over two dozen doctoral dissertations on current leadership research and servant leadership in particular were also consulted in the quest to develop a thorough review of scholarly thought on emergent leadership theories. This literature review will identify links between past and current leadership theories and the present research. Finally, this chapter will address the gaps that exist in the understanding of servant leadership theory, especially those relating to servant leadership in the community college.

<div align="center">Leadership Theories</div>

Theories seek to systematically group interdependent concepts and principles to tie them together and to provide a framework for significant knowledge (Koontz & Weihrich, 1988, p. 9). They are the "most powerful explainers" (Rosenberg, 2003, p. 71). Like all theories, leadership theories can never be proven. However, these theories are valuable because they express sets of related principles that have been developed and tested over time. They aid in the understanding of leadership trends and they shape philosophies about the practice of leadership (Schrode & Voich, 1977, p. 9).

Theories are predicated on an understanding of terminology. In the case of leadership theory, a definition of leadership is therefore important. Rost (1993) discovered that, as early as the 1300s, the Old English word *leden* or *loeden* meant "to make go," "to guide," or "to show the way" (p. 38). Over the centuries

leading has meant influencing others, which implies that leadership is a relationship between people; it therefore involves something happening as a result of the interaction between a leader and followers (Hughes, Ginnett, & Curphy, 1993, p. 1). Scholars have also asserted that leadership is a means of getting results through the efforts of other people by committing them to action (Bennis & Nanus, 1997, p. 3). Leadership theories have been developed over the centuries to explain how these results and actions can be achieved. For example, the primary view of the earliest leadership theories held that these results were gained by controlling people, but contemporary leadership theories focus on situations and leader-follower relationships. In the contemporary community college, effective leadership rests on a participative work environment, empowerment of staff and faculty, and positive leader-follower relationships built on trust and open communication (Powell, 2004, p. 23).

Classic Leadership Theories

Although not a true theory, a general understanding of leadership was evident in early history. Chiefs, kings, and heads of state were noted in Biblical stories, in early Asian military writings, and in classic literature from the pre-industrial world (Safferstone, 2005, p. 960). In these early examples, leadership was the role of a chosen few who were powerful, heroic, commanding, and influential (Yukl, 2002, p. 1). For example, Sun Tzu regarded leadership as the principle of one person, and one job, who was crucial to the success of many (Grint, 1997, p. 21). In *The Republic*, Plato asserted, "The ruling elite are the

trustees of the community's happiness" (as cited in Blackburn, 2006, p. 28). This classic perception of leadership was that of an individual who guarded, controlled, and manipulated the actions of others (Garr, 2004, p. 1). This heroic and authoritarian approach has been practiced throughout the world among virtually all cultures and it has pervaded even contemporary society, although recent research has shown that this style of leadership results in less productivity and reduced employee satisfaction (Bass, p. 429, 1990).

Kuhn (1974) asserted that the authoritarian leadership model is inherent in any hierarchical structure because of the differential of power within the system (p. 319). However, theorists have argued that individuals who define their leadership by their role or position are not truly leaders because their influence is due to coercion and manipulation of followers (Brodbeck, 2002, p. 8570). Rost (1993) proposed that leadership is noncoercive, meaning that it is not based on authority, power, or dictatorial actions but is based on persuasive behaviors (p. 107). This notion of authoritarian leadership continues to prevail in some institutions of higher education, although Bensimon (1989) noted a paradigmatic shift toward less power-centered models (p. 3).

The authoritarian concept of leadership was expanded during the rise of industrialization, when societies became less agrarian and people became more socially and economically connected. Society evolved into an increasingly elaborate and cooperative endeavor during this era, which saw the growth of factories and other large enterprises for mass production. These new production

enterprises required more supervision and management than the previous independent activities of farmers, craftsmen, and shop owners (Safferstone, 2005, p. 2). A new paradigm was created to replace the notion of elite leadership because the leaders who emerged to supervise and manage these production enterprises were common people who gained power by virtue of their skills (Stone & Patterson, 2005, p. 13). However, the new theories of leadership that were developed to explain this shift were inexact and incomplete by today's standards (Koontz & Weihrich, 1988, p. 25).

During this period of industrialization, people thought of the world as being divided into leaders and followers (Scanlan, 1973, p. 389). Unlike the pre-industrial times, leaders were people who were not royalty, aristocracy, or nobility. These leaders used an authoritarian leadership model of command and control to maintain order and to get things done. Covey (2004) wrote that these leadership paradigms were largely based on military principles and they involved strategies, tactics, and policies that were imposed from the top of the organization (p. 16). This authoritarian leadership reflected a traditional view "wherein obedience to order is paramount and individual behavior or independent thinking are frowned upon, if not altogether forbidden" (Hock, 1999, p. 264). Thus, the power and control paradigm of leadership tends to evoke compliance, not foster commitment, and it also under-utilizes the specific strengths and knowledge of every individual in the organization (Fulton-Calkins & Milling, 2005, p. 234; Senge, 1996, p. 2).

In reference to this authoritarian model of organizational leadership that limited the full participation of all workers, Wheatley (2005) observed, "It is one of the great ironies of our age that we created organizations to constrain our problematic human natures, and now the only thing that can save these organizations is a full appreciation of the expansive capacities of us humans" (p. 21). The value of appreciating this expansive capacity of humans was revealed in two strategies that were recently implemented in the automobile industry. The "practice field" and the "learning laboratory" (Kofman & Senge, 1993, p. 22) were introduced to bring employees' creative energies together to solve the problems of new car development. These two strategies were successful because of the collective efforts and synergy of an entire community of workers.

The authoritarian model of leadership was applied to the emerging organizations that resulted from industrialization in the Western world and some of these applications endure today (Horner, 1997, p. 280). As society and the economy continued to evolve, these theories were no longer useful. Thus, new theories were developed to provide a broader view of effective leadership. This paradigm shift resulted from new thinking that included the important role of followers, their accountability, and their potential to contribute to organizational success. This new thinking, fueled by the human-potential movement, also called for shared leadership rather than leadership by one individual (Bass, 1990, p. 79; Eddy & VanDerLinden, 2006, p. 9).

Leadership by Scientific Management

During the Industrial Revolution, productivity was not only the goal of factories, but it was also the focus of a new kind of organization, the bureaucracy, and a new kind of leader who emerged to manage them (Bass, 1990, p. 581). From their beginning, community college organizations were created with this bureaucratic structure (Eddy, 2004, p. 5). Leadership theories were developed to explain the management of these organizations whose objective was to routinize work, just as the factory routinized production (Scanlan, 1973, p. 254). These bureaucratic organizations and the leadership theories that they spawned were based upon elementary scientific paradigms including Newtonian physics and the theory of cause and effect. Leadership literature of this era also expressed a materialistic perspective and a mechanistic world-view that sought to make humans fit the requirements of the organization (Bertalanffy, 1968, p. 45; Skyttner, 2001, p. 309). According to Wheatley (1999):

> This Newtonian machine imagery was translated into organizations as an emphasis on material structure and multiple parts. Responsibilities have been organized into functions. People have been organized into roles…organizational charts depict the workings of the machine: the number of pieces, what fits where, who the most important pieces are. (p. 29)

Further, the leadership theories associated with bureaucratic organizations were also founded upon the Newtonian idea of reductionism. This idea held that by isolating and studying its independent parts, one could understand an entire system (Komives, Lucas, & McMahon, 1998, p. 51). This view was the basis for a leadership theory known as *scientific management,* a

term coined in 1911 by Taylor (Koontz & Weihrich, 1998, p. 27; Taylor, 1911, p. 5). The scientific management theory addressed how to routinize and standardize the work of an institution by streamlining the processes required for production (Scanlan, 1973, p. 259). Further, research in the field of scientific management led to new definitions for the role of managers in organizing workplace production (Koontz & Weihrich, p. 27).

Taylor was among the first to measure and quantify his research, which included carefully recorded scientific studies in which he calculated the time and motion that were required to perform specific tasks. He articulated a classical management theory, proposing that workers could be made optimally efficient by manipulating the processes required for production (Bass, 1990, p. 255). Taylor believed that by breaking down each task to the minutest detail, he could hone each component step and thus achieve maximum efficiency.

Taylor focused on the goal of optimizing output so that a maximum surplus could be achieved. He promoted the philosophy that "maximum prosperity can exist only as the result of maximum productivity" (Taylor, 1911, p. 8). With his ideas that introduced cold logic into production and the management of labor, Taylor replaced the previous rule of thumb approach with a scientific method of performing work (Schrode & Voich, 1974, p. 41; Waller, 2002, p. 66).

Although Taylor's interest was primarily to increase productivity by improving efficiency, his influence spread beyond leaders and managers in the capitalistic democracies. Both Lenin and Mussolini are said to have found his

ideas to be valuable (Waller, 2002, p. 67). Taylor also claimed to recognize the importance of the human factor in achieving this goal of improving production in the workplace (Koontz & Weihrich 1998, p. 541). However, scholars today take exception to some of his principles of organizational leadership. Wallin (2002) wrote that Taylor's approach to employees was ruthless and calculating, just like his attitude to machines (p. 66). Also, theorists argued that the idea of "faster is better" reduced the human factor in organizational life and in doing so, created institutions that are in disharmony with the larger world (Senge, et al., 2004; Shugart, 2004, p. 1; Wheatley, 1999, p. 159).

The theory of scientific management can therefore be contrasted with the humanistic leadership theories that followed because of the high value the newer theories place on the human factor in organizational leadership. These new theories include transformational leadership and servant leadership. Scholars identify these contemporary leadership styles with their focus on people, proposing that the real goal of transformational leadership is in what it does for its human members, and that servant leadership promotes humanistic values by centering on people more than on tasks (Carroll, 2005, p. 18; Laub, 2000, p. 23; Tichy & Devanna, 1990, p. 187).

Human Relations Theories

Building on previous leadership theories, the human relations era brought a new focus on the link between the physiological aspects of work and productivity (Scanlan, 1973, p. 26). The Hawthorne studies in Chicago were one

of the most notable early research projects in this human relations era (Gale,

2004; Hughes, 1993; Scanlan, 1973). Using scientific methods similar to the time

and motion studies that Taylor implemented, engineers Stoll and Pennock

examined the effect of changes in working arrangements upon productivity at the

Western Electric Company manufacturing plant in 1924. These researchers were

puzzled when production continued to rise regardless of any environmental

changes that were made, including different levels of illumination, introduction of

rest breaks, and shorter working hours. Mayo, an academic consultant, was

called in to explain this phenomenon. He conducted additional studies by

manipulating, measuring, and documenting work conditions to evaluate the

impact of different work environments on production. Mayo concluded that the

key variable was the attitude of the workers. He also identified the significant

influence of the group on an individual and his research also revealed the

importance of the type of supervision given.

The Hawthorne studies have been criticized for their defective

experimental processes, careless methodology, poorly conducted observations,

and misrepresentation of some of their findings (Wallin, 2002, p. 85). However,

these quasi-scientific studies did illuminate a new, more complete view of the

workplace and the dynamics of workers, leaders, and the environment. The

Hawthorne studies also showed that there are times when context is more

important than science (Gale, 2004, p. 447). In this view, leadership researchers

recognized that productivity was influenced by non-scientific phenomenon such

as the workers' attitude and their social environment. As a result of the Hawthorne studies, the existing paradigm of leadership was replaced because it was no longer adequate to explain this newly recognized social element in the workplace.

Thus, new leadership theories were developed that were based on the notion that productivity was more than wages and the work environment; these theories identified a social side of work that also could be measured. This evolution in thought was an important step in leadership theory. The ability to measure the social and relational aspects of the workplace is central to the present study that measured employees' perceptions of leadership practices. As a result of this new thinking, today's organizations focus on creating environments of empowerment and encouragement to increase personal and professional growth and to improve productivity rates (Stone & Patterson, 2005, p. 1).

Trait Leadership Theories

The trait theory of leadership appeared in the leadership literature of the early 20th century. These trait theories were founded on the Darwinist assumptions that leaders have natural abilities of power and influence (Komives, et al., 1998, p. 46). Trait theories hold that leaders possess distinctive dispositions of personality, temperament, motives, and values. According to this view, leaders were also distinguished by their physical appearance, personal

stature, social standing, speech characteristics, and emotional stability
(Bensimon, 1993, p. 33; Hebert, 2003, p. 28).

The *great man theory* was one of the early trait theories of leadership.
Popular in the first part of the 1900s, this theory held that leaders and followers
were fundamentally different (Hughes, et al., 1993, p. 53). The great man theory
asserted that leaders were superior because they possessed certain innate
attributes that made them capable of providing leadership. Thus, the great man
theory held that leaders were born and not made. Literature addressing this
theory suggested that the key to leadership was to imitate people who were great
leaders (Ross, 2006, p. 28).

However, the great man theory was an ineffective approach because of
the diversity of successful leaders and the impracticality of actually imitating them
(Davis, 2003, p. 9). This theory was also flawed because of the subjective and
often ambiguous language used to describe leaders and the vast number of
leader traits that were identified (Arfsten, 2006, p. 14; Hebert, 2003, p. 29; Rost,
1993, p. 22). A final defect in the great man theory was that it ignored the
situational and environmental factors that play a role in leader effectiveness and
therefore this theory was inadequate to explain how specific leader traits could
guarantee leadership success across numerous organizational variables (Horner,
1997, p. 270; Yukl, 2002, p. 12). Thus, despite the attraction of providing a
simple explanation to a complex issue, the great man theory fell out of favor by
the 1950s (Bass, 1990, p. 38).

In community college organizations, the great man theory and the notion of "leader as hero" were replaced by new and different understandings of leadership (Eddy & VanDerLinden, 2006, p. 6). These understandings have not been fully researched, however. The current study addressed the need to further explore an emerging leadership theory, servant leadership, in the community college.

In spite of the multiple defects and weaknesses of trait theories, they surfaced again in leadership literature of the 1980s (Rost, 1993, p. 82). These more recent trait theories identified leaders' attributes such as a high energy level, high self-confidence, an internal locus of control, emotional maturity, and integrity that appeared to be positively related to leadership effectiveness (Yukl, 2002, p. 264). Charisma was also studied as a trait that was positively correlated to leadership effectiveness. This approach viewed charismatic leaders as people who could articulate an appealing vision, communicate high expectations, and generate great symbolic power with which followers identify (Barbuto, 1997, p. 690). Weber labeled charismatic leaders not only by these exceptional qualities, but also by their behaviors that influenced the culture by inculcating followers with certain emotionally charged ideas (Trice & Beyer, 1991, p. 152). However, Bass (1990) noted conceptual limitations to the trait approach and recommended extending the theory to include the charismatic relationship, comprised of the leaders' traits and also the desire of followers to identify with the leader (p. 188).

The value of the charismatic leadership model as an answer to effective leadership has been questioned. Brodbeck (2002) wrote that a 'dark side' had also been found that led to problems from negative charismatics (p. 8574). Nazi Germany serves as a haunting example. Charismatic leadership, if left unchecked, has the potential to fulfill itself in unforeseen and undesirable ways (Allix, 2000, p. 17). Also, Grint (1997) observed, "it may be significant to note that most alleged charismatics have a habit of dying young – before their charisma wears out, or rather, before their followers decide that they were mistaken" (p. 15). Studies using instruments to measure charismatic leadership have yielded some evidence that this leadership style can contribute to employee motivation and trust in their leader, but most of the research on charismatic leadership has been descriptive and qualitative and it tends to be too imprecise for reaching firm conclusions (Bass, 1990, p. 203; Yukl, 1989, p. 273). These observations suggested that more experimental studies were needed where charismatic leadership is enacted in a controlled environment.

Therefore, despite the promise of their importance, trait theories held limited value because of a lack of empirical data that could fully describe what makes a successful leader (Horner, 1997, p. 276). Trait theories generated more debate than consensus, and scholars concluded that there were few, if any, universal traits associated with effective leadership (Hebert, 2003, p. 29; House & Aditya, 1997, p. 410).

Literature shows that a second revival of the trait theory occurred at the end of the 20th century (Bass, 1990, p. 78). One leader trait that received the attention of scholars at this time was emotional intelligence, which is more accurately described as a combination of competencies that were identified as an indicator of leadership effectiveness (Parolini, 2005, p. 2). This concept of emotional intelligence includes abilities such as being capable of self-motivation; the ability to recognize one's emotions and the emotions of others; the capacity to manage one's emotions; to empathize; and to hope (Goleman, 1995, p. 34).

The emphasis on leaders' emotional intelligence rather than cognitive intelligence resulted from new discoveries in the field of neuroscience and it created a shift in thinking about leadership and leadership effectiveness. These new ideas created connections between the leader's interpersonal and intrapersonal skills, both of which are relevant for leaders. On an individual level, emotional intelligence may translate into improved decision-making, which is critical for successful leader performance (Maulding, 2002, p. 3; Yukl, 2002, p. 196). On an organizational level, seminal research by Goleman, Boyatzis and McKee (2001) showed that emotionally intelligent leaders can induce a positive working climate. Subsequent research indicated that emotionally intelligent leaders can also create a virtuous organizational culture (Parolini, 2005, p. 5; Shinn, 2003, p. 19). An analysis of the emotional intelligence of leaders in a multi-national corporation revealed that emotional competence differentiates successful leaders; further, in a different study, positive correlations were also

found between leadership effectiveness and emotional intelligence (Cavallo &

Brienza, 2006, p. 7; Rosete, 2005, p. 11). Finally, an important and promising

aspect of emotional intelligence is that it can be learned; thus, emotional

intelligence as a trait of effective leadership remains in the forefront of current

leadership research (Dulewicz, 2005, p. 71; Yukl, 2002, p. 197).

Behavioral Leadership Theories

During the time when trait theories were unpopular, from the 1950s

through the 1980s, a more egalitarian view of leadership emerged, which was a

behavioral approach to leadership (Yukl, 2002, p. 12). The behavioral approach

de-emphasized the leader's personal attributes and instead focused on their

actions and the way they behaved in carrying out leadership tasks (Hebert, 2003,

p. 29).

In contrast to trait theories, behavioral theorists proposed that leaders

could be made, rather than born. Thus, the primary difference between the trait

theory and the behavior theory is that the first does not support the idea that

leadership can be learned while the second asserts that it can. According to the

behaviorists, people can become effective leaders if they work to acquire the

skills necessary for leadership through training, practice, and refinement.

Leadership behavior theorists therefore attempted to identify what behaviors

differentiated leaders from followers so that those behaviors could be taught

(Horner, 1997, p. 270).

Parallel to the development of behavioral theories, leadership literature of the mid-20th century also revealed a shift in focus that included a consideration for the relationship between the leader and the follower. Therefore, both the leaders' behaviors and followers' actions were important features for the behavioral theories of this period. Scholarly writing of this time emphasized that leadership has a human element and it is not simply a strictly technical process of rules, procedures, and principles (Scanlan, 1973, p. 29).

To develop leadership theories based on this behavioral paradigm, scholars attempted to isolate and measure leader behaviors. In the 1950s, researchers at Ohio State University examined over 1,000 leadership behaviors through the use of questionnaires. These studies revealed that two behavior factors accounted for most of the influence in leadership: initiating structure and consideration (Kest, 2006 p. 57). Comparable studies using questionnaires were conducted at the University of Michigan to measure different leader behaviors in the work setting (Horner, 1997, p. 271). Two primary behaviors emerged from this research that were linked to leadership effectiveness: employee orientation and production orientation (Hughes, et al., 1993, p. 185). These university studies resulted in an expansion of the focus for leadership theories to include both people-oriented activities and task-oriented activities.

Behavioral theories of leadership, like the trait theories, were also flawed. Yukl (1989) observed that a proliferation of behavior constructs and competing taxonomies of behavior had created confusion (p. 258). Also, these behavioral

theories assumed that there was one best way to lead, but they failed to identify situations where specific leader behaviors were effective (Komives, et al., 2003, p. 46). According to Rost (1993), the behavioral approach was pursued by management theorists and social psychologists who believed that they had to accept behaviorism as the overarching scientific perspective in order to be respected by the academic community (p. 24). In community college organizations, behavioral leadership theories began to fade in importance by the 1960s when scholars recognized that effective leadership did not depend on certain behaviors, but rather it was also influenced by the roles of subordinates and leader-follower relationships (Goff, 2003. p. 17; Eddy & VanDerLinden, 2006, p. 6). Consistent with the view that effective leadership is not solely a behavioral construct, the present study compared leaders' and followers' perceptions of leadership in a community college.

Transactional Leadership

By the middle of the 20th century, social exchange theories of leadership were proposed as a means to further examine the nature of the relationship between leaders and followers. These social exchange theories viewed the dynamics of influence and power in these relationships. The theoretical assumptions were similar to the authoritative style that preceded them (Kest, 2006, p. 56). However, compared to previous leadership theories, they placed more emphasis on the relationship between leader behavior and follower satisfaction and organizational productivity and profitability (Stone & Patterson,

2005, p. 2). During this era in leadership theory, the focus of leaders was on the performance of workers.

Hollander was a prominent theorist who generalized this relational approach as "transactional leadership" (Hughes, et al., 1993, p. 126). Transactional leadership assumed an exchange-based and leader-controlled relationship and it involved the position power of the leader to use followers for task completion (Horner, 1997, p. 274; Madzar, 2001, p. 224)). The idea of transactional leadership included the use of conventional rewards and punishment to assure compliance and to perpetuate the existing values and norms of the organization. This incentivization was based on bureaucratic authority where leaders exchanged one thing for another in order to maintain the status quo (Stone & Patterson, 2005, p. 6).

However, the theory of transactional leadership, which was based on material or economic exchange, was inadequate to describe all of the aspects of leadership effectiveness. One inadequacy was due to the basic premise of transactional theories, the idea that leadership is merely interpersonal influence (Marion & Uhl-Bien, 2001, p. 391). A second inadequacy of the transactional approach was the leader's lack of attention to strategic planning or visioning (Horner, 1997, p. 274). Stemming from a traditional view of workers and organizations, this transactional leadership model was shortsighted and oriented to the present; therefore, under this leadership approach change was difficult to implement (Kest, 2006, p. 56). Rather than catalyzing change, the transactional

model promotes and reinforces past behaviors, and it rewards conformance to the existing norms of the organization (Balasubramanian, 1995, p. 4).

The transactional model of leadership worked in the context of a traditional hierarchy and bureaucracy, but it is not effective in today's complex postmodern organizations, including community colleges, because it denies the kind of communication and relationship building that promotes learning and growth (Kouzes & Posner, 2007, p. 178). Both of these dynamics are required for an organization to succeed in the 21st century. From a systems perspective, transactional leadership limits communication by reducing it to a single-loop process, with communication occurring in one direction only. In the community college, a lack of communication reduces the opportunities for creativity, for collective problem solving, and for continuous learning that are critical for organizational success (Eddy & VanDerLinden, 2006, p. 11).

Transformational Leadership

Leadership scholars needed new theories that would increase the understanding of organizational leadership beyond exchanging inducements for desired performance. This need was driven by increased competition and expanding markets, and in community college organizations, technological changes, increasing diversity of the student population, and dwindling resources demanded new ways of leading (Tichy & Devanna, 1990, p. xii; Sanders, Hopkins, & Geroy, 2003, p. 25).

New theories were also needed because the transactional model was no longer effective in organizational environments that had become more complex and less predictable. In this rapidly changing world, organizations require leadership that "gets people to infuse their energy into strategies…to raise one another to higher levels of motivation and morality" (Kouzes & Posner, 2007, p. 122). Leadership scholars of the mid-20th century developed new theories that connected classical management theory and a new, more humanistic view of leadership. These theories also addressed the leader's role in transforming and revitalizing organizations (Yukl, 1989, p. 269). This new paradigm was called "transformational leadership."

Research on transformational leadership was based on Maslow's motivational theory, and it was later substantiated by Herzberg's work (Spears, 1995, p. 101). The new thinking proposed by these scholars was further developed by McGregor (Whittington & Evans, 2005, p. 121). In his theory of transformational leadership, McGregor described a dichotomy that had two essential elements, "Theory X" and "Theory Y". These elements considered two alternative sets of human motivation in order to address the interactions between leaders and followers, (Freeze, 2005, p. 27). First, McGregor identified the underlying premise of the theory of transactional management which was previously examined in this literature review. He called it Theory X. This was the premise that people are externally motivated by money, fringe benefits, and the threat of punishment (Stone & Patterson, 2005, p. 3). The assumption of leaders

in Theory X was that workers are not ambitious, that they must be controlled, and that they have little capacity for creativity in solving organizational problems. Therefore, in Theory X, the leadership strategy was to exchange one thing for another in the workplace, which meant that the focus was on leader control and not on adaptation or organizational change (Sanders, et al., 2003, p. 25).

A systems view of McGregor's Theory X model suggests that the leader's objective is to balance, direct, and control the organization. These functions are required in McGregor's model in order to move the organization closer to its goals. They are objectives that can be met in a closed system. However, these functions of direction and control describe a manager, not a leader (Bellinger, 2004, p. 1). In addition, they do not tap the full potential of the individual employee.

In contrast, McGregor's Theory Y was generated from different assumptions. According to Theory Y, employees are self-controlled and self-directed (McGregor, 1957, p. 28). Further, Theory Y assumes that leaders operate with the belief that employees are motivated at the social, esteem, and self-actualization levels (Stone & Patterson, 2003, p. 4). Because of these assumptions, leaders interact with and support employees; together they strive to achieve the mutually held goals of the organization through transformation. Transformational leaders therefore bring about organizational change and innovation.

To achieve these goals of organizational change and innovation, McGregor's Theory Y viewed leadership as more than power and control. This model focused on progress and development rather than bureaucratic authority that demands task completion. In recognizing that people can be self-directed and creative, transformational leadership inspires followers to transcend their own self-interests for a higher collective purpose, mission, or vision (Sanders, et al., 2004, p. 25; Stone & Patterson, 2005, p. 1). In the transformational leadership model, the focus of the leader is on the organization. The leader emphasizes the good of the organization over the good of the organizational members (Patterson, 2003, p. 1). With the focus on the organization, the leader considers first where the organization should go and then collaboratively determines how it will get there. Leaders motivate individuals to work together to create sustainable productivity.

Rost (1993) explained that the theory of transformational leadership involves active people, engaging in influence relationships, and creating real change (p. 123). Bennis and Nanus (1997) described transformational leadership as a catalyzing force that commits people to action by converting followers into leaders (p. 3). Transformational leaders create change because of their ability to cast a vision and to use rhetorical and impression management skills that facilitate the development strong emotional bonds with followers (Masood, Dani, Burns, & Backhouse, 2006, p. 942). By using these skills and developing these

relationships, transformational leaders motivate followers by setting organizational goals and promising rewards for desired performance.

Transformational leadership is effective in postmodern organizations that operate with open systems because this type of leader takes responsibility for reshaping organizational practices to adapt to environmental changes (Humphreys, 2005, p. 1411). However, a transformational leader in a closed system will be unable to produce such changes. Therefore, transformational leadership and open system organizations are compatible, while this kind of leadership is not relevant or effective in a closed system. Interest in transformational leadership has been high for the past several decades because of its potential for revitalizing organizations, and it is considered to be a style that promotes organizational progress and development (Yukl, 1989, p. 269).

Therefore, the theory of transformational leadership was about motivation and change. Transformational leadership was also revolutionary because it promoted a new view of who could be a leader (Grint, 1997, p. 351). Some predicted that the changes brought about by transformational leadership would be difficult to implement and that there would be many obstacles for organizations that continued to model Newtonian science (McGregor, 1957, p. 14; Spears, 1995, p. 244).

Community college organizations persist in this struggle toward transformational leadership as a result of their multiple control systems and their traditional bureaucratic structures that were inspired by the industrial-age school

design (Eaton, 2007, p. 212; Myran, Zeiss & Howdyshell, 1996, p. 1; Senge, et al., 2004, p. 4). The challenge to understand how a non-traditional leadership model functions in a contemporary community college is the focus of the current research.

Emergent Theories of Organizational Systems and Leadership

In the present age of technology and information, knowledge is power. Unlike earlier times when power was contingent upon the ownership of commodities, land, or other more tangible resources, in this postmodern age, the key to organizational success is the ability of the organization to use information to create new possibilities and to generate synergies (McGee-Cooper, n.d., p. 2). By not only using but also by sharing information, organizations have the ability to adapt, transform, and change. Organizations must have the qualities of fluidity and resiliency in this "weightless economy" where information is the currency (Wright, 2000, p. 197).

Leadership literature at the end of the 20th century cited the emergence of systems thinking, which is studying systems using holistic rather than reductionist methods which were previously described as an example of Newtonian science. Systems thinking replaced earlier theories of power and control and the earlier structural models of hierarchical bureaucracies. Thus, "systems thinking is a response to the failure of mechanistic thinking" (Skyttner, 2001, p. 31). Systems thinking also challenged the notion that the world is neat and controllable (Komives, et al., 1998, p. 48). Systems thinking operates on the assumption that

the world is ever changing. Thus, organizational researchers described systems thinking as dynamic, complex, nonlinear, living, and chaotic (Reed, 2006, p. 12).

Servant Leadership

The theory of servant leadership has been recognized in the leadership literature as a logical extension of transformational leadership (Stone & Patterson, 2005, p. 11). Although both models support collaboration, trust, foresight, and effective communication, servant leadership has an additional unique element. Servant leaders seek to serve first, and then to lead. Therefore, the servant leader is guided by virtues within, an idea that focuses on the internal development of the leader (Patterson, 2003, p. 8; Sanders, et al., 2003, p. 21).

Servant leaders focus on their service to the followers. Their function is not to direct the activities of the followers, but rather to "engage in an intentional change process through which leaders and followers, joined by a shared purpose, initiate action to pursue a common vision" (Laub, 2004, p. 9). Therefore, servant leaders are centered on people more than on tasks. They focus more on service than on power or money. Servant leadership abandons the language of control and compliance that are embedded in some definitions of leadership (Carroll, 2005, p. 20).

This idea of servant leadership has been around for centuries; however, the concept of "leader as servant" can be difficult to grasp because, most leaders do not think of themselves as followers, much less as servants (Nixon, 2005, p. 3). A richer understanding of servant leadership is achieved by examining the

actions and attributes of people who have chosen to lead this way. References to

servant leaders are found throughout cultures and across the span of time. For

example, early Christian accounts describe the teachings of Jesus, who said that

a leader's greatness is measured by a total commitment to serve fellow human

beings (Sen & Sarros, 2002, p. 58). Jesus explained:

> Kings like to throw their weight around and people in authority like
> to give themselves fancy titles. It's not going to be that way with
> you. Let the senior among you become like the junior; let the leader
> act the part of the servant. (Peterson, 2003, p. 173)

In a more contemporary culture, Chief Joseph, a non-treaty leader of the

Nez-Perce also demonstrated the qualities of servant leadership in his efforts to

coexist with the White Man. A peace-seeking tribal chief, he led his indigenous

people who lived in the Wallowa Valley located in what's now called northeastern

Oregon. According to Humphreys (2005):

> Without question, Chief Joseph practiced service before self, doing
> what was right no matter the consequences to him personally. He
> definitely promoted participative decision making and listened to the
> ideas of peers and followers alike. He offered and created trust and
> unreservedly distributed information and power. It could be said his
> entire life was about sharing his humanity as a means to kindle the
> human spirit of his followers and others. (p. 1422)

Finally, Max DePree is a third example of a servant leader who is notable

in the business world. Formerly the president of Herman Miller, a Fortune 500

company that produces high-design office furniture, DePree believed in the

dignity of people above the quest for profit. In his book, *Leadership is an Art*,

DePree (2004) wrote that the signs of outstanding leadership appear primarily

among the followers (p. 12). As a servant leader, he recognized that reaching one's potential was more important than reaching one's goal (Spears, 1998, p. 254).

Greenleaf and Servant Leadership

The person who coined the phrase servant leadership in the context of modern organizations was Greenleaf, an employee of the AT&T Corporation. He was inspired to pursue the topic of servant leadership after he read Hesse's (1958) *Journey to the East.* In that book, a band of travelers found that they were unable to continue their journey after their faithful servant, Leo, disappeared from the group. Much later, the central figure of the book reunited with Leo and was surprised to learn that Leo was not only the servant, but he was the leader of the mystical band of men (Greenleaf, 2008, p. 9). Greenleaf (1977) developed this notion of servant as leader into a leadership paradigm that he called servant leadership (p. 7).

Greenleaf's first essay, *The Servant as Leader,* was written in 1970. Greenleaf also wrote several essays in which he expressed his views of the influence of servant leadership on the institution, on trustees, on business, and on education. Greenleaf died in 1990, but the servant leader movement is a prominent force today. Servant leadership is increasingly viewed as an ideal leadership form despite the challenge that it presents to conventional thinking about leadership as power (Spears, 2002, p. 2; Hebert, 2003, p. 39).

Although the classic leadership theories of authoritarianism, scientific management, and transactional leadership did not consider the leader's potential to do more than simply control the future, servant leadership elevates the role of the leader to an instrument of organizational change (Freeze, 2005, p. 35). To achieve organizational change, servant leaders invite follower participation and they create the conditions that enable productive, but presently unanticipated future states (Marion & Uhl-Bien, 2001, p. 394). Servant leaders seek to advance the organization's goals by providing resources and otherwise supporting the needs of the followers because they believe that the goals of the organization will be achieved only when individuals are developed and encouraged to grow.

Also in contrast to the former classic leadership theories, the servant leader's first responsibilities are their relationships with people, which take priority over the organizational task and/or product (Patterson, 1999, p. 3). Wheatley (2006) described these relationships as *uncommon bonds* that people seek when they work together in an organization. These relationships cause people to be better at what they do, and therefore the resulting networks are of prime value to the organization. These networks are the opposite of the traditional view of organizational structures where people are seen as parts of a machine (Wheatley, 2005, p. 19).

Servant leaders develop these positive relationships with people in the organization by providing motivation, cognitive resources, and courses of action such as mastery experiences that are needed by the follower to exercise control

over events in their lives (Nixon, 2005, p. 3). According to Bandura's theory of social cognition, these behaviors influence the development of self-efficacy in the followers (Hadley, 2003, p. 9). When followers experience self-efficacy, a trusting relationship with the leader develops. This trust results in enhanced performance and increased commitment to both the leader and the organization.

Therefore, in contrast to other leadership models, servant leadership does not rely on traditional control tactics of directing, ruling, and holding power. To be effective in this present era of rapid change and open systems, leaders must be teachers, stewards, and designers (Spears, 1995, p. 236). These roles define the practice of servant leadership that results in organizations where people are served well and are given every opportunity to serve others (Laub, 1999, p. 92).

The positive effect of servant leadership on organizations was also the theme of research by Crippen (2005) who described the Manitoba Teachers Society and their introduction of the servant leader model through professional development trainings. She reported that servant leadership provides the promise of an effective educational leadership and management tool (p. 16). Participants in this study also supported Greenleaf's notion of *primus inter pares*, that servant leadership is a paradoxical model where the leader leads among equals rather than with power and visibility (Spears, 1998, p. 166). Therefore, as an effective leadership model, "Servant leadership doesn't mean nobody is in charge. It doesn't seek to blur the distinction between the leader and the led. It

does recommend that the leader conducts business with the people's all-round welfare in mind" (Kumuyi, 2007, p. 6).

Servant leadership offers many benefits for organizations in the 21st century. Of particular significance, this leadership paradigm addresses the need for adaptation rather than preservation (Meyer & Davis, 2003, p. 240). Community colleges are organizations that need to adapt and respond to emerging problems and opportunities if they are to successfully fulfill their vital role in higher education (Myran, et al., 1996, p. 1; Powell, 2004, p. 19). To do so, community colleges must encourage leadership as a process of facilitating rather than directing, which is an integral aspect of servant leadership (Bensimon, 1989, p. 3). This notion of servant leadership as a promising practice for community colleges is the foundation for the research described in this dissertation.

Servant Leadership Research

Greenleaf did not provide a concise and replicable definition of the servant leadership model; however, researchers have attempted to create one as acceptance for this idea has grown (Humphreys, 2005, p. 1414). In attempting to define this leadership concept, scholars have also contributed to a fuller development of the theory and practice of servant leadership. The relevance of this work to community college leadership also became clearer (Shugart, 1999, p. 1).

Most scholars chose to describe servant leader practices or to identify the unique characteristics of a servant leader. Wheatley (2004) described the

following seven key practices of a servant leader: (a) do no harm, (b) have faith in people, (c) move from the leader as hero to the leader as host, (d) stop trying to control events, (e) lead the conversation, (f) speak your experience – and listen to the experience of others, and (g) restore hope in the future (p. 5). Millard was also among the scholars who composed a list of servant leader practices. His list included: (a) teamwork, (b) setting an example, (c) affirmation, (d) familiarity, (e) individuality, (f) flexibility, and (g) healing (Laub, 1999, p. 4).

Spears (2002) identified a list of ten servant leadership practices. This list included: (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) building community, and (j) commitment to the growth of people. Livovich (1999) used Spears' definition of servant leadership to assess the extent to which this leadership style existed in public school superintendents in the State of Indiana. In this study, 289 school superintendents responded to a survey of 100 statements which revealed that this leadership model does exist in public school superintendents in Indiana. Livovich found that those most likely to demonstrate servant leader characteristics were superintendents who had earned a doctoral degree, who had between 6-10 years of experience, and who represented school districts with a large student population (Livovich, p. 122).

Livovich used Spears' definition of servant leadership to study school superintendents, although alternative definitions could render different results. Thus, the challenge for further development of a theory of servant leadership will

depend upon reaching agreement on the constructs and concepts that express servant leadership. It must be possible for any scientist to compare some aspect of this theory with empirical research (Reynolds, 1971, p. 13).

In addition to the absence of a universal definition, another of the early criticisms of servant leadership was that it lacked the support of well-designed and published quantitative research (Farling, Stone & Winston, 1999, p. 50). Laub (1999) and Patterson (1999) were among the scholars who recognized these two needs: to first construct an operational definition of servant leadership and to apply that definition in research that would address this lack of empirical evidence. Patterson studied the discrete characteristics of the servant leader that could be used to develop an assessment instrument with which to measure them. Her list of seven constructs of servant leadership included: (a) agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) service, and (g) empowerment (p. 8). From this list, Dennis (2004) constructed and validated an instrument to measure the component constructs of Patterson's servant leadership theory using five of the seven items (p. 1).

Laub (1999) also studied the unique qualities of the practice of servant leadership. He conducted a three-part Delphi study in which he polled leaders who were authorities on leadership to determine their definitions of servant leadership (Laub, p. v). These experts rated characteristics of the servant leader and the servant organization. Laub's research identified six servant leader characteristics: (a) values people, (b) develops people, (c) builds community, (d)

displays authenticity, (e) provides leadership, and (f) shares leadership (Laub, p.

83). From this process Laub developed the following definition of servant

leadership:

> Servant leadership is an understanding and practice of leadership
> that places the good of those led over the self-interest of the leader.
> Servant leadership promotes the valuing and development of
> people, the building of community, the practice of authenticity, the
> providing of leadership for the good of those led and the sharing of
> power and status of each individual, the total organization and
> those served by the organization for the common good. (p. 83)

With this definition and list of six servant leader characteristics, Laub

constructed an assessment instrument to measure employees' perceptions of

servant leadership in organizations. Through his continued study, Laub further

refined this tool and today it is used by researchers and leaders worldwide to

measure the perceptions of servant leadership practices in organizations. The

final version of this instrument is the OLA, which has been used by scholars to

assess the perception of servant leadership practices in businesses, faith

communities, law enforcement agencies, public schools, private schools, and

non-profit organizations (Laub, 2004). These researchers have produced further

evidence of the utility of the OLA to measure employees' perceptions of servant

leadership in these various organizations. In addition, research using the OLA

has generated new applications for the theory of servant leadership.

This literature review contains a description of the three major themes that

have emerged from the OLA studies that were published between 1999, when

the instrument was developed, and 2008. The search for studies that used the

OLA instrument was conducted by reviewing the OLA website and by communicating directly with Dr. Laub and other researchers who have applied this instrument to their research. These communications occurred prior to and during the pilot study that was conducted by this researcher at a different community college, and prior to the present research. The most frequently studied theme that has been measured by the OLA is the positive correlation between servant leadership and job satisfaction (Anderson, 2005; Drury, 2004; Hebert, 2003; Iken, 2005; Kong, 2007; Miears, 2004; and Thomson, 2002). In particular, Hebert (2003) studied the relationship of perceived servant leadership and employees' personal job satisfaction from the follower's perspective. Using the OLA and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), this scholar measured both intrinsic job satisfaction and overall job satisfaction. Using a convenience sample of 105 employees from 12 organizations that included health care, government, and high-technology industries, she showed that the six servant leader characteristics that are assessed by the OLA were found to exist in the organizations sampled (Hebert, p. 62). Further, she reported a significant positive, linear relationship ($r = .7530$, $p < .001$) between the independent variable of perceived attributes of servant leadership and the dependent variable of intrinsic job satisfaction that was measured by the MCMJSS (p. 101). Because the OLA also contained an internal measure of job satisfaction, this researcher was able to conclude that overall job satisfaction also correlated with servant leadership based on the OLA instrument.

Anderson (2005) conducted a mixed methods study to determine the extent that employee job satisfaction was correlated with perceptions of servant leadership in a large religious educational system in the Rocky Mountain Region. In addition to conducting qualitative interviews, this researcher also used the OLA to assess employee perceptions of the practice of servant leadership ($N = 598$). This scholar found a significant positive correlation between high levels of perceptions of servant leadership and employee job satisfaction in the organizational system that she studied (Anderson, p. 97).

Iken (2005) also concluded that perceptions of servant leadership were positively correlated to higher job satisfaction (p. ix). Using the OLA, this researcher determined and compared perceptions of servant leadership using a convenience sample of 92 educators and staff in a university setting in North Dakota. She found that educators were more likely than staff to perceive the specific servant leader practices (Iken, p. 65). Iken's research also revealed that a strong relationship existed among the servant leader practices of "develops people," "displays authenticity," and "shares leadership." Based on her study, Iken recommended the creation of programming to promote servant leadership across the university campus (p. 50).

A second theme that has emerged from research using the OLA is a positive correlation between perceptions of servant leadership and high student achievement levels. Herbst (2003) found that secondary school students performed better in schools with principals who practice greater degrees of

servant leadership. Herbst compared school effectiveness and servant

leadership using the using the OLA and the Florida Comprehensive Assessment

Test (FCAT). He found that in general, schools where greater degrees of servant

leadership were perceived were also the schools where students achieved at a

higher level. He concluded that student achievement was higher, particularly in

mathematics, reading, and annual learning gains, in organizations whose

principals demonstrated the practice of servant leadership (Herbst, p. 109). This

researcher suggested that school leadership programs critically assess the

models of leadership that they promote and consider including servant leadership

as a recommended model (Herbst, p. 112). He also recommended that

elementary school systems be studied to determine if a correlation exists

between servant leadership and elementary school effectiveness.

Lambert (2004) used the OLA to study 8 principals and 240 teachers in

the Florida public school system. Two significant findings were reported. The first

was a significant relationship between perceptions of servant leadership

practices of secondary school principals and gains in student achievement

(r = .610, p < .05); and this study also revealed a positive correlation between

servant leadership and "positive" school climate (r = .712, p < .05) (p. 72).

Finally Hannigan (2008) studied five community colleges in California to

gain a deeper understanding of the level of servant leadership in these

organizations and to determine if a correlation existed between servant

leadership and student achievement (p. 5). However, the participation rate in this

study did not yield a sufficient number of responses to answer the research questions. Based on data from those who participated, none of the colleges can be considered as servant organizations (Hannigan, p 78). One recommendation from the researcher was to study a smaller population such as one or two schools, thus facilitating better contact with community college employees to promote their participation (Hannigan, p. 83).

A third theme that has emerged in OLA studies is the correlation between various indicators of organizational climate and servant leader practices. Anderson (2006) conducted a single, mixed-design case study to examine a servant leader's impact on public education organizations (p. 52). In addition to administering the OLA, this scholar used a snowball sampling technique to identify practicing servant leaders and he interviewed them to triangulate survey results. The researcher reported that servant leader behaviors positively impacted the health of a rural public school organization in the Midwest (Anderson, p. 45).

In his study, Horsman (2001) used the OLA to measure 34 organizations of various types. He found a significant positive relationship between personal dimensions of spirit and servant leadership and he also found that servant leadership was positively correlated with congruity between personal life and work life. Similarly, applying the OLA instrument, Irving (2005) reported a positive correlation between servant leadership and team effectiveness, and Krebs (2005) reported that the presence of servant leadership was predictive of

employees' actively caring behaviors in a pharmaceutical organization. Finally, Freitas (2005) used the OLA to produce a Master's thesis that demonstrated a positive correlation between servant leadership and the quality of relationships between leaders and followers.

Closely related to organizational climate, Rauch (2007) used the OLA to study the influence of servant leadership perceptions in the manufacturing sector of business and industry. He measured the relationship between absenteeism and attrition in the workplace, finding that both were reduced when servant leadership was the predominant model (Rauch, p. 104). However, this study did not support the existence of a relationship between servant leadership and recordable accident rates, accident severity rates, or defective parts production rates (Rauch, p. 105).

In addition to these three major themes, the OLA has also been used to measure the differences in perceptions of servant leadership between employee subgroups based on gender, age, and ethnic background. The present study measured differences in the perceptions of employees in two subgroups, employees in leadership positions and employees in the workforce. Braye (2000) was one of the first to measure the differences in perceptions between employee subgroups. She applied the OLA in a comparative case study of top business leaders. Braye found no significant differences in top male and female leaders in the level of belief and practice of servant leadership. She also concluded that female leaders practiced servant leadership at high levels across all variables,

including educational level, type of organization, position/role in the organization, age, years employed in the organization, and ethnic origin (Braye, p. 65).

Beyond the business environment, scholars have also used the OLA to study educational systems to determine if variations exist in employees' perceptions of a servant leader culture in their organizations. Ross (2006) found that there was a difference in perceptions of educators in a K-12 school system of the North American Division of Seventh-day Adventists (SDA) based upon the gender of the educator as well as the size and configuration of the school in which the educator worked. He also found that there were no differences in the perceptions of servant leadership based on age, ethnic background, gender of the principal, the educator's level of education, of the SDA teaching certification (Ross, p. 105).

As discussed in more detail in the following chapter, this study addressed measurement of servant leadership and a comparison of those perceptions of groups of workers in an organization. This approach is consistent with the quantitative paradigm, mirroring the approach used by most of the research studies cited herein. Further, the OLA has emerged as one of the predominant measures of servant leadership, which argues for its use in this study. Finally, there is a distinct gap in the research on servant leadership in the community college setting. Hence, these workers and leaders become the focus of this study.

Summary

Leadership is an intriguing and important element of organizational life that has been studied extensively for the past century. This chapter presented various definitions and perspectives on leadership, and it identified prominent leadership theorists. This chapter contained a discussion of the evolution from classic leadership theories to contemporary leadership theories, including trait, behavioral, transactional, and transformational leadership models. The strengths and weaknesses of each of these theories were presented. Also included in this literature review was a discussion of the links between leadership theories, their application to the community college organization, and the present research. Chapter 2 concluded with an analysis of recent research on servant leadership and the approaches used to study it. These recent studies substantiate the positive effect of servant leadership in a wide variety of organizations including businesses, faith communities, law enforcement agencies, public schools, private schools, and non-profit organizations. However, there is a need for additional empirical research to assess servant leadership in community college organizations and to determine whether servant leadership can be perceived in these organizations. Studies are needed that will reveal whether differences exist in the perceptions of employees in various roles or positions. The present study was conducted to address this gap.

Further, congruence in the perceptions across employee groups indicates a shared awareness of the overall community college environment. An

understanding of perceptions across employee groups is important because it may be used to focus efforts for organizational improvement. For example, research suggests that servant leadership behaviors in supervisors are the most significant predictor of the perception of a servant leadership culture (Parolini, 2005, p. 10). Finally, these data will contribute to a deeper understanding of the practice of servant leadership in community colleges.

The following chapter will present the methodology that was used in this research. The study assessed the extent to which community college employees perceived six servant leader practices as defined by Laub (1999) and measured by the OLA. Chapter 3 will also provide a description of the quantitative research design, the instrumentation and materials for the study, and a discussion of the research setting, population, and sample. Data collection and analysis using MANOVA will also be explained in chapter 3.

CHAPTER 3: METHODOLOGY

A study using the OLA (Laub, 1999, p. 5) to measure employees'
perceptions of servant leadership in a community college organization was
described in the previous two chapters. Also discussed were the theoretical
foundations for this project and the importance of the study to the practice of
leadership in the 21st-century community college. In addition, chapter 2 included
a review of literature related to servant leadership. The methodology for
conducting this research will be described in chapter 3.

Introduction

The first objective of chapter 3 is to explain the project design and the
research approach for a study of community college employees' perceptions of
servant leadership practices in their organization. The factors that were
considered in determining the methodology for this study, the justification for the
selected design, and the rationale for rejecting alternative designs are provided.
Details describing the research setting, population, and sample are also defined.
Next, the instrumentation and materials for this project are described and data
collection and analysis are then explained. This chapter concludes with a
summary of the pilot study that was conducted prior to this research and a
discussion of the steps that were taken to protect the rights of research
participants.

Research Design and Approach

This study utilized a quantitative approach to measure the perceptions of community college employees regarding the practice of servant leadership in their organization. A quantitative design was selected because it is the most appropriate method to elicit numeric data that will answer the central research question of whether differences exist in the perceptions of servant leadership for two groups of employees, those in designated leadership positions and the workforce. Consistent with the intent of a quantitative approach (Creswell, 2003), a hypothesis was tested: that differences exist in employees' perceptions based on their role or position in the organization. A quantitative design using a measurement instrument, the OLA, was a practical means of collecting data from a population, such as a community college staff, that is too large to observe directly (Arfsten, 2006, p. 49). Finally, a quantitative approach was selected because empirical research on servant leadership in the community college organization is lacking (Ardichvili & Manderscheid, 2008; Laub, 2000; Yukl, 2002).

This study used a quasi-experimental design (Leedy & Ormrod, 2005, p. 108; Trochim, 2001, p. 350). A true experimental design was not an option because it was not possible to control the independent variable, the employment category of participants. Practical issues, including the availability of participants, also factored into the selection of this quasi-experimental approach. The distinguishing element of this design is that this study used multiple groups that

were not randomly assigned (Campbell & Stanley, 1963, p. 35). This study demonstrated whether servant leadership practices were perceived by community college employees. The two research questions asked to what extent do community college employees perceive the practice of servant leadership in their organization; and whether perceptions of the practice of servant leadership differ by the employees' current role or position, defined as employees in designated leadership positions and the workforce?

Other research designs were considered but not chosen. One approach that was rejected was a qualitative analysis of the perceptions of servant leadership from a sample of community college employees. The qualitative design was rejected in favor of this quantitative study for two primary reasons. First, the utilization of an objective instrument and an operational definition of servant leadership produced data that can be compared to other organizations. Second, with these data, the study contributes broadly to the body of knowledge on servant leadership.

Finally, it must be noted that the measurements collected by the OLA instrument represent the perceptions of the leadership environment of the entire organization, rather than an evaluation of a specific leader. These measurements provided a comprehensive view of employees' perceptions of servant leadership in the community college and they were not intended as an assessment of the leadership practices of a specific individual.

Setting and Sample

The setting for this study was a public community college in the United States. Examining only one organization, as opposed to many, reduced the number of extraneous variables by holding the context as a constant. The organization was selected based upon sufficiency of size and availability for this project. To assure anonymity, this institution will be referred to as "City College" in this dissertation.

According to Trochim (2001), there are two definitions for the study population. The theoretical population is that which the researcher wants to generalize to and the accessible population is all of the people that the researcher has access to (p. 44). For this study, the theoretical population was all of the employees of community colleges in the United States. The accessible population was all of the employees of City College.

City College employed 881 fulltime workers at the time of initial contact. This number did not include 1515 part time employees, who were not studied. Of the 881 fulltime workers, faculty represented 278 employees, staff represented 499 employees, and administrators represented 104 employees. For this study, faculty and staff were categorized as the workforce and administrators were categorized as employees in leadership positions. Of the 104 administrators, 12 were presidents, provosts, vice-presidents, or deans.

Although all members of the accessible population were invited to participate, a target responding sample size of 177 was sought to assure modest

acceptable power in the data analysis (error (α) = .05, power (1-β) = .95, effect

size (Δ) = .15), using the G*Power 3 calculator (Faul, Erdfelder, Lang & Buchner,

2007). The nature of the study, which required employees to anonymously self-

identify their status as a person in a designated leadership position or a person in

the workforce, obviates purposive stratified sampling. Hence, the expectation

was that, if all employees are surveyed, the responding sample will approximate

the population.

<div align="center">Instrumentation and Materials</div>

The instrument that was used in this research was the OLA (Laub, 1999,

p. 5). The OLA is a 66-item self-report measurement instrument that was

administered online to assess community college employees' perceptions of

servant leadership practices in their organization. (A copy of the OLA appears in

Appendix A.) The OLA was designed to assess an entire organization as to the

perceptions of servant leadership by employees in designated leadership

positions and the workforce, rather than the servant leadership characteristics of

an individual leader. This instrument was used with the permission of Dr. James

Laub, the creator of the OLA.

Several reasons guided selection of this instrument as the tool for

collecting data. First, the OLA was specifically selected because it derives

logically from the problem statement, which asserts that very little research has

been conducted to determine whether the practice of servant leadership is

currently perceived in community colleges. This instrument is also one of only a

few that provides empirical data on the perceptions of servant leadership, which is an emerging leadership model. Results of this study using the OLA can be used to inform leadership practices in community colleges.

Participants in this study responded to 66 items on the OLA. According to Hebert (2003), of these items, 21 are applicable to employees' perceptions of the entire organization, 33 items are applicable to leadership in the organization, six items are applicable to the employees' perception of their personal role in terms of the organization and six items relate to the employees' level of overall job satisfaction (p. 67). The present study excluded data analysis for the items relating to job satisfaction, as it was not viewed as relevant to the research questions. The OLA uses a Likert-type rating scale for scoring: *1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.*

These responses measured six subscales which are consistent with Laub's (1999) servant leader practices (p. 83). The seventh subscale, which was not used in this study, is job satisfaction. Table 1 identifies the subscales, the number of items and the range for each of the six subscales that were measured:

Table 1

Number of Items and Range for Each Servant Leader Practice

Subscale	Number of Items	Range
Values people	10	10-50
Develops people	9	9-45
Builds community	10	10-50
Displays authenticity	12	12-60
Provides leadership	9	9-45
Shares leadership	10	10-50

Data related to the independent variable were also collected, consisting of the participants' current role or position in the organization. Participants selected from three categories. One category was employees who are in designated top leadership positions, to include president, vice-president, or dean. A second category was employees who are in other designated leadership positions, to include managers and department chairs. All other participants, staff and faculty, selected the workforce category. This information was collected from participants as part of the sign-in process, and it was recorded when they accessed the instrument online.

Validity

Psychometrically, the OLA appears to be a strong instrument for measuring employees' perceptions of servant leadership practices in their

organization (Laub, 2000, p. 8). To establish the construct validity of the OLA scores initially, a panel of 25 experts determined the necessary and essential characteristics of servant leaders. A three-part Delphi process was used to generate consensus from these experts. The 66 individual items, which were ultimately written into the instrument, reflected the constructs that were elicited by the process (Laub, 1999, p. 87). These items relate to three categories: the organization, the leadership, and job satisfaction.

External validity for the OLA has also been demonstrated by numerous researchers who have found consistent data in their studies of organizations ranging from businesses, community service organizations, governmental agencies, faith-based institutions, and health care facilities (Anderson, 2005; Anderson, 2006; Arfsten, 2006; Crippen, 2005; Drury, 2004; Freitas, 2003; Hannigan, 2008; Hebert, 2003; Herbst, 2003; Laub, 2004; Ledbetter, 2003; Livovich, 1999; Thompson, 2002). Among the results of these studies, researchers reported positive correlations, as measured by the OLA, between servant leadership and job satisfaction; between servant leadership and high student achievement levels; and between servant leadership and various indicators of organizational climate, including the quality of relationships between leaders and followers. Data from these studies suggest that results from the OLA can be generalized to and across diverse populations and organizations, although such generalization is never fully justified logically (Campbell & Stanley, 1963, p. 17).

Reliability

The OLA scores were first tested for reliability in 1999. In this study, data were collected from 828 participants from 41 organizations representing various states in the United States and one organization from the Netherlands. Table 2 reports the reliability scores for each of the subsets (Laub, 2000). This table presents the mean scores (averages), the total possible score (based on the number of items relating to each of the variables), the standard deviations for each variable (*SD*), and the reliability estimates of internal consistency, using the Cronbach's alpha coefficient (α). This 1999 reliability test of the OLA scores also included an item analysis. In this assessment, Laub (2000) found that the lowest item-to-item correlation was .41 and the highest was .77 (p. 19).

Table 2

Laub's 1999 OLA Reliability Test Scores

Subscale	Mean Score	Total Possible	SD	α
Values people	53.84	70	8.88	.91
Develops people	37.37	50	7.78	.90
Builds community	45.20	60	7.87	.90
Displays authenticity	51.79	70	10.29	.93
Provides leadership	45.59	60	8.49	.91
Shares leadership	44.99	60	9.24	.93

Note: Total Possible = total possible score for each subscale, *SD* = standard deviation, α = Cronbach's alpha

The number of OLA instrument items was reduced from 74 to 66 following the 1999 test (Laub, 1999, p. 23). Hebert (2003) measured perceptions of servant leadership using the revised, 66-item version of the OLA in twelve organizations, both public and private with a sample of 136 participants. Table 3 reveals the descriptive statistics and reliability estimates for the six OLA subscales from Hebert's (2003) study, including the mean scores (averages), the total possible score (based on the number of items relating to each variable), the standard deviations for each variable (SD, and the reliability estimates using the Cronbach's alpha coefficient (α).

Table 3

Results from Hebert's 2003 OLA Study

Subscale	Mean Score	Total Possible	SD	α
Values people	35.08	50	7.09	.90
Develops people	29.14	45	7.33	.91
Builds community	35.21	50	6.77	.90
Displays authenticity	39.33	60	9.03	.93
Provides leadership	30.43	45	6.62	.89
Shares leadership	31.50	50	8.16	.92

Note: Total Possible = total possible score for each subscale, SD = standard deviation, α = Cronbach's alpha

Variables

The independent variable in this study is a nominal level variable. It is the employment category of participants in the community college. Two employment

categories were assessed, identified as employees in designated leadership positions and the workforce. The dependent variables in this study are interval-level variables which are the six subscales of servant leader practices as measured by the OLA: (a) the practice of valuing people, (b) developing people, (c) building community, (d) displaying authenticity, (e) providing leadership, and (f) sharing leadership (Laub, 1999, p. 83). The seventh subscale is job satisfaction, which was not analyzed in this study.

<center>Data Collection</center>

Prior to the start of the study, all fulltime employees of the selected community college were contacted to invite their participation in the research project. This contact letter was sent by the information technology department at City College to the employees' campus email account. The email explained the intent, procedures, risks, and benefits of participating in the study. In this email, participants were also provided a login identification and password to access the instrument. Employees consented to participate by reading the email from the researcher and by accessing the OLAgroup website to complete the measurement instrument. Therefore, employees participated in this research only after they granted their consent. This process facilitated the convenience for employees to participate from their workstation computer if they chose to do so. The instrument was designed to be completed anytime during the two-week spans that it was available. Data were collected and de-identified via the OLAgroup website.

One week prior to the end date of the study, employees in the sample were contacted via email. This email expressed appreciation for those who had completed the instrument and it served as a reminder to those who had not yet done so. The timing of this second email is considered as optimum for improving the response rate (Sue & Ritter, 2007, p. 93). On the last day that the instrument was available, a final email reminder was sent to participants. (A copy of this communication appears in Appendix G.)

The first attempt to collect data yielded insufficient response to adequately answer the research questions. This low rate of participation may have resulted from the timing of the launch, which occurred during the summer when fewer City College employees were available. Therefore, an identical data collection process occurred during the Fall quarter, two months following the initial attempt. To prevent the data from being skewed, individuals who responded the first time were asked not to respond during the second launch of the survey. Data from both of these processes were consolidated and analyzed as one study.

Data Analysis

The two research questions for this study were:

1. To what extent do community college employees perceive the practice of servant leadership in their organization?

2. Do perceptions of the practice of servant leadership differ by the employees' current role or position, defined as employees in designated leadership positions and the workforce?

H_0 = There will be no differences in the perceptions of the practice of servant leadership in a community college, as measured by the OLA, based on employees' current role or position.

H_A = There will be differences in the perceptions of the practice of servant leadership in a community college, as measured by the OLA, based on employees' current role or position.

Responses were scored electronically on the OLA website which used a software program to calculate which items correspond to each of the six servant leader practices. Each servant leader practice has a different number of OLA instrument items associated with it and therefore, to maintain consistency among these subscale measurements, mean scores for responses on each of the six servant leader practices were used to make comparisons between employee strata. Using SPSS 16 (SPSS for Windows, 2007), the scores for each of the six servant leader practices were analyzed to determine what differences, if any, existed in the responses from employees in designated leadership positions and the workforce.

After an initial screening of the descriptive statistics associated with the response distribution (means, SDs, and alphas) to answer research question 1, multivariate analysis of variance (MANOVA) was used to test the null hypothesis associated with research question 2. MANOVA was appropriate for a statistical test of differences between groups (employee category), on multiple dependent variables, the OLA subscales. Because only two groups were examined,

Hotelling's T^2 was used to evaluate the null hypothesis (Tatsuoka, 1988, p. 86). Had statistically significant differences been found, the researcher intended to use simple t tests to determine significant differences in each of the dependent variables. A post hoc analysis was also conducted using independent sample t tests to compare the mean subscale scores of the two employee groups.

Summary of Pilot Study

A pilot study was conducted prior to this research. This preliminary study measured perceptions of servant leadership of the employees of a community college in the northwestern United States ($N = 120$). The response rate of less than 10% was too low to yield significant data and therefore the results created a nonresponse bias. Ten employees who identified themselves as workforce responded but no responses were received from employees in designated leadership positions. The low response rate for the pilot study pointed to the advisability of offering an incentive or a reward to improve the response rate for the present research. Although the researcher's initial proposal for the present study included an incentive for participation, this step was deleted in the final design due to IRB recommendations from City College.

The pilot study revealed that those employees who did respond perceived that servant leadership was practiced in their community college organization (Laub, 2008, p. 2). The subscales of perceived servant leadership practice that scored the highest were "building community" and "valuing people" and the

subscales of perceived servant leadership practice that scored the lowest were "displaying authenticity" and "developing people".

Measures Taken For Protection of Participants' Rights

The Walden Institutional Review process (number 07-07-08-0308762) and also the IRB protocol for City College were followed to assure that participants' rights were protected. Documents relating to IRB approval from these two institutions appear in Appendix K and Appendix L. In the Walden University IRB process, the researcher first obtained permission from the City College President to use the OLA to study the perceptions of the community college employees. The letters of consent appear in Appendix E and Appendix H. With this permission, the researcher contacted the IRB office of City College to apply for approval to conduct this study at that organization. With IRB approval from Walden University and from City College, the researcher contacted potential participants to explain the intent, procedures, risks, and benefits of participating in this study. Employees completed the online measurement instrument only after they granted their consent. The researcher provided her contact information and also the contact information for her dissertation supervisory committee chair, contact information for the Director of Research at Walden University, and the IRB Office at City College. Participants were informed that their responses would be kept confidential. Participants were also assured that if they initially chose to participate, they may decide later not to participate in the study.

Finally, several other steps were taken to be certain that participants were respected because "the fundamental rule of ethics is that participants should not be harmed in any way, real or possible, in the name of science" (Mills, 2003, p. 95). Therefore, participants' rights were also protected by assuring the accuracy of data, which was achieved by the integrity of the researcher and the electronic data collection and storage methods that were used by the OLAgroup. Responses were collected and de-identified via the OLA website and they were not shared with those outside of the research process. Finally, this research did not involve vulnerable populations nor did participation in this study present any threats to the participants' health, employment, or safety.

<div align="center">Summary</div>

This chapter described a quantitative study that was designed to answer two research questions by measuring and comparing community college employees' perceptions of servant leadership practices in their organization. Included in this chapter were the factors that were considered in determining the methodology for this quantitative study, namely the lack of empirical research on servant leadership in higher education. This chapter also provided a justification for the selected design and the rationale for rejecting other research designs. Details were then described regarding the research setting, which was a community college in the United States. This chapter also explained the population that was studied and how the sample was drawn from it. Next, the OLA was described. The OLA is a data collection instrument that uses a Likert-

type scale to measure employees' responses to 66 items. In addition to the two data collection processes, this chapter also detailed the data analysis. This analysis included the use of MANOVA to test the main null hypothesis that no differences in perceptions, as measured by the OLA, exist between the two groups. This methodology chapter concluded with a review of the pilot study that was conducted prior to this research and a discussion of the measures taken to protect the rights of research participants.

The following chapter will provide a description of the procedures and the results of this study. These results will be organized to address the two research questions and the related hypotheses. Key findings of employees' perceptions of servant leadership will be discussed. Chapter 4 will also include Tables and Figures to further explain the results of this research.

CHAPTER 4: RESULTS

Introduction

The previous chapters contained a discussion of the need for research on an important and emerging leadership model, servant leadership. In Chapter 3, a study to measure employees' perceptions of servant leadership in a community college was described. Chapter 4 contains a discussion of the procedures and the findings from that study.

Procedures

This research was conducted at a community college in the United States using the quasi-experimental design that was described in the previous chapter. Approval was obtained from the appropriate institutional review boards prior to conducting this study. Data were collected using the OLA to measure employees' perceptions of servant leadership in their organization, which is referred to as City College in this dissertation. A copy of this instrument appears in Appendix A.

The OLA is a 66-item instrument that measures employees' perceptions of six servant leader practices that include: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership (Laub, 1999, p. 83). The OLA instrument utilizes a Likert-type scale of 1-5, indicating the level of agreement with each statement. This instrument was administered electronically via the OLAgroup website to a sample of community college employees at City College. These employees accessed the

instrument from their workstation computers and they responded by rating their perceptions of the six servant leader practices.

Eligible participants were invited to respond to the OLA instrument via an email message, which was sent to their campus email address. This email message included instructions for accessing the instrument from the OLAgroup website, a guarantee of anonymity, and a statement of consent to participate in the research. The first invitation to participate in this study occurred during the summer term, and it yielded an unacceptable number of responses. Due to this low response rate, a second identical data collection process occurred during the fall term. The instrument was available for two weeks during each of these data collection processes. Copies of the correspondence related to these procedures appear in Appendices B, C, D, E, F, G, H, and I.

Research Questions

This study was designed to answer these two research questions:

1. To what extent do community college employees perceive the practice of servant leadership in their organization?

2. Do perceptions of the practice of servant leadership differ by the employees' current role or position, defined as employees in designated leadership positions and the workforce?

The first research question required simple descriptive statistics to show how respondents viewed their organization. First, an analysis of the responses to the OLA instrument by the total organization is presented to answer research

question 1. These findings include a descriptive analysis of the statistics associated with the means, response distributions, SDs, and alphas for the six servant leader practices as measured by the OLA. These subscales measure (a) values people, (b) develops people, (c) displays authenticity, (d) builds community, (e) provides leadership, and (f) shares leadership. This examination of the mean scores on the OLA provides a way to demonstrate the degree to which servant leadership was perceived in this organization

The second research question was inferential. Hence, to test for group differences in OLA scores, null and alternative hypotheses were developed:

H_0 = There will be no differences in the perceptions of the practice of servant leadership in a community college, as measured by the OLA, based on employees' current role or position.

H_A = There will be differences in the perceptions of the practice of servant leadership in a community college, as measured by the OLA, based on employees' current role or position.

To answer research question 2, a multivariate analysis of variance (MANOVA) was used to test whether there were significant differences between these two groups on multiple dependent variables, the six subscales. Specifically, Hotelling's T^2 was used to evaluate the null hypothesis. Finally, even though this analysis revealed no significant differences between the groups, subsequent post-hoc analyses (graphing and t-tests) were conducted into identify possible trends for future research.

Population and Sample

The population for this study included all fulltime employees at City

College. At the time of initial contact, there were 881 fulltime employees in this

organization. Table 4 shows the response rates for the 180 individuals who

responded to the OLA instrument during the two data collection periods. This

group represented 20.43% of the population, and was slightly more than the a

priori sample estimate of 177 to assure modest power. When looking at the

subgroups, 25 participants were employees in designated leadership positions

and 155 participants were employees in the workforce. There were no responses

from employees in top leadership positions. For this research, employment

categories at City College were defined as follows: (a) Top Leadership:

president, provost, vice-presidents, and deans; (b) Management: Department

chairs and all other managers; and (c) Workforce: Faculty and all other staff.

Table 4

Response Rate by Employee Category

Employee Category	n	# of responses	% of total population
Employees in Designated Leadership Positions	104	25	24.04%
Employees in The Workforce	777	155	19.95%
Total	881	180	20.43%

A preliminary review of the 180 responses to the OLA instrument revealed no incomplete responses. Prior to conducting the main analysis, the response distribution was analyzed for any anomalies or concerns, as discussed in more detail below. All of the data were used in the analysis.

Results

Before conducting any analysis, the overall response distribution was examined, including response ranges, means, standard deviations, and Cronbach's alpha scores for each of the six subscales measured by the OLA (See Table 5). In regard to the range, all of the subscales achieved scores across the entire possible ranges, except the subscales of "values people" and "shares leadership", which each received scores representing one point less than the full range possible. Strong reliability estimates for the OLA scores in this study were also found. In social science research applications, a reliability coefficient of .80 or higher is considered acceptable (Thompson, 2002, p. 56). For this sample, the Cronbach's alphas for the subscales scores ranged from .91 to .96. Thus, the strength of the distribution and high measurement precision argued for continued analysis of the main research questions.

Table 5

OLA Subscale Scores: Minimum Score, Maximum Score, Means, SDs, and Cronbach's alpha scores

Subscale	Minimum	Maximum	Mean	SD	α
Values people	11	49	30.59	8.40	.91
Develops people	9	45	25.87	8.90	.94
Builds community	10	50	31.47	8.54	.92
Display authenticity	12	60	33.05	12.19	.96
Provides leadership	9	45	26.92	8.50	.92
Share leadership	10	49	27.53	10.40	.95

Note: Minimum = lowest score; Maximum = highest score; Mean score = average response; *SD* = standard deviation, α = Cronbach's alpha

Research Question 1

One purpose of this study was to contribute to the body of knowledge on employees' perceptions of the practice of servant leadership in a community college organization. To do so, this study sought to first answer research question 1: To what extent do employees perceive servant leadership in their organization?

First, the six subscales that measure servant leader practices were analyzed for the total organization. The highest subscale score for City College was associated with the servant leader practice of 'displays authenticity' (*M* = 33.05) and the lowest subscale score was associated with 'develops people' (*M* =

25.87). Figure 1 illustrates the mean scores for each of the six OLA subscales

that measure servant leader practices:
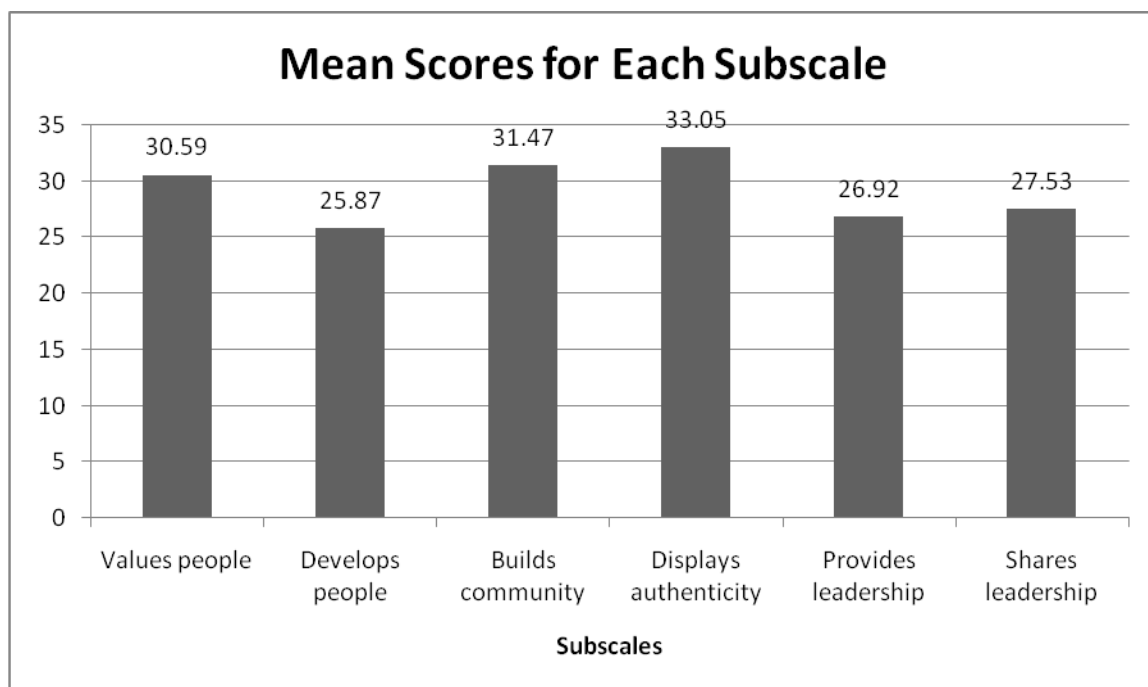
Figure 1. Bar graph showing Mean Scores for each of the Subscales.

According to Laub (2003), the average score on the OLA is 36.40 and the

score of 40.00 indicates the level of 'agreement' which is the breakpoint score for

identifying an organization as a Servant Organization" (p. 4). This number is

derived from the Likert-type scale used by the OLA, where a response of 3

indicates 'undecided' and a response of 4 indicates 'agree'. Thus, according to

Laub's definition, the scores fell below the threshold to identify City College as a

servant-led organization.

Research Question 2

Data from this study were analyzed to answer the second research question: Do perceptions of the practice of servant leadership differ by the employees' current role or position, defined as employees in designated leadership positions and employees in the workforce? Respondents were categorized into these two groups and their OLA scores compared. With a single dichotomous independent variable and multiple interval dependent variables, Hotelling's T^2 was chosen to test for group differences.

This analysis detected no significant differences across the six OLA subscale scores between the two groups (T^2 (6, 173) = 4.589, p = .615). Therefore, the null hypothesis was not rejected. Importantly, the lack of statistically identifiable differences does not mean that the two groups are equivalent. Hence, post hoc analyses of the data were conducted to identify possible trends for future research.

A descriptive examination of each of the six OLA subscales by employee category revealed that the mean scores for employees in designated leadership positions were higher than the mean scores for employees in the workforce in each of the six subscales. Figure 2 shows these data, as well as the minimum and maximum scores for each subscale:
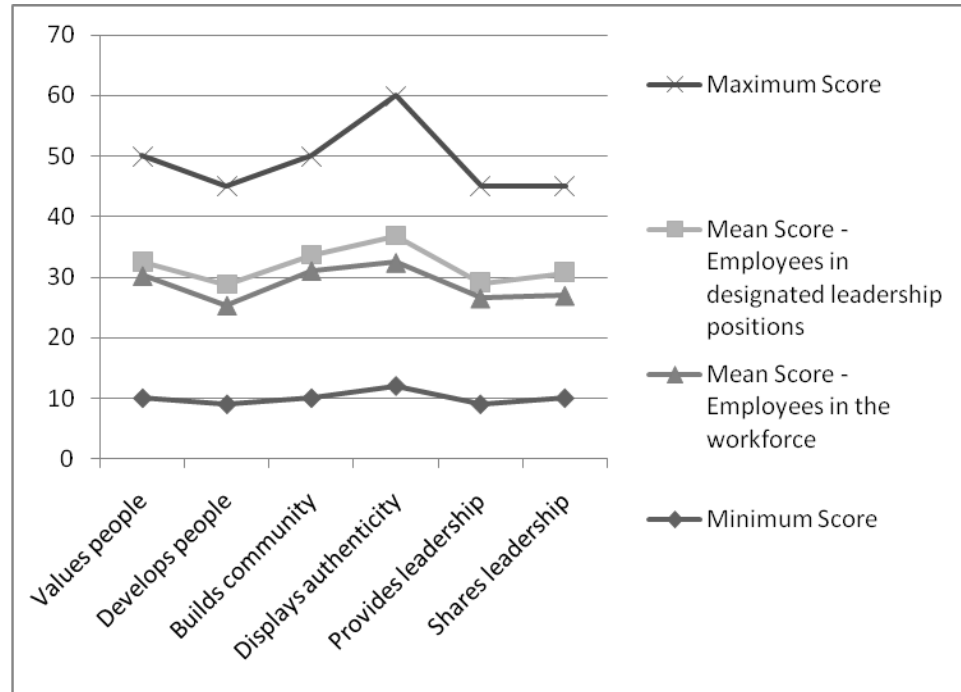
Figure 2. Line graph showing Minimum, Maximum, and Mean Scores for each Subscale by Employee Category.

Although the primary multivariate analysis was not statistically significant, thus providing no expectation for significant results in any post hoc analysis, independent sample *t* tests were performed comparing the mean subscale scores for the two employee categories. Two subscales approached, but did not achieve significance ($p < .05$): the servant leader practices of 'develops people' and 'shares leadership'. Table 6 contains the results of the six *t*-tests.

Table 6

Independent Sample t tests of OLA subscale scores by employee category (n = 180)

Subscale	*t*	df	Sig. (2-tailed)
Values people	-1.241	178	.216
Develops people	-1.786	178	.076
Builds community	-1.426	178	.156
Displays authenticity	-1.662	178	.098
Provides leadership	-1.349	178	.179
Shares leadership	-1.712	178	.089

Summary

Chapter 4 contained the results of a quantitative study measuring employees' perceptions of servant leadership in a community college. This organization did not achieve the benchmark level that would identify it as a servant-led organization as defined by Laub and measured by the OLA. Further, this study found that the perceptions of employees in designated leadership positions were not significantly different from the perceptions of employees in the workforce. The following chapter will contain a summary and interpretation of these findings, a discussion of the implications of this research for community college leadership, and recommendations for action and further study.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The previous chapters provided a description of an empirical study of servant leadership in a community college, including the rationale for the study, a review of the literature related to the project, the research design, implementation of the study, and a report of the findings. Chapter 5 includes an overview of this research, including theoretical and practical aspects of servant leadership. In addition, this chapter includes an interpretation of the findings of the present study and implications for social change. Recommendations for action and further research are then discussed. This final chapter also provides concluding remarks about the future of servant leadership in community colleges.

Overview

Community colleges in the United States are at a crossroads (Milliron, 2007). Like other postmodern organizations, community colleges are confronted with complex challenges brought about by rapid advances in technology, profound changes in the social and economic climate, and increasing demands for accountability (Eddy & VanDerLinden, 2006, p. 5; McClenney, 2004, p. 8; Regenstein & Dewey, 2003, p. 3). Globalization, financial pressures, and a turbulent political milieu are additional threats to the success of 21st-century organizations (Conger, 1993, p. 203; Safferstone, 2005, p. 1). However, for community colleges, an urgent need now eclipses even these colossal challenges: they are confronted with an imminent leadership vacuum due to the

unprecedented rate of retirement of current leaders (Fulton-Calkins & Milling,

2005, p. 233; O'Banion, 2006/7, p. 44).

It is crucial for community colleges to take action. They now enroll over

half of all undergraduate students in the United States; they are "an imperative in

our nation and a vital link to the economy" (Watts, 2002, p. 60). Research is

needed that will identify leadership practices that will help these organizations

thrive and sustain their traditional mission, which remains valid and true to the

spirit of servanthood (Shugart, 1999, p. 1) This research examined a specific

leadership model has the potential to effectively equip these organizations to

achieve a sustainable, productive, and bright future.

A predicted shortage of community college leaders presents an

opportunity to consider new ways of leading and to consider new ways of

meeting the leadership challenges that these organizations face today and will

face with even greater urgency in the near future. The present research

supported a shift toward a nontraditional leadership style in these organizations.

This study proposed that community colleges must seek a new kind of leader

who is "willing to abandon traditional top-down hierarchies in favor of more

collaborative structures" (Romero, 2004, p. 31). Specifically, this study examined

servant leadership as a potentially effective, yet unexplored, model for

community college organizations (Spears, 1998, p. 79). Servant leadership may

be a valuable model to assure the continued success of these organizations in

providing accessible and high quality education for an increasingly diverse

student population in increasingly unstable times (Regenstein & Dewey, 2003, p. 166).

The theoretical foundation of servant leadership first emphasizes serving and then leading (Keith, 2008, p. 1). In contrast to traditional leadership models, it is not about power; it is about service. On the organizational level, studies in non-profit, business, and faith based institutions have shown that this leadership style presents a trusting and collaborative environment, enhances employee job satisfaction, and it is correlated with increased student achievement (Anderson, 2005; Drury, 2004; Hebert, 2003; Iken, 2005; Kong, 2007; Miears, 2004; and Thomson, 2002). Yet, little research on this emerging leadership model has been conducted in higher education settings or specifically in community colleges. This work addressed the problem of the absence of empirical data on servant leadership in community colleges and the need to know how servant leadership functions in these organizations.

Employees' perceptions of servant leadership practices at City College, a pseudonym for a community college in the United States, were examined in this study. Over 20% of the fulltime City College employees participated in this research, including 25 of 104 individuals who are in designated leadership positions and 155 of 777 individuals who are in the workforce at City College. The OLA was used to answer the two research questions. The OLA measures six servant leadership practices identified by Laub (1999, p. 83).

The first question asked, "To what extent do employees perceive servant leadership in a community college?" This question was posed to determine whether individual employees experienced servant leader practices in their organization and to elicit their perceptions of the entire organization rather than perceptions of a specific community college leader. This study found that, overall, City College employees did not perceive that servant leadership is practiced in their organization, as measured by the OLA. Although they were somewhat close to the threshold noted by Laub, these findings suggest that this organization did not fully use the six servant leader practices in the aggregate. Still, the fact that nearly the entire range of responses was obtained on all six scales, may indicate that the individual experience of servant leadership was quite variable in this organization. The next phase of data analysis examined that variance.

The second research question asked whether differences existed in the perceptions of two categories of employees, defined as employees in designated leadership positions and employees in the workforce. The multivariate analysis of variance of employees' responses revealed no statistically significant differences between the groups' perceptions of the six servant leadership practices (T^2 (6, 173) = 4.589), p = .615). Instead, these results suggest relative congruence in their responses to the OLA instrument. These findings suggest that these two categories of employees experience the organization similarly, and that the variance in perceptions may have been due to other factors.

This increased understanding of the perceptions of these two groups of employees is useful because congruence in perceptions may indicate a shared awareness of the level of servant leadership at City College. It also may indicate that these two employee categories agree on the strengths and weaknesses of their organization. Shared awareness is indicative of open communication and trust (Laub, 2008, p. 6), which are two elements that are important for the success of 21st-century organizations (Kouzes & Posner, 2007, p. 240). These findings are relevant because an understanding of employees' perceptions across personnel categories is useful in directing efforts for developing planning models and change strategies that will improve organizational effectiveness and efficiency (Cerbo & Haley, 2008, p. 10; Johnson, 2000, p. 4).

Importantly, the lack of statistically identifiable differences does not mean that the two groups are equivalent. The p values for two of the subscales, 'develops people' ($p = .076$) and 'shares leadership' ($p = .089$) approached significance and it is likely they would have shown significance if the sample size had been bigger.

Interpretation of Findings

The lack of empirical data on servant leadership in community college organizations was addressed in this study by using the OLA to measure employees' perceptions of this leadership practice. The findings showed that collectively, the OLA scores indicated that City College did not reach the threshold for being a servant-led organization, as defined by Laub. It is worth

noting that these scores are aggregations of the perceptions of the entire sample.

Further, it is also worth noting that the entire range of scores was expressed

across employee categories. Overall, the highest scores were for the servant

leader practices of "displays authenticity" (M = 33.05) and "builds community" (M

= 31.47). The lowest scores were for the servant leader practices of "develops

people" (M = 25.87) and "provides leadership" (M = 26.92).

In the context of this study, evaluations may be made regarding the two

highest scores on the OLA. The highest score related to the servant leader

practice of "displays authenticity". Although City College employees identified this

as the most highly perceived servant leader practice, compared to the other five

practices, the mean score of 33.05 is below the benchmark level of a servant- led

organization. This low score may indicate that employees perceived only limited

levels of servant leader practices that include integrity, trust, openness,

accountability, and a willingness to learn from others (Laub, 2008, p. 15). These

servant leader practices are the "emotional glue" that binds leaders and followers

together (Farling, Stone & Winston, 1999, p. 63). These practices are essential to

organizational success in the 21st century. Drucker (2001) supported the notion

that trust and integrity are fundamental when he asserted, "Effective leadership

… is not based on being clever; it is based primarily on being consistent" (p.

271).

While "builds community" received the second highest score (M = 31.47),

it also fell below the level identified by Laub as indicative of a servant-led

organization. These findings may indicate that City College employees perceived

only limited collaboration in their organization. Literature supports the notion that

collaboration is an important element of leadership, especially in this Information

Age when one individual leader cannot be an expert in every aspect of the

organization (Regenstein & Dewey, 2003, p. 75). O'Banion (2003) observed,

> In most cases the champions of innovation work in isolation from
> each other. In most community colleges there are many islands of
> innovation, each struggling to make a dent in the overall scheme of
> things. If substantive and broad-based change is to occur in the
> institution, leaders need to corral these innovators into a common
> force and focus their energy and common interest on the larger
> picture – which is to improve and expand student learning. (p. 15)

Further, a collaborative environment invites the involvement and commitment of

all: students, faculty, staff, and community members. These constituents are

valuable resources that can be mobilized to achieve mutual organizational goals.

Collaboration is also important because it promotes learning, growth, and

self-efficacy of employees (Nixon, 2005, p. 5; Powell, 2004, p. 23). The

implication is for City College to consider developing opportunities for employees

to work together with reciprocity to achieve common goals (Lipman-Blumen,

1996, p. 175). Improvement in collaboration in this organization may also yield a

benefit of improving student persistence in higher education, which has

correlated with humanistic or collegial campus leadership (Smart, 2002, p. 5).

The two lowest OLA scores were the servant leader practices of "develops

people" ($M = 25.87$) and "provides leadership" ($M = 26.92$). The low score for

"develops people" may suggest that City College employees did not perceive

opportunities for learning in their organization. A servant-led organization encourages personal growth and transformation. Servant leaders are committed to freeing people to fulfill their potential, to grow individually, and to contribute to the shared mission of the organization (Bowman & Garten, 2004, p. 14; Spears, 1998, p. 12).

This study also revealed that City College employees did not perceive high levels of the practice of "providing leadership" which may include envisioning the future, taking initiative, and clarifying goals (Laub, 2008, p. 4). While scholars have identified these leadership practices as a means of moving an organization forward, the low score for "provides leadership" on the OLA by City College employees indicates that change and transformation may be difficult in this organization (Farling, Stone, & Winston, 1999, p. 54).

In contrast to the original supposition, the multivariate analysis of the OLA subscales indicates that the differences in the perceptions of the two employee categories were not statistically significant. In this study, employees in designated leadership positions were the department chairs and other managers, and employees in the workforce were faculty and staff. However, two subscales approached, but did not achieve significance ($p < .05$): the servant leader practices of 'develops people' ($p = .076$) and 'shares leadership' ($p = .089$).

While employees in both categories experience the organization similarly, leaders' responses on each of the six servant leader subscales were consistently higher than the responses of employees in the workforce. This finding was not

surprising because leaders tend to perceive their organization more positively than other employees in the same organization (Johnson, 2000, p. 119; Payne & Mansfield, 1973, p. 524; Putten, McLendon & Peterson, 1997, p. 145). First, regarding the servant leader practice of 'displays authenticity', employees in designated leadership positions averaged a score of 36.80 and employees in the workforce had a mean of 32.45. The other area of greatest divergence between the employee groups was the servant leader practice of 'shares leadership'. Employees in designated leadership positions had a mean of 30.72 while workforce employees had a mean score of 27.02. This difference may indicate that that there is a need to address the gap in the experiences of these two employee groups. These two areas may be targeted for interventions aimed at improving the organizational leadership at City College.

However, the overall congruence in perceptions, of the extent to which servant leadership is practiced at City College, suggested that employees in designated leadership positions and employees in the workforce had a shared level of awareness. Their shared level of awareness also indicated that these two employee categories experienced the organization similarly, in the aggregate. These factors provide a unified starting point from which these employee groups can develop, plan, and strategize together to address areas of leadership improvement.

Implications for Social Change

Leadership is at the heart of social change (Block, 2003, p. 142). Servant leadership has been identified as a means to address the challenges in 21st-century organizations. This emergent leadership model may be especially effective in organizations that are now faltering with leadership styles that rely on power and authority. Literature suggests that servant leadership may be especially relevant in organizations of higher education, which provide the means for many disadvantaged groups to "lift themselves up" (Boswell, 2004, p. 47; Hansen, 2006, p. 131; Servant Leadership: A New Perspective, n.d.). Of all the institutional types in higher education, community colleges have most clearly embraced this challenge by providing open access to scores of students. Many new challenges lie ahead for community colleges to meet their mission and to keep their promise of educational opportunity for all (McClenney, 2007, p. 4; Stone & Patterson, 2005, p. 11). These challenges will require alternative leadership styles that will replace the traditionally held definitions of leadership (Eddy & VanDerLinden, 2006, p. 6).

The temptation may be strong for community college leaders to continue down a path of command and control. Covey (2008) described this phenomenon in organizations as an "addiction to the Industrial Age model" (p. 128). Structures, processes, and comfort with the familiar appear to have perpetuated obsolete leadership practices. However, the reality is that this path does not ultimately lead to the desired outcomes. Contemporary researchers assert, "The times

require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals" (Cerbo & Haley, 2008, p. 10). To achieve their goals of open access, student learning, and community service, community colleges must embrace more participative, innovative, and collaborative leadership models (Nixon, 2005, p. 5; Powell, 2004, p. 23; Stone & Patterson, 2005, p. 11; Yukl, 2002, p. 86). In doing so, social changes will occur that will elevate these organizations as commendable examples to their students, who are the next generation of leaders, and to their communities.

Changing the world for the better has never been easy (Keith, 2008, p. 71). Likewise, shifting to a servant leader model may not be easy. Tradition is highly valued in higher education, which makes it difficult to try something new (Regenstein & Dewey, 2003, p. 136). Further, complex forces in these organizations tend to maintain the status quo and inhibit the spread of new ideas (Senge, 1996, p. 6). However, as this present work and the works of contemporary scholars propose, the benefits of a new leadership paradigm can be transformational for improving community colleges so they will continue to achieve their essential public responsibilities in the decades ahead (Eddy & VanDerLinden, 2006, p. 10; Hansen, 2006, p. 132).

The predicted leadership vacuum in community colleges presents the opportunity for infusing new thinking about leadership. The anticipated turnover in leadership opens the door for innovative leaders to advance these

organizations to new levels. Margaret Wheatley, author of *Leadership and the New Science*, wrote of promising new changes in organizational leadership that are brought about by pioneering leaders:

> These new leaders have abandoned traditional practices of hierarchy, power, and bureaucracy. They believe in people's innate creativity and caring…They naturally think in terms of interconnectedness, following problems wherever they lead, and addressing multiple causes rather than single symptoms. They think in terms of complex global systems. (as cited in Madsen & Hammond, 2005, p. 76)

Greenleaf, the originator of the modern concept of servant leadership, also addressed the essential relationship between a global systems view and organizational leadership. He recognized the vital importance of the leader in creating systemic change:

> The future society may be just as mediocre as this one. It may be worse. There may be a better system than the one we now know…but if the people to lead it well are not there, a better system will not produce a better society. (2008, p. 46)

A final and very important implication for social change, which this study reveals, is the potential for servant leadership to create new sources of energy for community colleges. In a time of diminishing resources, the need to tap all internal assets has never been stronger. Servant leadership brings forth the strengths, creativity, and wisdom of everyone in the organization by inviting their innovation, participation, communication, and collaboration. Bowman and Garten (2004) asserted that "Communities and learning organizations are not created by deans or department chairs, but rather by visionary servant-leaders at all levels who risk stepping forward one by one" (p. 29). This leadership model may bring

community colleges back to their basic servant ethics and raise the quality of life within the institution and throughout society (Servant Leadership: A New Perspective, n.d.). Together, new leadership and the potential transformations that may be produced are the keys to a thriving future for the 21st-century community college.

<div align="center">Recommendations for Action and Further Study</div>

This study highlights the value of quantitative research in studying organizational leadership. This research provides empirical data that can be used to compare community colleges to other types of organizations. The use of the OLA, a validity and reliability tested instrument to measure employees' perceptions of leadership in their organization, presents information that is vital for further study of numerous topics relevant to organizational improvement.

A primary recommendation is for City College to use the results of this study to strategically address potential areas for improvement. The objective data from the present study provides a platform from which to launch changes. For example, a close examination of the highest and lowest rated practices of servant leadership from City College employees could be helpful in identifying areas to focus professional development and to inform programming to improve organizational leadership. Replication of the OLA following the implementation of these strategies would yield an evaluation of their effectiveness.

Other recommendations for action include a repeated study at City College that includes not only fulltime employees, but also part-time employees

and students. At the time of this study, there were 1,515 part-time employees and more than 23,000 students at City College, but only the 881 fulltime employees were invited to participate in the current study. The perceptions of all constituents would contribute to the comprehensiveness of the results and it would enhance the value of this quest to understand perceptions of servant leadership practices in the community college.

A recommendation for further study at City College invites an investigation into the low response rate of employees in top leadership positions to the OLA instrument. Although data were collected in two different academic terms, no employees in that category responded to either invitation to participate. Additional inquiry may lead to a discovery of what accounted for the low response rate of the 12 employees in top leadership positions, who were presidents, vice-presidents, and deans. The inclusion of this employee category in the study would improve the understanding of perceptions of servant leadership in this organization. An analysis of the perceptions of the top leadership may also lead to a better understanding of the reasons that employees did not perceive servant leadership in this organization.

Future studies may explore the differences in employees' perceptions of servant leadership practices. The findings of this study do not support prior research in other organizations that suggest employees in designated leadership positions may view the organization more positively than the workforce (Johnson, 2000, p. 119). Although such a perception gap may adversely affect the

performance and effectiveness of an organization, this study found no statistically significant differences between the perceptions of the two employee categories at City College. To understand these results better, future research is recommended to correlate the OLA with other measures of organizational effectiveness and organizational culture.

Although comparisons between organizations were not part of this study, future studies are also recommended that will apply this kind of research to more community colleges of varying sizes, demographics, and geographical areas. Expanding this research to include more community colleges would generate additional data about current levels of servant leadership in these organizations and it would provide a more comprehensive perspective of their current leadership practices. The significance of this proposed research extends not only to community college leaders and the workforce, but also to organizational developers, trustees, donors, and students.

<center>Concluding Remarks</center>

In the context of the contemporary community college, leadership is paramount. The future success for these organizations to achieve their mission to develop, serve, and care for their students will depend on effective leadership, which is especially crucial in this era of instability and inevitable change. Further, this work identified the need to replace the thousands of retiring community college leaders who are predicted to exit their organizations within the next few years.

Leadership is a highly complex phenomenon; community colleges are highly complex organizations. This study measured employees' perceptions of one leadership model in one community college and found that employees perceived a lack of servant leadership practices in their organization. Additional research is needed to assess and improve the leadership practices in community colleges. These organizations have historically promoted the democratic ideal of education for all and they have focused on the needs of society rather than on self gain. The challenge will be to preserve the legacy and the unique mission of these organizations while simultaneously responding to the cosmic changes of the 21st century.

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APPENDIX

Appendix A: The OLA Instrument

Organizational Leadership Assessment

4243 North Sherry Drive
Marion, IN 46952
jlaub@indwes.edu
(765) 677-2520

General Instructions

The purpose of this instrument is to allow organizations to discover how their leadership practices and beliefs impact the different ways people function within the organization. This instrument is designed to be taken by people at all levels of the organization including workers, managers and top leadership. As you respond to the different statements, please answer as to what you believe is generally true about your organization or work unit. Please respond with your own personal feelings and beliefs and not those of others, or those that others would want you to have. Respond as to how things *are* ... not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response we seek is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the brief instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

Before completing the assessment it is important to fill in the name of the organization or organizational unit being assessed. If you are assessing an organizational unit (department, team or work unit) rather than the entire organization you will respond to all of the statements in light of that work unit.

IMPORTANT ..... please complete the following

Write in the name of the organization or organizational unit (department, team or work unit) you are assessing with this instrument.

Organization (or Organizational Unit) **Name:**

_____

Indicate **your present role/position** in the organization or work unit. Please **circle one**.

1 = Top Leadership (top level of leadership)

2 = Management (supervisor, manager)

3 = Workforce (staff, member, worker)

Please provide your response to each statement by placing an **X** in <u>one</u> of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

Section 1   In this section, please respond to each statement as you believe it applies to **the entire organization** (or organizational unit) including workers, managers/supervisors and top leadership.

In general, people within this organization ....

		1	2	3	4	5
1	Trust each other					
2	Are clear on the key goals of the organization					
3	Are non-judgmental – they keep an open mind					
4	Respect each other					
5	Know where this organization is headed in the future					
6	Maintain high ethical standards					
7	Work well together in teams					
8	Value differences in culture, race & ethnicity					
9	Are caring & compassionate towards each other					
10	Demonstrate high integrity & honesty					
11	Are trustworthy					
12	Relate well to each other					
13	Attempt to work with others more than working on their own					
14	Are held accountable for reaching work goals					
15	Are aware of the needs of others					
16	Allow for individuality of style and expression					
17	Are encouraged by supervisors to share in making *important* decisions					
18	Work to maintain positive working relationships					
19	Accept people as they are					
20	View conflict as an opportunity to learn & grow					
21	Know how to get along with people					

Please provide your response to each statement by placing an **X** in <u>one</u> of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

Section 2

In this next section, please respond to each statement as you believe it applies to the **leadership** of the organization (or organizational unit) including managers/supervisors and top leadership

	Managers/Supervisors and Top Leadership in this Organization	1	2	3	4	5
22	Communicate a clear vision of the future of the organization					
23	Are open to learning from those who are *below* them in the organization					
24	Allow workers to help determine where this organization is headed					
25	Work alongside the workers instead of separate from them					
26	Use persuasion to influence others instead of coercion or force					
27	Don't hesitate to provide the leadership that is needed					
28	Promote open communication and sharing of information					
29	Give workers the power to make *important* decisions					
30	Provide the support and resources needed to help workers meet their goals					
31	Create an environment that encourages learning					
32	Are open to receiving criticism & challenge from others					
33	Say what they mean, and mean what they say					
34	Encourage each person to exercise leadership					
35	Admit personal limitations & mistakes					
36	Encourage people to take risks even if they may fail					
37	Practice the same behavior they expect from others					
38	Facilitate the building of community & team					
39	Do not demand special recognition for being leaders					
40	Lead by example by modeling appropriate behavior					
41	Seek to influence others from a positive relationship rather than from the authority of their position					
42	Provide opportunities for all workers to develop to their full potential					
43	Honestly evaluate themselves before seeking to evaluate others					
44	Use their power and authority to benefit the workers					
45	Take appropriate action when it is needed					

Please provide your response to each statement by placing an **X** in <u>one</u> of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	**Strongly Agree**

	Managers/Supervisors and Top Leadership in this Organization	1	2	3	4	5
46	Build people up through encouragement and affirmation					
47	Encourage workers to work *together* rather than competing against each other					
48	Are humble – they do not promote themselves					
49	Communicate clear plans & goals for the organization					
50	Provide mentor relationships in order to help people grow professionally					
51	Are accountable & responsible to others					
52	Are receptive listeners					
53	Do not seek after special status or the "perks" of leadership					
54	Put the needs of the workers ahead of their own					

Section 3

In this next section, please respond to each statement as you believe it is true about **you personally** and **your role** in the organization (or organizational unit).

	In viewing my own role ...	1	2	3	4	5
55	I feel appreciated by my supervisor for what I contribute					
56	I am working at a high level of productivity					
57	I am listened to by those above me in the organization					
58	I feel good about my contribution to the organization					
59	I receive encouragement and affirmation from those above me in the organization					
60	My job is important to the success of this organization					
61	I trust the leadership of this organization					
62	I enjoy working in this organization					
63	I am respected by those above me in the organization					
64	I am able to be creative in my job					
65	In this organization, a person's work is valued more than their title					
66	I am able to use my best gifts and abilities in my job					

Appendix B: Permission to use the OLA

From: lauriedadamson@msn.com
To: olagroup@comcast.net
Subject: Adamson request to use OLA for dissertation
Date: Thu, 17 Apr 2008 02:23:04 +0000

Hello Dr. Laub,
I am writing to request permission to use the OLA in my doctoral dissertation research. I have read the OLA letter of understanding and I have attached information regarding this proposed study.

I am working with my faculty mentor at Walden University to identify a strategy that will address the low response rate that was experienced in my pilot study and I think that there will be better participation for this project.

Please let me know if you have any questions. Thank you very much.

Laurie Adamson

RE: Adamson request to use OLA for dissertation
From:**Jim Laub** (olagroup@comcast.net)
Sent: Sat 5/31/08 6:02 PM
To: 'STEVE LAURIE ADAMSON' (lauriedadamson@msn.com)

Laurie – I apologize for the delay. I grant my permission for you to use the OLA for the purposes of your dissertation study through Walden University with Columbus State Community College. Please let me know when you are ready to set up your organization on the OLAgroup website to begin your data collection. I wish you well with your study.

Jim Laub, Ed.D.
5345 SE Jennings Lane
Stuart, FL 34997
561-379-6010

Appendix C: OLA Data Use Agreement

1. Type in 1370 as the organizational code
2. Type in DD61 as the pin

For each organization that you will be assessing, provide the following information to Dr. Laub so that he can set up each organization on the OLAgroup website

Name of the <u>Organization</u>

Columbus State Community College

<u>Size</u> of the Organization (approximate # of employees)

881 fulltime employees

<u>Type</u> of Organization

Public community college

Name of the <u>Contact Person</u>

Laurie DeMay Adamson

Contact Person's mailing address:

6818 Cathedral Place NW   Bremerton, WA   98312

Contact Person's phone numbers:

Cell: 360-265-5913; **Home:** 360-613-0457; **Work:** 360-475-7478

Contact Person's <u>Email Address</u>

lauriedadamson@msn.com

Contact Person <u>Username</u>

laurie d adamson

Contact Person <u>Password</u> - anything you choose

olalaurie

- o Acknowledgement that all <u>three Positional Roles</u> will be represented (Top Leadership, Managers/Supervisors & Workforce) **YES**
- o Acknowledgement that the <u>Total Organization</u> will be asked to participate in the study **YES, all fulltime employees**.... Or, if you will be seeking a <u>Random Sample</u>
- o The <u>Number of OLA instruments</u> needed for this organization 500

Appendix D: Permission to reproduce the OLA Instrument

Re: Adamson: Permission to include the OLA instrument in dissertation

From: **olagroup@comcast.net**
Sent: Mon 10/13/08 9:07 PM
Reply-to: olagroup@comcast.net
To: LAURIE ADAMSON (lauriedadamson@msn.com)

```
Yes - I agree to your including a copy of the OLA in your dissertation.
------Original Message------
From: LAURIE ADAMSON
To: Jim Laub
Sent: Oct 13, 2008 4:50 PM
Subject: Adamson: Permission to include the OLA instrument in
dissertation

Hello Dr. Laub,
I am writing to request your permission to reproduce the OLA instrument
in my doctoral dissertation at Walden University. It will appear as an
appendix in this document. Please let me know if you agree to this
request. Thank you very much.
Laurie Adamson


Sent via BlackBerry by AT&T
```

Appendix E: First approval from president to conduct research

Dear President Moeller,
I am writing to introduce myself to you and to ask if you would consider my request to conduct a survey at Columbus State Community College for my doctoral research at Walden University. Mary Spilde, President of Lane Community College, recommended that I contact you.
 I am currently a PhD candidate at Walden University, pursuing a doctorate in Education. My specialization is Community College Leadership. I have completed all of the coursework for this degree and my dissertation proposal has been submitted to the supervisory committee at Walden University. My committee includes Dr. Ed Garten, Dean Emeritus, University of Dayton; Dr. Terry O'Banion, Director of the Community College Leadership Program at Walden University; and Dr. Daniel Salter, Director of the PhD in Education Program at Walden University.
 The proposed study involves administering a survey in a community college to assess the
perceptions of servant leadership in that organization... It takes about 15 minutes to complete the survey online. The participants will be a sample of community college employees. The instrument that I will use is the Organizational Leadership Assessment (OLA)... The OLA was developed in 1999 by Dr. James Laub
http://www.olagroupcom. I have Dr. Laub's permission to use the OLA for this dissertation research. If you agree to allow me to conduct this survey at Columbus State Community College, I will obtain prior approval from the Institutional Review Board at Walden University and I will follow all confidentiality protocol.
I hope that you will consider giving me permission to administer this instrument at Columbus State Community College. If you endorse this idea, I will need to identify the employees who will be invited to participate. This means that I will request a list of fulltime employees and their job category.
Please let me know what questions I can answer for you. Thank you for reading this email and I hope to hear from you.
Sincerely,
Laurie Adamson

Re: Research for Doctoral Dissertation
From:**Valeriana Moeller** (VMOELLER@cscc.edu)
Sent: Wed 5/14/08 6:08 PM
To: STEVE LAURIE ADAMSON (lauriedadamson@msn.com)
Cc: Susan Stumpp (sstumpp@cscc.edu)
Security scan upon download TREND MICRO
Valeriana...vcf (0.2 KB)
Laurie:

 I am willing to participate in the survey. You will also have to go through our IRB. You may contact Susan Stumpp our IRB coordinator to process your request. Her e-mail is sstumpp@cscc.edu

Thank you,

Val Moeller

Appendix F: First invitation to employees and consent to participate

All fulltime employees of CSCC **(Faculty, Staff, and Administrators)** are invited to participate in the research study described below. Please read *Consent to Participate in an Experimental Study*. If you would like to participate, please click on the link provided to view the survey. By clicking on the link, you are giving consent.

Columbus State Community College
FWA 00010584
IRB 00006165
APPROVED
Effective Date: 7/10/2008

Signature of the IRB Chair

Consent Form Valid
From 7/10/2008 To 12/9/08 by ___

Consent to Participate in an Experimental Study

Servant Leadership in a Community College: A Multivariate Analysis of Differences in Employees' Perceptions

Investigator:
Laurie Adamson, M.A.
PhD in Education student
Walden University
laurie.adamson@waldenu.edu

Sponsors:
Dr. Daniel Salter, Ph.D.
Director, PhD in Education Program
Walden University
daniel.salter@waldenu.edu

Description
This research will measure community college employees' perceptions of leadership in their organization and it will also assess the differences, if any, in the perceptions of employees in designated leadership positions and the perceptions of employees in the rest of the workforce. To measure employees' perceptions of leadership at CSCC, we are asking you to complete an online survey. This survey is the Organizational Leadership Assessment (OLA). You will access this survey by logging in to the OLA website. Specific instructions appear below. You may complete this survey using the computer at your workstation during regular working hours; or, if you prefer, you may use your personal computer. All responses will be confidential. The survey will be available for two weeks, from July 21 through August 1, 2008 and you can take it at your convenience during this span of time.

Risks and Benefits
There are no known risks to participating in this online survey. The benefit will be an increased understanding of the perceptions of leadership in your organization. The results of this study will also serve as a foundation to further explore community college leadership across the United States; study results could also potentially improve leadership practices in community colleges.

Cost and Payments
The online survey will take about 15 minutes to complete. There are no costs to participate and no payment will be made to participants.

Confidentiality

All participant information will be de-identified at the point of data collection and therefore, no individual employee data can be identified. Data will be analyzed only by employee groups and no individual employee data will be analyzed.

Right to Withdraw

You do not have to take part in this study. If you start the study and decide that you do not want to finish, all you have to do is log off before submitting your survey.

IRB Approval

This study has been reviewed by Columbus State Community College's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and College policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the CSCC IRB at 614.287.2440.

The researcher's name is Laurie Adamson. The researcher's dissertation supervisory committee chair is Dr. Daniel Salter, Director of the Walden University Ph.D. Program in Education. You may ask any questions you have now. If you have questions later, you may contact the researcher via telephone at 360.265.5913 or laurie.adamson@waldenu.edu, or the dissertation supervisory committee chair: Daniel.salter@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-925-3368, extension 1210.

Statement of Consent

I have read the above information. I have retained a copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study. I am 18 years of age or older, and I consent to participate in the study by clicking on the link to proceed with the electronic survey.

To complete the survey, click on the link below (you may also need to hold the CTRL key):
www.olagroup.com
Click on tab; take the ola, (upper right of screen)
From drop down, choose University Version
For Organizational Code, type in 1370
For PIN, type in DD61

For this survey, employment categories are defined for Columbus State as follows:
Top Leadership: President, Provost, Vice-Presidents, Deans
Management: Department chairs and all other managers
Workforce: Faculty and all other staff

Please print a copy of this form to keep.

Appendix G: First reminder and thank you letter

FIRST REMINDER AND THANK YOU LETTER

Grants

MEMORANDUM

To: Will Kopp

From: Susan Stumpp

Re: REMINDER Email to provide survey to All FT Employees; Adamson research

Date: August 1, 2008

Per the IRB approved protocol, there is a reminder email that will be sent Monday, August 4. Below is the content.

To: All FT faculty, staff, and administrators
     cc: lauriedadamson@msn.com

Subject: REMINDER; please participate in research study

Body text: Thank you to all who have responded to the OLA survey! For those of you who have not participated, the last date to complete the survey is Monday, August 11. See the attachment to this email for instructions and details. Your input is greatly appreciated.

Thanks!
To complete the survey, click on the link below (you may also need to hold the CTRL key):
www.olagroup.com
Click on tab; take the ola, (upper right of screen)
From drop down, choose Standard Version
For Organizational Code, type in 1370
For PIN, type in DD61

All fulltime employees of CSCC **(Faculty, Staff, and Administrators)** are invited to participate in the research study described below. Please read *Consent to Participate in an Experimental Study*. If you would like to participate, please click on the link provided to view the survey. By clicking on the link, you are giving consent.

Appendix H: Second approval from president to conduct research

Dear Dr. Moeller,

First, I would like to thank you for your permission to conduct my doctoral research at your institution. As a reminder, I am currently a PhD candidate at Walden University, pursuing a doctorate in Education. My specialization is Community College Leadership.

It was a pleasure to work with Susan Stumpp and the IRB staff at CSCC last summer. We launched the Organizational Leadership Assessment (OLA) for two weeks in August and 79 CSCC employees responded. Unfortunately this sample size is not adequate to test the primary question in my study, concerning servant leadership in a community college. My supervisory committee has recommended that I collect more data so that my dissertation will contribute to the body of knowledge on leadership in the community college. My supervisory committee includes Dr. Ed Garten, Dean Emeritus, University of Dayton; Dr. Terry O'Banion, Director of the Community College Leadership Program at Walden University; and Dr. Daniel Salter, Director of the PhD in Education Program at Walden University.

Therefore, I am asking your permission to offer the OLA again with the hope of attracting more participation. I anticipate that more people will respond now that summer is over. Please let me know if you approve of me launching the OLA for another two-week period at CSCC. I appreciate your time and look forward to hearing from you soon.

Sincerely,

Laurie Adamson

Re: Walden University Doctoral Student

From:
Valeriana Moeller (VMOELLER@cscc.edu)
Sent: Fri 9/19/08 2:14 AM
To: LAURIE ADAMSON (lauriedadamson@msn.com)
1 attachment(s)
Valeriana...vcf (0.3 KB)
Hi Laurie:

I am sorry you did not receive the number of respondents you needed for your study. You may offer the OLA again. Please be aware that we are on break until September 24 when the Fall Quarter begins. I recommend that you select your two weeks after October 8.

All the best,

Val Moeller

Appendix I: Second invitation to employees and consent to participate

Thank you to all who have responded to the OLA survey. For those of you who have not participated, *the last date to complete the survey is Friday, October 24*. Please see the attachment to this email for instructions and details. Your input is greatly appreciated.

 To complete the survey, click on the link below (you may also need to hold the CTRL key):

www.olagroup.com

Click on tab; take the ola, (upper right of screen)

From drop down, choose Standard Version

For Organizational Code, type in 1370

For PIN, type in DD61

Susan D. Stumpp, M.A., CRA
Grants Coordinator and
IRB Administrator
136 Franklin Hall
550 E. Spring Street
Columbus State Community College
Columbus, OH 43216
614.287.2440
614.287.6247 fax
sstumpp@cscc.edu

Columbus State Community College
FWA 00010584
IRB 00006165
APPROVED
Effective Date: _7/10/2008_
Signature of the IRB Chair
Consent Form Valid
From _7/10/2008_ To _10/9/2008_ by _adc_

Consent to Participate in an Experimental Study

Servant Leadership in a Community College: A Multivariate Analysis of Differences in Employees' Perceptions

Investigator:
Laurie Adamson, M.A.
PhD in Education student
Walden University
laurie.adamson@waldenu.edu

Sponsors:
Dr. Daniel Salter, Ph.D.
Director, PhD in Education Program
Walden University
daniel.salter@waldenu.edu

Description
This research will measure community college employees' perceptions of leadership in their organization and it will also assess the differences, if any, in the perceptions of employees in designated leadership positions and the perceptions of employees in the rest of the workforce. To measure employees' perceptions of leadership at CSCC, we are asking you to complete an online survey. This survey is the Organizational Leadership Assessment (OLA). You will access this survey by logging in to the OLA website. Specific instructions appear below. You may complete this survey using the computer at your workstation during regular working hours; or, if you prefer, you may use your personal computer. All responses will be confidential. The survey will be available for two weeks, from October 8 through October 24, 2008 and you can take it at your convenience during this span of time.

Risks and Benefits
There are no known risks to participating in this online survey. The benefit will be an increased understanding of the perceptions of leadership in your organization. The results of this study will also serve as a foundation to further explore community college leadership across the United States; study results could also potentially improve leadership practices in community colleges.

Cost and Payments
The online survey will take about 15 minutes to complete. There are no costs to participate and no payment will be made to participants.

Confidentiality
All participant information will be de-identified at the point of data collection and therefore, no individual employee data can be identified. Data will be analyzed only by employee groups and no individual employee data will be analyzed.

Right to Withdraw

You do not have to take part in this study. If you start the study and decide that you do not want to finish, all you have to do is log off before submitting your survey.

IRB Approval
This study has been reviewed by Columbus State Community College's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and College policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the CSCC IRB at 614.287.2440.

The researcher's name is Laurie Adamson. The researcher's dissertation supervisory committee chair is Dr. Daniel Salter, Director of the Walden University Ph.D. Program in Education. You may ask any questions you have now. If you have questions later, you may contact the researcher via telephone at 360.265.5913 or laurie.adamson@waldenu.edu, or the dissertation supervisory committee chair: Daniel.salter@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-925-3368, extension 1210.

Statement of Consent
I have read the above information. I have retained a copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study. I am 18 years of age or older, and I consent to participate in the study by clicking on the link to proceed with the electronic survey.

To complete the survey, click on the link below (you may also need to hold the CTRL key):
www.olagroup.com
Click on tab; take the ola, (upper right of screen)
From drop down, choose Standard Version
For Organizational Code, type in 1370
For PIN, type in DD61

For this survey, employment categories are defined for Columbus State as follows:
Top Leadership: President, Provost, Vice-Presidents, Deans
Management: Department chairs and all other managers
Workforce: Faculty and all other staff

Please print a copy of this form to keep.

Appendix J: Second reminder and thank you letter

Subject: FINAL REMINDER; please participate in research study

 Thank you to all who have responded to the OLA survey! For those of you who have not participated, the last date to complete the survey is Friday, October 24. See the attachment to this email for instructions and details. Your input is greatly appreciated.

To complete the survey, click on the link below (you may also need to hold the CTRL key):

www.olagroup.com

Click on tab, take the ola, (upper right of screen)

From drop down, choose Standard Version

For Organizational Code, type in 1370

For PIN, type in DD61

Appendix K: Subject organization IRB approval

IRB Form 11-2007 Page 1 of 1 **MEMORANDUM To:** Laurie Adamson **From:** Susan Stumpp **Re:** IRB Protocol **Date:** July 9, 2008 The Columbus State Community College IRB met yesterday and reviewed the protocol for your research. The IRB has approved the research project dependent upon the following changes:

1. The IRB is uncomfortable with the incentive process as presented. The protocol states that participants will write only their addresses on the form when it is provided to Sunday Zidonis. Some Columbus State employees have their own offices; however, others, like employees in the Facilities area, have a common mailing address. Therefore, those employees would be inclined to add their names to ensure receipt of the gift card. Also, recognition of office addresses permits identification of participants and eliminates anonymity.

The IRB thinks the incentive is not needed; however, if you choose to use it, IRB members suggest that you work *directly* with the DX and establish an account with an amount of credit. The DX could redeem certificates up to that account balance. Participants would print the form/certificate at the end of the survey that they could use in the DX (without the exchange of a certificate for a card). The IRB further suggests that redemption for the certificates be time limited – participants must use the certificates within a two-week period, for example. Perhaps Sunday could liaison with the DX to show them the form participants will present, etc.

2. From the email message to all FT employees, remove the statement about Dr. Moeller giving permission.

3. In the email message clarify who you would like to respond to the survey by using terminology familiar to the College. **To: All Fulltime Employees of CSCC (Faculty, Staff, Administrators)**. This will appear in the body of the email message.

The IRB noted that the OLA instrument lists three categories within organizations. At Columbus State that translates into these positions:

I. Top Leadership = President, Provost, Vice-Presidents, Deans

II. Management = Department chairs and all other managers

III. Workforce = faculty and all other staff

It will not be necessary for you to have an email list from the HR Department. When all is in place, you can provide the email message with the link to OLA to me and I will ask the appropriate person to send it to the identified group of employees. That also guarantees anonymity as you will not see any list of names or addresses. Please contact me if you have questions or require additional information about this determination.

Appendix L: Walden University IRB approval and Request for Change in Procedures

Dear Ms. Adamson,

Your application was approved until 7/6/09. It was not specific enough to say that the surveys would only be sent to participants during a specific quarter, so a continuation in itself would not necessarily require a request for change in procedures. However, if you will be e-mailing some of the same individuals, this would require a request for change since your initial approval did not include this step. Please provide more information about who will be contacted this time around.

Thanks,
Jenny Sherer, M.Ed.
Operations Manager
Office of Research Integrity and Compliance
irb@waldenu.edu
Tollfree : 800-925-3368 ext. 2396
Fax: 626-605-0472
Office address for Walden University:
155 5th Avenue South, Suite 200
Minneapolis, MN 55401

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link:
http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_4274.htm

Request for Change in Procedures Form

Please email this change request form to irb@waldenu.edu.

1. Clearly describe the requested change and indicate what prompted the request (i.e. sponsor-requested changes, researcher's assessment of need, etc.) as well as whether the change necessitates revision of the consent documents. *A second data collection process is necessary due to the low response rate of the first data collection process. The second data collection process will be identical to the first, except the dates will change (*October 8-23rd, 2008) *and the following text will be added to the email inviting participation in the research:* If you have already participated in this project, you do not need to respond to this request.

2. Please send irb@waldenu.edu a copy of all documents revised or added as a result of the proposed change (i.e. consent/assent forms, recruitment letters or ads, revised protocols, questionnaires, etc.) with changes clearly highlighted. If the change involves a request for additional subjects, indicate the number of additional subjects for which approval is requested.

The email invitation to participate appears at the end of this form. The date change and text are clearly highlighted. No additional subjects are requested.

3. If your request involves a change in research staff, please provide contact information for all new personnel, as well as any relevant degrees and qualifications.
N/A

EMAIL INVITING CSCC EMPLOYEES TO PARTICIPATE IN RESEARCH

Institutional Review Board

Adamson Servant Leadership in a Community College: A Multivariate Analysis of Differences in Employees' Perceptions

To: All Fulltime Employees of CSCC
From: Laurie Adamson, Doctoral Student at Walden University
Subject: Please participate in research survey

Please respond to an electronic survey, which takes about 15 minutes to complete. This survey will be available online for the next two weeks. To complete the survey, please click on the attachment below. It describes this research project, the process for completing the electronic survey, the benefits of participating, and a statement of consent and confidentiality. Your participation is sincerely appreciated. If you have already participated in this project, you do not need to respond to this request. Thank you!

Laurie Adamson

A link will be provided to this attachment:
.

Informed Consent Form

Consent to Participate in an Experimental Study
Title: Servant Leadership in a Community College: A Multivariate Analysis of Differences in Employees' Perceptions

Investigator:
Laurie Adamson, M.A.
PhD in Education student
Walden University

Sponsors:
Dr. Daniel Salter, Ph.D.
Director, PhD in Education Program
Walden University

laurie.adamson@waldenu.edu   daniel.salter@waldenu.edu

Columbus State Community College
With permission from
Dr. Valeriana Moeller, President

Description

This research will measure community college employees' perceptions of leadership in their organization and it will also assess the differences, if any, in the perceptions of employees in designated leadership positions and the perceptions of employees in the rest of the workforce. To measure employees' perceptions of leadership at CSCC, we are asking you to complete an online survey. This survey is the Organizational Leadership Assessment (OLA). You will access this survey by logging in to the OLA website. Specific instructions appear below. You may complete this survey using the computer at your workstation during regular working hours; or, if you prefer, you may use your personal computer. All responses will be confidential. The survey will be available for two weeks, from October 8th through October 23rd, 2008 and you can take it at your convenience during this span of time.

Risks and Benefits

There are no known risks to participating in this online survey. The benefit will be an increased understanding of the perceptions of leadership in your organization. The results of this study will also serve as a foundation to further explore community college leadership across the United States; study results could also potentially improve leadership practices in community colleges.

Confidentiality

All participant information will be de-identified at the point of data collection and therefore, no individual employee data can be identified. Data will be analyzed only by employee groups and no individual employee data will be analyzed.

Right to Withdraw

You do not have to take part in this study. If you start the study and decide that you do not want to finish, all you have to do is log off before submitting your survey.

IRB Approval

This study has been reviewed by Columbus State Community College's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and College policies. If you have any questions, concerns, or reports

regarding your rights as a participant of research, please contact the CSCC IRB at 614.287.2440.

The researcher's name is Laurie Adamson. The researcher's dissertation supervisory committee chair is Dr. Daniel Salter, Director of the Walden University Ph.D. Program in Education. You may ask any questions you have now. If you have questions later, you may contact the researcher via telephone at 360.265.5913 or laurie.adamson@waldenu.edu, or the dissertation supervisory committee chair: Daniel.salter@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-925-3368, extension 1210.

Statement of Consent: I have read the above information. I have retained a copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study.

I am 18 years of age or older, and I consent to participate in the study by clicking on the link to proceed with the electronic survey.

Click here to complete the survey:

www.olagroup.com

Click on the tab that reads: <u>TAKE THE OLA</u> (upper right of screen)

From drop down menu, choose <u>University Version</u>

For Organizational Code, type in <u>1370</u>

For PIN, type in <u>DD61</u>

For this survey, employment categories are defined for Columbus State Community College as follows:
- Top Leadership: President, Provost, Vice-Presidents, Deans
- Management: Department chairs and all other managers
- Workforce: Faculty and all other staff

Please print a copy of this form to keep.

Do not participate in this research if an IRB approval stamp does not appear at the top of the page. Do not participate if the dates under the stamp have expired.

CURRICULUM VITAE

LAURIE DeMAY ADMSON

Education:

B.S. - Community Health Education, minors: biology and sociology, University of Nebraska-Lincoln. 1975

M.A. - Adult and Continuing Education, minor: health education, University of Nebraska-Lincoln. 1977

Ph.D - Education, Community College Leadership, Walden University, 2009

Employment:

1997-present   *Director of Women's Programs and College Success,*
                                Olympic College
                                Bremerton, WA

Establish and lead comprehensive services for the offices of Women's Programs, College Success, and the Life Transitions Center.
Develop program activities for students to assist in retention and student success including:
        Provide leadership for the Retention/Student Success Committee
        Organize and plan learning and student success related events
        Train General Studies faculty
        Chair the General Studies Advisory Group
        Implement projects and analyze data for Student Achievement Initiatives

1996-97   *Program Coordinator, Olympic College*
                                Silverdale, WA
Coordinated the Olympic College program at the Naval Station Kitsap Bangor Submarine extension site.

1990-92   *Adjunct Faculty and Learning Lab Manager,*
                        Copper Mountain Campus, College of the Desert
                                29 Palms Marine-Air/Ground Combat Center, CA
Provided individualized instruction for adult high school completion students in thirty subjects; managed a learning lab, enrolled students, assessed their progress, coordinated learning activities, scheduled and participated in student programs including graduation ceremonies.
1986-89   *Area Coordinator, City Colleges of Chicago*

Guantanamo Bay, Cuba

Supervised fiscal and logistical operation of community college program at the Naval/Marine Corps Base in Guantanamo Bay, Cuba.

1981-82   *Faculty, Leesville Junior High School*
                          Leesville, LA

Provided daily instruction and facilitated student learning for 7th grade students as a Junior High Language Arts teacher.

1978-79   *Academic Advisor, University of Texas*
                          El Paso, TX

Provided academic advising in the Department of Intercollegiate Athletics, maintained scholastic files for student-athletes to assure compliance with NCAA regulations for members of all university athletic teams.

Certifications:

1990 - present
American Council on Exercise Certified Group Fitness Instructor

2003 - present
Dependable Strengths Articulation Process Facilitator

2004 - present
Myers-Briggs Type Inventory Qualified Facilitator

2006 - present
Strong Interest Inventory Qualified Facilitator