

ABSTRACT

ORGANIZATIONAL LEADERSHIP: A STUDY OF THE PERCEPTIONS OF  
SERVANT LEADERSHIP PRACTICES AND BELIEFS, AND ITS  
IMPLICATIONS FOR A PRIVATE CHRISTIAN INSTITUTION  
OF HIGHER EDUCATION IN BRAZIL

by

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Chair: Robson Moura Marinho

## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: ORGANIZATIONAL LEADERSHIP: A STUDY OF THE PERCEPTIONS OF SERVANT LEADERSHIP PRACTICES AND BELIEFS, AND ITS IMPLICATIONS FOR A PRIVATE CHRISTIAN INSTITUTION OF HIGHER EDUCATION IN BRAZIL

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### Purpose

This study verified the perceptions of the workers of Brazil Adventist University (UNASP) regarding the beliefs and practices of servant leadership by using data collected online through the instrument called the Organizational Leadership Assessment (OLA), focusing on six key areas of organizational health, according to three independent variables, which are leadership categories, campus, and gender.

### Method

As a quantitative comparative study, the relationship between dependent and independent variables was determined by means of a one-way multivariate analysis of

variance (MANOVA) and a 2 by 3 factorial design in order to observe significant differences and interactions between variables. A total of 192 employees working in the three campuses participated in this research involving the three leadership categories (top leadership, management, and workforce).

## Results

Considering the six levels of organizational health, the institution is perceived as being at a level of limited health, with significant differences of perception among the leadership categories revealing contrasts between the top leadership and the workforce. Besides, when contrasting Campus I and Campus II with Campus III, there are significant differences of perceptions between the first two campuses and the third one. On the other hand, there is no significant difference of perceptions between the genders.

## Conclusion

The findings show evidence that the institution, having a limited level of organizational health, has a tendency to use traditionalistic attitudes in its practice of leadership. There is also a lack of unanimity regarding the perception of beliefs and practices of servant leadership among the leadership categories. From the six areas of organizational health, the areas of *value people* and *build community* are perceived as the most developed and practiced by the institution, whereas *share leadership* and *develop people* are the least practiced and the ones that need the most attention.

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A Dissertation

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To Izolina, with gratitude

To Rachel, with love

To Jameson, Jeane, and Janice, with admiration

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## CHAPTER 1

### INTRODUCTION

The globalized world and modern society, in their constant change process, demand more prepared and efficient people to exercise leadership (Arrais de Matos, 2006; Bolt, 1996; Covey, 2001; Drucker, 2006; Hmae, 1999; Kotter, 2000; Nye, Jr., 2001; Senge, 2000, 2005a). Being able to both evaluate changing situations and to motivate all the collaborators to act appropriately are the main challenges currently facing leaders (Hoover & Valenti, 2006; Kouzes & Posner, 2007; Maxwell, 2004; Tichy & Cohen, 1999; Wheatley, 1999). According to Hoover and Valenti (2006), those who still defend the ideals of the old school of leadership, which taught that organizations are composed of officials and private soldiers or superiors and subordinates, are not good leaders for the 21<sup>st</sup> century. For Hunter (2006), old control and command methods based on threats and yells are inefficient when dealing with a diversified workforce composed of those from younger generations who grew up distrusting those who have power (p. 10).

Within the setting of thirst for change and the pursuit of new paradigms that mark people's behavior in this third millennium (Marinho, 2006, p. 4), the servant-leadership theory is developing and acquiring form. Spears (2005) states that the idea of servant leadership has been around for more than three decades, and the term was coined in 1970 by Robert Greenleaf (1904-1990). According to Spears (2005),



In his works, Greenleaf discusses the need for a better approach to leadership, one that places serving others—including employees, customers, and community—as the number one priority. Servant-Leadership emphasizes increased service to others, holistic approach to work, promoting a sense of community, and the sharing of power in decision making. (p. 32)

In this context, it is important to highlight the figure of the servant leader, who possesses specific attributes and competences and builds his or her leadership upon lasting values and principles based on character (Buaiz, 2003; Greenleaf, 1991; Hunter, 2006). For Hunter (2006), leadership development and character building are the same thing; both processes demand changes (p. 13). He reinforces his position by quoting the following statement of Theodore Roosevelt: “To educate a man in mind and not in morals is to educate a menace to society” (Hunter, 2006, p. 17). Buaiz (2003) adds, “Servant-leadership assumes emotional stability, strategy and steadiness of principles. Although perfection isn’t demanded from anybody, continual growth, will-power and character are indispensable” (pp. 17-18).

According to Laub (2005), a healthy organization can be considered as such according to its performance in six servant-leadership areas: whether it (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership.

### **Background of the Study**

The Brazilian educational system, especially the private higher-education system, is undergoing a period of crisis (Balbachevsky & Guilhon, 2006; Boldan, 2007; Castanho, 2000; Castro, 2006; Chaimovich, 2000; Cunha, 2007; Goergen, 2000; Guimarães & Pires, 2006; Martins, 2002; Neiva & Colaço, 2006; Noronha, 1998; Ristoff, 1999; Schwartzman, 2006; Sguissardi, 2000). Since the government of Cardoso

as President of the Republic (1995-2002) and the approval, in 1996, of the new *Lei de Diretrizes e Bases da Educação Nacional* (Law of Foundations and Guidelines for Brazilian Education; LDB), there has been an outstanding growth in the number of higher-education programs and institutions in the country (Sampaio, 2000; Silva, Jr. & Sguissardi, 1999). In 1995 there were 210 public and 684 private higher-education institutions in Brazil. In 2005, the figures were 231 public institutions and 1,934 private ones. This equals an increase of 10% and 188%, respectively. It is clearly noticeable that, while public institutions experienced a modest growth, the private segment boomed (IBGE, 2006).

According to Natali (2006), as a result of the exaggerated growth in private higher-education institutions during this period, many institutions had to close their doors due to tough market competition (p. 40). Endorsing some economists, Natali (2006) points out that

until the 1990s, Higher Education Institutions represented less risk to the banks and non-payment was less usual. From this time on, with the institutions boom, especially private ones, and with the consequent fierce competition among them, risk increased steadily, since, with so many options, the institution is in danger of losing its students quickly. (p. 30)

Boldan (2007) states that after the 1990s, private higher-education institutions have been experiencing a crisis of high competition. The institutions, aiming to attract more students, are cutting costs and reducing investments, consequently jeopardizing education quality (p. 36). In 2006, one of the most prestigious private institutions of São Paulo and of the whole country dismissed 320 teachers (*Revista do Ensino Superior*, 2006). As a consequence of this teacher firing process, there is a concomitant process of substitution. These changes normally involve the substitution of more qualified and more

experienced faculty for less qualified ones, with the goal of cost reduction. In order to discuss this crisis, *Sindicato das Entidades Mantenedoras do Ensino Superior do Estado de São Paulo* (SEMESP; São Paulo State Higher Education Support Entities Union) has been conducting frequent meetings to deal particularly with the relationship between work and financial management.

Balbachevsky and Guilhaon (2006) make reference to a study of the academic professions conducted in 2003 by the *Núcleo de Pesquisa sobre Ensino Superior* (NUPES; Higher Education Research Center) of the University of São Paulo (USP), one of the most respected universities in Brazil. One thousand professors from all over the country and from all types of higher-education institutions in Brazil were interviewed regarding the considerable changes in the private sector. The research revealed that 29.4% of professors who possessed a doctoral degree were not conducting any research due to lack of financial support. Therefore, they presented no academic production. Another worrying example is that of Brazilian law schools. It is regarding the Brazilian Lawyers Order exam, which qualifies law-school graduates to work as lawyers. In the region of São Paulo, out of 28,321 law-school graduates who took the test, only 3,128 succeeded. This represents an 11% pass rate. Brazilian Lawyers Order delegates stated that this is a cause for concern and should serve as an opportunity for critical discussion about the indiscriminate growth of law programs in the country (*Revista do Ensino Superior*, 2006, p. 8).

Christian higher-education institutions are present in this challenging context (Todeschini, 2007; Tubino, 1997). According to different authors, servant leadership is the most appropriate model for dealing with these challenges. Marinho (2005) mentions

the example of Southwest Airlines Company, a member of the Greenleaf Center for Servant-Leadership, whose business philosophy is expressed in the motto, “Lead in good times to prepare for bad times.” He reports the following:

When September 11<sup>th</sup> terrorist attacks menaced to break all airlines in the United States, Southwest Airlines (SWA) was the only American airline which didn’t finish the year in the red. They offer a simple explanation: with a servant-leadership philosophy deeply established, the company was able to respond to the crisis. (p. 11)

In the field of education, servant leadership plays a very significant role, because this area is responsible for shaping other leaders (Buaiz, 2003; Hunter, 2006; Kouzes & Posner, 2003). Following this line of thought, Buaiz (2003) adds,

Each servant-leader is a master, who teaches values and principles through attitudes. Meekness is a necessary trait, and must be the core of this type of leadership, since it opposes itself to individual promoting. Conversely, it aims for duplication, continuity and power improvement, the formation of leaders who are either as skillful or even more than their predecessors. (p. 18)

The subject of this study is a philanthropic, confessional, and community-driven private higher-education institution called *Centro Universitário Adventista de São Paulo* (São Paulo Adventist University Center; UNASP). It is sponsored by *Instituto Adventista de Ensino* (Adventist Education Institute; IAE) and is committed to the motto, “Education and Service,” extracted from its institutional mission (Centro Universitário Adventista de São Paulo, 2003, p. 8). It is a quasi-centenarian institution, founded in 1915 by American and German missionaries in São Paulo city, the country’s main city (Azevedo, 2003; Hosokawa, 2001; Stencel, 2006). Currently it consists of three campuses, located in three different cities over a 112-mile distance. The three campuses have very diverse characteristics regarding location, inauguration date, and experience in the field of higher education.

The campus situated in São Paulo City (Campus I), the biggest city in all of Brazil and South America with a population of 11,016,703, is the headquarters. It has been engaged in higher education since 1919, when the first higher-education program was established—that of theology. In 1968, a second major was added, and currently the school offers 14 majors and enrolls 2,913 students.

The campus located in the city of Hortolândia, Instituto Adventista São Paulo (IASP, Campus III), was founded in 1949. This town has a population of 201,795 people. It has been offering higher-education programs since 1999. It offers four majors and enrolls 1,023 students.

The campus situated in Engenheiro Coelho (Campus II) was established in 1984, in a rural area 7.46 miles from the city. Engenheiro Coelho has 12,644 inhabitants. This campus has offered higher-education programs since 1991. It offers 10 majors and enrolls 2,479 students.

The institution management system is organized as follows:

1. Top leadership: Presidency and directorship, with the following positions: president, management vice-president, academic vice-president, and general secretary, who are in charge of the three campuses. There are also positions that are specific to each campus: general director, management director, financial director, academic director, student affairs director, and spiritual development director.
2. Management: Financial manager, academic secretary, deans, educational supervisors, librarians, computer laboratories coordinators, and similar positions.
3. Workforce: Professors, teachers, and other teaching-related positions.

This study focuses on the practices and beliefs of servant leadership and their implications for the institutional mission.

### **Statement of the Problem**

According to its Institutional Development Program (IDP), UNASP has the mission of serving its community and clientele, as stated in the school slogan, “Education and Service.” Although it is theoretically accepted, institutional officers have no official information about the extent to which this motto is pervasive (or present) and applied in practice, which may cause institutional leaders to stay in their comfort zone without making a systematic effort to improve their leadership performance. There is no information as to whether the servant-leadership principles are perceived by employees as being practiced by the institution’s leadership and what the implications of these principles are for the institutional mission.

### **Purpose of the Study**

The purpose of this study is first to verify whether the servant-leadership practices and beliefs are perceived by both genders of the top leadership (top level of leadership), the management (supervisors/managers), and the workforce (staff, members, workers) on the three campuses of a Christian higher-education institution, located in the state of São Paulo, Brazil, whose mission is “to educate in the context of biblical and Christian values for a full life and for excellence in service, and whose motto is Education and Service” (Centro Universitário Adventista de São Paulo, 2003, p. 8). Second, the purpose is to study the employees’ perception concerning the indicators that characterize the servant leadership, demonstrated through the scores obtained in the key areas of organizational

health (value people, develop people, build community, display authenticity, provide leadership, and share leadership); and, finally, the purpose is to provide theoretical and methodological subsidies for the practice of servant leadership in Brazilian educational institutions.

This study is based upon the studied institution's IDP and a selected literature on the researched topic (Covey, 2001, 2002a, 2002b; DePree, 1995, 2002; Farnsworth, 2007; Greenleaf, 1991, 1998; Hunter, 2004, 2006; Jaworski, 2005; Kouzes & Posner, 1997, 2003, 2007; Senge, 1995, 2005a, 2005b; Spears, 1995, 1998a, 1998b, 2005).

### **Significance of the Study**

This study aims to provide an aid for those in leadership positions and for potential leaders. It has the goal of reaching the following audiences:

1. *The institution (UNASP)*. The analysis of the study data provides information to allow the institution managers to study the possibility of implementing changes in current policies related to the institution's mission and values.

2. *The Seventh-day Adventist Church as an institution*. The practical results of this study provide insights for potential adjustments in the management of organizations supported by the church.

3. *Future research and studies on servant leadership*. This study's results contribute to servant-leadership studies in the educational field.

4. *General public*. For the public in general, the results serve as an information source on the practice of servant leadership in a higher-education institution.

## **Research Questions**

The following research questions guided the study:

1. How do those in the top leadership, management, and workforce differ from each other in their perception of practices of servant leadership as indicated by the six key areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership) within the institution?
2. To what extent is the perception of belief in and practice of servant leadership, as indicated by the six key areas of organizational health, influenced by the variables of campus and gender?
3. What servant-leadership indicators received more than 25% of disapproval in the research?
4. What is the perception of the staff in relation to the belief in and practice of servant leadership in the institution as a whole evaluated by the OLA instrument?

## **Research Hypotheses and Objectives**

### **Hypotheses**

To fulfill the purpose of this study, the following two hypotheses and two objectives were used:

Hypothesis 1: There are significant mean scores differences in the combined six key areas of organizational health between the leadership categories.

Hypothesis 2: There is a significant mean scores interaction between gender and campus on the six key areas of organizational health.



## Objectives

Objective 1: To identify servant-leadership indicators (out of a total of 60) with more than 25% disapproval.

Objective 2: To describe the staff's perception in relation to belief in and practice of servant leadership in the institution as a whole.

## Methodology

Even though research on servant leadership is a recent phenomenon, summing up to only a few decades, a significant growth is expected over the next years and decades. Around 100 doctoral theses have already been produced on the topic of servant leadership (Spears, 2005).

This study is focused on organizational leadership within the higher-education field. It analyzes the servant-leadership practices and beliefs of a Christian private institution, *Centro Universitário Adventista de São Paulo* (UNASP) [São Paulo Adventist University Center], in its three levels of leadership.

In order to fulfill the purposes and goals of this study, a quantitative approach to research was selected. The statistical method called ANOVA (analysis of variance), which is a widespread statistical test among researchers, was used to accomplish the intended objectives (Hair, Jr., Anderson, Tathan, & Black, 1998; Mestler & Vannatta, 2005).

The research used primary data gathered through the Organizational Leadership Assessment (OLA) instrument (see Appendix D), developed by Jim Laub in 1998 and tested in dozens of high-credibility institutions (Laub, 2005).

As proposed in the OLA instrument, the 5-point Likert scale, which is connected to a semantic scale, was used. For each question, the participants chose an answer along a 1 to 5 scale, with 1 corresponding to *strongly disagree* and 5 to *strongly agree*.

This study used the organizational health classification from OLA, which is divided into six levels (toxic health, poor health, limited health, moderate health, excellent health, and optimal health), to score each of the six leadership key areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, share leadership) as evaluated and measured by the OLA instrument. This study also used the A-P-S model perspective, which categorizes leadership models in autocratic, paternalist, and servant.

This study defined as statistically relevant those indicators with a perception level above 25% disapproval.

The population consists of 484 persons from the UNASP institution. Their answers to the OLA instrument are the source of data for analysis.

This study has defined the percent average score attributed to each of the 66 questions as the dependent variables. Three independent variables were selected to give dimension to the study: leadership categories (top leadership, management, and workforce), region (three campuses), and gender (female and male).

### **Definition of Terms**

The main terms used in this study are defined as follows. It must be clarified that the adopted definitions refer to the use of the term in the specific context of this study. These definitions are not meant as generalizations, since it is possible that other definitions may belong to the same terms in different contexts.

*Administrative category:* The administration of academic and institutional activities falls into two categories: (a) public, which includes federal, state, and municipal sectors, and (b) private, which includes commercial, philanthropic, community, and religious sectors.

*Category:* Refers to classification, position, or level. For instance, the three categories of leadership: top leadership, management, and workforce.

*Conselho Nacional de Educação (National Council of Education; CNE):* The deliberative department that interprets educational norms that are, after that, authorized by the Minister of Education.

*Federal system of education:* Composed of the following entities—universities, university-centers, integrated colleges, colleges, and institutes.

*Higher-education institutions:* In conformity to the Decree number 2,306, issued on August 19<sup>th</sup>, 1997, article 8, of the Ministry of Education, which is concerned with Brazilian higher-education institution academic organization, the entities are classified into five categories: (a) universities, (b) university centers, (c) integrated colleges, (d) colleges, and (e) higher-education institutes or higher-education schools.

Universities are characterized by the regular offering of learning programs, research, and extension.

University centers are higher-education institutions that are distinguished by the excellence of their learning programs, which are certified by the good performance of their programs in evaluations by the Ministry of Education as well as by the qualification of their faculty and by the quality of academic works offered to the student community.

Integrated colleges are institutions identified by offering programs in more than one knowledge area, organized in such a way as to function with common rules and unified management.

Colleges and higher-education institutes or higher-education schools are characterized by offering programs in only one knowledge area.

*Instituto Brasileiro de Geografia e Estatística (Brazilian Institute of Geography and Statistics; IBGE)*: The primary provider of data and statistical information regarding the country of Brazil. An institution of the federal administration, IBGE is linked to the Ministry of Planning, Budget, and Management and serves to disseminate demographic, cartographic, geographic, and environmental information. Almost all statistical data regarding the Brazilian population are based on the information given by IBGE, especially the latest demographic census (2000) and the indexes of living standards.

*Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Anísio Teixeira National Institute of Educational Studies and Research; INEP)*: This institute was created in 1937 as the National Institute of Education and was later renamed the National Institute of Educational Studies. Since 1972, the organization has adopted the name of National Institute of Studies and Educational Research. INEP endeavors to analyze the Brazilian educational situation; the data form the basis of political decisions in the field of education.

*Lei de Diretrizes e Bases da Educação Nacional*: Law of foundation and guidelines for Brazilian education.

*Ministério da Educação (Ministry of Education; MEC)*: The state department responsible for the country's educational policy.

*Ordem dos Advogados do Brasil (Brazilian Lawyers Order; OAB)*: One of Brazil's most respected professional organizations. It is responsible for the legalization of the job of lawyer and exerts a strong influence on the country's political decisions.

*Organizational health level*: Performance levels (toxic health, poor health, limited health, moderate health, excellent health, and optimal health) concerning servant leadership, with emphasis on trust environment, inventiveness, and lack of fear.

*Organizational Leadership Assessment (OLA)*: Instrument developed in order to evaluate leadership practices of people who work in organizations in either top leadership, management, or workforce.

*Power level*: In this study, it represents the six levels of organizational health (org.1—toxic health, org.2—poor health, org.3—limited health, org.4—moderate health, org.5—excellent health, and org.6—optimal health.)

### **Assumptions of the Study**

The following assumptions were held while conducting this study:

1. The questions proposed by the instrument were understood responsibly and correctly by the three categories of workers from the researched institution. As a result, the answers reflect a clear perception of the institution's reality regarding the studied items.

2. The data gathered by the instrument are trustworthy and methodologically correct.

3. The information provided by the institution's documents (Institutional Development Program, Statutes, and Internal Rules) reflect the veracity of institutional data.

4. All the answers reflect the true perception of each participant.

### **Limitations of the Study**

Due to the data gathered by the instrument, to the information provided by the researched institution, to the nature of the research questions, and to the purpose of the research, this study is limited to the following:

1. The results perceived by the instrument and its scales, regarding the three leadership categories: top leadership, management, and workforce.

According to the statutes of the sponsoring organization, the Institutional Development Program, and the institution's Internal Rules, these three categories are well-defined within the institution and are represented as follows: (a) top leadership—president, academic vice-president, management vice-president, general secretary, campus general director, campus academic director, campus management director, community and student affairs director, and spiritual development director; (b) management—financial manager, academic registries secretary, deans, and teaching affairs supervisors; (c) workforce—professors, teachers, and other teaching-related positions. This study is limited to these three groups of workers from this institution.

2. The six key areas of organizational health.

The instrument allows evaluation and measurement of six leadership key areas of organizational health: (a) value people, (b) develop people, (c) build community, (d) display authenticity, (e) provide leadership, and (f) share leadership. This study focuses on the disapproval and approval levels.

3. The workers who answered the questionnaire.

Since responding or not responding to the questionnaire was optional, some of the workers from the three categories chose not to answer. Therefore, this study is limited to the answers of those who completed and electronically submitted the questionnaire.

### **Delimitations**

The following delimitations were established in order to develop the purpose of the present study:

1. *Brazilian higher education.* According to LDB, Brazilian education is divided into two levels: (a) basic education and (b) higher education. This study focuses on the second level, considering my experience as a teacher and administrator at this educational level for several years.

2. *Private administrative category.* The administrative category of academic and institutional activities falls into one of two levels: (a) public, which includes federal, state, and municipal sectors, and (b) private, which includes commercial, philanthropic, community, and religious sectors. This study is delimited by the private category, since 73% of higher-education students in Brazil are enrolled in this category.

3. *Institution affiliated with the religious sector—Christian and Seventh-day Adventist.* Private higher-education institutions are classified as (a) commercial, (b) philanthropic, (c) community, and (d) religious. This study is delimited by the religious private higher-education institutions, and, among these, the Christian and Seventh-day Adventist ones.

4. *São Paulo state.* This state was chosen because it aggregates the majority of Brazilian higher-education institutions, and the Seventh-day Adventist church organization has a strong educational structure within this state.

5. *Centro Universitário Adventista de São Paulo (São Paulo Adventist University Center; UNASP)*. According to the Decree number 2,306, issued at August 19<sup>th</sup>, 1997, article 8, which is concerned with Brazilian higher-education institutions' academic organization, Brazilian higher-education institutions are divided into five categories: (a) universities, (b) university centers, (c) integrated colleges, (d) colleges, and (e) higher-education institutes or higher-education schools.

The study is delimited to UNASP because it is a university center, a category that possesses hybrid characteristics; that is, it keeps the autonomy prerogative granted to universities and is representative of the other categories listed above. It is, as well, a higher-education institution known for the excellence of its programs, which is attested to by the good performance of its programs in Ministry of Education evaluations as well as by the qualification of its faculty and by the quality of academic works offered to the student community. UNASP, besides fulfilling legal guidelines in the role of a Brazilian higher-education institution, seeks to fulfill organizational norms, principles, and values that are registered in the Internal Development Program as a member of the institutions sponsored by the Seventh-day Adventist church organization in São Paulo State.

6. *Selected variables*. For this study, the following variables were selected:

- a. Leadership categories (top leadership, management, and workforce)
- b. Location (three campuses—São Paulo, Hortolândia, and Engenheiro Coelho)
- c. Gender (male and female).



## **Organization of the Study**

The study is organized as follows:

Chapter 1 has a general introduction presenting the study's background, contextualizing the theme, and showing the statement of the problem, a formal presentation of the study's purpose and relevance. In this chapter, the research questions that triggered the theme to be studied are included along with the methodology that guides the research, the definition of the terms used throughout the study, assumptions, limitations, and delimitations of the study.

Chapter 2 presents a literature review related to the topic of this study. It brings an analytic summary of the main works related to the topic and the study's development, encompassing leadership theories, styles, and models, leadership and change, and, mainly, servant leadership. The literature related to the research questions and to the independent variables that integrate this study is considered in the chapter as well.

Chapter 3 presents the plan and the methodology used in the study. It also describes the population, type of study, statistical treatment, and research procedures used during data analysis.

Chapter 4 contains the study results and establishes relationships between the selected variables.

Finally, chapter 5 shows the study's conclusions regarding the statement of the problem and the research questions in connection with the given results. Moreover, this chapter provides recommendations for later studies.

## CHAPTER 2

### LITERATURE REVIEW

#### **Leadership Concepts, Theories, and Styles**

Leadership is a complex and comprehensive concept that has been the subject of an increasing number of studies and is of considerable relevance in the organizational world (Bass, 1990; Burns, 1995; Gardner, 1995; Kouzes & Posner, 1997, Wren, 1995). As of the 20<sup>th</sup> century, several theories have emerged seeking to analyze the relationship between leaders and subordinates in all dimensions and spheres of human knowledge. Leadership phenomena can be observed in every culture around the world from the most ancient times through the present time. As a process, leadership operates among educated and non-educated people in each of society's layers and is part of the collective unconscious (Asanome, 2001; Bass, 1990; Marinho, 2005).

According to Asanome (2001), leaders deeply impact people's and organizations' lives; as a consequence, the subject's complexity has stimulated the uprising of a multitude of theories and explanations about what leadership is (p. 14).

For Scholtes (1999), leadership involves leading purposes, technologies, relationships, work teams, and even the community. The author postulates that leadership goes beyond abilities and attributes listed in the various theories. Therefore,

leadership is the presence and the spirit of the individual in charge of leading, and the relationship he develops with those who are their subordinates. Good leadership meets the needs and values of those under supervision: it considers abilities and

aptitudes of people with who the leader shares this leadership. It adapts to the organization's purpose and future needs. Leading is an art, a self-discovery trip, a relationship network, the control of methods, and much, much more. As no one can expect to find all these traits in a single person, leadership, ultimately, needs to be a system. (p. 423)

According to Syroit (1996, as cited in Oliveira & Silva, 2004), leadership is an ensemble of activities of an individual who occupies a superior position within a given hierarchy, directed to the management and supervision of the other members' activities, aiming to successfully attain the group's goal (p. 49).

Hackman and Craig (1996) define leadership as "human (symbolic) communication which modifies the attitudes and behaviors of others in order to meet shared group goals and needs" (p. 14).

Kouzes and Posner (2007) define leadership as an observable set of useful abilities independent from being on top of the hierarchy or in the front line (p. 99). For them, "leadership is a dynamic relationship between leaders and followers, within which the roles of leader and follower are exchanged several times" (p. 104). Hunter (2006) asserts that leading means attracting people and involving them in such a way that they place their heart, mind, spirit, creativity, and excellence in service of a goal (p. 20).

Dede (1993), Robbins (2001), and Senge (2000) assert that people confuse the definition of leadership with that of management. Senge (2000, as cited in Asanome, 2001) says that people view the leader as a top-scale manager (p. 11). Chiavenato (2001) adds, "Leadership is not equivalent to management, but a good manager must be a good leader, while a leader isn't always a manager" (pp. 554-558). Robbins (2001) states, "Good management brings about order consistency by drawing up formal plans, designing result against the plans. Leadership in contrast, is about copy with change.

Leaders establish direction by developing a vision of the future” (p. 313). Dubrin (2007) adds, “Leadership is about interpersonal aspects; it is concerned with changes, inspiration, motivation and influence; while the management focus is planning, organizing, directing and controlling” (p. 4). Bennis and Goldsmith (2003) conclude,

Managing is about efficiency. Leading is about effectiveness. Managing is about how. Leading is about what and why. Managing is about systems, controls, procedures, policies, and structures. Leadership is about trusting people. Leadership is about innovating and initiating. Management is about copying, about managing the status quo. Leadership is creative, adaptive, and agile. Leadership looks at the horizon, not just at the bottom line. A good manager does things right. A good leader does the right things. (p. 7)

Following humankind’s historical development, leadership concepts have varied over time. As a consequence of this, several theories and interpretations about the role and purpose of leadership have emerged. For Bass (1990),

theories of leadership attempt to explain the factors involved either in the emergence of leadership or in the nature of leadership and its consequences. Models show the interplay among the variables that are conceived to be involved; they are replicas or reconstructions of the realities. Both theories and models can be useful in defining research problems for the social and political scientist and in improving prediction and control in the development and application of leadership. (p. 37)

### Leadership Trait Theory

Leadership Trait Theory is based on the specific character traits a leader possesses. The assumption of this approach is that leaders have specific innate character traits that distinguish them from other people (Megginson, Mosley, & Pietri, Jr., 1998).

This theory prevailed until the 1940s, supported by psychological tests on personality that derived from other studies on human behavior related to leadership (Marinho, 2005; Oliveira & Silva, 2004; Robbins, 2001).

Daft (1995) asserts that this theory was supported by the Scottish historian Thomas Carlyle (1795-1881), and it became known as the “Great Man” Theory, which supported the idea that the greatest progress of humankind is due to a few people with very specific character traits. According to Oliveira and Silva (2004), this theory assembles the traits a leader must possess in four dimensions:

1. Physical traits: energy, appearance, and weight
2. Intellectual traits: adaptability, aggressiveness, enthusiasm, and self-confidence
3. Social traits: cooperation, interpersonal relationships, and management abilities
4. Task-related traits: accomplishment ability, persistence, and initiative.

According to this theory, a leader must possess all these traits in order to exercise successful leadership. Nevertheless, Dubrin (2007) contests the Trait Theory, stating that many people intuitively believe that personal characteristics determine leadership effectiveness. To this author, one of the Trait Theory’s limitations is that the traits are sufficient for all leadership situations. Drucker (1996, as cited in Dubrin, 2007) believes that a leader cannot be categorized regarding peculiarities of personality type, style, or traits. Robbins (2001) presents the following limitation to the Leadership Trait Theory:

1. There are no universal traits that predict leadership in all situations. Rather, traits appear to predict leadership in selective situations.
2. Traits predict behavior more in weak situations. Strong situations are those in which there are strong behavioral norms, strong incentives for specific types of behaviors, and clear expectations as to what behaviors are rewarded and punished.

3. The evidence is unclear in separating cause from effect.

4. Traits do a better job at predicting the appearance of leadership than in actually distinguishing between effective leaders.

Finally, Kouzes and Posner (2003), referring to the Traits Theory, say that in their studies conducted over more than 20 years it became clear this theory is only a myth. For them, “leadership is not a private privilege of few charismatic men and women” (p. xi).

### Transactional Theory

Transactional Leadership Theory is a process of interchange or exchange with the purpose of meeting followers’ needs and of reaffirming the leaders’ position (Bass, 1990; Chemers, 1995). Chemers (1995) states,

The transactional and the Exchange theories have shown that relationship between leaders and followers is a dynamic one extending longitudinally in time. Roles are defined, negotiated, and redefined. People move toward or away from one another with effects on motivation, satisfaction, and individual and group performance. (p. 98)

Chemers (1995) highlights Hollander’s (1970) work, researcher of this leadership model, who emphasizes that, in this theory, group members exchange competence and loyalty for rewards that encompass material aspects, such as salary and protection, as well as less tangible rewards, such as honor, status, and influence. According to him, this shows the legitimization of transactional leadership as a process of social change.

Chemers (1995) also stresses the work of Graen and his associates (1975), demonstrating that in transactional leadership “the nature of exchange process between leaders and subordinates can have far-reaching effects on group performance and morale” (p. 91). Their studies showed that in the exchange process between leaders and subordinates, considerable freedom is given to some, while for others, freedom is restricted and

controlled. Chemers (1995) concludes that “good interpersonal relationships in dyads make people feel better about each other, themselves, and their work. . . . The model does not elucidate the causes of good and poor exchanges” (p. 91).

Bass (1990) questions the Transactional Leadership Theory because it operates within the framework of one’s own interests, both for leaders and for subordinates, sometimes at the expense of the group as a whole. Burns (1995), following the same line of thinking, also criticizes this leadership model for considering personal relationships as limited to a bargain process, with no continual and lasting bond between leaders and followers in the search of loftier purposes.

### Behavioral Theory of Leadership

From the 1940s on, the quest for a better comprehension of leadership started, breaking with previous approaches, especially the Leadership Trait Theory. This approach places more value on people’s behaviors and attitudes (Daft, 1995; Oliveira & Silva, 2004; Robbins, 2001).

For Bergamini (1997), the basic difference between Leadership Trait Theory and the Behavioral Theory lies within the assumption that, in the first approach, leadership is considered innate, and, in the second approach, it is believed that people can be trained to adopt these behaviors and develop them in order to become leaders.

The first studies using the Behavioral Theory of Leadership were conducted by Kurt Lewin and his associates at Iowa State University (Lewin, 1939, as cited in Daft, 1995).

This theory postulates three leadership categories:

1. *Autocratic leadership (authoritarian)*: Leaders centralize all decisions and impose their orders. There is an emphasis on tasks, and they have absolute power and authority concerning decision making. They also expect everyone to obey without any explanation. There is no room for personal initiative. Productivity can be high, but task accomplishment is not accompanied by satisfaction.

2. *Democratic leadership (participative)*: Leaders conduct and orient people and foster their participation. They share with their subordinates the responsibility of leading and involve them in decision-making processes. Leaders assume a position of support without using imposition.

3. *Liberal (laissez-faire)*: Leaders act as members of the group, only intervening when requested. Great authority is granted to the subordinates. Leaders limit themselves to providing information and make interventions only when requested.

Daft (1995) states that Lewin's studies and those of his associates primarily compared the autocratic and democratic leadership models and came to the following results:

The groups with autocratic leaders performed highly so long as the leader was present to supervise them. However, group members were displeased with the close autocratic style of leadership, and feelings of hostility frequently arose. The performance of groups who were assigned democratic leaders was almost as good, and these were characterized by positive feelings rather than hostility. In addition, under the democratic style of leadership, group members performed well even when the leader was absent and left the group on its own. (p. 379)

### Transformational Theory

As of 1978, Burns has been presenting a new paradigm for the leader's role, shifting from transactional exchanges to a transformational relationship.



Dubrin (2007) states that the Transformational Leadership Theory focuses on what leaders accomplish and not on their personal characteristics. Therefore, “the transformational leader helps bring about major positive changes by moving groups beyond their self-interests and toward the good of the group, organization and society” (p. 84).

Within this leadership perspective, Dubrin (2007) points out nine ways in which transformations occurs:

1. *Raising people’s awareness.* The transformational leader makes group members aware of the importance and values of certain rewards and how to achieve them.
2. *Helping people look beyond self-interest.* The transformational leader helps group members look to “the big picture” for the sake of the team and the organization.
3. *Helping people search for self-fulfillment.* The transformational leader helps people go beyond a focus on minor satisfactions to a quest for self-fulfillment.
4. *Helping people understand the need for change.* The transformational leader must help group members understand the need for change both emotionally and intellectually.
5. *Investing managers with a sense of urgency.* To create the transformation, the leader assembles a critical mass of managers and imbues in them the urgency of change.
6. *Committing to greatness.* By adopting this greatness attitude, leaders can ennoble human nature and strengthen societies.

7. *Adopting a long-range perspective and at the same time observing organizational issues from a broad rather than a narrow perspective.* Such thinking on the part of the transformational leader encourages many group members to do likewise.

8. *Building trust.* One component of building trust is to impose transparency on the entire organization.

9. *Concentrating resources on areas that need the most change.* The turnaround artist or transformational leader cannot take care of all problems at once in a troubled organization.

For Wofford, Goodwin, and Whittington (1998, as cited in Asanome, 2001), transformational leadership is a process in which leaders and followers elevate one another to higher levels of morality and motivation, attracting ideals and moral values such as freedom, justice, equality, peace, and humanitarianism, rather than basic emotions such as fear, greediness, jealousy, or hatred.

Burns (1995, as cited in Marinho, 2005) states that as followers grow within this process, they become more active and develop their own potential as new leaders (p. 5).

Bass (1990) defends the point of view that transformational leadership “is closer to the prototype of leadership that people have in mind when they describe their ideal leader and is more likely to provide a role model with which subordinates want to identify” (p. 54). Within this perspective, leaders develop in their subordinates a high performance expectation instead of wasting time applauding or restraining them. For Bradford and Cohen (1984, as cited in Bass, 1990), leaders must be more than heroes of technical competence and organizational abilities: “He or she must become a developer of people and a builder of teams” (p. 54).

## Situational Leadership Theory

The Situational Leadership Theory proposed by Hersey and Blanchard (1988) has been developed since the 1960s based on studies by them and other colleagues (Bass, 1990).

Robbins (2001) states that this theory's authors defend the idea that successful leadership is dependent upon subordinates' acceptance. It also depends on the "right leadership style, adequate to the subordinates' maturity level" (p. 322).

According to Dubrin (2007), this theory emphasizes the subordinates' role concerning task accomplishment.

Hersey and Blanchard (1988) assert that situational leadership consists of an attempt to demonstrate the need for an appropriate relationship between a leader's behavior and the readiness level of subordinates. "Followers in any situation are vital, not only because as individuals they accept or reject the leader, but because as a group they actually determine whatever personal power the leader may have" (Hersey & Blanchard, 1988, p. 170). For them, this leadership model considers two dimensions of leader behavior:

1. *Task behavior*: Adopted in order to organize and orient group members' roles and to define what will be executed by each one.
2. *Relationship behavior*: Established to develop and maintain personal relationships between the leader and group members as a support instrument and is responsible for providing feedback.

Hersey and Blanchard (1988) highlight two kinds of maturity:

1. *Work maturity*: Related to the ability to do something. It is being able to develop certain tasks “without the direction of others” (p. 184) and possessing the necessary knowledge and skill.

2. *Psychological maturity*: Related to the motivation or will to do something. It presupposes self-confidence and dedication.

Starting from these two kinds of maturity, it is possible to define four leadership styles, according to Hersey and Blanchard (1988):

1. *Telling (S1)*: Emphasis on directive behavior; highly task-oriented with low relationship levels. The leader decides the roles and informs subordinates of their tasks.

2. *Selling (S2)*: Emphasis on orientation for tasks and relationships with people. The leader provides directive behavior so that tasks get accomplished.

3. *Participating (S3)*: Emphasis on relationships with people. The leader works as a facilitator and communicator. Decision-making processes are shared between leader and subordinates.

4. *Delegation (S4)*: Low emphasis on task structuring and low level of relationships with people. The leader provides scanty information and support to collaborators.

Following this line of thought, Oliveira and Silva (2004) have divided maturity level into four stages:

1. *Maturity 1*: People who are incapable of accomplishing tasks and who are not willing to take on responsibilities.

2. *Maturity 2*: People who still have insufficient accomplishment abilities but who are sometimes willing to do something; they have some motivation but lack the necessary ability to accomplish tasks that require higher responsibility levels.

3. *Maturity 3*: People with high accomplishment ability but with unstable motivation levels, leading to variation in response to leaders' solicitations.

4. *Maturity 4*: People with high accomplishment ability and who are very willing to do what is requested.

According to Dione (1989, as cited in Daft, 1995), this theory has limitations. He mentions the example of Samuel Pierce Junior, who, during Reagan's government, applied this study to his collaborators, but they were not mature according to this kind of leadership. For Dione (1989), "the net result has been a charge of mismanagement against the leader because the leadership style did not fit the situation" (p. 388).

### Contingency Theory of Leadership

According to Dubrin (2007), the Contingency Theory of Leadership, developed by Fiedler (1967), consists of a model based on the situation in which the leader is working. Within this approach, leadership focus shifts from personal characteristics or the leader's behavior patterns to the leader's adjustment degree regarding a specific situation, favorable or unfavorable, which allows him or her to influence the group.

For Robbins (2001), the Contingency Theory of Leadership, created by Fiedler (1967), is founded upon three variables:

1. *Leader-member relations* refer to the group's atmosphere and members' attitude toward and acceptance of the leader.

2. *Task structure* refers to the extent to which tasks performed by the group are defined, involve specific procedures, and have clear, explicit goals.

3. *Position power* is the extent to which the leader has formal authority over subordinates.

According to Robbins (2001), the next step for this leadership model is to evaluate situations in light of these three variables.

When the situation is marked by a good relationship between leader and subordinates, but the task is not highly structured and there is low leader influence, leadership style must be democratic and relationship-driven.

As Daft (1995) and Robbins (2001) show, this model has received some criticism due to the complexity of variables that are to be evaluated. Bass (1990) adds,

The relations-orientated leader is most likely to be effective in situations between the two extremes. A situation is favorable to the leader if he is esteemed by the group to be led; if the task to be done is structured, clear, simple, and easy to solve; and if the leader has legitimacy and power owing to his or her position. (p. 47)

### Theory of Charismatic Leadership

The concept of charisma was introduced to leadership studies by the German sociologist Max Weber in the first decades the 20<sup>th</sup> century (Bass, 1990). But its effects and the description of the dynamics involved in this process that involves leaders and subordinates were part of the Theory of Charismatic Leadership that was developed by House (1977) during the 1970s (Bass, 1990; Dubrin, 2007).

For House (1977, as cited in Dubrin, 2007), in this theory the degree of charisma is determined by the following indicators:

1. Group members trust in the correctness of the leader's beliefs.

2. There is similarity of group members' beliefs to those of the leader.
3. There is unquestioning acceptance of the leader.
4. There is affection for the leader.
5. There is willing obedience to the leader.
6. There is identification with and emulation of the leader.
7. There is emotional involvement of the group members or constituents in the mission.
8. There are heightened goals of the group members.
9. There is a feeling on the part of group members that they will be able to accomplish or contribute to the accomplishment of the mission.

Gardner (1989, as cited Dubrin, 2007) believes that charisma applies to leaders who have exceptional inspiration and communication gifts. At the same time, subordinates respond with "reverence, devotion, or emotional dependency" (p. 69). Nadler and Tushman (1995) reinforce Gardner's position, sustaining that the charismatic leader is endowed with personal qualities that allow the mobilization and support of great activities within an organization. They highlight three behavior patterns that portray the charismatic leader:

1. Envisioning: This involves the creation of a picture of the future state with which people can identify and which can generate excitement.
2. Energizing: The role of the leader is the direct generation of energy and motivation to act among members of the organization.
3. Enabling: The charismatic leader helps people to respond and to act when faced with challenging goals. According to this theory, people need emotional assistance

in order to accomplish the tasks to which they are assigned. Therefore, the charismatic leader shows empathy and highly developed listening skills in addition to understanding and sharing feelings with organization members.

Nadler and Tushman (1995) state that all these qualities are, notwithstanding, insufficient to confirm this leadership model's effectiveness once it is applied to individuals. They highlight the following critical issues, among others:

1. Unrealistic expectations: The leader may create expectations that are unrealistic or unattainable.
2. Dependency and counterdependency: Some individuals may become overly dependent upon the leader or may become passive or reactive.
3. Reluctance to disagree with the leader: In the presence of a strong leader, people may become hesitant to disagree or come into conflict with the leader.
4. Need for continuing magic: The charismatic leader may become trapped by the expectation that the magic often associated with charisma will continue unabated.
5. Potential feeling of betrayal: When and if things do not work out as the leader has envisioned, the potential exists for individuals to feel betrayed by their leader.
6. Disenfranchisement of the next level of management: A consequence of the strong charismatic leader is that the next level of management can easily become disenfranchised.
7. Limitations of the range of the individual leader: When the leadership process is built around an individual, management's ability to deal with various issues is limited by the time, energy, expertise, and interest of that individual.



For Dubrin (2007), charismatic leadership is possible only under the following conditions: (a) when subordinates voluntarily obey the leader and (b) when all are emotionally involved with the leader's mission and goals.

Kouzes and Posner (2003) question charismatic leadership with the following statement: "Our researches have been showing that leadership is not a private privilege of few charismatic men and women. We strongly believe that leadership is an ensemble of abilities and practices which are available to each one of us" (pp. xi-1). For these authors, charisma has become an overly used, inadequate, and useless term to describe leaders. Bass (1985, as cited in Kouzes & Posner, 2003) says, "Charisma has become an overworked cliché for strong, attractive, and inspiring personality" (p. 35).

## **Current Issues in Leadership**

### **Leadership Styles**

According to Ferreira (1999), the term *style* has a wide meaning, being applied to a personal expression, a way of writing, and a behavior pattern specific to a class, profession, or group. In the leadership field, Engstrom (1976, as cited in Alaby, 2005) defines style as the way leaders perform their functions and the way they are perceived by those they try to lead (p. 67). Style depends on personality, character, group needs, and the immediate situation surrounding leaders.

Corporate literature (Chiavenato, 2001; Hoover & Valenti, 2006; Rooke & Torbert, 2005) presents a comprehensive inventory of different leadership styles that still prevail or that are proposed to institutions. This study presents some of these styles, as shown below:

Chiavenato (2001) points out three classic leadership styles:

1. *Autocratic*: The leader fully centralizes authority and decisions. The leader is authoritarian, gives orders, and expects blind obedience.

2. *Democratic*: The leader is communicative, encourages subordinates' participation, and is worried about the work and about the group.

3. *Liberal*: The leader is evasive and shows no steadiness, allowing total freedom for decision making.

Hoover and Valenti (2006) identify four leadership styles:

1. *Specialist in control*: The control specialist is a leader with institutional authority to perform individual or collaborative leadership roles, depending on the situation and/or application (p. 130).

2. *Specialist in agreement*: The agreement specialist is rational, systematic, a companion, and honest.

3. *Specialist in sociability*: The sociability specialist is communicative, optimistic, positive, and close. His or her biggest strength lies in relationships.

4. *Specialist in stability*: The stability specialist is task-centered. They are usually calm, undisturbed, and calculating individuals. Their biggest concern is reaching organizational goals (p. 177),

Rooke and Torbert (2005) present the following seven leadership styles according to their action logic:

1. *Opportunistic*: Always seeks a way of winning; self-oriented, manipulative, and makes his or her will prevail through force.

2. *Diplomatic*: Avoids open conflict, wants to belong to something, and obeys group norms.

3. *Specialist*: Commands by logic and expertise; seeks rational efficiency.
4. *Accomplisher*: Satisfies strategic goals, is efficient in accomplishing goals through team work, and balances management duties and market demands.
5. *Individualist*: Interweaves clashing personal and organization action logics; creates unique structures to fill in the blanks between strategy and performance.
6. *Strategist*: Brings about organizational transformations; exercises the power of mutual questioning, surveillance, and vulnerability both in the short and long term.
7. *Alchemist*: Brings about social transformation; integrates material, spiritual, and social transformations.

Rosner (2007, as cited in Galveas, 2004) highlights six leadership styles with the following profiles:

1. *Coercitive style*: Power-based. This style leads to the worst results, although it might mobilize people's production during a short-term crisis.
2. *Egocentric style*: Based on personal actions. On the worst-results ranking, this style comes in second place. It is a leadership style obsessed with accomplishing tasks with a lot of quality and efficiency, but is incapable of being clear and objective about expectations on collaborators' performance.
3. *Training style*: Based on "hit or miss" attempts. In this style, leaders are very demanding both with the group and with themselves. They try to help their subordinates to identify their strengths and weaknesses. They delegate challenging tasks while aiming at the growth of each team member. This style is focused on subordinates' competence and ability development.

4. *Democratic style*: Based on the inclusion of people in the decision-making process. This style defends the idea that leaders must win subordinates' trust and commitment by trying to include them in the organization's executive and decision-making processes.

5. *Emotional style*: Based on interpretation of subordinates' feelings. This style focuses on working with the emotional side of subordinates, trying to compliment them, paying attention in their attitudes, and giving freedom to group members to interact while accomplishing tasks. This leadership style creates mutual confidence, commitment to established goals, and group cohesion towards task accomplishment.

6. *Motivational style*: Based on inclusive and shared work. This leadership style establishes a well-defined vision of its expectations regarding goals to be attained. Each time element is emphatically considered. In this way, each team member starts to understand why his or her tasks are important.

Leadership styles can be viewed as responses to historical, social, and political moments; that is, depending on the culture of a given society, time, or region, organizations tend to value one style at the expense of the others as a fundamental element to achieving the organizations' desired results (Galveas, 2004).

### Leadership and Change

According to Campos (2003), organizational change is a widespread subject because it is one of the biggest challenges faced by leaders and organizations seeking to maintain their stability in the current economic scenario. For Campos, due to the constant evolution in all sectors, which include technological, economic, political, and social transformations, there is an increase in the debate about changes.

Senge (2000) states that, even though we are living in a world in constant change, some organizations seem to strive against any change to the status quo. For him, leadership requires fundamental changes because it is an expression of a living system, so new principles and perspectives, as well as definitions and language, are necessary (p. 87). According to Senge (2005a), only by changing our way of thinking do we become able to modify deeply rooted politics and practices (p. 23). Therefore, for this author, change must first occur within individuals. Only after this can change happen within organizations. For Covey (2002a), dramatic transformations that have been occurring in the scientific world and the revolutionary advances in technology offer new models to think about old problems, and these models demand new maps, new paradigms, new ways of thinking, and new ways of seeing the world (p. 46).

According to Kotter (2000, 2006), a change process involves phases that usually take considerable time; eliminating these phases can create the illusion of speed but can lead to unsatisfactory results. He points out several factors that are included in change processes, of which the following can be highlighted:

1. *Motivating people*: Kotter, over the 10 years, has observed more than 100 companies, and more than 50% of them failed by not giving the necessary attention to this phase. Their executives remained paralyzed in their comfort zones, did not observe the coming of adverse conditions, stayed defensive, and reduced motivation instead of making efforts to become more productive. High-administration paralysis often happens due to the existence of too many managers and too few leaders (Kotter, 2000, p. 11).

2. *Fostering an orientation coalition*: This factor highlights the importance of all members of the organization, whatever level they belong to, being united in a common

effort and inspired for change. According to Kotter, the companies that failed underestimated these needs, even though they had several plans, guidelines, and programs in lengthy books and documents.

3. *Communicating the organization's vision*: Vision communication must not occur only among those in high leadership so that only a few people understand a new approach. Without a trustworthy and intense communication process, it will never be possible to win the minds and hearts of the troops. Change gets stronger when it is infiltrated into the organizational body's bloodstream and when it is embedded in shared values (Kotter, 2000, p. 25).

Emphasizing the need for communicating vision, Duck (2000) adds that people dread an information vacuum; when there is no constant conversation along with the change process, gossip fills the vacuum (p. 60).

A study was carried out by Bernthol and Wellins (2006), from a consulting firm called Development Dimensions International (DDI), with 4,559 leaders belonging to all hierarchical levels and with 944 human resources professionals from 42 countries, including Brazil. They asked questions regarding effectiveness, leadership development, people alternation, succession, pressures, and motivations. These researchers found the following:

1. Sixty-six percent believe that it will be difficult to find leaders in the future.
2. Fifty-one percent state that participating in training programs was an important component in their success.
3. Thirty-five percent of leaders fail due to lack of interpersonal abilities.

4. Thirty percent of them do not possess the essential characteristics for an effective leadership.

5. Twenty-five percent of them have already thought of quitting their leadership position.

For Goffee and Jones (2005), dissatisfaction with leadership happens when the exercise of leadership has become superficial, imitative, and fake. This makes authenticity a very desirable product in modern organizations—an attribute that is unfortunately scarce (p. 77).

A crisis in leadership development is occurring, and new paradigms are expected to be adopted (Covey, 2002a; Kouzes & Posner, 2007; Senge, 2005a, 2005b).

According to Cappy and Anthony (2001), the organizational world is eager for speed. This requires competence from leaders to accelerate significant changes, the most challenging changes being the cultural ones, which stimulate the organizations' internal capacity building. These authors find it necessary to warn that these changes must be put into practice within a context of real needs. They state that oftentimes initiatives for change are rich in speech and poor in action. Efficient change requires imagination and active experimentation with innovative formulas to transform new possibilities into reality (p. 213).

According to Jaworski (2005), in order for an organization to learn, it involves not only the development of new abilities but also radical changes in both the individual and collective mentality (p. 11). Kouzes and Posner (2003) affirm that leadership without change is merely ceremonial. It is not possible to manage one's self, a department, or an institution toward a better future without changes based on principles and values.

Campos (2003) shows optimism regarding changes that are currently taking place. She declares that many organizations have been assuming a proactive attitude regarding changes, abandoning the reactive attitude that characterized previous times (p. 36). For Motta (2001),

big transformations will not arrive through technological innovations, but through the new value-based impositions on production. There has been an advancement of models favorable to quality, ecological awareness, equality and to increase the value of people at work; values regarding human life improvement in its material, spiritual and ethical dimension are being recovered. Thus, entrepreneurship interactions are innovated by social solidarity, richness redistribution, human spirituality, ecological awareness, progress sustainability and a clientele view based on people in their wholeness. (pp. 19-20)

Collins and Porras (2000) defend a principle they entitle *essential ideology*. According to them, successful companies must have a solid base of unchanging values and principles, but their strategies and practices must be constantly adapting to a changing world. Duck (2000) states that it is necessary to first renew people's minds so that true changes can be manifested in the physical world.

### Educational Organizations and Change

Galveas (2004) highlights changes that have been occurring in the current political and economic situation, bringing about deep and radical transformations in the way of managing undertakings during the beginning of this century, especially regarding the concerns of the leaders within organizations. Leaders face an unstable, uncertain environment filled with unceasing transformations. Giving emphasis to the need for changes in the educational sector, he states,

The world is currently going through an intense and turbulent transition period, when we witness the failure of bureaucratic management models, as well as the ruin of the primitive banking education of masses, which strongly marked the origins of Modernity. And certainly schools, as well as several other institutions, have suffered



with these changes, as of the moment they insist on passionately resisting to transformations, not knowing how to perform an adequate transition from mechanistic and bureaucratic paradigms to the current model. (p. 2)

Following Galveas's (2004) same line of thinking, Luck (2004) ascertains that schools currently need leaders who are able to work in teams with teachers and colleagues, helping them to identify their needs, and who are also capable of listening, delegating authority, and dividing power (p. 34).

De Sordi (2000), questioning authoritative teaching, says vehemently,

It's time we looked beyond the tiny key hole in the door lock, to see more clearly what awaits us in the condition of educators interested in putting into practice a different Higher Education, guided by the solidarity ethic between teachers and students. (p. 232)

Buaiz (2003), discussing the lack of competent and dependable leaders, asserts that the world is out of control because the value of leadership is being questioned. Many formal authorities lose credibility, while a new generation of servant leaders starts to command our institutions (p. 17).

DePree (1995) states that the most appropriate leadership model for facing the uncertainties of a globalized world and of a society undergoing constant change is the servant model. However, this will never be easy. It is like sailing against the wind, facing ambiguous problems, discomfort, and contrary opinions, because "servant-leadership is not permissive. It always sets high standards of being and doing" (p. ix). Blanchard (2002) reinforces DePree's position with the following statement:

I truly believe that servant-leadership has never been more applicable to the world of leadership than it is today. Not only are people looking for a deeper purpose and meaning when they must meet the challenges of today's changing world; they are also looking for principles and philosophies that actually work. Servant-leadership is about getting people to a higher level by leading people at a higher level. (p. xi)

According to Burns (1978, as cited in Kouzes & Posner, 1997), the main test of leadership is the ability to fulfill yearnings for change that attend the most urgent needs of people (p. 461).

Murphy and Seashore-Louis (1992, as cited in Crippen, 2006) state that “leadership is connected to competence for needed tasks rather than to formal position” (p. xxii).

According to Quinn (2005), a leader, in order to attain moments of greatness, needs to leave his or her normal leadership state or comfort zone and move to the “fundamental state of leadership.” He states that comfort conveys security but ends up generating a feeling of self-indulgence and lack of sense, and he emphasizes that it is necessary to assume a more internal orientation by making internal values clearer and having more integrity. By doing this, leaders start thinking less about themselves and more about others. He adds that when leaders put the collective well-being first, they gain trust and respect from the others (p. 38).

Nicholson (2005), discussing the limits of change, criticizes those who maintain that intelligence and inventiveness are sufficient for redesigning organizations. He states that organizations continue to value their staff using an individualist standard, and this ends up harming efforts at teamwork (p. 74).

### Gender and Leadership

The participation of women in the various arenas of life, especially in social and professional arenas, has been a subject of analysis and debate (Baron, 1986; Martins, 2005; Nuñez, 2007, Roscoe, 2008).

According to Nuñez (2007), more than 2,000 years ago Romans, Greeks, Jews, and other ancient peoples limited women's activities to motherhood and select other activities, usually in the domestic domain. Nuñez states that individual cases of leadership and bravery could be seen in several places, but most women were under male domination (p. 14).

Martins (2005) affirms that politicians, religious leaders, and scholastics considered women as inferior, as if they were second- or third-rate creatures. Some statements by ancient and middle-age leaders show utter contempt for women.

In this context of women's servility, Jesus Christ, the greatest servant leader of all time, not only valued women as human beings but also accepted their support in his activities in a position of leadership, thus projecting a different view of women (Nuñez, 2007).

According to Rosener (1995), until 1960 there was a clear distinction of women's public and private roles. They were expected only "to be wives, mothers, community volunteers, teachers, and nurses. . . . Women were not expected to have a career, or at least not the same kinds of careers as men" (p. 157).

For Louro (2002), the source of discrimination against women historically can be found in the education they were offered. She highlights that male education prepared the students for the world of business and careers, whereas female education was targeted toward marriage and motherhood.

In accordance with Louro (2002), in Brazil, as in other parts of the world, until the beginning of the 20<sup>th</sup> century, women's education was subject to polemics and discussions as it was considered a landmark for female emancipation. Although men

studied geometry and other subjects that prepared them for higher education, women had sewing, lacework, embroidery, and culinary art lessons. Women's education was more focused on moral issues than on instructive ones. Louro highlights that over the course of the 20<sup>th</sup> century, women made progressive gains in formal education, and this started giving them better conditions in the fight for emancipation. For Louro, this struggle for formal education led women to achieve civil and political rights, to have a crescent engagement in the professional world, and to have increased involvement in public spaces. However, according to Rago (2002), the barriers women faced in order to join the business world were always too big, no matter the social class they belonged to. From the inequality of salaries to physical intimidation, from intellectual disqualification to sexual harassment, they have always had to overcome obstacles to enter a field historically defined as a male domain.

Louro (2002), commenting on the fight for women's rights, emphasizes that at the turn of the 19<sup>th</sup> century and during the 20<sup>th</sup> century changes occurred that opened up a place for women in formal education.

According to data from the Carlos Chagas Foundation (*Fundação Carlos Chagas* – FCC), over the last three decades, women in Brazil have not only gained more of a place in classrooms, but they have also raised their education level. The current environment is the result of increasing efforts toward the education of women, which can be seen in greater detail in Appendix C.

For Farnsworth (2007), feminine evolution in education reflects the changes experienced by society over the last decades, showing that even though some

differentiations continue to exist in specific areas, there is a tendency for education to be equally spread across both genders, thus enabling society's growth.

According to Eagly and Carli (2007), even though prejudice against women still prevails, females have achieved significant advances in the professional arena, especially in the western world. These authors state that in the United States, women occupy more than 40% of all management positions, but their presence as executive officers and directors is still lacking. According to the Fortune 500 ranking, only 2% of CEOs are female, and just 15% of seats on management committees are occupied by women (Eagly & Carli, 2007, p. 37). Eagly and Carli (2007) argue that discrimination is not confined to higher positions; it starts earlier when decisions about promotions are being made. According to them, current studies confirm that it takes longer for a woman to be promoted than a man with equal qualification. Therefore, men usually assume management and supervision positions before women. The authors point to what they call an invisible barrier (p. 38), which is found not only at top-level positions, but is a reality all along a woman's professional course in the form of obstacles and difficulties. The smaller number of women in top leadership positions is only a result of this path.

Frankel (2007) shows a similar reality regarding women in the political realm. She states that in January 2006, only 15% of candidates elected to the American Congress were female, a percentage equivalent to the world average, which is 16%. She adds that, among 180 researched countries, only 11 had women as State chiefs. The author adds,

A recent study conducted by Catalyst, a pioneer group in the research field regarding women in the United States, revealed that even though they respond for 46.4% of workforce, only seven companies included in the list of the 500 largest companies of

Fortune magazine are directed by females. Women earn as few as 5.2% of the biggest salaries and hold only 7.9% of top positions in these organizations. (p. 21)

Shein (1995), reaffirming the gender-based differences in the work world, adds, “Although sex role stereotypes have little basis in reality, they can color our evaluations of people. This attitude limits women’s opportunities for entry into and promotion within the managerial ranks” (p. 166).

Baron (1986) states that members of both genders tend to consider men to be better leaders than women. According to this author, these beliefs and cultural stereotypes suggest that

men are dominant, assertive, and self-assured, while women are passive, submissive and emotionally unstable. . . . Recent evidence suggests that these stereotypes are largely false: males and females do not differ as consistent nor to a large degree as these traditional conceptions suggest. Yet such beliefs persist, and continue to distort perceptions of leadership performance. (p. 167)

Evoking a large-scale study conducted with almost 2,000 managers, Baron (1986) states, “Virtually no difference appeared between males and females with respect to key dimensions such as managerial philosophy, skill in dealing with subordinates, managerial style, or approach to motivating one’s subordinates” (p. 170).

Questioning the common sense regarding women’s qualification for leadership positions, Greenberg (2007) points out that in the exercise of leadership women are more persuasive than men because they learn to listen before speaking. He highlights three leadership qualities very common among women: communicability, empathy, and sociability. Besides, they more easily take risks in order to attain their goals. Dweck (2006) adds, “Women, generally speaking, are considered more emotive, sensible and intuitive—characteristics which have been increasingly valued in an organizational rhetoric which proclaims team work” (p. 70).

Matsuura (2004), defending women's participation in leadership, states,

Women's ability to reach excellence in the area they choose to work has already been proved for a long time. In spite of this, reaching the top positions in the fields they select remains as a problem. In many countries of the world, women represent the majority of teachers, but a minority of school principals; many attain academic excellence, but, compared to men, few reach tenure; many become lawyers, but few reach top positions in the legal milieu; congresswomen are a minority in all National Congresses, but when it comes to assuming Secretary positions, they know this number is even further reduced; there are lots of women who work as journalists, but few of them occupy management positions in the press. In all aspects of life as well as in management boards and committees where political decisions are made, women bump into a glass ceiling before reaching levels where influence and authority are exercised. (¶3)

Peters (2004) states that the leadership desired in the new economy has female gender attributes, which range from greater relational and learning abilities to the respect paid to the institution. He shows women's main qualities in contrast with those of men in the business world as the following:

1. Women improvise more easily than men.
2. Women are more self-determined and trust more in their sense of confidence than men.
3. Women place more value on the institution they work for and depend on it more than men.
4. Women, in contrast to men, naturally concentrate on empowerment instead of focusing on hierarchical power.
5. Women understand and develop relationships more easily than men.

Janini (2008), on the other hand, observes that as time goes by women have been adopting a more rational attitude within the companies they work for, getting closer to male leadership style. Men, at the same time, are learning to refine their intuition, a characteristic typically considered as belonging to women. For Janini, this role switching

is very healthy in the organizational world and does not compromise the singularities of each gender.

Bennis (2002) defends women when considering the advantages of having them as leaders. For him,

one of four competitive advantages will be the full development of the talent of women in our workforce. We must dispel the myth that the only way for a woman to succeed is to act like a man. . . . What has got to change is not women's character traits but corporate cultures, because most of them have been playing male-chauvinist games for too long. The power structures and avenues of opportunity have excluded women for years. Successful leadership doesn't depend on masculinity or femininity. It's not about being tough or soft, assertive or sensitive. It's about having a particular set of attributes which all leaders, both male and female, seem to share. (p. 103)

### **The Servant Leadership Theory and Approach**

The Servant Leadership Theory proposed by Greenleaf (1991) was formally established in 1977, when the book *Servant Leadership* was published, although the term had already been coined by the same author at a seminar held in 1970 called Servant-Leadership (Spears, 2005).

This leadership concept directly opposes the traditional principles of leadership, which paradigm consists of viewing the leader as a hero endowed with magical powers and as someone in a position of superiority who imposes order on his or her followers, subordinates, or dependents (Buaiz, 2003; Farnsworth, 2007; Marinho, 2005; Senge, 1995; Spears, 2005).

According to Greenleaf (1991), “the Servant-Leader is servant first” (p. 14). This statement refutes the common belief that the act of serving is an ulterior choice. For this author, “the essence of leadership is that the leader makes the effort first. The leader takes the first step in the belief that, if he provides a clear demonstration of the intent to build a



more honest relationship, followers respond” (Greenleaf, 1998, p. 85). He contrasts servant leadership with traditional models, considering the use of power in three dimensions as described below.

1. *Coercive power*: This power dimension exists because leaders “are granted (or assume) sanctions to impose their wills on others. These sanctions may be overt or may be covert or subtle. Another complication is that some coercion is masked behind ideal aims and is employed by people who are highly civilized and are motivated for noble ends” (pp. 82, 83).

2. *Manipulative power*: The distinction between manipulation and coercion, according to this author, lies in plausible rationalization and not in threats, sanctions, or pressure. In this situation, there is a disguise and people are manipulated, guided by rationalizations in beliefs and actions they do not fully understand.

3. *Persuasion as power*: Within this dimension, contrary to the previous models, power is shared, and “both leader and followers respect the autonomy and integrity of the other and each allows and encourages the other to find his or her own intuitive confirmation of the rightness of the belief or action” (p. 85).

Greenleaf (1998) conveys his ideas and thoughts on servant leadership based on this third power dimension and upon four fundamental principles: values, goals, competence, and spirit. For him, institutions work better when an idea and a dream are viewed as a shared effort between leader and collaborators and “not to charisma of a leader,” but “the leader is seen as servant of the idea” (p. 87).

Spears (2005), emphasizing Greenleaf’s importance on servant leadership, declares that the approach is not a “quick-fix” or something that can be instantaneously

installed in a given institution. It is a process that must be put into practice progressively. According to this author, “servant-leadership is a long term, transformational approach to life and work in essence, a way of being that has the potential for creating positive change throughout one society” (p. 32). Broadening the vision of servant leadership, he extracted 10 attitudes from this leadership model’s main characteristics, which can be found in Greenleaf’s originals. Those 10 attitudes are the following:

1. *Listening*. Leaders have traditionally been valued for their communication and decision-making skills. While these are also important skills for the servant leader, they need to be reinforced by a deep commitment to listening intently to others.

2. *Empathy*. The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. The most successful servant leaders are those who have become skilled empathetic listeners.

3. *Healing*. Learning to heal is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for leading one’s self and others.

4. *Awareness*. General awareness, and especially self-awareness, strengthens the servant leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to the ability to view most situations from a more integrated, holistic position.

5. *Persuasion*. The servant leader seeks to convince others rather than to coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership.

6. *Conceptualization.* The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities. This is a characteristic that requires discipline and practice. The manager who wishes to also be a servant leader must stretch his or her thinking to encompass broader-based conceptual thinking.

7. *Foresight.* Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision in the future.

8. *Stewardship.* Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.

9. *Commitment to the people.* Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers. The servant leader recognizes the tremendous responsibility to do everything within his or her power to nurture the personal, professional, and spiritual growth of employees.

10. *Building community.* A servant leader seeks to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and others institutions.

According to Farnsworth (2007), servant leadership, as proposed by Greenleaf, promotes a leader who works to create in the institution an environment of respect towards people, who has a sense of commitment to both the mission and vision, and who has a willingness to serve. This should permeate leaders, subordinates, clients, and the

whole community. For Lore (1998), servant leadership's strength lies in power through influence rather than power through control. He exemplifies his position through the practice of servant leadership in a Christian organization called The Sister of St. Joseph Health System. He summarizes this leadership practice in four basic values: service to the neighbor, compassion, wisdom, and stewardship. He asserts that the institution he leads "is committed to forming corporate cultures that are value based and to nurturing the development of leaders who are value centered. In this way the system integrates spiritual heritage with a contemporary excellence" (p. 301). He quotes the following statement of sister Joyce DeShane, the institution's vice-president:

We realize that when we choose to influence people rather than control them, it at first might seem like weakness, but it really calls forth an inner strength. We think it really serves to engage and develop the creativity, productivity, and vibrancy that already exist in the regions. (p. 307)

Buaiz (2003), considered to be one of servant leadership's apologists in Brazil, highlights eight principles of this leadership model, as explained in the following paragraphs.

1. *Equality.* Servant leaders promote equality when they think in the collective, get closer to others, develop trust, encouragement, and mutual cooperation, and when they give up formal authority to work as equals so that allies feel welcome and respected.

2. *Values.* In order to be able to lead heterogeneous groups, servant leaders consider diversity as richness and promote each person's best. Instead of guaranteeing their own superiority by means of restraining or diminishing others, they promote a joint growth toward a larger goal. They sincerely care for other people. When one of their allies falters, servant leaders offer support. They do not demand perfection from anyone, only continual growth, strength, and character, which cannot be negotiated.

3. *Dedication.* Servant leaders dedicate themselves fully. They are not afraid of sacrificing material assets, acknowledgment, or any other rewards, for they know their most valuable endowment is safely guarded—their character. Opposite to the way formal authority works, they do not perform a temporary or lifelong mandate. Their influence is permanent, since they leave a valuable legacy to the future generations of leaders that they help to establish.

4. *Trust.* Servant leaders fight for lofty ideals in defense of honor and human dignity. They are agents for world transformation through their example. They act according to principles and values that guide their existence. They are always positive and emanate trustworthiness, even in the hardest times. They face opposition with serenity, endure pressures, and, as a result of that, are able to teach both in favorable environments and in hostile ones. Their conduct is marked by balance.

5. *Evolution.* Servant leaders are eternal apprentices. When sharing what they think and feel, they interact with others, accumulating new experiences. As a result, their relationship with collaborators is not one-sided, marked by prepotency and authoritarianism. For them, dialoguing and sharing understanding is more important than imposing what they consider to be right. One does not become a servant leader instantaneously. It is a gradual process of achievement in which the consistency of action is more valuable than the magnitude of specific deeds. The servant-leader capacity is latent, and it inspires others to free their unknown talents.

6. *Consistency.* Servant leaders are expected to have the following character traits: emotional stability, strategy, and steadiness of principles. Trust is the basis of all relationships and must be reaffirmed over time. In this way, leaders will be reassured of

the cause they have embraced. When conflicts arise they act as peacemakers, creating a sense of fraternal community. They are generous, have the ability to aggregate people, and always seek a cooperative solution in order to preserve the harmony of relationships. They accept the challenge of teaching others, they take control over their own education, and they compel themselves to be better than their apprentices.

7. *Dedication.* Servant leaders understand the interdependence that exists among all people in the world. Therefore, they take care of their collaborators and are interested in their families. They know everybody has needs that must be met and must have adequate conditions in order to produce the best possible results. They put others ahead of themselves, focusing on the group success. They act with their heart. They are understanding, care for each person's feelings, and know when to preserve the group's interests.

8. *Conquests.* Servant leaders are able to view victory clearly, and this moves them forward. It also allows them to face resistance and obstacles. A long-term view helps them to overcome all challenges and sacrifices along the way with less pain and suffering. They have initiative. No one needs to motivate them because the energy that moves them comes from within their own nature. Their principles and values make them more human and conscious of their responsibility before the universe.

Covey (2002a) presents a leadership proposal that is aligned with servant leadership characteristics. He called it Principle Centered Leadership. The principles that lay the foundation of this model are justice, efficiency, and effectiveness. According to this author, people must be seen in a holistic light and be recognized as spiritual beings who are willing to work for a cause with the greatest meaning in elevating and ennobling

others. He points out eight attitudes that are characteristic of leaders who are committed to this type of leadership.

1. *They are continually learning.* Their main character trait is humbleness. They admit and respect opinions that diverge from their own. They feel they need to acquire new abilities in order to broaden their possibilities for achievement.

2. *They are continually focused on service.* Life responsibilities must be faced as a mission, not as a career.

3. *They emanate positive energy.* Through their optimistic attitude, enthusiasm, satisfaction, and faith, they emanate an influence that is able to neutralize negative thoughts.

4. *They believe other people.* They react with maturity when confronted with human weaknesses, respond positively to criticism, and do not boast over others' frailties. They believe in people's potential and are capable of forgiving offenses. They do not bear resentment and refuse to affix labels on people, to stereotype, or to bring harm to anyone; on the contrary, they seek to help followers in growing and developing.

5. *They live a balanced life.* They try to continually be modernizing, growing, and learning. They are physically, socially, intellectually, and spiritually active. Their actions and attitudes are adapted to the situation, balanced, tempered, moderate, and wise (p. 11).

6. *They face life as an adventure.* They have initiative, are creative, are brave, and have willpower to develop their innate intelligence.

7. *They are synergic.* They do not fear changes that will bring about improvements to any situation around them. They appreciate team work and use the

group's strengths to compensate for individual weaknesses. They relate to people in a sincere fashion so that people around them become part of a creative process.

8. *They exercise through self-renovation.* They regularly exercise the four personality dimensions—physical, mental, emotional, and spiritual—seeking the continual improvement of each of these dimensions. They appreciate physical activities, exercise the mind through reading and through the development of creative ideas, and enrich the emotional dimension through the refinement of patience and through listening to other people with real empathy. They seek to develop spiritually through prayer, studying scripture, and showing genuine love to their neighbors. These self-renovation principles gradually produce a strong and healthy character with a disciplined, service-driven willpower (p. 14).

Covey (2002b) declares that if someone is willing to be a servant leader, he or she must empower others to live, to love, to learn, and to leave a legacy (p. 33).

White (1987) highlights the importance of service in the process of enriching individuals. Based on Christianity's teachings, he states that life's true goal is service and considers this to be one of life's loftiest concepts. When living to serve others, man is driven to communion with Christ. The law of service becomes the bond that links us to God and to our neighbors (p. 326).

Kouzes and Posner (2007), defending servant-leadership principles, state that in a world rich in diversity people need to learn to be more flexible and to be motivated to more enabling actions such as listening, guiding, developing abilities, offering options, and creating bonds, which will create higher performance levels (p. 40). They highlight the importance of relationships as a fundamental element for efficient leadership. For



them, it is the quality of our relationships that determines whether a leader's legacy will be temporary or lasting. Emphasizing the importance of creating an environment of trust and mutual respect, Kouzes and Posner (2003) affirm,

Our researches, and almost all other researches on this topic, clearly show that people perform with a significantly higher efficiency when their leaders treat them with dignity and respect; when they listen to them, acknowledge them and make them feel important, develop their abilities and show trust towards them. (p. 48)

For Jaworski (1998, 2005), the foundation of servant leadership lies in having the courage to do the right thing, in not imposing one's own will, and in getting a deeper collective understanding of what the group intends to accomplish. He adds that the action of serving demands exploring a deeper territory of leadership that is related to our being and oriented to conscience and character.

Farnsworth (2007) warns of the dangers of institutions in the eagerness of raising funds, making the mission and the vision flexible or adjustable, and of presenting a formal proposal that does not correspond to practice or to reality. He says the following:

Most of our mission statements contain references to "serving, aiding, assisting, and developing." Yet, so much administrative time is spent wooing donors, protecting turf, courting legislators and complying with regulation that much of the visionary passion has been drained from the position and profession. It is time to find it again, and a scattered few—just enough to begin to attract attention—are rediscovering the spark needed to reignite a passion for leadership based on service. It strikes a chord at the very core of their being and forces them to ask questions about the value and values of work, about what is fair and honest and right, as well as what is "productive." (p. 16)

For Palmer (1998), doing the right thing is not an easy task, for "even in religious institutions there is the risk of the cash flow becoming more important than the ideas flow" (p. 199).

Senge (2005b), commenting on the importance of servant leadership, states that only when the choice of serving is the basis for leaders' moral formation is the hierarchic

power that separates leaders from subordinates not corrupted (p. 15). Following the same line of thinking, DePree (2002) emphasizes that a moral purpose must lay the foundation for servant leadership. He adds, “Without moral purpose, competence has no measure, and trust has no goal. . . . It’s up to leaders to keep the signs of moral purpose alive and visible in organizations” (p. 94).

Addressing higher-education institutions, Greenleaf (1998) highlights the importance of servant leadership in the current time of crisis in leadership. First, he points out that the rigid hierarchic structure of centralized power commonly found in educational institutions is an anachronism that destroys the values of emerging leaders. On the other hand, he stresses the value of maturity in the leadership process. Within this leadership view, all people, including leaders, are involved in a development process. He adds, “In an imperfect world, one never achieves it fully; but there can be measurable progress.” In this context, “there is a developing view. All people are seen more as beings to be trusted, believed in, and loved and less as objects to be used, competed with, or judged” (p. 75). Following the same reasoning regarding higher-education institutions, Greenleaf (1998) states,

The institution is strongest when all the parties have adequate power for their role; it is weakest where one or more of the elements has too little power, because then somebody has too much and the corrupting influence of power is moving toward the absolute. (p. 170)

With an optimistic tone, he signals the possibility of positive changes in education regarding the youth. For the author, leaders must adopt the following posture regarding young men and women:

Raise the spirit of young people, help them build their confidence that they can successfully contend with the condition, work with them to find the direction they

need to go and the competencies they need to acquire, and send them on their way. (p. 172)

### Key Areas of Organizational Health

According to Laub (2005), the understanding and practice of servant leadership, which considers the welfare of others above the leader's self-interest, promote six key areas of organizational health, distributed as follows: (a) value people, (b) develop people, (c) build community, (d) display authenticity, (e) provide leadership, and (f) share leadership.

Laub (2005) emphasizes that these areas are characteristics of servant leadership that must be valued by everyone in the organization, from the top leadership down through the workforce.

#### **Value People**

Valuing people is one of the foundational principles of servant leadership (Covey, 2002; Greenleaf, 1991, 1998, 2002; Hunter, 2006; Kouzes & Posner, 2007; Lee, 2005; Marinho, 2005; Mayo, 2003; Spears, 2005; Vanourek, 1995).

To Laub (2005) and Vanourek (1995), valuing people involves trusting and believing in them, providing for their needs before your own, being receptive, hearing them, and not pre-judging them.

Covey (2002), following the same line of thinking as Laub (2005), adds that leaders grounded in principles understand and believe in people's potential. He goes on to say that when we can believe in the underlying potential people have, the old labels and stereotypes disappear (p. 10). Thus, according to Covey (2005), an environment suitable for growth is created when people are given opportunities to develop professionally in the

institutions where they work. Lee (2005) finds it interesting that current studies on leadership highlight qualities that in the past were considered to be disadvantageous in a leader, such as the ability to hear, network with patience, and demonstrate thoughtfulness and compassion (p. 269).

Kouzes and Posner (2007) point out the necessity of making people know that they are important and that their work efforts are valued. A willingness to hear, guide, and suggest new options to employees allows for higher levels of performance in the work environment. According to these authors, compliments, recognition, and applause for a well-done job matter more than the monetary compensation that employees receive. They also add that extraordinary accomplishments are not achieved in barren and non-appreciative environments (p. 35).

In this line of reasoning, Gostick and Elton (2007) emphasize the need for the leader to recognize the value of people in an institution if he or she seeks a high level of performance from them.

### **Develop People**

Developing people is another key area of organizational health in the context of servant leadership that promotes opportunities for people to learn and grow in the organization. It attempts to foster an appropriate behavior between the leadership and the workforce, one that will encourage them and allow for their affirmation as individuals and employees (Byham, Smith, & Paese, 2003; Laub, 2005).

Stengel (2008), commenting about the leadership of the well-known South African leader, Nelson Mandela, points out the importance of encouragement for people's growth. He says that "courage is not the absence of fear—it's inspiring others to

move beyond it” (p. 44).

To Marinho (2005), the leader must be concerned with his own development and the highest development of his or her team, including not only professional development but also personal development of each individual. Following this same line of thought, Kouzes and Posner (2007) state that leaders must transform their followers into leaders, and they themselves must be willing to become followers (p. 155).

### **Build Community**

Building community is the area of organizational health that identifies the servant leader who is committed to building a community with strong personal relationships among those who work for or interact with the institution (Laub, 2005; Lee, 2005).

According to Farnsworth (2007), enlarging the concepts of leadership defended by Greenleaf (2002), the leader of an institution must promote an environment of personal respect, value each other’s differences, commit himself, and be willing to help others.

To Buaiz (2003), the construction of a community occurs providing that the leader acts as a pacifier, always looking for a cooperative solution.

Hunter (2004) points out that within a company it is necessary to develop the feeling of belonging to the institution, being encouraged, and being loved, which will foster a sheltering and healthy relationship.

### **Display Authenticity**

Displaying authenticity is the area of organizational health that emphasizes the principle of being open and accountable to others and developing a willingness to learn

from others' experiences. This is essential for upholding the principles of integrity, respect, and mutual trust (Buaiz, 2003; Laub, 2005; Lee, 2005). In the context of leadership, according to these authors, the leader must have sufficient humbleness to admit his blunders openly when a project fails. Marinho (2005) adds, "When the leader is open about his own vulnerability, people learn to trust him and respect him as an authentic and coherent human being" (p. 9).

Tracy (2004) points out two kinds of trust that the leader must have: (a) trust in the character and integrity of a person and (b) trust in the capacity of that person. According to Tracy, the first aspect of trust is the most important because "it is easier to give a person a new aptitude than a new personality" (p. 135). Thus, there is no blind trust, but there is a process of growing trust as people come to know each other better.

Sharan (2008) says that besides the principles of trust, honesty, integrity, and humbleness, it is required that a leader have "a certain measure of introspection and the maximum of intellectual honesty" (p. 159). In addition, according to this author, the leader needs to constantly evaluate him- or herself, according to those criteria.

### **Provide Leadership**

Laub (2005) mentions three aspects of servant leadership that stand out in the area of providing leadership: a future-oriented vision, a clarification of aims and objectives, and taking initiative. According to this author, the needs of the present moment in an organization must be tuned with a vision of the future. In this perspective of leadership, Kouzes and Posner (2007) point out that the future does not belong only to the leaders. It is not only the vision of the leader that the leader has the responsibility to ensure. Leadership does not involve selling one's vision, but rather articulating the vision of the

group being led (p. 76). These authors add that being future-oriented and communicating a common and clear vision of the future is what separates the leaders from the others (p. 150).

To O'Toole (1998), the leader must empower those led by him so that they can reach their maximum potential to accomplish their tasks. Thus, to this author, leading in an effective manner is a matter of clearness of thought on the leader's part. The leaders need to be clear about their own convictions; they need to have a definition of their assumptions about human nature, the role of the organization, the evaluation of performance, and so on (p. 41).

Spears (2005) stresses the importance of the leader being committed to the growth of people. He says that the serving leader has the responsibility to nurture the personal, professional, and spiritual growth of his followers.

### **Share Leadership**

Buaiz (2003), an advocate of servant leadership, emphasizes the importance of sharing leadership with every member in the group that serves the institution. According to this author, in order to reach the objectives of a company, it is necessary to establish ties of trust, incentive, mutual cooperation, and even give up any formal authority so that the partners may feel welcome and respected. Marinho (2005) adds that the leader has responsibility for not only delegating functions but also for sharing with his team the power of having initiative and making decisions (p. 9).

In terms of sharing leadership, Buaiz (2003), corroborating with Chiavenato (1997) and Kretly (2008), highlights the influence of the leader who gives of himself. Such a leader will exercise a permanent influence on the group and will leave a valuable

legacy for future generations of leaders that he will have helped to shape. Thus, shared leadership allows the leader to reveal what he thinks and feels through the process of interaction with the serving team, accumulating and creating new experiences.

Lee (2005), talking about the power based on principles, points out the importance of sharing leadership so as to create synergy, so that the contributions of every part can join together to create new options and new opportunities that are greater and better than anything the group members could be or do on their own (p. 101).

To Kouzes and Posner (2007), the leader must articulate people's vision (p. 76), making the leadership a common area that can be accessible to everyone. Kouzes and Posner (2007) also add, "The best leaders understand that their key-task is inspiring a shared vision, and not selling his idiosyncratic worldview" (p. 91).

According to Laub (2005), for each of the six key areas of organizational health an organization can be classified or scored at one of the six levels of organizational health: 1 = toxic health, 2 = poor health, 3 = limited health, 4 = moderate health, 5 = excellent health, and 6 = optimal health.

From the organizational health level, the OLA instrument identifies the organization as belonging to one of the three leadership models: autocratic, paternalist and servant (A-P-S), as seen in Figure 1.

The OLA instrument allows researchers to evaluate and measure the perceptions of individuals regarding organizational leadership and self-perception about one's role within the organization. All of these are leadership characteristics examined by the instrument. In order to achieve this purpose, opposite groups were selected and measured



<b>Toxic Health org. 1</b>	<b>Poor Health org. 2</b>	<b>Limit Health org. 3</b>	<b>Moderate Health org. 4</b>	<b>Excellent Health org. 5</b>	<b>Optimal Health org. 6</b>
<b>Autocratic</b>		<b>Paternalistic</b>		<b>Servant</b>	

*Figure 1.* Relation of the A-P-S Model to the six levels of organizational health. Adapted from “From Paternalism to the Servant Organization: Expanding the Organizational Leadership Assessment (OLA) Model,” by J. Laub, 2005, *The International Journal of Servant-leadership*, 1(1), 155-178.

by the answers spectrum of a Likert scale (agreement or disagreement), considering a 20% deviation from the average a relevant factor for analysis.

This literature review gives an overview of the theoretical background of servant leadership. The literature does not say much about how the theory applies to the environment of a Christian organization, such as confessional institutions of higher education, for example. In practice, the theory must be applied to an actual workplace in order to better understand the implications of the theory and its impact on leaders and followers. That is why this study focuses on the perceptions of servant-leadership practices.

## CHAPTER 3

### METHODOLOGY

#### **Introduction**

This chapter aims at identifying the methodological procedures that were used in this study, which is primarily related to the field of social research. Levin and Fox (2004) emphasize the importance of this kind of research in increasing the level of understanding of problems and specific issues in different areas of study.

This study, which deals with problems and issues related to leadership in higher education, and thus is essentially a social one, made use of a quantitative, descriptive survey design, with primary analysis of the data gathered. According to Levin and Fox (2004), this approach allows for the investigation of a larger quantity of independent variables and their relationship to any dependent variable, which allows for broader generalizations to be made.

This study aimed to verify the perception (agreement and disagreement) of UNASP's employees within the three levels of leadership, as well as to ascertain whether the servant-leadership practices and beliefs are perceived by the employees within the organizational context of the three campuses of a Christian higher-education institution located in São Paulo state, Brazil. The institution is Centro Universitário Adventista de São Paulo (São Paulo Adventist University Center, UNASP).

This chapter contains the methodology used in the study and demonstrates its relationship to the theoretical framework of reference. It describes the participants of this research, presents the characteristics of the instruments used, and defines the process used during data analysis (Pyrzczak, 1999; Rudestam & Newton, 2001).

This study was based on the studied institution's IDP (Institutional Development Plan) and on a selected literature on the researched topic (Covey, 2001, 2002a, 2002b; Farnsworth, 2007; Greenleaf, 1991, 1998; Hunter, 2004, 2006; Jaworski, 1998, 2005; Kouzes & Posner, 1997, 2003, 2007; Spears, 1995, 1998a, 1998b, 2005).

### **Research Design**

This is a quantitative, comparative study based on naturalistic experimentation with data collected via online survey. Six dependent variables (organizational factors) and three independent variables were analyzed using one-way MANOVA and a 2 by 3 factorial design in order to observe significant differences and interaction between independent variables.

### **Population**

The research participants belong to the staff of Centro Universitário Adventista de São Paulo (São Paulo Adventist Center, UNASP), a philanthropic, confessional, and community-driven private higher-education institution sponsored by Instituto Adventista de Ensino (Adventist Education Institute, IAE) and committed to the following mission: "Education and Service" (Centro Universitário Adventista de São Paulo, 2003, p. 8). UNASP has three campuses. The institution, throughout its campuses, offers a total of 28

undergraduate programs and 20 graduate degrees in social studies, mathematical sciences, and biological and health sciences, with a total of 6,415 students.

I opted for the workers of a higher-education institution as a source of data, because leaders “reside in every college campus, city and country, in every position and every place” (Kouzes & Posner, 2003, p. 3). Considering this, UNASP was selected because it is a higher-education institution committed to servant leadership with a mission of “Education and Service.”

According to the Institutional Development Program (Centro Universitário Adventista de São Paulo, 2003) and the organization’s Statute (*Estatuto do Instituto Adventista de Ensino*, 2006), UNASP possesses the following management and academic structure:

1. *Deliberative, normative, and advisory committees*, oriented by the Superior University Committee (Conselho Superior Universitário; CONSU), Campus Director Committee (Conselho Diretor de Campus; COMDIC), Student and Community Affairs Committee (Conselho de Assuntos Estudantis e Comunitários; CONSAEC), and each program’s Faculty Board.

2. *Executive committees*, led by the president, the academic vice-president, the management vice-president, and the general secretary, along with campus directorship, led by the general campus director, academic campus director, management campus director, student and community development director, spiritual development director, and financial director. These positions make up UNASP’s top leadership.

At each campus, in addition to the top leadership positions (directors and financial managers), there are people who hold secondary leadership (management/supervisors)

positions. They are the programs' deans and coordinators related to education, management, finances, and community matters.

3. The third leadership level is made up of the faculty and other workers related to the programs' coordination and other reported areas. They constitute the workforce.

Since the purpose of this research, as mentioned at the beginning of the study, was to verify to what extent UNASP's motto, "Education and Service," in the context of servant leadership, is pervasive and perceived in the three levels of leadership of the institution, I selected a male-female population from those three levels serving on the three campuses in order to reach conclusions that could reflect as precisely as possible whether the presence and perception of servant-leadership practices and beliefs are a reality within the institution as a whole.

This population consists of 484 persons from each of UNASP's three campuses, belonging to three categories of leadership (top leadership, management, and workforce), and including both male and female genders. The population is displayed in two tables. Table 1 shows the numeric representation of the three leadership levels in relation to each campus, and Table 2 shows the numeric representation according to gender.

Table 1

*Numeric Representation of the Leadership Levels at UNASP*

Leadership levels	Campus			Total
	I	II	III	
Top leadership	8	7	7	22
Management/supervisors	30	24	11	65
Workforce	210	136	52	397
Total	248	167	69	484

Table 2

*Gender Related to the Three Leadership Categories in the Three Campuses*

Leadership level	Campus I		Campus II		Campus III		Total
	Male	Female	Male	Female	Male	Female	
Top leadership	8	-	7	-	6	1	22
Management	17	13	14	10	8	3	65
Workforce	84	126	74	62	31	20	397
Total	109	139	95	72	45	24	484

As shown in Table 1, Campus I provided more participants (248) distributed among the three leadership levels, followed by Campus II (167) and Campus III (69). In regard to the top leadership, there is a numerical balance among the three campuses. Regarding the management/supervisors levels, Campus I provided more participants because it possesses departments that cannot be found on the other campuses. The reduced number from Campus III is explained by the small number of higher-education programs offered by this campus. In the workforce level, the biggest concentration is found on Campus I because it offers more higher-education programs and it has more students and more programs in the health field, which demand more staff.

Table 2 shows that on Campus I 100% of the participants in the top leadership category are male. As far as the management category is concerned, the majority are males (56.7 %). On the other hand, in the workforce category, the female gender is predominant, with 60%.

On Campus II, the same pattern occurs in the top leadership, with 100% being male. In the management category, there is a strong predominance of the male gender,

with 58.3%. In the workforce category, a slight predominance (54.4%) of the male gender is found.

Campus III, following the same tendency observed in Campus II, has a strong presence of the male gender at the top leadership level (85.7%). On this campus there is only one female leader, corresponding to 14.3%. There is also a predominance of the male gender in the management and workforce categories, with 72.7% and 64.5%, respectively, whereas the female gender makes up only 27.3% and 35.5%, respectively.

## **Hypotheses and Objectives**

### **Null Hypotheses**

The purpose of this study was to analyze the following two null hypotheses:

1. There are no significant mean scores differences in the combined six key areas of organizational health for level of organizational role.
2. There is no significant mean scores interaction between gender and campus on the six key areas of organizational health.

### **Objectives**

1. To identify servant-leadership indicators (out of a total of 60) with more than 25% disapproval.
2. To describe staff's perception in relation to belief and practice of servant leadership in the institution as a whole.

## **Variables**

Three independent variables and six dependent variables were chosen to give dimension to the research and the participants' interaction. The independent variables are

leadership category, campus, and gender. The dependent variables are six key areas of organizational health—value people, develop people, build community, display authenticity, provide leadership, and share leadership—indicated by the 60 questions from the OLA instrument used in this study.

## Independent Variables

### **Leadership Category**

The first independent variable is *leadership category*, conceptually defined as the level of responsibility and authority that indicates the present role/position of a person in an organization or work unit. This independent variable operationally is represented by the three levels of leadership (top leadership, management, and workforce) that constitute the population of workers from the three campuses of the UNASP institution, as described below.

#### Top leadership

The top leadership includes members of the presidency and the directorship. Members of the presidency include the President, Academic Vice-president, Management, and General Secretary. These people are responsible for administrating the institution as a whole.

In this study the participants who belong to the top leadership were distributed among the three campuses according to the place where they work most of the time. The President was allocated to Campus I, the Management Vice-president and the General Secretary to Campus II, and the Academic Vice-president to Campus III. Professors who work on more than one campus were placed where they have the biggest teaching load.



The directorship includes the General Campus Director, Academic Campus Director, Management Campus Director, Student and Community Development Director, Spiritual Development Director, and Financial Director. These people are responsible to administrate each campus of the institution.

#### Management/supervisors

This level consists of deans and coordinators related to management and education. Deans are responsible for the planning and management of a program and serve as the advisor of the programs' faculty and students. Area coordinators are responsible for the management and functioning of the following departments: library, registry, finances, computer services, laboratories, research centers, museums, dorms, and educational advising and counseling.

#### Workforce

The workforce is made up of the faculty—professors who work at the graduate and undergraduate levels—and workers who fill other positions related to management and education in the departments.

#### **Campus**

The second independent variable is *campus*, which can be conceptually defined as an institution or an administrative unit that belongs to a higher-education institution or university. The variable *campus* is operationally represented by the three campuses of UNASP, as follows:

### Campus I

Founded almost 100 years ago, Campus I is located in São Paulo city, which has a population of 11,016,703 inhabitants. Adding to this number the population of the cities that belong to São Paulo's metropolitan area, the number jumps to more than 18 million inhabitants.

### Campus II

As opposed to Campus I, this campus is located in a rural area, near the small city of Engenheiro Coelho, which has only 12,644 inhabitants. This campus was founded in 1984.

### Campus III

Founded in 1949, Campus III is near a highly industrialized city, Hortolândia, which has a population of 206,246 inhabitants and hosts one of the country's largest technological centers.

## **Gender**

The third variable is *gender*, conceptually defined as the behavioral, biological, social, or psychological traits typically associated with one of the sexes, male or female. In this study it is operationally defined as male or female workers from the three campuses.

## **Dependent Variables**

The first dependent variable is *value people*, which can be conceptually defined as a leader trusting and believing in people and serving others' needs before his or her own.

In this study, valuing people was examined using questions 1, 4, 9, 15, 19, 52, 55, 57, and 63. Examples are question 55—*I feel appreciated by my supervisor for what I contribute to the organization*—and question 63—*I am respected by those above me in the organization*. This is one of the six key areas of organizational health responsible for defining the level of organization of an institution and determining the leadership model (APS) of the institution, as illustrated in Figure 1.

*Develop people* is the second dependent variable. This variable can be conceptually defined as providing opportunities for learning and growth by modeling appropriate behavior and building up others through encouragement and affirmation. This dependent variable operationally is constituted of questions 20, 31, 37, 40, 42, 44, 46, 50, and 59. Examples are question 31—*Create an environment that encourages learning*—and question 42—*Provide opportunities for all workers to develop to their full potential*.

*Build community* is the third dependent variable and can be defined as building strong personal relationships and working collaboratively with others while valuing the differences of others. This dependent variable operationally is constituted of questions 7, 8, 12, 13, 16, 18, 21, 25, 38, and 47. Examples are question 12—*Relate well to each other*—and question 38—*Facilitate the building of community and team*.

*Display authenticity* is the fourth dependent variable and conceptually can be defined as being open and accountable to others with a willingness to learn while maintaining integrity and trust. This variable operationally is constituted of questions 3, 6, 10, 11, 23, 28, 32, 33, 35, 43, 51, and 61. Examples are question 28—*Promote open communication and sharing of information*—and question 43—*Honestly evaluate themselves before seeking to evaluate others*.

*Provide leadership* is the fifth dependent variable. It is conceptually defined as envisioning the future, taking initiative, and clarifying goals. This variable is constituted of questions 2, 5, 14, 22, 27, 30, 36, 45, and 49. Examples are question 22—*Communicate a clear vision of the future of our organization*—and question 45—*Take appropriate action when it is needed*.

*Share leadership* is the sixth dependent variable and can be conceptually defined as facilitating a shared vision, sharing power, releasing control, and promoting others. This dependent variable operationally is constituted of questions 17, 24, 26, 29, 34, 39, 41, 48, 53, and 65. Examples are question 24—*Allow workers to help determine where this organization is headed*—and question 29—*Give workers the power to make important decisions*.

### **Instrumentation: The Organizational Leadership Assessment (OLA)**

The OLA instrument indirectly points out the readiness-for-change levels, based on the participants' perception regarding the researched institution and determined by the similarity between leaders and the workforce concerning the strength of the six characteristics of organizational health.

The choice of an appropriate research instrument is one of the vital aspects in the development of a study. According to Rudestam and Newton (2001), developing one's own instrument is not a good idea in most cases. Such studies also depend on the source of gathered data. For this reason, research is often based upon data gathered through tested organizational and governmental instruments, especially in the fields of humanities

and social sciences. One of the advantages of employing organizational and governmental sources is the trustworthiness and consistency of the available data.

As stated by Levin and Fox (2004), this type of research is considered as quantitative, descriptive, and survey-like, with primary analysis of the referred data. They wrote that this type of research allows for the investigation of a greater quantity of independent variables and their relationship to any dependent variable, so that the results of this type of research are acceptable for generalization across a broader scope of individuals (p. 4).

The Organizational Leadership Assessment (OLA) instrument was selected for two main reasons. The first is its trustworthiness, because it has already been tested in educational organizations as well as in companies and corporations; the second reason is its appropriateness for evaluating servant leadership (Laub, 2005). The OLA instrument was created by Jim Laub in 1998 with the purpose of allowing organizations to discover how their leadership practices and beliefs vary among the various staffing levels in the different ways people function within the organization.

According to Laub (2005), the OLA instrument was developed through a study focused on servant leadership. It has been demonstrated to have high trustworthiness and validity. “It has been used in multiple research projects as well as for organizational diagnosis and consulting” (p. 159). The “OLA was field tested with 828 individuals from 41 organizations” (p. 159). Therefore, the “use of the overall OLA score is recommended for research purposes” (p. 159). In order to test the instrument, Laub (2005) states that several experts were selected to validate the concepts based on their experience in writing about servant leadership or as professors on this topic. Among the chosen experts are

Larry Spears, Jim Kouzes, Ann McGee Cooper, Bill Millard, Lea Willians, Joe Roberts, and Bennet Sims Laub, among others (Laub, 2005).

The OLA instrument (Appendix C) is composed of 66 statements and divided into three sections. Section 1 consists of statements regarding the entire organization, section 2 addresses attitudes towards the organization's leadership, and section 3 asks the respondents to comment on themselves and their roles in the organization. It is scored on a unidirectional 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

The OLA instrument evaluates and measures six key areas of organizational health, as follows: (a) value people (respect and receptive listening), (b) develop people (providing opportunities for learning and growth), (c) build community (building strong personal relationships), (d) display authenticity (being open and accountable to others), (e) provide leadership (envisioning the future), and (f) share leadership (sharing power and releasing control).

Of the 66 questions on the instrument, 10 refer to valuing people, 9 to developing people, 10 to building community, 12 to displaying authenticity, 9 to providing leadership, 10 to sharing leadership, and 6 to job satisfaction.

This study aimed to examine the contrasting aspects of the leadership models (autocratic, paternalist, and servant) and the organizational health classification using the OLA instrument, as well as to analyze its likely causes in light of the declared institutional mission. Finally, the study sought to provide theoretical and methodological subsidies for the practice of servant leadership in Brazilian educational institutions.

## **Data Collection**

After defining the instrument, there was a quest for an institution that showed affinity with the proposed theme. UNASP was selected, because it is a Christian higher-education institution. A formal request was made to UNASP's president specifying the purposes and scope of the research regarding the institution's workers (see Appendix A). The president's authorization is in Appendix B.

After addressing ethical issues and obtaining IRB approval (see Appendix C), the research was ready to start. The data collection was accomplished using the Organizational Leadership Assessment (OLA), an online questionnaire composed of 66 questions (see Appendix E) available on the OLA Web site: <http://www.olagroup.com/>. The invitation to participants (see Appendix D) was sent via email to all individuals on the three campuses belonging to the three levels of leadership targeted in the research. The questionnaire contained the necessary information to allow participants to voluntarily answer the proposed questions without major difficulties. The participants had from May 1 until June 2, 2008, to respond to the questionnaire, respecting each individual's availability. The participants did not need to identify themselves, which assured anonymity. From the 484 questionnaires sent to the participants, 192 were properly completed, constituting the research data. These data were made available in digital media containing the discriminated data regarding the chosen independent variables without nominal identification of participants.

The following data were required for the research:

1. Statistical data concerning the participants' answer percentage for each of the questionnaire's 66 questions

2. Each question's performance regarding the independent variables.

After receiving the data from the OLA instrument, statistical analyses were performed to generate the average score attributed to each question according to the Likert scale (dependent variable).

### **Data Analysis**

The use of statistics for description, data analysis, or as a decision-making instrument is particularly useful, especially when there is a need to quantify data at the nominal, ordinal, and interval levels (Levin & Fox, 2004). The research and analysis technique employed in this study is descriptive statistics. This approach has the advantage of “help[ing] us summarize data so they can be easily comprehended” (Patten, 2000, p. 91).

In order to accomplish the intended objectives, I chose a quantitative research approach. According to Laub (2005), the instrument employs the statistical method called MANOVA (multivariate analysis of variance), which is a widespread statistical test among researchers. It aims to verify the existence of eventual differences between the participants' average scores and also to verify whether the independent variables analyzed had an influence on the dependent variable. This test is also used to compare the average scores of different groups, such as historical averages of work satisfaction or different universities or companies, etc.

When processing data that belong to a specific group, MANOVA may reveal the existence of significant differences among the researched groups.

The data analysis was done automatically by the OLA Group, which is the company that owns the OLA instrument.



This chapter has described the methodology applied in this dissertation. It has also presented the characteristics of the research instrument and defined the processes used for data analysis. Six dependent variables and three independent variables were used to develop a quantitative, comparative study based on naturalistic experiment in order to observe significant differences and interactions between variables as a way to determine the perception of servant-leadership beliefs and practices.

## CHAPTER 4

### THE RESULTS

#### **Introduction**

This research aimed to determine how the practices and beliefs of servant leadership are perceived by the workers at a three-campus Christian institution of higher education, situated in São Paulo, Brazil, whose declaration of mission highlights the principles of servant leadership.

This chapter presents the results of this study and shows the general characteristics of the respondents. It presents the results of the relations between the dependent variables—six key areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership)—and the independent variables—leadership category (top leadership, management, and workforce), geographical location of each campus, and gender.

In order to fulfill the purpose of this study, data collected through a research instrument called OLA were analyzed. The questionnaire was composed of 66 questions and was answered by 192 participants from the entire population of the three campuses of the UNASP institution: Campus I (São Paulo), Campus II (Engenheiro Coelho), and Campus III (Hortolândia).

### General Characteristics

The respondents in this study were employees at the three campuses of the institution, sorted by leadership category as described in Table 3. Table 3 shows the number and percentage of respondents according to leadership category. In terms of percentage, the highest rate of respondents is found in the *management* category (80%). The percentage of respondents in this category was higher due to the fact that it occupies the intermediate level of the employees in the institution, so these respondents have more interaction with the top leadership than do the members of the workforce, and also because they are more acquainted with on-line communication. *Top leadership* also presents a high rate of respondents in the survey (59.1%). Table 4 presents the number and percentages of respondents from each of the three campuses of UNASP relative to the population.

Table 4 shows a numerical balance across the three campuses with approximately 40% of the population participating. Considering the fact that on-line surveys are not very common in Brazil, the number of respondents can be considered satisfactory.

Table 3

*Number and Percentage of Respondents Displayed by Leadership Category*

Leadership category	Population size	Sample size	% responded
Top leadership	22	13	59.1
Management	65	52	80.0
Workforce	397	127	32.0
Total	484	192	39.7

Table 5 shows the number and percentage of respondents by gender relative to the population. We can see by looking at the data in Table 5 that there is a balance between the genders in terms of percentage relative to the population (39.7%).

Table 6 presents the number and percentage of respondents by leadership category and by campus. According to the data in Table 6, Campus I, the most populated campus, also had the highest number of respondents, proportionally, with approximately 50% of the respondents of the three leadership categories.

Table 4

*Number and Percentage of Respondents by Campus*

Campus	Population	Participants	%
I	248	93	37.5
II	167	73	43.7
III	69	26	37.7
Total	484	192	39.7

Table 5

*Number and Percentage of the Respondents by Gender*

Gender	Population	Participants	%
Female	235	90	38.3
Male	249	102	41.0
Total	484	192	39.7

Table 6

*Number and Percentage of Respondents by Leadership Category and by Campus*

Campus	Top leadership		Management		Workforce	
	Number	%	Number	%	Number	%
I	6	46.2	26	50.0	61	48.0
II	3	23.1	18	34.6	52	41.0
III	4	30.8	8	15.4	14	11.0
Total	13	100.0	52	100.0	127	100.0

Campus II ranks second in terms of number of respondents. However, the distribution of the participants was more heterogeneous. For this campus, the top leadership had the lowest percentage of participants, whereas in an increasing scale the management and workforce had, respectively, a higher representation.

Campus III, unlike Campus II, had a low rate of participation from the top leadership, a lower rate from the management, and an even lower rate from the workforce. The low participation of the workforce can be explained by the fact that a significant part of the serving team also works in the academy of the institution, dividing their relationship with higher-education activity.

Table 7 shows the number and percentage of respondents by leadership category and gender. Top leadership respondents are almost exclusively male, following a worldwide trend of few women reaching this leadership category (Frankel, 2007). Since this category has not reached the minimum of 10%, it will not be a factor for analysis in this study. In the management there is a balance in the participation of the respondents, with a slight predominance of males. In the workforce there is the same balance of participants as seen in the management category. But, unlike in the management, there is

Table 7

*Number and Percentage of Respondents by Leadership Category and Gender*

Gender	Top leadership		Management		Workforce	
	Number	%	Number	%	Number	%
Female	1	7.7	23	44.2	66	52.0
Male	12	92.3	29	55.8	61	48.0
Total	13	100.0	52	100.0	127	100.0

a predominance of females, following the worldwide trend of a higher rate of females in the workforce (Eagly & Carli, 2007).

Table 8 presents the percentage of the respondents by gender from each UNASP campus. In Campus I there is a balance between male and female respondents, with a slight predominance of females and corresponding to more than 50% of the total of female respondents. In Campus II, there is a proportional balance; however, there is a slight predominance of males. In Campus III, there is a higher rate of participation from the male gender.

Table 8

*Number and Percentage of Respondents by Gender in Each UNASP Campus*

Campus	Female		Male	
	Number	%	Number	%
I	47	52.2	46	45.1
II	33	36.7	40	39.2
III	10	11.1	16	15.7
Total	90	100.0	102	100.0

### Variables Statistical Description

Data from Table 9 show that the top leadership has high means on each of the six key areas of the organizational health, higher than both the management and workforce and ranging from 4.054 to 4.212. On the other hand, the management has higher means than the workforce, ranging from 3.496 to 3.642, whereas the workforce has means ranging from 3.161 to 3.521.

The top leadership stands out in that their means are higher than the overall average of all categories, with the highest mean coming in the key area *display authenticity*. The workforce and management have similar means for each of the six key areas (Table 9).

Table 10 shows that, in each of the areas of organizational health, the female gender has a lower mean compared to the male gender except for the area of *share leadership* in which women have a slightly higher mean.

The male gender's highest mean (3.755) is for *value people* and the lowest (3.461) is for *share leadership*. The female gender's highest mean (3.621) is for *build community* and the lowest (3.407) is for *share leadership*.

The analysis by campus in Table 11 shows that Campuses I and II have similar means. Conversely, Campus III has, in all the areas of organizational health, higher means when compared with Campuses I and II. Comparing the three campuses, Table 11 shows that Campus III stands out for having the highest mean scores in all areas of organizational health, especially *provide leadership* with a mean score of 4.087.

Table 9

*Estimates Mean and Standard Error for Six Key Areas of Organizational Health by Leadership Categories*

Dependent variable		Mean	Std. error	95% Confidence interval	
				Lower bound	Upper bound
Values people					
	Top leadership	4.108	.203	3.708	4.507
	Management	3.633	.101	3.433	3.832
	Workforce	3.521	.065	3.393	3.649
Develop people					
	Top leadership	4.051	.226	3.606	4.497
	Management	3.496	.113	3.273	3.719
	Workforce	3.292	.072	3.150	3.435
Builds community					
	Top leadership	4.154	.195	3.768	4.539
	Management	3.642	.098	3.450	3.835
	Workforce	3.500	.063	3.377	3.623
Displays authenticity					
	Top leadership	4.212	.209	3.800	4.623
	Management	3.566	.104	3.360	3.772
	Workforce	3.369	.067	3.237	3.501
Provides leadership					
	Top leadership	4.179	.194	3.797	4.562
	Management	3.607	.097	3.416	3.798
	Workforce	3.453	.062	3.331	3.576
Shares leadership					
	Top leadership	4.054	.237	3.586	4.521
	Management	3.465	.118	3.232	3.699
	Workforce	3.161	.076	3.012	3.311



Table 10

*Estimates Means for Six Key Areas of Organizational Health by Gender*

			95% Confidence interval		
Dependent variable		Mean	Std. error	Lower bound	Upper bound
Values people					
	Male	3.755	.079	3.598	3.911
	Female	3.621	.093	3.437	3.805
Develop people					
	Male	3.579	.088	3.405	3.753
	Female	3.505	.104	3.301	3.710
Builds community					
	Male	3.713	.078	3.560	3.867
	Female	3.621	.092	3.440	3.801
Displays authenticity					
	Male	3.694	.083	3.531	3.857
	Female	3.476	.097	3.284	3.668
Provides leadership					
	Male	3.703	.075	3.554	3.852
	Female	3.641	.089	3.466	3.816
Shares leadership					
	Male	3.461	.094	3.276	3.645
	Female	3.407	.110	3.190	3.624

Table 11

*Estimates Means and Standard Error for Six Key-Areas of Organizational Health by Campus*

Dependent variable		Mean	Std. error	95% Confidence interval	
				Lower bound	Upper bound
Values people					
	Campus 1	3.563	.075	3.415	3.710
	Campus 2	3.451	.085	3.284	3.618
	Campus 3	4.050	.145	3.764	4.336
Develop people					
	Campus 1	3.287	.083	3.124	3.450
	Campus 2	3.310	.094	3.125	3.496
	Campus 3	4.029	.161	3.712	4.347
Builds community					
	Campus 1	3.511	.073	3.366	3.655
	Campus 2	3.528	.083	3.364	3.692
	Campus 3	3.962	.142	3.681	4.243
Displays authenticity					
	Campus 1	3.414	.078	3.260	3.567
	Campus 2	3.364	.088	3.190	3.538
	Campus 3	3.977	.151	3.679	4.275
Provides leadership					
	Campus 1	3.389	.071	3.249	3.530
	Campus 2	3.540	.081	3.381	3.699
	Campus 3	4.087	.138	3.814	4.359
Shares leadership					
	Campus 1	3.251	.088	3.077	3.425
	Campus 2	3.151	.100	2.954	3.348
	Campus 3	3.899	.171	3.562	4.237

The areas of organizational health that received the highest and the lowest scores, respectively, were *provide leadership* (4.087, Campus III) and *share leadership* (3.151, Campus II).

### **Hypotheses Testing and Objectives**

The analysis and results for the two null hypotheses are described through the implementation of different tests, as follows:

#### **Null Hypothesis 1**

There are no significant mean scores differences in the combined six key areas of organizational health for the level of organizational role.

In order to test this hypothesis, MANOVA assumptions were tested. Results from Box's Test were not significant, indicating that the assumption of homogeneity of variance-covariance was met ( $F(42, 3656)=.975, p=.518$ ), so Wilks's Lambda test statistic was used in interpreting the MANOVA results. The multivariate tests are presented in Appendix G. MANOVA results revealed significant differences among the leadership categories for the dependent variables (Table 12).

Analysis of variance (ANOVA) was conducted on each dependent variable as a follow-up test to MANOVA. Leadership categories differences were significant for *values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership* (Table 13).

Levene's test for equal error variances of the dependent variable across groups indicates that *builds community* has no equal variances, so the Dunnett T3 post-hoc test was used to identify significant differences between top leadership and management

Table 12

*Multivariate Test Result of Leadership Categories Effect on Six Areas of Organizational Health*

	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
Pillai's Trace	.122	2.000	12	370	.023	.061	23.995	0.922
Wilks's Lambda	.880	2.024	12	368	.021	.062	24.286	0.926
Hotelling's Trace	.134	2.048	12	366	.020	.063	24.573	0.929
Roy's Largest Root	.117	3.594	6	185	.002	.104	21.566	0.950

Table 13

*Test of Between-Subjects Effects of Role on the Six Key Areas of Organizational Health*

Dependent variable	Type III sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.	Partial eta squared	Noncent. parameter	Observed power
Values people	4.179	2	2.089	3.918	.022	.040	7.835	0.701
Develop people	7.466	2	3.733	5.624	.004	.056	11.248	0.855
Builds community	5.294	2	2.647	5.329	.006	.053	10.658	0.835
Displays authenticity	8.910	2	4.455	7.859	.001	.077	15.717	0.950
Provides leadership	6.503	2	3.251	6.658	.002	.066	13.317	0.910
Shares leadership	11.246	2	5.623	7.702	.001	.075	15.405	0.946

( $p < .05$ ) and workforce ( $p > .05$ ). For the other dependent variables, Ryan-Einot-Gabriel-Welsch Range post-hoc test showed that top leadership scored significantly higher ( $p < .05$ ) than the other two groups in *displays authenticity* and *provides leadership*; management and top leadership are not significantly different in *develop people* or *shares leadership*.

## Null Hypothesis 2

There is no significant interaction between gender and campus in the six areas of organizational health.

A two-way MANOVA (2 by 3 factorial) was conducted to determine whether *campus* and *gender* interact or have main effects on the six areas of organizational health. The Box's Test (223.746) was significant, indicating that the assumption of homogeneity of the variance-covariance was not met ( $F(105, 8626) = 1.858, p = .000$ ), so Pillai's Trace test statistic was used in interpreting the MANOVA results. The multivariate test indicated no significant interaction between the two factors of *gender* and *campus* on organizational health (Table 14). A significant main effect of *campus* was observed along with a marginal main effect for *gender* (Table 14).

Analysis of variance (ANOVA) was conducted on each dependent variable as a follow-up test to MANOVA indicating significant differences by campus on *values people*, *develop people*, *builds community*, *displays authenticity*, *provides leadership*, and *shares leadership* (Table 15). Post-hoc (REGWR) tests indicated that Campus III is significantly ( $p < .05$ ) different in *values people*, *develop people*, *builds community*, *displays authenticity*, *provides leadership*, and *shares leadership*.

Table 14

*Multivariate Test Result of Gender and Campus Interaction on Six Key Areas of Organizational Health*

		Hypothesis				Partial		Noncent. parameter	Observed power <sup>b</sup>
Effect		Value	<i>F</i>	<i>DF</i>	Error <i>df</i>	Sig.	eta squared		
Intercept	Pillai's Trace	0.964	800.391 <sup>a</sup>	6	181	.000	.964	4802.344	1.000
	Wilks's Lambda	0.036	800.391 <sup>a</sup>	6	181	.000	.964	4802.344	1.000
	Hotelling's								
	Trace	26.532	800.391 <sup>a</sup>	6	181	.000	.964	4802.344	1.000
	Roy's Largest	26.532	800.391 <sup>a</sup>	6	181	.000	.964	4802.344	1.000
	Root								
Gender	Pillai's Trace	0.058	1.845 <sup>a</sup>	6	181	.093	.058	11.071	0.679
	Wilks's Lambda	0.942	1.845 <sup>a</sup>	6	181	.093	.058	11.071	0.679
	Hotelling's								
	Trace	0.061	1.845 <sup>a</sup>	6	181	.093	.058	11.071	0.679
	Roy's Largest	0.061	1.845 <sup>a</sup>	6	181	.093	.058	11.071	0.679
	Root								
Campus	Pillai's Trace	0.221	3.762	12	364	.000	.110	45.145	0.999
	Wilks's Lambda	0.791	3.752 <sup>a</sup>	12	362	.000	.111	45.027	0.999
	Hotelling's								
	Trace	0.249	3.742	12	360	.000	.111	44.908	0.999
	Roy's Largest	0.153	4.646 <sup>c</sup>	6	182	.000	.133	27.876	0.987
	Root								
Gender x Campus	Pillai's Trace	0.032	0.486	12	364	.922	.016	5.838	0.280
	Wilks's Lambda	0.969	0.485 <sup>a</sup>	12	362	.923	.016	5.824	0.279
	Hotelling's								
	Trace	0.032	0.484	12	360	.924	.016	5.810	0.278
	Roy's Largest	0.026	0.798 <sup>c</sup>	6	182	.572	.026	4.790	0.311
	Root								

<sup>a</sup>Exact statistic.

<sup>b</sup>Computed using alpha=.05.

<sup>c</sup>The statistic is an upper bound on *F* that yields a lower bound on the significance level.

Table 15

*Test of Between-Subjects Effects of Gender and Campus on the Six Key Areas of Organizational Health*

Source	Dependent variable	Type III sum of squares	df	Mean square	F	Sig.	Partial eta squared	Noncent. parameter	Observed power <sup>a</sup>
Gender	Values people	0.619	1	0.619	1.194	.276	.006	1.194	0.193
	Develop people	0.187	1	0.187	0.293	.589	.002	0.293	0.084
	Builds community	0.298	1	0.298	0.596	.441	.003	0.596	0.120
	Displays authenticity	1.648	1	1.648	2.927	.089	.015	2.927	0.398
	Provides leadership	0.132	1	0.132	0.280	.597	.002	0.280	0.082
	Shares leadership	0.099	1	0.099	0.138	.711	.001	0.138	0.066
Campus	Values people	6.668	2	3.334	6.429	.002	.065	12.859	0.900
	Develop people	11.500	2	5.750	9.010	.000	.088	18.021	0.973
	Builds community	4.226	2	2.113	4.230	.016	.044	8.460	0.736
	Displays authenticity	7.435	2	3.717	6.603	.002	.066	13.205	0.908
	Provides leadership	9.468	2	4.734	10.083	.000	.098	20.166	0.985
	Shares leadership	10.674	2	5.337	7.401	.001	.074	14.803	0.938
Gender x Campus	Values people	0.355	2	0.177	0.342	.711	.004	0.684	0.104
	Develop people	0.892	2	0.446	0.699	.499	.007	1.397	0.167
	Builds community	0.913	2	0.457	0.914	.403	.010	1.828	0.206
	Displays authenticity	1.055	2	0.528	0.937	.394	.010	1.874	0.211
	Provides leadership	0.621	2	0.311	0.662	.517	.007	1.323	0.160
	Shares leadership	1.899	2	0.949	1.317	.271	.014	2.633	0.282

<sup>a</sup>Computed using alpha=.05.

## Objective 1

Objective 1—to identify servant-leadership indicators (out of a total of 60) with more than 25% disapproval—is related to research question 3 in chapter 1.

Table 16 presents the servant-leadership indicators with disapproval rates higher than 25% in each one of the six key areas of the organizational health, identified by specific questions in the OLA research instrument.

Based on the data in Table 16, *value people* and *build community* are the areas with the fewest number of questions (1) with a disagreement rate higher than 25% for, respectively, questions 54 (37.0%) and 25 (27.6%). The areas of organizational health with the highest number of questions (4) with a disagreement rate higher than 25% were as follows: *develop people*, with questions 20 (28.6%), 37 (26.6%), 42 (25.5%), and 44 (27.1%); *display authenticity*, with questions 3 (30.7%), 23 (27.6%), 28 (28.1%), and 32 (31.8%); and *share leadership*, with questions 17 (28.6%), 24 (28.1%), 29 (39.6%), and 34 (26.0%). For the complete set of data from all 66 questions of the instrument, see Appendix E.

Table 16 shows that *share leadership* was the area containing the question that received the highest rate of disapproval (question 29, 39.6%).

## Objective 2

Objective 2 was to describe staff's perception in relation to belief in and practice of servant leadership in the institution as a whole.

To address research question 4 from chapter 1, Figures 2, 3, 4, and 5 present the staff's perception of the belief and practice of servant leadership in the institution.

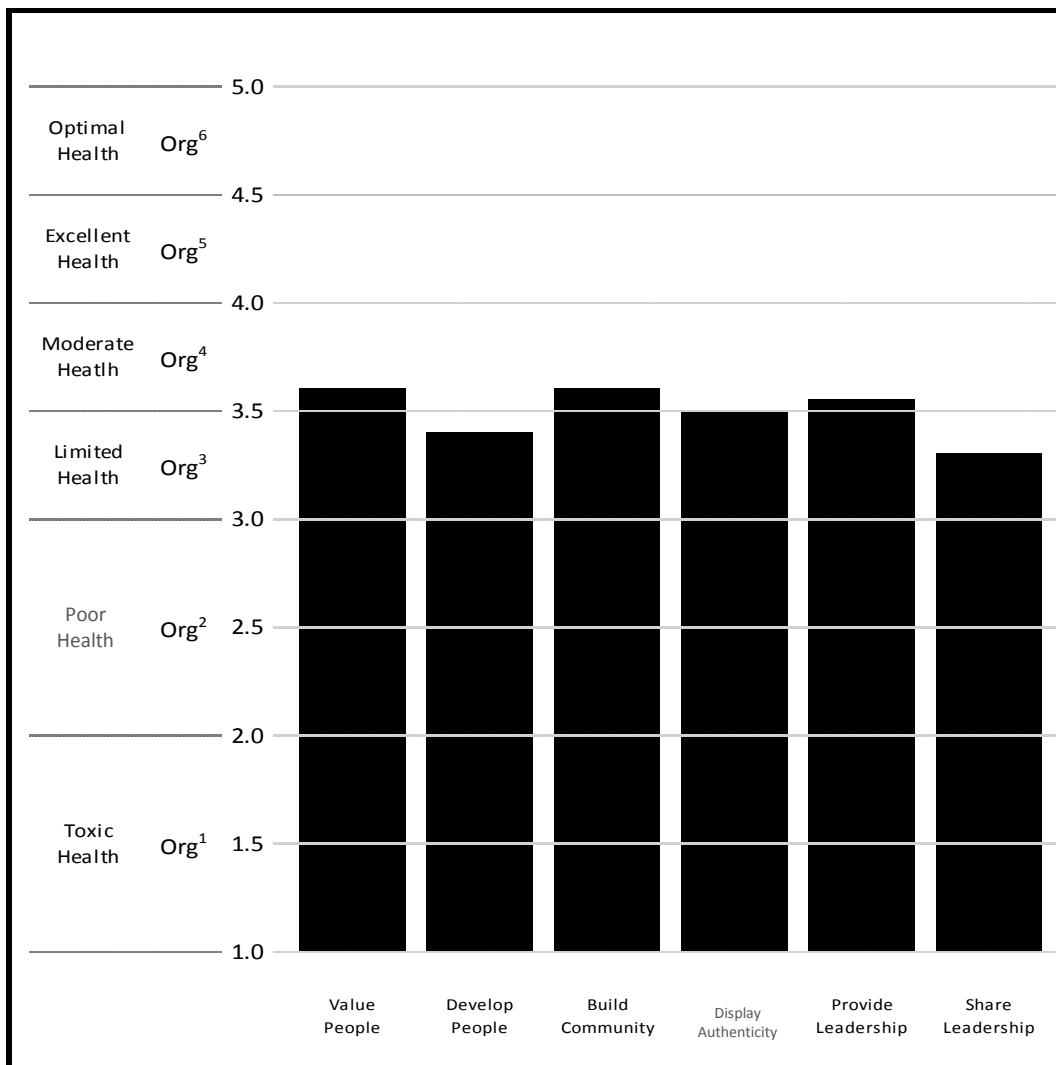


Table 16

*Percentage Indicators for Characteristics of Servant Leadership According to the OLA Instrument*

Question number	Question	Value people	Develop people	Build community	Display authenticity	Provide leadership	Share leadership
3	Are non-judgmental—they keep an open mind				30.7		
17	Are encouraged by supervisors to share in making important decisions						28.6
20	View conflicts as an opportunity to learn & grow		28.6				
23	Are open to learning from those who are below them in the organization				27.6		
24	Allow workers to help determine where this organization is headed						28.1
25	Work well together in teams			27.6			
28	Value differences in culture, race & ethnicity				28.1		
29	Give workers the power to make important decisions						39.6
30	Provide the support and resources needed to help workers meet their goals					26.6	
32	Say what they mean, and mean what they say				31.8		
34	Encourage each person in the organization to exercise leadership						26.0
36	Encourage people to take risks even if they may fail					30.7	
37	Practice the same behavior they expect from others		26.6				
42	Provide opportunities for all workers to develop to their full potential		25.5				
44	Use their power and authority to benefit the workers		27.1				
54	Put the needs of the workers ahead of their own more	37.0					

Figure 2 shows the scores for the six key areas of organizational health regarding the six levels of organizational health proposed by the OLA instrument, used in this study. The figure shows three key areas of organizational health with mean scores slightly above 3.5 (*value people*, *build community*, and *provide leadership*). The other three areas (*develop people*, *display authenticity*, and *share leadership*) have mean scores



*Figure 2.* Scores for the six key areas of organizational health regarding the power level of the institution.

below 3.5, which indicates that the institution's organizational health is within the *limited health* category, according to the participants' perceptions.

The power level of the institution is presented in Figure 3. Figure 3 shows that the level of organizational health evaluated on the basis of the research data, obtained through the OLA instrument, is the level org3—*Limited Health*.

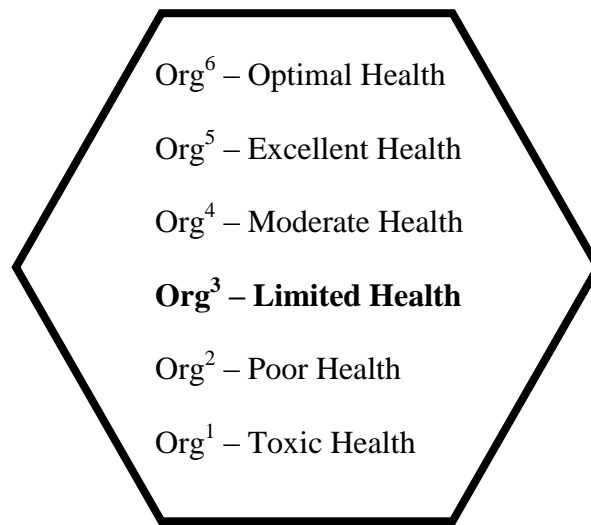


Figure 3. Power level of the institution.

The scores reached by the three campuses of the institution in the six key areas of organizational health, which determine the level of organizational health of each campus, are presented in Figure 4. Figure 4 reveals that Campus I obtained mean scores above 3.0 and below 3.5 in each of the key areas of organizational health with the exception of *value people* and *build community*, which had scores slightly higher than 3.5. This indicates that, according to the participants' perceptions as indicated by the OLA instrument, this campus falls within the *limited health* level of organizational health.

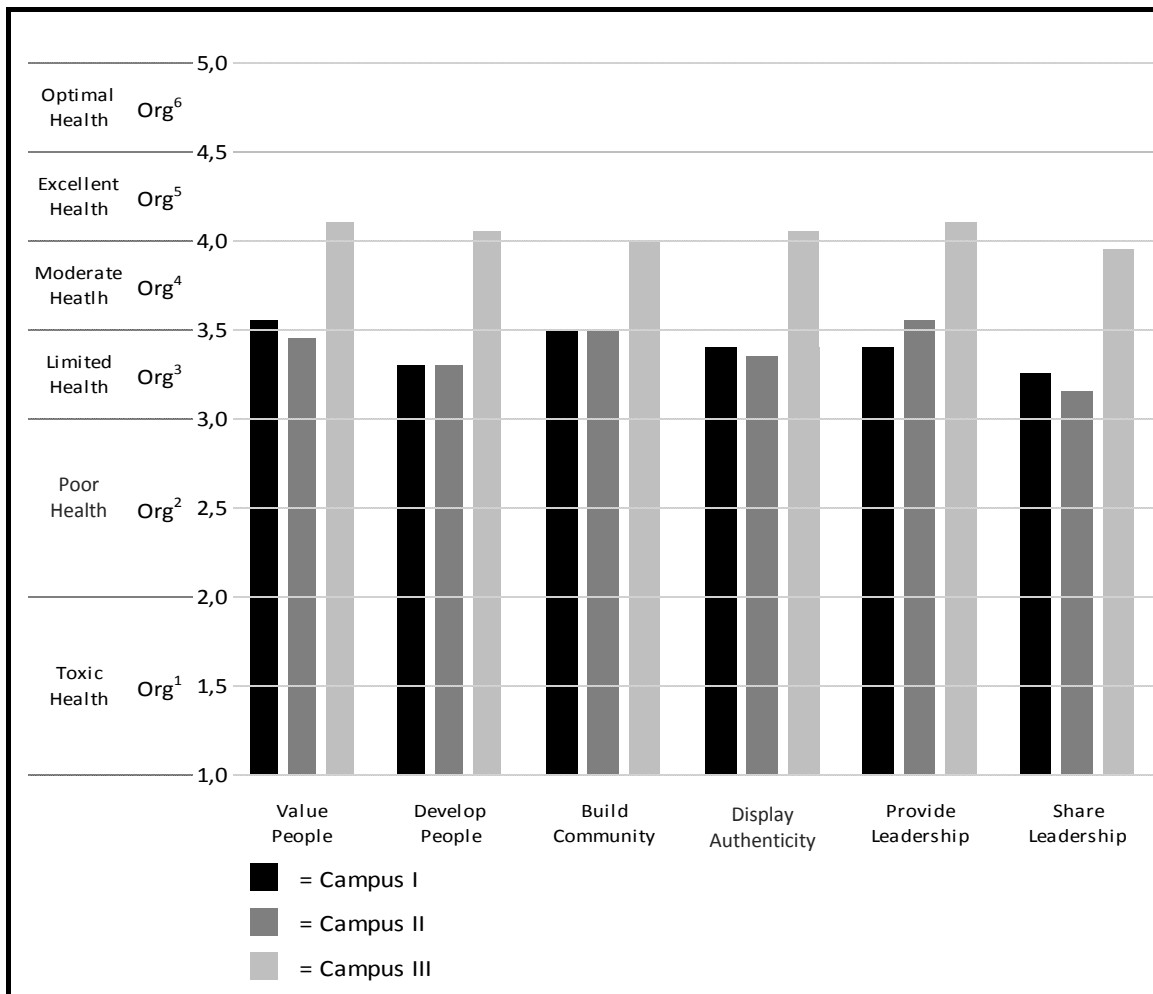


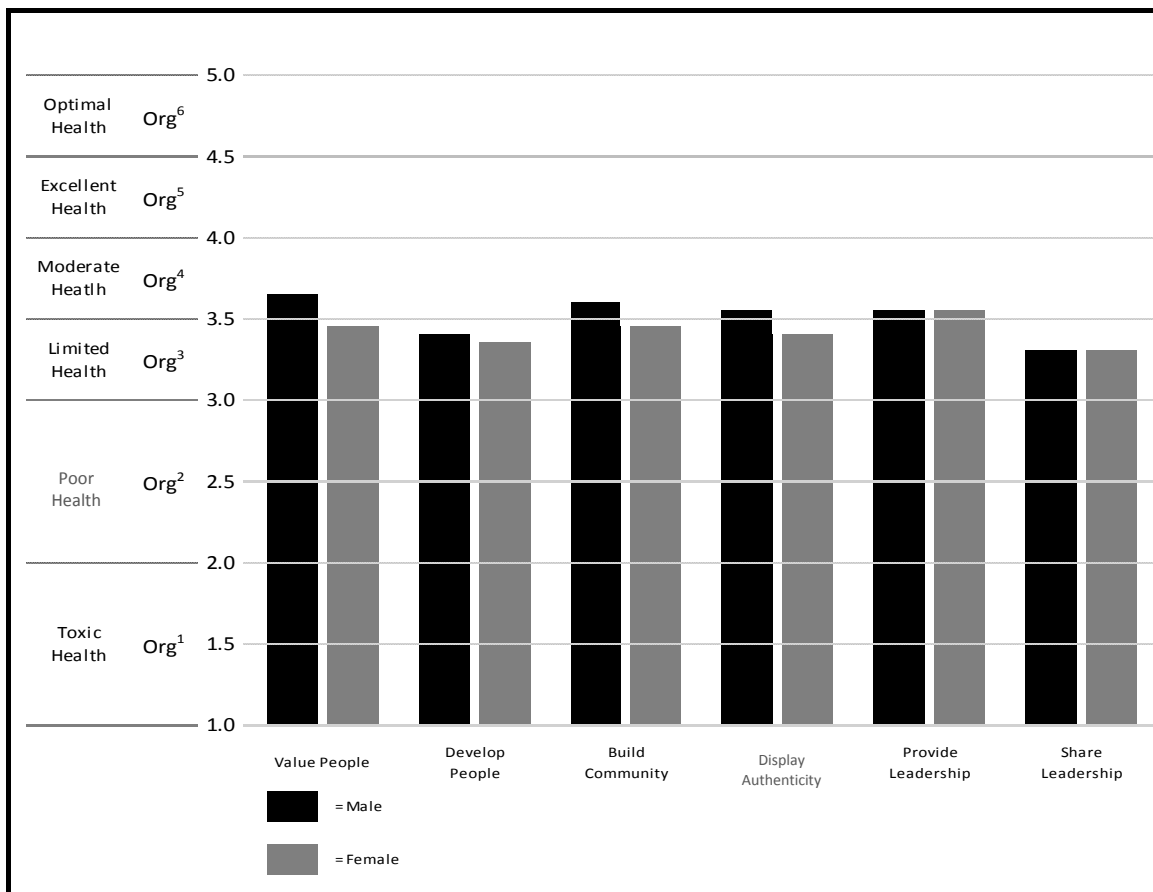
Figure 4. Scores attained by each of the three campuses in the six key areas of organizational health regarding the power level of the institution.

Campus II, like Campus I, presents several mean scores above 3.0 and below 3.50, the only difference being that the two areas with a mean score above 3.5 were *build community* and *provide leadership*. Campus II, like Campus I, falls within the *limited health* level of organizational health.

Unlike Campuses I and II, Campus III obtained a mean score equal to or above 4.0 in each of the six key areas of organizational health with the exception of *share*

*leadership*, which obtained a mean score slightly below 4.0. This indicates that this campus falls within the *excellent health* level of organizational health (see Figure 4).

The scores attained by the male and female genders in the institution as a whole for the six key areas of organizational health are presented in Figure 5. Figure 5 shows that both genders have similar mean scores, ranging from 3.29 to 3.64, which indicates a limited level of organizational health according to the participants' perceptions. The female gender has a mean score slightly below the male mean score in each of the key areas of organizational health except for *share leadership*, which has a mean score slightly higher than the mean score for the male gender.



*Figure 5.* Scores obtained by the male and female genders in the six key areas of organizational health related to the power level of the institution.

The scores for the three categories of leadership in the six key areas of organizational health are presented in Figure 6. These scores relate to the six levels of organizational health proposed by the OLA instrument.

The top leadership has mean scores above 4.0 in all key areas of organizational health, indicating an *excellent* level of organizational health. The management received mean scores below 4.0 and above 3.5 in all key areas of organizational health except for *share leadership*, which had a score below 3.5. Scores for the management indicate

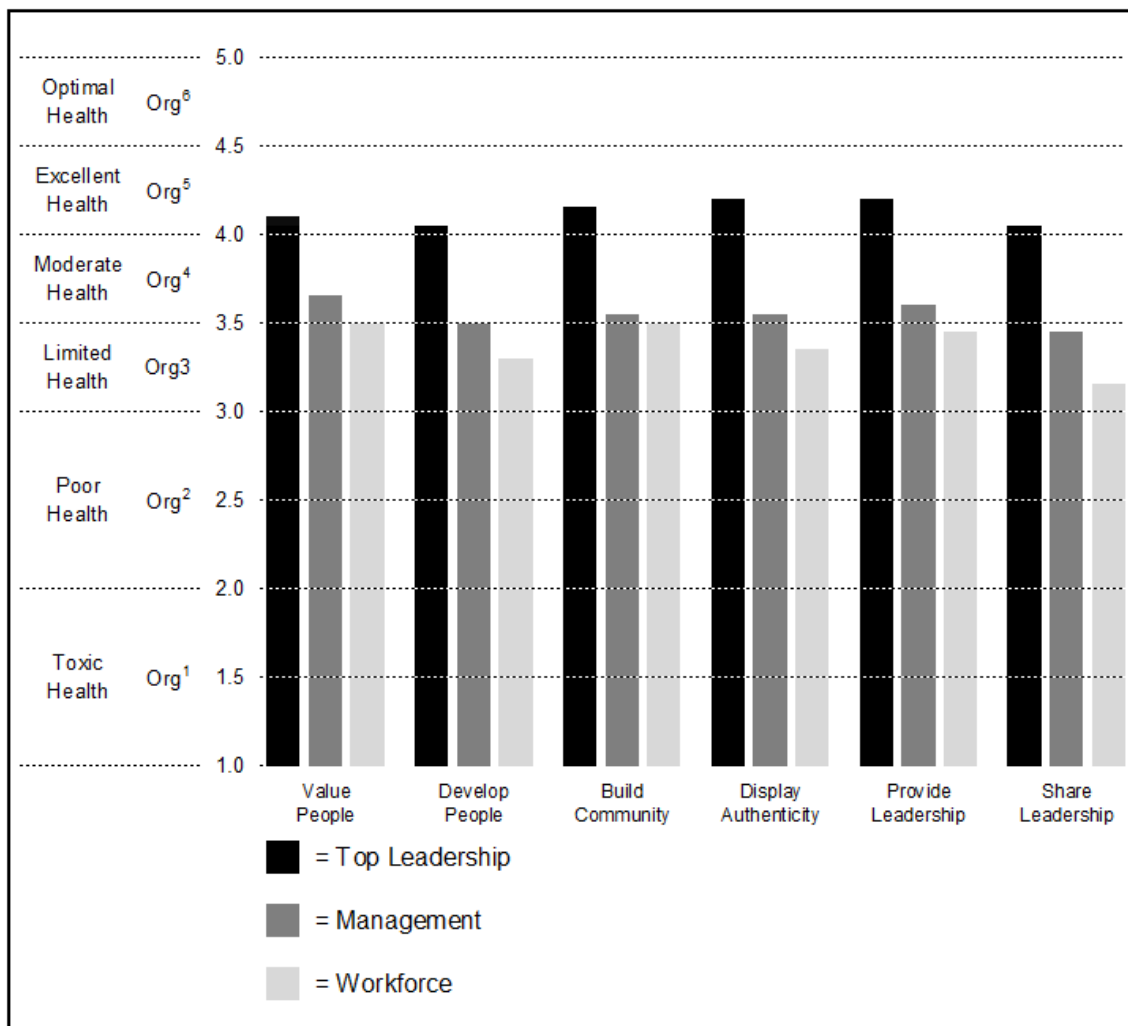


Figure 6. Scores for the three leadership categories in the six key areas of organizational health related to the power level of the institution.

a *moderate* level of organizational health. In contrast with the top leadership and below the management, the workforce has scores of less than 3.5 in four areas of organizational health, except for the areas *value people* and *build community*, which received 3.52 and 3.50, respectively, indicating *limited* organizational health.

In this chapter, I presented and described tables and figures showing the independent variables (leadership category, campus, and gender) and the dependent variables related to the six areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership). The data presented revealed that the perceptions of the participants point to a limited level of organizational health for the institution as a whole (see Figure 3).

## CHAPTER 5

### DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### **Summary**

The purpose of this study was to verify whether the beliefs and characteristics of servant leadership are perceived within the institution UNASP. The study reviewed the literature concerning higher education in Brazil as well as leadership theories, with an emphasis on servant leadership, organizational health, leadership styles, and gender.

The population for this study was 192 participants within the three categories of leadership on the three campuses of UNASP. This study used quantitative methodology to describe and analyze the data.

Dependent variables were the six key areas of the organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership) proposed by the OLA instrument, which identify the characteristics of servant leadership. Independent variables were the three categories of leadership, campus, and gender.

#### **Findings and Discussion**

Through the analysis of variance applied to the independent variables in relation to the dependent variables, I was able to observe the following:



1. The independent variable *leadership categories* shows significant differences characterized by the high scores of the top leadership in contrast with the workforce.
2. In relation to the independent variable *campus*, Campus III stood out as having the highest average score in the six key areas of organizational health.
3. In relation to the independent variable *gender*, there were no significant differences, generally speaking, except for on Campus III, which obtained a higher score for the male gender in each of the key areas of organizational health.

### **Responses to the Research Questions**

The research questions of this study are considered below:

#### **Question 1**

How do the top leadership, management, and workforce differ from each other in their perceptions of practices of servant leadership verified through the six key areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership) within the institution?

The following results were obtained:

The application of the analysis of variance to the institution data as a whole points to the fact that there are statistically significant differences among the leadership categories (top leadership, management, and workforce) as far as the perception of the beliefs and practice of servant leadership are concerned, which was verified through the key areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership). The descriptive levels of significance are less than 0.05.

The data showed that there is a contrast between the perceptions held by the top leadership and those held by the workforce. The high scores for the top leadership in each of the areas of organizational health reveal that the perception of this category on beliefs and practices of servant leadership is highly favorable, which indicates that the participants from this category are accommodated in their comfort zone, forgetting the perceptions of members of the other leadership categories.

It is necessary to remember that in Brazilian culture the concepts of leader and leadership, in a general way, are still related to jobs and hierarchical positions as well as to the authority of an institution. Accordingly, the high administration ascribes to itself the perception of authenticity, a concept not perceived by the intermediary levels and in the workforce in general, possibly due to a lack of understanding that leadership roles can be exercised by all employees within an institution.

On the other hand, the data analysis reveals that the perceptions of the workforce concerning the belief and practice of servant leadership are in contrast to those of the top leadership. The data show that there is a low trust level that fosters fear and uncertainty and discourages personal expression. Among the six key areas of organizational health that characterize servant leadership, *share leadership* was the one that received the lowest score, revealing that this is the most critical area between the high leadership and the workforce.

Those in the management category have a moderate perception concerning the belief and practice of servant leadership. Although their tendency is to give an above-average evaluation, the data describe a cautious attitude in that the management was positioned between the other two levels of leadership. The data also reveal that, in

general, the management category is more similar to the workforce category, probably because of their close contact on a daily basis in the work environment and because of the responsibility of the management category as the connecting link between the two extremes on the leadership spectrum.

The workforce category has a more critical perception regarding the belief and practice of servant leadership in the institution. Although the evaluations are reasonable, the workforce category clearly presents lower scores than the other categories in all the key areas of organizational health.

## Question 2

To what extent is the perception of belief and practice of servant leadership, as indicated by the six key areas of organizational health, influenced by the variables *campus* and *gender*?

The following results were obtained:

The independent variable *campus* is significantly related to the scores that show the perception of belief and practice of servant leadership, indicated by the level of organizational health demonstrated through the data collected in this study. Campuses I and II obtained equally low scores, below the institution average. These data confirm the results of the OLA instrument, which imply that the institution is not yet perceived as adhering to servant leadership. On the other hand, conversely, the high score obtained by Campus III shows the perception of belief and practice of servant leadership on this campus.

The data show that on Campuses I and II the perception of belief and practice of servant leadership revealed by the participants of this study did not reach the desirable

level set forth in the Institutional Plan of Development. This is demonstrated in all the areas of organizational health. On both campuses, the key areas of organizational health that had the strongest contribution to defining this position were *share leadership* and *develop people*. The data allow for identifying the top leadership as the holders of power, possibly comfortably maintaining the status quo and not giving due importance to the development of people and training of new leaders.

Data from Campus III show a very different attitude from that of the other campuses. In this campus, the practical perception of servant leadership is high. In all the key areas of organizational health, Campus III yielded high scores. It is important to consider that Campus III, as far as higher education is concerned, is the newest campus of the institution, less than 10 years in existence, and operating with a significantly smaller group of employees than Campuses I and II. Probably, since the number of employees is fewer, the relationship between the top leadership and the workforce is closer, and this fact in itself can foster a climate of greater trust and participation. Another factor that may have influenced the perceptions of the participants from Campus III is the fact that, being a new institution of higher education, the movement for group rights is still less active.

The variable *gender* seemed not to be a determining factor influencing the perception of belief and practice of servant leadership, except for on Campus III, where the female gender presented significantly lower scores than those of the male gender. It is noteworthy that, of the 22 people who make up the top leadership of the institution, only 1 belongs to the female gender, confirming the tendency presented in chapter 2 whereby the female gender has a very low representation in top leadership in almost all

countries in the world, including Brazil (Eagly & Carli, 2007). In addition, I was able to verify that, in general, the female gender's participation in leadership positions on the three campuses follows, with slight variations, the worldwide tendency presented in chapter 2 of women's participation being concentrated mostly in the workforce category, with significant advances in the management category and a very small participation in top leadership. Across the institution as a whole the female gender shows a more critical attitude concerning the perception of belief and practice of servant leadership, although this difference is not statistically significant.

### Question 3

What servant leadership indicators received more than 25% of disapproval in the research?

The following results were obtained:

In relation to the indicators characterizing servant leadership, as shown in chapter 4, Table 16, the respondents' perceptions for 16 out of the 60 questions that make up the six key areas of organizational health presented scores with percentages higher than 25% of disapproval. Each of the six key areas of organizational health have at least one question with higher than 25% disapproval, and the key areas can be divided into three different groups according to the incidence of these questions:

1. *Key areas with a low incidence (1) of questions with disapproval rate above 25%.*

This group is made up of the key areas of organizational health *value people* and *build community*, with each of these two areas having only one question (54 and 25, respectively) with a disapproval score above 25%. Although there is only one question

meeting this criterion for each of these two areas, they are indeed very important indicators of servant leadership. The respondents' perception revealed by question 54 (*Put the needs of the workers ahead of their own more*, with 37% of disapproval) shows that the value given to people within the institution is still a weak point, in contrast with the servant-leadership principles presented in chapter 2. It can be inferred, through the score for this question, that the perception of indifference to people's needs can become an obstacle to the practice of servant leadership as expressed in the institution's mission. Another significant characteristic of servant leadership, indicated by question 25 (*Work well together in teams*, with 27.6% of disapproval), shows that the institution needs to develop the capacity to work as a team. The respondents' perception points to a strong possibility of prevalence of individualism, a factor that causes the leadership to absorb the workflow and the decision-making process.

2. *Key areas with an average incidence (2) of questions with a disapproval rate above 25%.*

This group consists of the key area of organizational health *provide leadership*, which had two questions with more than 25% of disapproval (30 and 36). The score for question 30 (*Provide the support and resources needed to help workers meet their goals*, with 26.6% disapproval) indicates that the respondents have not yet perceived the institution as being fully committed to the growth of their employees, and perceives that it is not investing in the preparation of employees for the present or the future and is not encouraging them to reach their aims and objectives. In relation to question 36 (*Encourage people to take risks even if they may fail*, with 30.7% of disapproval), the score shows that the leadership does not demonstrate sufficient sensitivity to encourage

those who are led to make decisions, even at risk of failure. Therefore, it is evident through the scores for these questions that the institution shows obvious limitations in its intention to embrace servant leadership.

3. *Key areas with a high incidence (4) of questions with a disapproval index above 25%.*

This group consists of the key areas of organizational health *develop people*, *display authenticity*, and *share leadership*. Each of these key areas of organizational health had four questions receiving a disapproval score above 25%, demonstrating that these areas are the most critical factors for the institution to pursue in raising the status of servant leadership. *Develop people*, demonstrated first by question 20 (*View conflicts as an opportunity to learn and grow*, with 28.6% of disapproval), shows that the leadership has difficulty in giving importance to the learning and growth of people in the organization. Conflicts, instead of becoming an opportunity for learning and growth, have many times been minimized or choked, rather than being addressed with the necessary realism. The score of 26.6% for question 37 (*Practice the same behavior they expect from others*) points to the necessity of more congruence between the behavior being practiced by the leadership and what is expected from the other employees, which demonstrates that authoritarianism still prevails in the organization. Question 42 (*Provide opportunities for all workers to develop their full potential*), with 25.5% of disapproval, shows that the institution leaves much to be desired when it comes to providing opportunity for the workers to develop their potential. The respondents' perception in response to question 44 (*Use their power and authority to benefit the workers*), with 27.1% of disapproval, shows that the use of power and authority is still far from what is desirable to benefit the

workers. *Display authenticity*, headed by question 3 (*Are non-judgmental and keep an open mind*) with score of 30.7% disapproval, shows that the institution is perceived with skepticism concerning the leaders' ability to not judge or to keep an open mind, a principle of servant leadership emphasized in chapter 2. This score points to the possibility of a traditional leadership system still prevailing in the institution, whereby the leader holds tightly to his position or power, fearing to lose it, hence resisting changes and renewals that could give a new focus to the institution. Question 23 (*Are open to learning from those who are below them in the organization*), with a score of 27.6% disapproval, shows that the respondents' perceptions point to an absence of a humble attitude on the part of the leadership to learn from those who are in subordinate positions. Question 28 (*Value differences in culture, race, and ethnicity*), with a score of 28.1% disapproval, points to a peculiar tendency of endogenous communities to value their own culture to the detriment of having an open mind and welcoming fresh ideas from different cultures that would certainly contribute to the growth of the organization. The score of 31.8% disapproval for question 32 (*Say what they mean, and mean what they say*) points out that the communication between leaders and followers is weak, possibly demonstrating a lack of clarity, transparency, and integrity.

The respondents' perceptions in this research indicate that *share leadership* is the most critical key area of the organizational health of the institution as far as the belief and practice of servant leadership are concerned. This conclusion is also corroborated through the data obtained from the variables *leadership category*, *campus*, and *gender*. The four questions with scores above 25% related to *share leadership* show the most relevant points. The score of 28.6% disapproval for question 17 (*Are encouraged by supervisors*



*to share in making important decisions*) shows that the institutional culture experienced by the top leadership does not provide a favorable environment for motivating the workers to make important decisions. Question 24 (*Allow workers to help determine where this organization is headed*), with a score of 28.1% disapproval, shows that the perceptions of participants point to an unsatisfactory reality in relation to the involvement of the workers in defining the future course of the organization, which suggests that there is a possible alienation between the leadership's thought and the workers' thought. Through question 29 (*Give workers the power to make important decisions*), with a score of 39.6% disapproval, it is evident that the decision-making power is concentrated in the top leadership. Therefore, the workers do not receive encouragement to make important decisions in the organization, contrary to the leadership principles defended by Covey (2002) and Lee (2005). According to those principles, leadership and power must be shared in order to generate synergy between the leadership and the workers so as to create new options and opportunities. It can be concluded, based on the analysis, that the workflow in the organization suffers from problems ranging from continuity to waiting for the decisions of the top leadership. The participants' perceptions as expressed by the score of 26.0% disapproval for question 34 (*Encourage each person in the organization to exercise leadership*) provide evidence of the centralized mind-set of the leadership that grants itself the prerogative to exercise leadership all alone.

#### Question 4

What is the perception of the staff in relation to the belief and practice of servant leadership in the institution as a whole as evaluated by the OLA instrument?

The following results were obtained:

Based on the data from this study, gathered by the OLA instrument and demonstrated by the scores in the six key areas of organizational health, it can be concluded that the staff's perception of UNASP leadership indicates that it is rated as an institution with a limited level (org.3) of organizational health, focused on the dominance of the top leadership and in opposition to the participation of the workforce. From that perspective, workers perceive the institution as being negatively paternalistic, characterized by a leadership style in which leaders play the role of critical parents and consider themselves as holders of the truth, whereas the workers play the role of children who have to comply with the guidelines and determinations of the leadership without the right to express themselves.

Although the mission statement of the institution is "To educate in the context of Biblical and Christian values for a full life and for excellence in service" and the motto is "Education and Service" (Centro Universitário Adventista de São Paulo, 2003, p. 8), the perceptions of the staff reveal, through the data for the six key areas of organizational health, that the belief and practice of servant leadership are still incongruent with the mission statement and the motto. Thus, it can be concluded that the weakest points for the institution to overcome as it strives for a servant-leadership approach can be summed up in these items:

1. *Power use*: The leadership of the institution is perceived as centralized and based on traditional principles, which promotes a steady adherence to hierarchical positions and the exercise of power. This makes more difficult the development and preparation of new leaders with a broader vision of leadership whereby power can be

shared and development made accessible to all members of the institution, which is the only way to ensure the future generations of leadership.

2. *People's worth*: Workers feel that they need to be given more value, not only for what they produce but also for what they are as people, which could make workers more involved in the institution.

3. *Ways of participation*: Workers point out their need to be heard, not only to help the leadership meet its needs and priorities but also to show their ideas and opinions in such a way that they can be used to the growth and development of the institution.

4. *Leadership style*: Workers really appreciate being treated as partners and friends rather than as children whom their parents do not allow to manifest their right to expression.

5. *Teamwork*: The organization has not yet reached a cooperation level that could make of it a productive team whose collaboration can be manifested spontaneously.

6. *Motivation*: Workers indicate the need for more encouragement and motivation so that they can have more enthusiasm for accomplishing their responsibilities within the organization.

7. *Communication*: The organization presents a lack of clarity and transparency in the communication process between the leadership and the workers, which hinders the development of a better understanding, on the part of the workers, about the future and direction of the institution.

### **Revision of Prior Studies**

The results of this research confirm findings of prior studies discussed in chapters 1 and 2.

This research confirms prior studies (Galveas, 2004; Kotter, 2000; Laub, 2005) showing that institutions need to change and be more open and less bureaucratic.

The problems related to leadership in higher education at this institution are also observed in other Christian institutions (Greenleaf, 1998; Palmer, 1998; Tubino, 1997).

The practice of servant leadership, as observed from the perception of the areas of organizational health (value people, develop people, build community, display authenticity, provide leadership, and share leadership), is a challenge in institutions mainly regarding sharing leadership (Buaiz, 2003; Covey, 2005; Greenleaf, 1991, 1998; Kouzes & Posner, 2007; Lee, 2005; Marinho, 2005).

The growing participation of the female gender in organizations is a perceived reality, particularly in the Western world (Eagly & Carli, 2007; Frankel, 2007; Peters, 2004). Confirming other studies (Eagly & Carli, 2007; Frankel, 2007; Matsuura, 2004; Roscoe, 2008; Shein, 1995), the female gender has a reduced participation in top leadership.

## **Conclusion**

The general conclusion of this study identifies tendencies for traditionalism in the organization's leadership as revealed by the scores of the independent variables—the leadership categories—in relation to the dependent variables—the key areas of organizational health—which identified the attitudes of the top leadership as being in contrast to what the workforce think, indicating the lack of unity of ideas and thought in these leadership categories. This study also showed that, regarding the three campuses, there is no unanimity of attitudes concerning the leadership. In addition it can be concluded that, considering all the key areas of organizational health that make up the

servant-leadership characteristics, *value people* and *build community* are perceived as the most developed by the institution, and *share leadership* and *develop people* are perceived as the ones in need of attention. Thus, it can be concluded, based on the respondents' perceptions concerning higher education, that the organization's health is still limited (org.3) and the organization is characterized as a paternalist institution, not servant, according to the APS Model (Autocratic-Paternalistic-Servant), which highlights discrepancies between what is contained in the mission statement and what the workers perceive.

### **Practical Recommendations**

This study discussed the theme of servant leadership according to the perceptions of the three levels of leadership at an institution of higher education. The findings allowed practical recommendations for administrators and suggestions for improvement to be made, as described below.

1. Re-examine the Plan of Institutional Development and seek to include in it a greater participation of the workers in the decision-making process.
2. Provide the female gender with greater participation in the leadership of the institution.
3. Develop a plan that could stimulate the sharing of the best practices of leadership on the campuses.
4. Carry out a similar study with the workers at the elementary and high-school levels.

5. Carry out a deeper study of the areas of organizational health *share leadership* and *develop people* so as to collect more data that could be used to help make decisions towards the solution of the problem.

### **Recommendations for Further Studies**

Other areas that would be relevant topics for further studies include the following:

1. Examine the role of women in society as a whole and their challenge to gain access to top leadership positions.
2. Perform a comparative study about servant leadership in other Christian educational and non-educational institutions.
3. Study the influence of a Christian educational institution's health on its neighborhoods, allowing for engagement of the community.

In this study I endeavored to investigate the concept of servant leadership in an educational setting, and, through the analysis of the data gathered, I reached conclusions that allowed me to provide some recommendations and suggestions that can be applied not only to educational institutions but also to other areas of leadership. In addition, the study can foster future studies that surely would enrich the practice of leadership.

## APPENDIX

## APPENDIX A

### FORMAL LETTER TO UNASP



São Paulo, 16 de novembro de 2007

Ilmo Sr.

Professor Euler Pereira Bahia

Magnífico Reitor do

Centro Universitário Adventista de São Paulo (UNASP)

São Paulo – SP, Brasil

Prezado Professor Euler,

Objetivo desta é solicitar autorização para realizar uma pesquisa com os servidores dos três campi do UNASP, servindo como população informante para a minha Dissertação de Doutorado junto à Andrews University em Berrien Spring – MI. A dissertação tem como proposta de tema: Organizational Leadership: A Study of Servant-Leadership Perception, Practices and Beliefs Impact on a Private Christian Institution of Higher Education in São Paulo, Brazil.

(Liderança Organizacional: Um estudo de Liderança: Práticas e Crenças numa Instituição Privada Cristã de Ensino Superior em São Paulo, Brasil. O levantamento dos dados será realizado através de um instrumento denominado Organizational Leadership Assessment (OLA) que será traduzido para a Língua Portuguesa e aplicado em três níveis de liderança: Top Liderança (Reitoria e Diretoria de Campus), Management/Supervisors (Chefes de Departamento e Coordenadores de Curso), e Workforce (Professores e outros servidores relacionados com a administração e o ensino).

O levantamento desses dados será realizado através de um questionário encaminhado via internet e antecedido por uma prévia solicitação para ser respondido voluntariamente pelos participantes. O levantamento desses dados está previsto para o período de 1 a 31 de maio de 2008.

Desejando ser atendido nesta solicitação, antecipadamente agradeço.

José Iran Miguel

Aluno do Programa de Leadership Education na Andrews University

## APPENDIX B

### RESEARCH AUTHORIZATION LETTER FROM UNASP

## AUTORIZAÇÃO DE PESQUISA

Quarta-feira, 23 de Abril de 2008 10:47



**De:**

"UNASP - Euler Pereira Bahia" <Euler.Bahia@unasp.edu.br>

[Adicionar remetente à lista de contatos](#)

**Para:**

"José Iran Miguel" <iran\_miguel@yahoo.com.br>

Professor José Iran Miguel,

Em nome do Centro Universitário Adventista de São Paulo, autorizamos o senhor JOSÉ IRAN MIGUEL a realizar uma pesquisa com os Colaboradores dos 3 Campi do UNASP, com vistas a reunir dados para subsidiar a sua dissertação de Doutorado junto à Andrews University, com o tema: "Organizational Leadership: A Study of the Perceptions of Servant Leadership Practices and Beliefs, and its Implications on a Private Christian Institution of Higher Education in São Paulo, Brazil.

Cordialmente,

Prof.Euler P. Bahia  
Reitor do UNASP

APPENDIX C

ETHICAL ISSUES AND IRB

# Andrews University

April 24, 2008  
Jose Iran Miguel  
Av. Giovanni Granchi, 5394, Ap. 152  
Sao Paulo  
Brazil

Dear Jose,

**RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS**

<b>IRB Protocol #:</b> 08-041	<b>Application Type:</b> Original	<b>Dept:</b> Leadership
<b>Review Category:</b> Exempt	<b>Action Taken:</b> Approved	<b>Advisor:</b> Robson Marinho

**Protocol Title:** Organizational Leadership: A Study of Servant Leadership Perception, Practices, and Beliefs Impact on a Private Christian Institution of Higher Education in Sao Paulo, Brazil

This letter is to advise you that the Institutional Review Board (IRB) has reviewed and approved your proposal for research. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form, after initiation of the project, require prior approval from the IRB before such changes can be implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research design designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Institutional Review Board. Any project-

related physical injury must also be reported immediately to University Medical  
Specialties, by calling (269) 473-2222.

We wish you success as you implement the research project as outlined in the approved  
protocol.

Sincerely,

Michael D Pearson  
Administrative Associate  
Institutional Review Board  
Cc: Robson Marinho

Institutional Review Board  
(269) 471-6360 Fax: (269) 471-6246 E-mail: [irb@andrews.edu](mailto:irb@andrews.edu)  
Andrews University, Berrien Springs, MI 49104-03

## APPENDIX D

### INFORMED CONSENT LETTER MODEL



# Andrews University

School of Education  
Leadership Department

## Informed Consent Letter

**Title:** Organizational Leadership: A Study of the Perceptions of Servant Leadership Practices and Beliefs, and its Implications on a Private Christian Institution of Higher Education in Sao Paulo, Brazil

**Purpose of Study:** I understand that the purpose of this study is to analyze how much the servant-leadership characteristics are perceived by the administrators, middle managers, faculty and staff of the three campuses of Centro Adventista Universitário de São Paulo (UNASP).

**Inclusion Criteria:** In order to participate, I recognize that I must be an adult at least 18 years old and must currently be an employee of one of the three campuses of UNASP.

**Benefits/Results:** I accept that I will receive no remuneration for my participation, but that by participating, I will help the researcher and Centro Adventista Universitário de São Paulo in the on-going discussion about how best to develop servant leadership characteristics within the institution culture.

**Voluntary Participation:** I understand that my involvement in this survey is voluntary and that I may withdraw my participation at any time without any pressure, embarrassment, or negative impact on me. I also understand that this survey will be completed anonymously.

**Contact Information:** In the event that I have any questions or concerns with regard to my participation in this research project, I understand that I may contact either the researcher, Jose Iran Miguel at [iran\\_miguel@yahoo.com.br](mailto:iran_miguel@yahoo.com.br) [Tel: (11) 3501-8239], or his adviser, Dr. Robson Marinho, professor in Leadership at [marinho@andrews.edu](mailto:marinho@andrews.edu) [Tel: (269) 471-3200]. I have been given a copy of this form for my own records.

**Consent:** I have read the Informed Consent Letter and recognize that by completing and returning this survey that I am giving my informed consent to participate. I also understand that every attempt is being made to keep my answers anonymous. (**Please circle one answer**)

Yes

No

I have not filled out this survey before.

True

False

---

Participant's signature

## APPENDIX E

### ORGANIZATIONAL LEADERSHIP ASSESSMENT (OLA)



# Organizational Leadership Assessment

## General Instructions

4243 North Sherry Drive  
Marion, IN 46952  
OLA@OLAgroup.com  
(765) 664-0174

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 one 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 <i>important</i> 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 one of the five boxes

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	Disagree	Undecided	Agree	<b>Strongly Agree</b>

## **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

<b>Managers/Supervisors and Top Leadership in this Organization</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22	Communicate a clear vision of the future of the organization					
23	Are open to learning from those who are <i>below</i> 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 <i>important</i> 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 one 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 <i>together</i> 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 <i>above</i> me in the organization					
58	I feel good about my contribution to the organization					
59	I receive encouragement and affirmation from those <i>above</i> 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 <i>above</i> me in the organization					
64	I am able to be creative in my job					
65	In this organization, a person’s <i>work</i> is valued more than their <i>title</i>					
66	I am able to use my best gifts and abilities in my job					

## APPENDIX F

### REPORT OF FREQUENCY AND PERCENTAGE FOR EACH QUESTION FROM THE OLA INSTRUMENT

# FREQUENCY TABLE

## Q3

Valid	Frequency	Percent	Valid percent	Cumulative percent
1	13	6.8	6.8	6.8
2	46	24.0	24.0	30.7
3	50	26.0	26.0	56.8
4	67	34.9	34.9	91.7
5	16	8.3	8.3	100.0
Total	192	100.0	100.0	

## Q17

Valid	Frequency	Percent	Valid percent	Cumulative percent
1	25	13.0	13.0	13.0
2	30	15.6	15.6	28.6
3	45	23.4	23.4	52.1
4	72	37.5	37.5	89.6
5	20	10.4	10.4	100.0
Total	192	100.0	100.0	

## Q20

Valid	Frequency	Percent	Valid percent	Cumulative percent
1	12	6.3	6.3	6.3
2	43	22.4	22.4	28.6
3	59	30.7	30.7	59.4
4	65	33.9	33.9	93.2
5	13	6.8	6.8	100.0
Total	192	100.0	100.0	

## Q23

Valid	Frequency	Percent	Valid percent	Cumulative percent
1	14	7.3	7.3	7.3
2	39	20.3	20.3	27.6
3	44	22.9	22.9	50.5
4	78	40.6	40.6	91.1
5	17	8.9	8.9	100.0
Total	192	100.0	100.0	



Q24				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	18	9.4	9.4	9.4
2	36	18.8	18.8	28.1
3	48	25.0	25.0	53.1
4	74	38.5	38.5	91.7
5	16	8.3	8.3	100.0
Total	192	100.0	100.0	

Q25				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	17	8.9	8.9	8.9
2	36	18.8	18.8	27.6
3	38	19.8	19.8	47.4
4	79	41.1	41.1	88.5
5	22	11.5	11.5	100.0
Total	192	100.0	100.0	

Q28				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	14	7.3	7.3	7.3
2	40	20.8	20.8	28.1
3	35	18.2	18.2	46.4
4	76	39.6	39.6	85.9
5	27	14.1	14.1	100.0
Total	192	100.0	100.0	

Q29				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	27	14.1	14.1	14.1
2	49	25.5	25.5	39.6
3	47	24.5	24.5	64.1
4	59	30.7	30.7	94.8
5	10	5.2	5.2	100.0
Total	192	100.0	100.0	

Q30				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	14	7.3	7.3	7.3
2	37	19.3	19.3	26.6
3	42	21.9	21.9	48.4
4	81	42.2	42.2	90.6
5	18	9.4	9.4	100.0
Total	192	100.0	100.0	

Q32				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	26	13.5	13.5	13.5
2	35	18.2	18.2	31.8
3	49	25.5	25.5	57.3
4	66	34.4	34.4	91.7
5	16	8.3	8.3	100.0
Total	192	100.0	100.0	

Q34				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	12	6.3	6.3	6.3
2	38	19.8	19.8	26.0
3	48	25.0	25.0	51.0
4	78	40.6	40.6	91.7
5	16	8.3	8.3	100.0
Total	192	100.0	100.0	

Q36				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	22	11.5	11.5	11.5
2	37	19.3	19.3	30.7
3	51	26.6	26.6	57.3
4	70	36.5	36.5	93.8
5	12	6.3	6.3	100.0
Total	192	100.0	100.0	

Q37				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	19	9.9	9.9	9.9
2	32	16.7	16.7	26.6
3	46	24.0	24.0	50.5
4	76	39.6	39.6	90.1
5	19	9.9	9.9	100.0
Total	192	100.0	100.0	

Q42				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	9	4.7	4.7	4.7
2	40	20.8	20.8	25.5
3	48	25.0	25.0	50.5
4	73	38.0	38.0	88.5
5	22	11.5	11.5	100.0
Total	192	100.0	100.0	

Q44				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	13	6.8	6.8	6.8
2	39	20.3	20.3	27.1
3	60	31.3	31.3	58.3
4	63	32.8	32.8	91.1
5	17	8.9	8.9	100.0
Total	192	100.0	100.0	

Q54				
Valid	Frequency	Percent	Valid percent	Cumulative percent
1	36	18.8	18.8	18.8
2	35	18.2	18.2	37.0
3	72	37.5	37.5	74.5
4	37	19.3	19.3	93.8
5	12	6.3	6.3	100.0
Total	192	100.0	100.0	

## APPENDIX G

### RESULTS FROM MULTIVARIATE TESTS

## General Linear Model

Notes		
Output Created		03-Nov-2009 11:26:08
Comments		
Input	Data	C:\Documents and Settings\tevni\My Documents\Migueldata.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	192
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		GLM area1mean area2mean area3mean area4mean area5mean area6mean BY Role /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /POSTHOC=Role(QREGW T3) /EMMEANS=TABLES(Role) COMPARE ADJ(LSD) /PRINT=ETASQ OPOWER HOMOGENEITY /CRITERIA=ALPHA(.05) /DESIGN= Role.
Resources	Processor Time	0:00:00.062
	Elapsed Time	0:00:00.125

[DataSet1] C:\Documents and Settings\tevni\My Documents\Migueldata.sav

Between-Subjects Factors			
		Value label	<i>N</i>
Role	1	Top leadership	13
	2	Management	52
	3	Workforce	127

**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

Box's M	46.697
<i>F</i>	0.975
<i>df</i> 1	42.000
<i>df</i> 2	3657.190
Sig.	.518

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

<sup>a</sup> Design: Intercept + Role

Multivariate Tests <sup>d</sup>						
Effect		Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.
Intercept	Pillai's Trace	0.942	501.573 <sup>a</sup>	6.000	184.000	.000
	Wilks's Lambda	0.058	501.573 <sup>a</sup>	6.000	184.000	.000
	Hotelling's Trace	16.356	501.573 <sup>a</sup>	6.000	184.000	.000
	Roy's Largest Root	16.356	501.573 <sup>a</sup>	6.000	184.000	.000
Role	Pillai's Trace	0.122	2.000	12.000	370.000	.023
	Wilks's Lambda	0.880	2.024 <sup>a</sup>	12.000	368.000	.021
	Hotelling's Trace	0.134	2.048	12.000	366.000	.020
	Roy's Largest Root	0.117	3.594 <sup>c</sup>	6.000	185.000	.002

<sup>a</sup> Exact statistic

<sup>c</sup> The statistic is an upper bound on *F* that yields a lower bound on the significance level.

<sup>d</sup> Design: Intercept + Role

Multivariate Tests <sup>d</sup>				
Effect		Partial eta squared	Noncent. parameter	Observed power <sup>b</sup>
Intercept	Pillai's Trace	.942	3009.436	1.000
	Wilks's Lambda	.942	3009.436	1.000
	Hotelling's Trace	.942	3009.436	1.000
	Roy's Largest Root	.942	3009.436	1.000
Role	Pillai's Trace	.061	23.995	0.922
	Wilks's Lambda	.062	24.286	0.926
	Hotelling's Trace	.063	24.573	0.929
	Roy's Largest Root	.104	21.566	0.950

<sup>b</sup> Computed using alpha = .05

<sup>d</sup> Design: Intercept + Role

Levene's Test of Equality of Error Variances <sup>a</sup>				
	<i>F</i>	<i>df1</i>	<i>df2</i>	Sig.
Values people	2.995	2	189	.052
Develop people	1.908	2	189	.151
Builds community	4.540	2	189	.012
Displays authenticity	2.812	2	189	.063
Provides leadership	1.133	2	189	.324
Shares leadership	2.239	2	189	.109

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

<sup>a</sup> Design: Intercept + Role

**Tests of Between-Subjects Effects**

Source	Dependent variable	Type III sum		Mean square	F	Sig.
		of squares	df			
Corrected model	Values people	4.179 <sup>a</sup>	2	2.089	3.918	.022
	Develop people	7.466 <sup>c</sup>	2	3.733	5.624	.004
	Builds community	5.294 <sup>d</sup>	2	2.647	5.329	.006
	Displays authenticity	8.910 <sup>e</sup>	2	4.455	7.859	.001
	Provides leadership	6.503 <sup>f</sup>	2	3.251	6.658	.002
	Shares leadership	11.246 <sup>g</sup>	2	5.623	7.702	.001
Intercept	Values people	1219.141	1	1219.141	2285.974	.000
	Develop people	1129.397	1	1129.397	1701.471	.000
	Builds community	1226.624	1	1226.624	2469.470	.000
	Displays authenticity	1194.233	1	1194.233	2106.577	.000
	Provides leadership	1214.355	1	1214.355	2486.961	.000
	Shares leadership	1096.593	1	1096.593	1502.172	.000
Role	Values people	4.179	2	2.089	3.918	.022
	Develop people	7.466	2	3.733	5.624	.004
	Builds community	5.294	2	2.647	5.329	.006
	Displays authenticity	8.910	2	4.455	7.859	.001
	Provides leadership	6.503	2	3.251	6.658	.002
	Shares leadership	11.246	2	5.623	7.702	.001
Error	Values people	100.796	189	0.533		
	Develop people	125.454	189	0.664		
	Builds community	93.879	189	0.497		
	Displays authenticity	107.145	189	0.567		
	Provides leadership	92.287	189	0.488		
	Shares leadership	137.971	189	0.730		
Total	Values people	2581.070	192			
	Develop people	2350.778	192			
	Builds community	2563.790	192			
	Displays authenticity	2440.139	192			
	Provides leadership	2510.272	192			
	Shares leadership	2245.380	192			
Corrected total	Values people	104.975	191			
	Develop people	132.920	191			
	Builds community	99.173	191			
	Displays authenticity	116.056	191			
	Provides leadership	98.789	191			
	Shares leadership	149.217	191			



<sup>a</sup>  $R^2 = .040$  (Adjusted  $R^2 = .030$ )

<sup>c</sup>  $R^2 = .056$  (Adjusted  $R^2 = .046$ )

<sup>d</sup>  $R^2 = .053$  (Adjusted  $R^2 = .043$ )

<sup>e</sup>  $R^2 = .077$  (Adjusted  $R^2 = .067$ )

<sup>f</sup>  $R^2 = .066$  (Adjusted  $R^2 = .056$ )

<sup>g</sup>  $R^2 = .075$  (Adjusted  $R^2 = .066$ )

Tests of Between-Subjects Effects				
Source	Dependent variable	Partial eta squared	Noncent. parameter	Observed power <sup>b</sup>
Corrected model	Values people	.040	7.835	0.701
	Develop people	.056	11.248	0.855
	Builds community	.053	10.658	0.835
	Displays authenticity	.077	15.717	0.950
	Provides leadership	.066	13.317	0.910
	Shares leadership	.075	15.405	0.946
Intercept	Values people	.924	2285.974	1.000
	Develop people	.900	1701.471	1.000
	Builds community	.929	2469.470	1.000
	Displays authenticity	.918	2106.577	1.000
	Provides leadership	.929	2486.961	1.000
	Shares leadership	.888	1502.172	1.000
Role	Values people	.040	7.835	0.701
	Develop people	.056	11.248	0.855
	Builds community	.053	10.658	0.835
	Displays authenticity	.077	15.717	0.950
	Provides leadership	.066	13.317	0.910
	Shares leadership	.075	15.405	0.946
Error	Values people			
	Develop people			
	Builds community			
	Displays authenticity			
	Provides leadership			
	Shares leadership			
Total	Values people			
	Develop people			
	Builds community			
	Displays authenticity			
	Provides leadership			
	Shares leadership			
Corrected total	Values people			
	Develop people			
	Builds community			
	Displays authenticity			
	Provides leadership			
	Shares leadership			

<sup>b</sup> Computed using alpha = .05

## Estimated Marginal Means

### Role

Estimates					
Dependent variable	Role	Mean	Std. error	95% Confidence interval	
				Lower bound	Upper bound
Values people	Top leadership	4.108	.203	3.708	4.507
	Management	3.633	.101	3.433	3.832
	Workforce	3.521	.065	3.393	3.649
Develop people	Top leadership	4.051	.226	3.606	4.497
	Management	3.496	.113	3.273	3.719
	Workforce	3.292	.072	3.150	3.435
Builds community	Top leadership	4.154	.195	3.768	4.539
	Management	3.642	.098	3.450	3.835
	Workforce	3.500	.063	3.377	3.623
Displays authenticity	Top leadership	4.212	.209	3.800	4.623
	Management	3.566	.104	3.360	3.772
	Workforce	3.369	.067	3.237	3.501
Provides leadership	Top leadership	4.179	.194	3.797	4.562
	Management	3.607	.097	3.416	3.798
	Workforce	3.453	.062	3.331	3.576
Shares leadership	Top leadership	4.054	.237	3.586	4.521
	Management	3.465	.118	3.232	3.699
	Workforce	3.161	.076	3.012	3.311

**Pairwise Comparisons**

Dependent variable	(I) Role	(J) Role	Mean difference		Sig. <sup>a</sup>
			(I-J)	Std. error	
Values people	Top leadership	Management	.475 <sup>*</sup>	.226	.037
		Workforce	.586 <sup>*</sup>	.213	.006
	Management	Top leadership	-.475 <sup>*</sup>	.226	.037
		Workforce	.111	.120	.355
	Workforce	Top leadership	-.586 <sup>*</sup>	.213	.006
		Management	-.111	.120	.355
Develop people	Top leadership	Management	.556 <sup>*</sup>	.253	.029
		Workforce	.759 <sup>*</sup>	.237	.002
	Management	Top leadership	-.556 <sup>*</sup>	.253	.029
		Workforce	.204	.134	.131
	Workforce	Top leadership	-.759 <sup>*</sup>	.237	.002
		Management	-.204	.134	.131
Builds community	Top leadership	Management	.512 <sup>*</sup>	.219	.020
		Workforce	.654 <sup>*</sup>	.205	.002
	Management	Top leadership	-.512 <sup>*</sup>	.219	.020
		Workforce	.142	.116	.222
	Workforce	Top leadership	-.654 <sup>*</sup>	.205	.002
		Management	-.142	.116	.222
Displays authenticity	Top leadership	Management	.646 <sup>*</sup>	.233	.006
		Workforce	.843 <sup>*</sup>	.219	.000
	Management	Top leadership	-.646 <sup>*</sup>	.233	.006
		Workforce	.197	.124	.114
	Workforce	Top leadership	-.843 <sup>*</sup>	.219	.000
		Management	-.197	.124	.114
Provides leadership	Top leadership	Management	.573 <sup>*</sup>	.217	.009
		Workforce	.726 <sup>*</sup>	.203	.000
	Management	Top leadership	-.573 <sup>*</sup>	.217	.009
		Workforce	.154	.115	.183
	Workforce	Top leadership	-.726 <sup>*</sup>	.203	.000
		Management	-.154	.115	.183

*Continued.*

Shares leadership	Top leadership	Management	.588 <sup>*</sup>	.265	.028
		Workforce	.892 <sup>*</sup>	.249	.000
	Management	Top leadership	-.588 <sup>*</sup>	.265	.028
		Workforce	.304 <sup>*</sup>	.141	.032
	Workforce	Top leadership	-.892 <sup>*</sup>	.249	.000
		Management	-.304 <sup>*</sup>	.141	.032

Based on estimated marginal means

\* The mean difference is significant at the .05 level.

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

### Pairwise Comparisons

Dependent variable	(I) Role	(J) Role	95% Confidence interval for difference <sup>a</sup>	
			Lower bound	Upper bound
Values people	Top leadership	Management	0.028	0.922
		Workforce	0.167	1.006
	Management	Top leadership	-0.922	-0.028
		Workforce	-0.126	0.349
	Workforce	Top leadership	-1.006	-0.167
		Management	-0.349	0.126
Develop people	Top leadership	Management	0.057	1.054
		Workforce	0.291	1.227
	Management	Top leadership	-1.054	-0.057
		Workforce	-0.061	0.468
	Workforce	Top leadership	-1.227	-0.291
		Management	-0.468	0.061
Builds community	Top leadership	Management	0.080	0.943
		Workforce	0.249	1.059
	Management	Top leadership	-0.943	-0.080
		Workforce	-0.087	0.371
	Workforce	Top leadership	-1.059	-0.249
		Management	-0.371	0.087
Displays authenticity	Top leadership	Management	0.185	1.106
		Workforce	0.410	1.275
	Management	Top leadership	-1.106	-0.185
		Workforce	-0.048	0.441
	Workforce	Top leadership	-1.275	-0.410
		Management	-0.441	0.048
Provides leadership	Top leadership	Management	0.145	1.000
		Workforce	0.325	1.128
	Management	Top leadership	-1.000	-0.145
		Workforce	-0.073	0.381
	Workforce	Top leadership	-1.128	-0.325
		Management	-0.381	0.073

*Continued.*

Shares leadership	Top leadership	Management	0.066	1.111
		Workforce	0.402	1.383
	Management	Top leadership	-1.111	-0.066
		Workforce	0.026	0.581
	Workforce	Top leadership	-1.383	-0.402
		Management	-0.581	-0.026

Based on estimated marginal means

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

#### Multivariate Tests

	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.	Partial eta squared
Pillai's trace	.122	2.000	12.000	370.000	.023	.061
Wilks's lambda	.880	2.024 <sup>b</sup>	12.000	368.000	.021	.062
Hotelling's trace	.134	2.048	12.000	366.000	.020	.063
Roy's largest root	.117	3.594 <sup>c</sup>	6.000	185.000	.002	.104

Each *F* tests the multivariate effect of *role*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>b</sup> Exact statistic

<sup>c</sup> The statistic is an upper bound on *F* that yields a lower bound on the significance level.

#### Multivariate Tests

	Noncent. parameter	Observed power <sup>a</sup>
Pillai's trace	23.995	0.922
Wilks's lambda	24.286	0.926
Hotelling's trace	24.573	0.929
Roy's largest root	21.566	0.950

Each *F* tests the multivariate effect of *Role*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Computed using alpha = .05

Univariate Tests						
Dependent variable		Sum of squares	df	Mean square	F	Sig.
Values people	Contrast	4.179	2	2.089	3.918	.022
	Error	100.796	189	0.533		
Develop people	Contrast	7.466	2	3.733	5.624	.004
	Error	125.454	189	0.664		
Builds community	Contrast	5.294	2	2.647	5.329	.006
	Error	93.879	189	0.497		
Displays authenticity	Contrast	8.910	2	4.455	7.859	.001
	Error	107.145	189	0.567		
Provides leadership	Contrast	6.503	2	3.251	6.658	.002
	Error	92.287	189	0.488		
Shares leadership	Contrast	11.246	2	5.623	7.702	.001
	Error	137.971	189	0.730		

The *F* tests the effect of *Role*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Univariate Tests				
Dependent variable		Partial eta squared	Noncent. parameter	Observed power <sup>a</sup>
Values people	Contrast	.040	7.835	0.701
	Error			
Develop people	Contrast	.056	11.248	0.855
	Error			
Builds community	Contrast	.053	10.658	0.835
	Error			
Displays authenticity	Contrast	.077	15.717	0.950
	Error			
Provides leadership	Contrast	.066	13.317	0.910
	Error			
Shares leadership	Contrast	.075	15.405	0.946
	Error			

The *F* tests the effect of *Role*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Computed using alpha = .05



## Post Hoc Tests

### Role

Multiple Comparisons					
Dependent variable		(I) Role	(J) Role	Mean difference (I-J)	Std. error
Values people	Dunnett T3	Top leadership	Management	.4750 <sup>*</sup>	.15536
			Workforce	.5864 <sup>*</sup>	.14196
		Management	Top leadership	-.4750 <sup>*</sup>	.15536
			Workforce	.1114	.11576
		Workforce	Top leadership	-.5864 <sup>*</sup>	.14196
			Management	-.1114	.11576
Develop people	Dunnett T3	Top leadership	Management	.5556 <sup>*</sup>	.18318
			Workforce	.7591 <sup>*</sup>	.16790
		Management	Top leadership	-.5556 <sup>*</sup>	.18318
			Workforce	.2035	.13006
		Workforce	Top leadership	-.7591 <sup>*</sup>	.16790
			Management	-.2035	.13006
Builds community	Dunnett T3	Top leadership	Management	.5115 <sup>*</sup>	.13739
			Workforce	.6538 <sup>*</sup>	.12946
		Management	Top leadership	-.5115 <sup>*</sup>	.13739
			Workforce	.1423	.10666
		Workforce	Top leadership	-.6538 <sup>*</sup>	.12946
			Management	-.1423	.10666
Displays authenticity	Dunnett T3	Top leadership	Management	.6458 <sup>*</sup>	.15803
			Workforce	.8428 <sup>*</sup>	.14001
		Management	Top leadership	-.6458 <sup>*</sup>	.15803
			Workforce	.1969	.12283
		Workforce	Top leadership	-.8428 <sup>*</sup>	.14001
			Management	-.1969	.12283
Provides leadership	Dunnett T3	Top leadership	Management	.5726 <sup>*</sup>	.17349
			Workforce	.7263 <sup>*</sup>	.15936
		Management	Top leadership	-.5726 <sup>*</sup>	.17349
			Workforce	.1536	.11359
		Workforce	Top leadership	-.7263 <sup>*</sup>	.15936
			Management	-.1536	.11359

*Continued.*

Shares leadership	Dunnett T3	Top leadership	Management	.5885*	.21207
			Workforce	.8924*	.19874
		Management	Top leadership	-.5885*	.21207
			Workforce	.3040	.13475
		Workforce	Top leadership	-.8924*	.19874
			Management	-.3040	.13475

Based on observed means.

The error term is Mean Square(Error) = .730.

\* The mean difference is significant at the .05 level.

### Multiple Comparisons

Dependent variable		(I) Role	(J) Role	Sig.	95% confidence interval
					Lower bound
Values people	Dunnett T3	Top leadership	Management	.015	.0809
			Workforce	.002	.2186
		Management	Top leadership	.015	-.8691
			Workforce	.708	-.1692
		Workforce	Top leadership	.002	-.9543
			Management	.708	-.3920
Develop people	Dunnett T3	Top leadership	Management	.016	.0888
			Workforce	.001	.3213
		Management	Top leadership	.016	-1.0223
			Workforce	.318	-.1118
		Workforce	Top leadership	.001	-1.1969
			Management	.318	-.5189
Builds community	Dunnett T3	Top leadership	Management	.003	.1629
			Workforce	.000	.3212
		Management	Top leadership	.003	-.8602
			Workforce	.456	-.1158
		Workforce	Top leadership	.000	-.9864
			Management	.456	-.4004
Displays authenticity	Dunnett T3	Top leadership	Management	.001	.2479
			Workforce	.000	.4810
		Management	Top leadership	.001	-1.0438
			Workforce	.298	-.1011
		Workforce	Top leadership	.000	-1.2045
			Management	.298	-.4950
Provides leadership	Dunnett T3	Top leadership	Management	.009	.1276
			Workforce	.001	.3067
		Management	Top leadership	.009	-1.0177
			Workforce	.445	-.1220
		Workforce	Top leadership	.001	-1.1459
			Management	.445	-.4293

*Continued.*

Shares leadership	Dunnett T3	Top leadership	Management	.033	.0414
			Workforce	.001	.3690
		Management	Top leadership	.033	-1.1355
			Workforce	.076	-.0227
		Workforce	Top leadership	.001	-1.4159
			Management	.076	-.6306

Based on observed means.

The error term is Mean Square(Error) = .730.

### Multiple Comparisons

Dependent variable		(I) Role	(J) Role	95% confidence interval
				Upper bound
Values people	Dunnett T3	Top leadership	Management	0.8691
			Workforce	0.9543
		Management	Top leadership	-0.0809
			Workforce	0.3920
		Workforce	Top leadership	-0.2186
			Management	0.1692
Develop people	Dunnett T3	Top leadership	Management	1.0223
			Workforce	1.1969
		Management	Top leadership	-0.0888
			Workforce	0.5189
		Workforce	Top leadership	-0.3213
			Management	0.1118
Builds community	Dunnett T3	Top leadership	Management	0.8602
			Workforce	0.9864
		Management	Top leadership	-0.1629
			Workforce	0.4004
		Workforce	Top leadership	-0.3212
			Management	0.1158
Displays authenticity	Dunnett T3	Top leadership	Management	1.0438
			Workforce	1.2045
		Management	Top leadership	-0.2479
			Workforce	0.4950
		Workforce	Top leadership	-0.4810
			Management	0.1011
Provides leadership	Dunnett T3	Top leadership	Management	1.0177
			Workforce	1.1459
		Management	Top leadership	-0.1276
			Workforce	0.4293
		Workforce	Top leadership	-0.3067
			Management	0.1220

*Continued.*

Shares leadership	Dunnett T3	Top leadership	Management	1.1355
			Workforce	1.4159
		Management	Top leadership	-0.0414
			Workforce	0.6306
		Workforce	Top leadership	-0.3690
			Management	0.0227

Based on observed means.

The error term is Mean Square(Error) = .730.

## Homogeneous Subsets

Values People			
	Role	N	Subset
			1
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.5213
Range <sup>a</sup>	Management	52	3.6327
	Top leadership	13	4.1077
	Sig.		.104

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .533.

<sup>a</sup> Alpha = .05.

Develop People				
	Role	N	Subset	
			1	2
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.2922	
Range <sup>a</sup>	Management	52	3.4957	3.4957
	Top leadership	13		4.0513
	Sig.		.204	.084

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .664.

<sup>a</sup> Alpha = .05.

<b>Builds Community</b>				
		<i>N</i>	Subset	
	Role		1	2
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.5000	
Range <sup>a</sup>	Management	52	3.6423	3.6423
	Top leadership	13		4.1538
	Sig.		.305	.066

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .497.

<sup>a</sup> Alpha = .05.

<b>Displays Authenticity</b>				
		<i>N</i>	Subset	
	Role		1	2
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.3688	
Range <sup>a</sup>	Management	52	3.5657	
	Top leadership	13		4.2115
	Sig.		.184	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .567.

<sup>a</sup> Alpha = .05.

<b>Provides Leadership</b>				
		<i>N</i>	Subset	
	Role		1	2
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.4532	
Range <sup>a</sup>	Management	52	3.6068	
	Top leadership	13		4.1795
	Sig.		.264	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .488.

<sup>a</sup> Alpha = .05.

Shares Leadership				
			Subset	
	Role	<i>N</i>	1	2
Ryan-Einot-Gabriel-Welsch	Workforce	127	3.1614	
Range <sup>a</sup>	Management	52	3.4654	3.4654
	Top leadership	13		4.0538
	Sig.		.071	.081

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .730.

<sup>a</sup> Alpha = .05.

GLM area1mean area2mean area3mean area4mean area5mean area6mean BY Gender Campus

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/POSTHOC=Campus(QREGW)

/EMMEANS=TABLES(Gender) COMPARE ADJ(LSD)

/EMMEANS=TABLES(Campus) COMPARE ADJ(LSD)

/EMMEANS=TABLES(Gender\*Campus)

/PRINT=DESCRIPTIVE ETASQ OPOWER HOMOGENEITY

/CRITERIA=ALPHA(.05)

/DESIGN= Gender Campus Gender\*Campus.



## General Linear Model

Notes		
Output Created		03-Nov-2009 11:31:52
Comments		
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	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	192
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		GLM area1mean area2mean area3mean area4mean area5mean area6mean BY Gender Campus /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /POSTHOC=Campus(QREGW) /EMMEANS=TABLES(Gender) COMPARE ADJ(LSD) /EMMEANS=TABLES(Campus) COMPARE ADJ(LSD)  /EMMEANS=TABLES(Gender*Campus) /PRINT=DESCRIPTIVE ETASQ OPower HOMOGENEITY /CRITERIA=ALPHA(.05) /DESIGN= Gender Campus Gender*Campus.
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	Elapsed Time	0:00:00.187

[DataSet1] C:\Documents and Settings\tevni\My Documents\Migueldata.sav

Between-Subjects Factors			
		Value label	<i>N</i>
Gender	0	Male	102
	1	Female	90
Campus	1	Campus 1	93
	2	Campus 2	73
	3	Campus 3	26

Descriptive Statistics					
	Gender	Campus	Mean	Std. Deviation	N
Values people	Male	Campus 1	3.6022	.67675	46
		Campus 2	3.4625	.73159	40
		Campus 3	4.2000	.48854	16
		Total	3.6412	.71343	102
	Female	Campus 1	3.5234	.70440	47
		Campus 2	3.4394	.88386	33
		Campus 3	3.9000	.62893	10
		Total	3.5344	.77186	90
	Total	Campus 1	3.5624	.68824	93
		Campus 2	3.4521	.79828	73
		Campus 3	4.0846	.55476	26
		Total	3.5911	.74135	192
Develop people	Male	Campus 1	3.3092	.82049	46
		Campus 2	3.2472	.82286	40
		Campus 3	4.1806	.50000	16
		Total	3.4216	.84118	102
	Female	Campus 1	3.2648	.74807	47
		Campus 2	3.3737	.95695	33
		Campus 3	3.8778	.59594	10
		Total	3.3728	.83020	90
	Total	Campus 1	3.2867	.78076	93
		Campus 2	3.3044	.88192	73
		Campus 3	4.0641	.54810	26
		Total	3.3987	.83421	192
Builds community	Male	Campus 1	3.5065	.63889	46
		Campus 2	3.4900	.71997	40
		Campus 3	4.1438	.36691	16
		Total	3.6000	.67648	102
	Female	Campus 1	3.5149	.70710	47
		Campus 2	3.5667	.90887	33
		Campus 3	3.7800	.56529	10
		Total	3.5633	.77088	90

*Continued.*

	Total	Campus 1	3.5108	.67057	93
		Campus 2	3.5247	.80584	73
		Campus 3	4.0038	.47790	26
		Total	3.5828	.72058	192
Displays authenticity	Male	Campus 1	3.4764	.77513	46
		Campus 2	3.3771	.77441	40
		Campus 3	4.2292	.45082	16
		Total	3.5556	.78536	102
	Female	Campus 1	3.3511	.68783	47
		Campus 2	3.3510	.88799	33
		Campus 3	3.7250	.68724	10
		Total	3.3926	.76796	90
	Total	Campus 1	3.4131	.73103	93
		Campus 2	3.3653	.82187	73
		Campus 3	4.0353	.59543	26
		Total	3.4792	.77950	192
Provides leadership	Male	Campus 1	3.3792	.71495	46
		Campus 2	3.5000	.66381	40
		Campus 3	4.2292	.43027	16
		Total	3.5599	.71598	102
	Female	Campus 1	3.3995	.70145	47
		Campus 2	3.5791	.77766	33
		Campus 3	3.9444	.51387	10
		Total	3.5259	.72637	90
	Total	Campus 1	3.3895	.70437	93
		Campus 2	3.5358	.71347	73
		Campus 3	4.1197	.47550	26
		Total	3.5440	.71918	192
Shares leadership	Male	Campus 1	3.2130	.93038	46
		Campus 2	3.0500	.90327	40
		Campus 3	4.1188	.55163	16
		Total	3.2912	.93820	102
	Female	Campus 1	3.2894	.76307	47
		Campus 2	3.2515	.93445	33
		Campus 3	3.6800	.67132	10
		Total	3.3189	.82297	90

*Continued.*

Total	Campus 1	3.2516	.84617	93
	Campus 2	3.1411	.91664	73
	Campus 3	3.9500	.62626	26
	Total	3.3042	.88388	192

**Box's Test of Equality  
of Covariance  
Matrices<sup>a</sup>**

Box's M	223.746
<i>F</i>	1.858
<i>df</i> 1	105
<i>df</i> 2	8626.143
Sig.	.000

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

<sup>a</sup> Design: Intercept + Gender + Campus + Gender \* Campus

Multivariate Tests <sup>d</sup>						
Effect		Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.
Intercept	Pillai's Trace	0.964	800.391 <sup>a</sup>	6.000	181.000	.000
	Wilks's Lambda	0.036	800.391 <sup>a</sup>	6.000	181.000	.000
	Hotelling's Trace	26.532	800.391 <sup>a</sup>	6.000	181.000	.000
	Roy's Largest Root	26.532	800.391 <sup>a</sup>	6.000	181.000	.000
Gender	Pillai's Trace	0.058	1.845 <sup>a</sup>	6.000	181.000	.093
	Wilks's Lambda	0.942	1.845 <sup>a</sup>	6.000	181.000	.093
	Hotelling's Trace	0.061	1.845 <sup>a</sup>	6.000	181.000	.093
	Roy's Largest Root	0.061	1.845 <sup>a</sup>	6.000	181.000	.093
Campus	Pillai's Trace	0.221	3.762	12.000	364.000	.000
	Wilks's Lambda	0.791	3.752 <sup>a</sup>	12.000	362.000	.000
	Hotelling's Trace	0.249	3.742	12.000	360.000	.000
	Roy's Largest Root	0.153	4.646 <sup>c</sup>	6.000	182.000	.000
Gender * campus	Pillai's Trace	0.032	.486	12.000	364.000	.922
	Wilks's Lambda	0.969	.485 <sup>a</sup>	12.000	362.000	.923
	Hotelling's Trace	0.032	.484	12.000	360.000	.924
	Roy's Largest Root	0.026	.798 <sup>c</sup>	6.000	182.000	.572

<sup>a</sup> Exact statistic

<sup>c</sup> The statistic is an upper bound on *F* that yields a lower bound on the significance level.

<sup>d</sup> Design: Intercept + Gender + Campus + Gender \* Campus

Multivariate Tests <sup>d</sup>				
Effect		Partial eta squared	Noncent. parameter	Observed power <sup>b</sup>
Intercept	Pillai's Trace	.964	4802.344	1.000
	Wilks's Lambda	.964	4802.344	1.000
	Hotelling's Trace	.964	4802.344	1.000
	Roy's Largest Root	.964	4802.344	1.000
Gender	Pillai's Trace	.058	11.071	0.679
	Wilks's Lambda	.058	11.071	0.679
	Hotelling's Trace	.058	11.071	0.679
	Roy's Largest Root	.058	11.071	0.679
Campus	Pillai's Trace	.110	45.145	0.999
	Wilks's Lambda	.111	45.027	0.999
	Hotelling's Trace	.111	44.908	0.999
	Roy's Largest Root	.133	27.876	0.987
Gender * campus	Pillai's Trace	.016	5.838	0.280
	Wilks's Lambda	.016	5.824	0.279
	Hotelling's Trace	.016	5.810	0.278
	Roy's Largest Root	.026	4.790	0.311

<sup>b</sup> Computed using alpha = .05

<sup>d</sup> Design: Intercept + Gender + Campus + Gender \* Campus

Levene's Test of Equality of Error Variances <sup>a</sup>				
	F	df1	df2	Sig.
Values people	1.894	5	186	.097
Develop people	1.605	5	186	.161
Builds community	2.283	5	186	.048
Displays authenticity	2.235	5	186	.053
Provides leadership	1.020	5	186	.407
Shares leadership	1.553	5	186	.176

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

<sup>a</sup> Design: Intercept + Gender + Campus + Gender \* Campus

Tests of Between-Subjects Effects							
Source	Dependent variable	Type III sum of squares	df	Mean square	F	Sig.	Partial eta squared
Corrected model	Values people	8.528 <sup>a</sup>	5	1.706	3.289	.007	.081
	Develop people	14.226 <sup>c</sup>	5	2.845	4.459	.001	.107
	Builds community	6.261 <sup>d</sup>	5	1.252	2.507	.032	.063
	Displays authenticity	11.335 <sup>e</sup>	5	2.267	4.026	.002	.098
	Provides leadership	11.463 <sup>f</sup>	5	2.293	4.883	.000	.116
	Shares leadership	15.097 <sup>g</sup>	5	3.019	4.187	.001	.101
Intercept	Values people	1877.262	1	1877.262	3620.353	.000	.951
	Develop people	1731.856	1	1731.856	2713.919	.000	.936
	Builds community	1856.004	1	1856.004	3715.510	.000	.952
	Displays authenticity	1773.915	1	1773.915	3150.743	.000	.944
	Provides leadership	1861.011	1	1861.011	3963.850	.000	.955
	Shares leadership	1627.452	1	1627.452	2256.985	.000	.924
Gender	Values people	0.619	1	0.619	1.194	.276	.006
	Develop people	0.187	1	0.187	0.293	.589	.002
	Builds community	0.298	1	0.298	0.596	.441	.003
	Displays authenticity	1.648	1	1.648	2.927	.089	.015
	Provides leadership	0.132	1	0.132	0.280	.597	.002
	Shares leadership	0.099	1	0.099	0.138	.711	.001
Campus	Values people	6.668	2	3.334	6.429	.002	.065
	Develop people	11.500	2	5.750	9.010	.000	.088
	Builds community	4.226	2	2.113	4.230	.016	.044
	Displays authenticity	7.435	2	3.717	6.603	.002	.066
	Provides leadership	9.468	2	4.734	10.083	.000	.098
	Shares leadership	10.674	2	5.337	7.401	.001	.074



*Continued.*

Gender *	Values people	0.355	2	0.177	0.342	.711	.004
Campus	Develop people	0.892	2	0.446	0.699	.499	.007
	Builds community	0.913	2	0.457	0.914	.403	.010
	Displays authenticity	1.055	2	0.528	0.937	.394	.010
	Provides leadership	0.621	2	0.311	0.662	.517	.007
	Shares leadership	1.899	2	0.949	1.317	.271	.014
Error	Values people	96.447	186	0.519			
	Develop people	118.694	186	0.638			
	Builds community	92.912	186	0.500			
	Displays authenticity	104.721	186	0.563			
	Provides leadership	87.326	186	0.469			
	Shares leadership	134.120	186	0.721			
Total	Values people	2581.070	192				
	Develop people	2350.778	192				
	Builds community	2563.790	192				
	Displays authenticity	2440.139	192				
	Provides leadership	2510.272	192				
	Shares leadership	2245.380	192				
Corrected Total	Values people	104.975	191				
	Develop people	132.920	191				
	Builds community	99.173	191				
	Displays authenticity	116.056	191				
	Provides leadership	98.789	191				
	Shares leadership	149.217	191				

<sup>a</sup> *R* Squared = .081 (Adjusted *R* Squared = .057)

<sup>c</sup> *R* Squared = .107 (Adjusted *R* Squared = .083)

<sup>d</sup> *R* Squared = .063 (Adjusted *R* Squared = .038)

<sup>e</sup> *R* Squared = .098 (Adjusted *R* Squared = .073)

<sup>f</sup> *R* Squared = .116 (Adjusted *R* Squared = .092)

<sup>g</sup> *R* Squared = .101 (Adjusted *R* Squared = .077)

Tests of Between-Subjects Effects			
Source	Dependent variable	Noncent. parameter	Observed power <sup>b</sup>
Corrected model	Values people	16.447	0.889
	Develop people	22.293	0.967
	Builds community	12.534	0.775
	Displays authenticity	20.132	0.947
	Provides leadership	24.415	0.979
	Shares leadership	20.937	0.956
Intercept	Values people	3620.353	1.000
	Develop people	2713.919	1.000
	Builds community	3715.510	1.000
	Displays authenticity	3150.743	1.000
	Provides leadership	3963.850	1.000
	Shares leadership	2256.985	1.000
Gender	Values people	1.194	0.193
	Develop people	0.293	0.084
	Builds community	0.596	0.120
	Displays authenticity	2.927	0.398
	Provides leadership	0.280	0.082
	Shares leadership	0.138	0.066
Campus	Values people	12.859	0.900
	Develop people	18.021	0.973
	Builds community	8.460	0.736
	Displays authenticity	13.205	0.908
	Provides leadership	20.166	0.985
	Shares leadership	14.803	0.938
Gender * campus	Values people	0.684	0.104
	Develop people	1.397	0.167
	Builds community	1.828	0.206
	Displays authenticity	1.874	0.211
	Provides leadership	1.323	0.160
	Shares leadership	2.633	0.282

*Continued.*

Error	Values people
	Develop people
	Builds community
	Displays authenticity
	Provides leadership
	Shares leadership
Total	Values people
	Develop people
	Builds community
	Displays authenticity
	Provides leadership
	Shares leadership
Corrected Total	Values people
	Develop people
	Builds community
	Displays authenticity
	Provides leadership
	Shares leadership

<sup>b</sup> Computed using alpha = .05

## Estimated Marginal Means

### 1. Gender

Estimates					
Dependent variable	Gender	Mean	Std. error	95% confidence interval	
				Lower bound	Upper bound
Values people	Male	3.755	.079	3.598	3.911
	Female	3.621	.093	3.437	3.805
Develop people	Male	3.579	.088	3.405	3.753
	Female	3.505	.104	3.301	3.710
Builds community	Male	3.713	.078	3.560	3.867
	Female	3.621	.092	3.440	3.801
Displays authenticity	Male	3.694	.083	3.531	3.857
	Female	3.476	.097	3.284	3.668
Provides leadership	Male	3.703	.075	3.554	3.852
	Female	3.641	.089	3.466	3.816
Shares leadership	Male	3.461	.094	3.276	3.645
	Female	3.407	.110	3.190	3.624

Pairwise Comparisons					
Dependent variable	(I)	(J)	Mean difference		
	Gender	Gender	(I-J)	Std. error	Sig. <sup>a</sup>
Values people	Male	Female	.134	.123	.276
	Female	Male	-.134	.123	.276
Develop people	Male	Female	.074	.136	.589
	Female	Male	-.074	.136	.589
Builds community	Male	Female	.093	.120	.441
	Female	Male	-.093	.120	.441
Displays authenticity	Male	Female	.219	.128	.089
	Female	Male	-.219	.128	.089
Provides leadership	Male	Female	.062	.117	.597
	Female	Male	-.062	.117	.597
Shares leadership	Male	Female	.054	.145	.711
	Female	Male	-.054	.145	.711

Based on estimated marginal means

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Pairwise Comparisons				
Dependent variable	(I)	(J)	95% confidence interval for difference <sup>a</sup>	
	Gender	Gender	Lower bound	Upper bound
Values people	Male	Female	-.108	.376
	Female	Male	-.376	.108
Develop people	Male	Female	-.195	.342
	Female	Male	-.342	.195
Builds community	Male	Female	-.144	.330
	Female	Male	-.330	.144
Displays authenticity	Male	Female	-.033	.471
	Female	Male	-.471	.033
Provides leadership	Male	Female	-.168	.292
	Female	Male	-.292	.168
Shares leadership	Male	Female	-.232	.339
	Female	Male	-.339	.232

Based on estimated marginal means

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Multivariate Tests						
	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.	Partial eta squared
Pillai's trace	.058	1.845 <sup>a</sup>	6.000	181.000	.093	.058
Wilks's lambda	.942	1.845 <sup>a</sup>	6.000	181.000	.093	.058
Hotelling's trace	.061	1.845 <sup>a</sup>	6.000	181.000	.093	.058
Roy's largest root	.061	1.845 <sup>a</sup>	6.000	181.000	.093	.058

Each *F* tests the multivariate effect of *Gender*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Exact statistic

Multivariate Tests		
	Noncent. parameter	Observed power <sup>b</sup>
Pillai's trace	11.071	0.679
Wilks's lambda	11.071	0.679
Hotelling's trace	11.071	0.679
Roy's largest root	11.071	0.679

Each *F* tests the multivariate effect of *Gender*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>b</sup> Computed using alpha = .05

Univariate Tests						
Dependent variable		Sum of squares	<i>df</i>	Mean square	<i>F</i>	Sig.
Values people	Contrast	0.619	1	.619	1.194	.276
	Error	96.447	186	.519		
Develop people	Contrast	0.187	1	.187	0.293	.589
	Error	118.694	186	.638		
Builds community	Contrast	0.298	1	.298	0.596	.441
	Error	92.912	186	.500		
Displays authenticity	Contrast	1.648	1	1.648	2.927	.089
	Error	104.721	186	.563		
Provides leadership	Contrast	0.132	1	.132	0.280	.597
	Error	87.326	186	.469		
Shares leadership	Contrast	0.099	1	.099	0.138	.711
	Error	134.120	186	.721		

The *F* tests the effect of *Gender*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Univariate Tests				
Dependent variable		Partial eta squared	Noncent. parameter	Observed power <sup>a</sup>
Values people	Contrast	.006	1.194	0.193
	Error			
Develop people	Contrast	.002	0.293	0.084
	Error			
Builds community	Contrast	.003	0.596	0.120
	Error			
Displays authenticity	Contrast	.015	2.927	0.398
	Error			
Provides leadership	Contrast	.002	0.280	0.082
	Error			
Shares leadership	Contrast	.001	0.138	0.066
	Error			

The *F* tests the effect of *Gender*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Computed using alpha = .05

## 2. Campus

Estimates					
Dependent variable	Campus	95% confidence interval			
		Mean	Std. error	Lower bound	Upper bound
Values people	Campus 1	3.563	.075	3.415	3.710
	Campus 2	3.451	.085	3.284	3.618
	Campus 3	4.050	.145	3.764	4.336
Develop people	Campus 1	3.287	.083	3.124	3.450
	Campus 2	3.310	.094	3.125	3.496
	Campus 3	4.029	.161	3.712	4.347
Builds community	Campus 1	3.511	.073	3.366	3.655
	Campus 2	3.528	.083	3.364	3.692
	Campus 3	3.962	.142	3.681	4.243
Displays authenticity	Campus 1	3.414	.078	3.260	3.567
	Campus 2	3.364	.088	3.190	3.538
	Campus 3	3.977	.151	3.679	4.275
Provides leadership	Campus 1	3.389	.071	3.249	3.530
	Campus 2	3.540	.081	3.381	3.699
	Campus 3	4.087	.138	3.814	4.359
Shares leadership	Campus 1	3.251	.088	3.077	3.425
	Campus 2	3.151	.100	2.954	3.348
	Campus 3	3.899	.171	3.562	4.237



Pairwise Comparisons					
Dependent variable	(I) Campus	(J) Campus	Mean difference		
			(I-J)	Std. error	Sig. <sup>a</sup>
Values people	Campus 1	Campus 2	.112	.113	.323
		Campus 3	-.487 <sup>*</sup>	.163	.003
	Campus 2	Campus 1	-.112	.113	.323
		Campus 3	-.599 <sup>*</sup>	.168	.000
	Campus 3	Campus 1	.487 <sup>*</sup>	.163	.003
		Campus 2	.599 <sup>*</sup>	.168	.000
Develop people	Campus 1	Campus 2	-.024	.125	.851
		Campus 3	-.742 <sup>*</sup>	.181	.000
	Campus 2	Campus 1	.024	.125	.851
		Campus 3	-.719 <sup>*</sup>	.186	.000
	Campus 3	Campus 1	.742 <sup>*</sup>	.181	.000
		Campus 2	.719 <sup>*</sup>	.186	.000
Builds community	Campus 1	Campus 2	-.018	.111	.874
		Campus 3	-.451 <sup>*</sup>	.160	.005
	Campus 2	Campus 1	.018	.111	.874
		Campus 3	-.434 <sup>*</sup>	.165	.009
	Campus 3	Campus 1	.451 <sup>*</sup>	.160	.005
		Campus 2	.434 <sup>*</sup>	.165	.009
Displays authenticity	Campus 1	Campus 2	.050	.118	.673
		Campus 3	-.563 <sup>*</sup>	.170	.001
	Campus 2	Campus 1	-.050	.118	.673
		Campus 3	-.613 <sup>*</sup>	.175	.001
	Campus 3	Campus one	.563 <sup>*</sup>	.170	.001
		Campus 2	.613 <sup>*</sup>	.175	.001
Provides leadership	Campus 1	Campus 2	-.150	.107	.164
		Campus 3	-.697 <sup>*</sup>	.155	.000
	Campus 2	Campus 1	.150	.107	.164
		Campus 3	-.547 <sup>*</sup>	.160	.001
	Campus 3	Campus 1	.697 <sup>*</sup>	.155	.000
		Campus 2	.547 <sup>*</sup>	.160	.001

*Continued.*

Shares leadership	Campus 1	Campus 2	.100	.133	.452
		Campus 3	-.648 <sup>*</sup>	.192	.001
	Campus 2	Campus 1	-.100	.133	.452
		Campus 3	-.749 <sup>*</sup>	.198	.000
	Campus 3	Campus 1	.648 <sup>*</sup>	.192	.001
		Campus 2	.749 <sup>*</sup>	.198	.000

Based on estimated marginal means

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

\*The mean difference is significant at the .05 level.

Pairwise Comparisons				
Dependent variable	(I) Campus	(J) Campus	95% confidence interval for difference <sup>a</sup>	
			Lower bound	Upper bound
Values people	Campus 1	Campus 2	-0.111	0.335
		Campus 3	-0.809	-0.165
	Campus 2	Campus 1	-0.335	0.111
		Campus 3	-0.931	-0.268
	Campus 3	Campus 1	0.165	0.809
		Campus 2	0.268	0.931
Develop people	Campus 1	Campus 2	-0.271	0.224
		Campus 3	-1.099	-0.385
	Campus 2	Campus 1	-0.224	0.271
		Campus 3	-1.086	-0.351
	Campus 3	Campus 1	0.385	1.099
		Campus 2	0.351	1.086
Builds community	Campus 1	Campus 2	-0.236	0.201
		Campus 3	-0.767	-0.135
	Campus 2	Campus 1	-0.201	0.236
		Campus 3	-0.759	-0.108
	Campus 3	Campus 1	0.135	0.767
		Campus 2	0.108	0.759
Displays authenticity	Campus 1	Campus 2	-0.182	0.282
		Campus 3	-0.899	-0.228
	Campus 2	Campus 1	-0.282	0.182
		Campus 3	-0.958	-0.268
	Campus 3	Campus 1	0.228	0.899
		Campus 2	0.268	0.958
Provides leadership	Campus 1	Campus 2	-0.362	0.062
		Campus 3	-1.004	-0.391
	Campus 2	Campus 1	-0.062	0.362
		Campus 3	-0.863	-0.232
	Campus 3	Campus 1	0.391	1.004
		Campus 2	0.232	0.863

*Continued.*

Shares leadership	Campus 1	Campus 2	-0.162	0.363
		Campus 3	-1.028	-0.268
	Campus 2	Campus 1	-0.363	0.162
		Campus 3	-1.140	-0.358
	Campus 3	Campus 1	0.268	1.028
		Campus 2	0.358	1.140

Based on estimated marginal means

<sup>a</sup> Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

#### Multivariate Tests

	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	Sig.	Partial eta squared
Pillai's trace	.221	3.762	12.000	364.000	.000	.110
Wilks's lambda	.791	3.752 <sup>b</sup>	12.000	362.000	.000	.111
Hotelling's trace	.249	3.742	12.000	360.000	.000	.111
Roy's largest root	.153	4.646 <sup>c</sup>	6.000	182.000	.000	.133

Each *F* tests the multivariate effect of *Campus*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>b</sup> Exact statistic

<sup>c</sup> The statistic is an upper bound on *F* that yields a lower bound on the significance level.

#### Multivariate Tests

	Noncent. parameter	Observed power <sup>a</sup>
Pillai's trace	45.145	0.999
Wilks's lambda	45.027	0.999
Hotelling's trace	44.908	0.999
Roy's largest root	27.876	0.987

Each *F* tests the multivariate effect of *Campus*. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Computed using alpha = .05

Univariate Tests						
Dependent variable		Sum of squares	df	Mean square	F	Sig.
Values people	Contrast	6.668	2	3.334	6.429	.002
	Error	96.447	186	0.519		
Develop people	Contrast	11.500	2	5.750	9.010	.000
	Error	118.694	186	0.638		
Builds community	Contrast	4.226	2	2.113	4.230	.016
	Error	92.912	186	0.500		
Displays authenticity	Contrast	7.435	2	3.717	6.603	.002
	Error	104.721	186	0.563		
Provides leadership	Contrast	9.468	2	4.734	10.083	.000
	Error	87.326	186	0.469		
Shares leadership	Contrast	10.674	2	5.337	7.401	.001
	Error	134.120	186	0.721		

The *F* tests the effect of *Campus*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Univariate Tests				
Dependent variable		Partial eta squared	Noncent. parameter	Observed power <sup>a</sup>
Values people	Contrast	.065	12.859	.900
	Error			
Develop people	Contrast	.088	18.021	.973
	Error			
Builds community	Contrast	.044	8.460	.736
	Error			
Displays authenticity	Contrast	.066	13.205	.908
	Error			
Provides leadership	Contrast	.098	20.166	.985
	Error			
Shares leadership	Contrast	.074	14.803	.938
	Error			

The *F* tests the effect of *Campus*. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

<sup>a</sup> Computed using alpha = .05

### 3. Gender \* Campus

Dependent variable	Gender	Campus	95% confidence interval			
			Mean	Std. error	Lower bound	Upper bound
Values people	Male	Campus 1	3.602	.106	3.393	3.812
		Campus 2	3.462	.114	3.238	3.687
		Campus 3	4.200	.180	3.845	4.555
	Female	Campus 1	3.523	.105	3.316	3.731
		Campus 2	3.439	.125	3.192	3.687
		Campus 3	3.900	.228	3.451	4.349
Develop people	Male	Campus 1	3.309	.118	3.077	3.542
		Campus 2	3.247	.126	2.998	3.496
		Campus 3	4.181	.200	3.787	4.575
	Female	Campus 1	3.265	.117	3.035	3.495
		Campus 2	3.374	.139	3.099	3.648
		Campus 3	3.878	.253	3.379	4.376
Builds community	Male	Campus 1	3.507	.104	3.301	3.712
		Campus 2	3.490	.112	3.270	3.710
		Campus 3	4.144	.177	3.795	4.492
	Female	Campus 1	3.515	.103	3.312	3.718
		Campus 2	3.567	.123	3.324	3.809
		Campus 3	3.780	.224	3.339	4.221
Displays authenticity	Male	Campus 1	3.476	.111	3.258	3.695
		Campus 2	3.377	.119	3.143	3.611
		Campus 3	4.229	.188	3.859	4.599
	Female	Campus 1	3.351	.109	3.135	3.567
		Campus 2	3.351	.131	3.093	3.609
		Campus 3	3.725	.237	3.257	4.193
Provides leadership	Male	Campus 1	3.379	.101	3.180	3.579
		Campus 2	3.500	.108	3.286	3.714
		Campus 3	4.229	.171	3.891	4.567
	Female	Campus 1	3.400	.100	3.202	3.597
		Campus 2	3.579	.119	3.344	3.814
		Campus 3	3.944	.217	3.517	4.372

*Continued.*

Shares leadership	Male	Campus 1	3.213	.125	2.966	3.460
		Campus 2	3.050	.134	2.785	3.315
		Campus 3	4.119	.212	3.700	4.538
	Female	Campus 1	3.289	.124	3.045	3.534
		Campus 2	3.252	.148	2.960	3.543
		Campus 3	3.680	.269	3.150	4.210

## Post Hoc Tests

### Campus

### Homogeneous Subsets

Values People			
Ryan-Einot-Gabriel-Welsch Range <sup>a</sup>			
Campus	Subset		
	<i>N</i>	1	2
1	73	3.4521	
2	93	3.5624	
3	26		4.0846
Sig.		.356	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .519.

<sup>a</sup> Alpha = .05.

### Develop People

Ryan-Einot-Gabriel-Welsch Range<sup>a</sup>

Campus	<i>N</i>	Subset	
		1	2
1	93	3.2867	
2	73	3.3044	
3	26		4.0641
Sig.		.894	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .638.

<sup>a</sup> Alpha = .05.

### Builds Community

Ryan-Einot-Gabriel-Welsch Range<sup>a</sup>

Campus	<i>N</i>	Subset	
		1	2
1	93	3.5108	
2	73	3.5247	
3	26		4.0038
Sig.		.906	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .500.

<sup>a</sup> Alpha = .05.



### Displays Authenticity

Ryan-Einot-Gabriel-Welsch Range<sup>a</sup>

Campus	N	Subset	
		1	2
2	73	3.3653	
1	93	3.4131	
3	26		4.0353
Sig.		.701	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .563.

<sup>a</sup> Alpha = .05.

### Provides Leadership

Ryan-Einot-Gabriel-Welsch Range<sup>a</sup>

Campus	N	Subset	
		1	2
1	93	3.3895	
2	73	3.5358	
3	26		4.1197
Sig.		.199	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .469.

<sup>a</sup> Alpha = .05.

### Shares Leadership

Ryan-Einot-Gabriel-Welsch Range<sup>a</sup>

Campus	N	Subset	
		1	2
2	73	3.1411	
1	93	3.2516	
3	26		3.9500
Sig.		.433	1.000

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .721.

<sup>a</sup> Alpha = .05.

Your trial period for SPSS for Windows will expire in 2 days.

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    V3 A244
    V4 A290
    V5 A138
    V6 A110
    V7 A127
    V8 A42
    V9 A25
    V10 F1.0.
  CACHE.
EXECUTE.
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    DEFAULTTEMPLATE=NO.

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## GGraph

### Notes

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## APPENDIX H

### LETTER TO PARTICIPANTS

Engenheiro Coelho, 27 de abril de 2008

Prezado(a) Colaborador(a) do UNASP

O objetivo desta é convidá-lo(a) a participar da pesquisa que pretendo realizar com os servidores do UNASP para o meu programa de Doutorado em Liderança junto a Andrews University. A sua participação é voluntária, mantendo-se também absoluto sigilo em relação às respostas. Para essa pesquisa adquirimos o direito de utilizar o instrumento de Pesquisa (OLA) Organizational Leadership Assessment com 66 questões traduzidas para a Língua Portuguesa para facilitar a pesquisa que será realizada no Brasil. Informo também que a Reitoria do UNASP autorizou a realização da pesquisa nos três campi da instituição. Esta pesquisa será realizada on-line durante o período de 1 de maio a 2 de junho de 2008.

Para acessar a pesquisa, siga os passos abaixo:

1. Clique no link a seguir ou digite-o na URL (barra de endereços) de seu navegador de preferência.

<http://www.olagroup.com/Display.asp?Page=OlaLogin>

2. No campo Organizational Code, digite: 1332

3. No campo Pin, digite: 8520

4. Escolha a opção de versão: Standard

5. Escolha a opção de linguagem: Portuguesa

6. Clique em "Start" para passar para a próxima tela

7. Dentre as 6 opções de Campus e gênero, da tela seguinte, escolha a que se refere à sua localização e identificação

8. Dentre as 3 opções. Selecione o seu nível de liderança utilizando-se dos seguintes critérios:

Alta liderança: Reitoria e diretoria

Gerência: Coordenadores de curso, coordenadores e supervisores de área

Equipe de trabalho: professores e demais colaboradores

9. Clique em "tomadaOla" para iniciar com as respostas

10. O questionário utiliza-se da escala Likert que compreende avaliação de 1 a 5, sendo 1 discordância máxima e 5 concordância máxima com a afirmação.

As demais informações de como responder à pesquisa, você encontrará no próprio site.

Havendo qualquer dúvida, favor me contatar através dos telefones 19 – 3858-9311 / 11 – 3467-1317.

Sua participação certamente muito contribuirá para o desenvolvimento deste trabalho bem como para o crescimento da pesquisa em nossa instituição.

Atenciosamente;

José Iran Miguel  
[jose.miguel@unasp.edu.br](mailto:jose.miguel@unasp.edu.br)

## REFERENCE LIST

## REFERENCE LIST

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VITA

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### **OTHER EXPERIENCES**

UNASP – Centro Universitário Adventista de São Paulo Campus Engenheiro Coelho Dean of Graduate Programs	Engenheiro Coelho São Paulo – Brazil	2008- 2009
UNASP – Centro Universitário Adventista de São Paulo Academic Dean	Engenheiro Coelho São Paulo – Brazil	2004- 2007
UNASP – Centro Universitário Adventista de São Paulo Vice-President of Academic Affairs	São Paulo – Brazil	1999- 2003
IAE – Instituto Adventista de Ensino Academic Dean	São Paulo – Brazil	1986- 1988
IAE – Instituto Adventista de Ensino Professor Undergraduated Programs	São Paulo – Brazil	1985

Associação Paulista Oeste Conference Education Director	Campinas São Paulo – Brazil	1983- 1984
IASP – Instituto Adventista São Paulo President	Hortolândia São Paulo – Brazil	1980- 1982
IASP – Instituto Adventista São Paulo Academic Coordinator	Hortolândia São Paulo – Brazil	1976- 1979
IASP – Instituto Adventista São Paulo Professor Midle and High School	Hortolândia São Paulo – Brazil	1974- 1975
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