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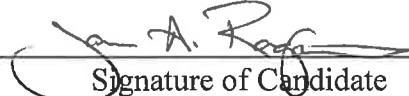
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THE INFLUENCE OF SERVANT LEADERSHIP AND TRANSFORMATIONAL
LEADERSHIP ON FACULTY JOB SATISFACTION AND
PERFORMANCE IN HIGHER EDUCATION

by

James A. Ragaisis

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
Degree of
Doctor of Education
in
Educational Leadership
May 5, 2018

School of Education
Concordia University Irvine

ABSTRACT

Leaders in higher education are discovering that autocratic leadership is ineffective in meeting the challenges faced by educational institutions. Through leadership styles of managers, organizations in the 21st century must create a balance between interdependence and diversity. Leaders must govern by moral principles in behavior, life, and a personal schema. This popular approach to leading with morals and ethics results in increased job satisfaction and improved job performance. Leadership decision making is most often based on the central tenets of the mission and vision of the organization.

This survey research study triangulated collected quantitative and qualitative data. A correlational research design was used for the quantitative approach to leadership styles and job satisfaction and a university student survey was used for the qualitative approach. A correlational research design was chosen to examine relationships between the explanatory variables (servant leadership and transformational leadership) and faculty job satisfaction as a response variable. Job performance was measured using quantitative and qualitative data from the University Student Survey.

Statistical findings indicated a strong positive correlation between servant leadership and transformational leadership and faculty job satisfaction. Participating faculty members demonstrated strong traits and attributes of servant and transformational leadership, correlated with positive student reviews in measuring faculty job performance.

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ACKNOWLEDGMENTS

“Whether, then, you eat or drink or whatever you do, do all to the glory of God” (1 Corinthians 10:31, NASB). The researcher thanks his Lord and Savior Jesus Christ for sustaining him throughout the dissertation process. This dissertation is dedicated to my family, Dr. DeeAnn Ragaisis, Nathan AND Sarah Ragaisis, and Melanie Ragaisis, for verbal support, encouragement, and most of all, praying for the endurance to sustain the rigor of the dissertation process.

I thank the dissertation committee, Dr. Dwight Doering (Chairperson), Dr. Kent Schlichtemeier (Reader), and Dr. Michael Schulteis (Methodologist) for their guidance and desire to assist in the process of this study. In addition, I thank Dr. Jerry Byrd (Editor) for his patience through the many revisions. I thank the participants in this study and the university for encouraging me to use their site.

My friends Stuart Nichols and Jon Egger encouraged and supported me through the process and enabled me to stay engaged physically, emotionally, mentally, and spiritually when times were tough, professionally and personally.

CHAPTER 1: INTRODUCTION

Educational leaders within higher education recognize the importance of building and maintaining positive relationships with their faculty members to increase job satisfaction and job performance. Researchers (Barbuto & Hayden, 2011) have found that positive leader-follower relationships are a solid predictor of positive organizational outcomes. Positive leader-follower relationships are controlled through an ethical leadership style that is now considered the best choice for producing faculty job satisfaction and increasing job performance. Garza Mitchell (2012) stated, "Ethics refers to the moral principles that govern an individual's behavior" (p. 63). Servant leadership is an ethical style of leadership that puts the needs of others first, demonstrating a respect for faculty that promotes honesty, empathy, and a sense of trustworthiness. Transformational leadership is an ethical style of leadership designed to build relationships by increasing involvement by students, faculty, administrators, and staff in the decision-making process, with the expectation of various educational differences, prejudice free, and the ability to lead cultural change. When the faculty is respected and feels valued, job satisfaction increases, leading to improved faculty job performance.

Servant leadership puts the needs of others first and recognizes the empowerment of faculty as an important goal in meeting the mission of the organization. Servant leadership is viewed through a fresh lens, taking a look at the issues of power and authority and leadership and

discovering that people learn best from one another in a less coercive environment and are more creative in a supportive way (Greenleaf, 1977). A servant leader looks at challenging economic times and takes a holistic approach to communicate the need for change to constituents in the vision, look, and feel of the organization. This approach is an attempt to build community and a sense that all are working together to realize the overall mission of the organization.

Transformational leadership focuses on change, progress, and development (Tucker & Russell, 2004) and uses authority and power to build trust and motivate through an inspiring message. A transformational leader formulates an inspiring vision and encourages short-term sacrifices that can be fulfilling in the end (Tucker & Russell, 2004). In creating trust between administration and faculty, a leader emphasizes self-development and offers feedback without faculty fearing job loss or retaliation in offering creative ideas.

Job satisfaction is a critical element for the success of a university and its leaders. Through a positive feeling or attitude in the workplace, faculty productivity and commitment increase while absenteeism, turnover, and boredom decrease (Dartey-Baah, 2010). An effective leader promotes the vision of the university and enhances faculty job satisfaction. The leader-member exchange is regarded as the fundamental basis of an organization's success.

Whether a faculty member is early, mid-level, or advanced in the career, a key factor in increasing job performance is the mentoring process (Eaton, Osgood, Cigrand, & Dunbar, 2015), which is necessary for continued professional development throughout the faculty member's career. Moreover, as identified by a servant leader (Greenleaf, 1977) or transformational leader (Tucker & Russell, 2004), when a faculty member is involved as a communal part of the development of the vision of the organization (Boone & Makhani, 2012), faculty job satisfaction is increased.

Statement of the Problem

Higher education leaders are discovering that an autocratic leadership style is becoming ineffective in meeting the challenges faced by institutions. “The major challenge in making these participatory models work is finding ways to help faculty feel truly engaged in the leadership process and in facilitating communication among diverse individuals” (Kezar, 2000, p. 6). Among primary leadership challenges for organizations in the 21st century is the ability to create a balance between interdependence and diversity.

A more popular approach to leadership is within the moral and ethics of leadership. It is recognized that faculty who follow an ethical leader often display higher levels of job performance. “While leaders are expected to be familiar with and apply the ethics of the profession, the interpretation of those principles in practice is heavily influenced by a person’s personal code of ethics” (Garza Mitchell, 2012, p. 63). Leadership is influenced by moral principles that govern behavior, life, and a personal schema. Decision making by leaders is often based on central tenets of the mission and vision of the organization.

Servant leadership is as old as scripture lineage; however, its leadership style follows universal truths, such as humility, honesty, trust, empathy, healing, community, and service (Bowman, 2005). Given that servant leadership puts the interest of others first, faculty members will become happier, healthier, and more satisfied while increasing job performance by working autonomously and putting the interests of the organization ahead of their own interests. Through servant leadership, myopic reasoning of special interests is prevented.

Another leadership style that has been associated with moral reasoning is transformational leadership. With a focus on group benefits rather than personal benefits, transformational leadership is linked with an ethical orientation toward the common good rather

than the individual good. Leaders who exhibit a transformational leadership style are often associated with elevating levels of job satisfaction, engagement, and job performance through expression of emotions, emotional thinking, understanding one's emotions, and reflective regulation of emotions to enhance intellectual growth (Dabke, 2016). Through the perceptions of collective characteristics of faculty, a higher order of moral reasoning is applied in the understanding of the dynamics of becoming an effective leader.

Purpose of the Study

The purpose of this study was to investigate the influence of leadership styles on faculty job satisfaction and performance in higher education at the target university, a private southern California Christian university (herein "the target university"). Organizations work as people think and interact. A learning organization is often defined by the ways in which people continually express their capacity of thought, as thinking is nurtured, and aspirations and desires are collectively and continually shared (Senge, 2012). In addition, job performance and job satisfaction increase. It is intended that, through this research, leaders will recognize their own leadership styles and become aware of their own thinking process in promoting a healthy learning organization. As one discovers personal leadership traits, combined with skills, knowledge, and practice, one begins to see one's natural talent as a multiplier. "Our talents and passions—the things we truly love to do—last a lifetime. But too often, our talents go untapped" (Rath, 2007, p. 29). By identifying personal talent, a leader can focus on finding partners in areas of weakness.

Research Questions

This study was designed to address the following research questions:

1. To what extent do faculty members perceive their manager as a servant leader?

2. To what extent do faculty members perceive their manager as a transformational leader?
3. To what extent are faculty members satisfied with their jobs?
4. What is the relationship between leadership styles and job satisfaction?
5. How do students perceive faculty performance?

Significance of the Study

Many leadership styles and strategies have been identified and practiced over many centuries; scholars, however, have no clear definition or style that is appropriate for any given organization. One of the most important assets that an educational manager can possess in the canon of leadership is the ability to connect with faculty. “Leaders and followers should be understood in relation to each other” (Northouse, 2016, p. 16). Connecting with faculty is an ability that all leaders come to learn and nurture over time in their professional careers. A leader’s vision orchestrates existing conventional ideas to new and creative approaches to problem solving (Jung, 2001). Not all leadership styles, however, promote an environment that is healthy for the organization: in fact, some styles lead to dissent and cognitive dissonance in work groups. Faculty members’ distrust of the intentions of an administrative leader often makes current effective leadership a discouraging task (Sternberg, 2013). Leadership style is often expressed as the way in which a leader influences, directs, encourages, and controls subordinates to achieve organizational goals efficiently and effectively (Thahier, Ridjal, & Risani, 2014). Choice of management style is based on a variety of philosophical ideologies about managing people. Many leaders, however, struggle with the ability to drive job performance. This research will add to the growing knowledge and focus on the literature of positive influences of servant leadership, transformational leadership, and job satisfaction on job

performance in higher education. It is anticipated that educational leaders of diverse organizations and their followers will use the results of this research to change their styles of leadership to reflect more ethical leadership practices.

Creating a learning organization involves a paradigm shift that predates the Industrial Revolution. A program on National Public Radio aired November 9, 2015, posed the question, “Why are so many bosses jerks?” It was suggested that most leaders are narcissistic and that subordinates are dumb. In contrast, narcissistic people are considered insecure, egocentric, and self-centered.

It is theorized that ethical leadership styles offer respect and trust to move an organization forward, free from retaliation that stifles creative thinking. “A leader provides the climate and interpersonal support that enhances opportunities for fulfillment of needs for achievement, responsibility, competence, and esteem” (Sergiovanni, 2007, p. 66). The traits of an administrative leader’s ethical framework—telling the truth, standing by one’s word, and owning and forgiving one’s mistakes—motivate higher levels of commitment, motivation, satisfaction, and job performance.

Conceptual Framework

As a correlational analysis, a measure of relationship servant leadership and transformational leadership was used to model a response from job satisfaction by fitting a correlation to observed data. It is recommended to study each predictor variable to job satisfaction. The influence of servant leadership (Liden et al., 2015), transformational leadership (Avolio & Bass, 2004), and job satisfaction defines the level of engagement (Macey, Schneider, Barbera, & Young, 2009) that affects faculty job performance (Figure 1).

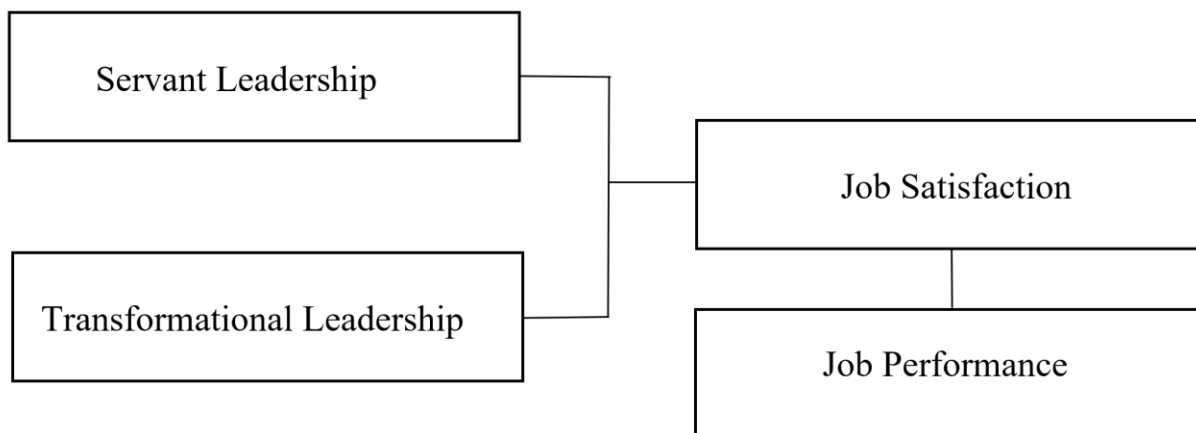


Figure 1. Servant leadership, transformational leadership, job satisfaction, and job performance.

Definition of Terms

The key terms used in this dissertation are operationally defined as follows.

Job performance: Faculty performance as reflected in the cumulative scores on students' perceptions of the performance of a faculty member, derived from items on the University Student Survey (USS; *University Student Survey*, 2017).

Job satisfaction: The faculty member's satisfaction with his or her position in the university, reflected in a self-report score.

Manager and/or supervisor: The person to whom one reports directly and who rates one's performance (Liden et al., 2015).

Servant leadership is measured by the Servant Leadership (SL-7) subset scale of the original SL-28 scale (Liden et al., 2015). The SL-7 measures (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) empowering, (e) helping subordinates to grow and succeed, (f) putting subordinates first, and (g) behaving ethically.

Transformational leadership is measured by the 45-item Multifactor Leadership Questionnaire (MLQ 5X-Short Form; Avolio & Bass, 2004). A customized survey was

requested to focus on the “5 I’s” of transformational subscales: (a) idealized influence attributes, (b) idealized influence behaviors, (c) inspirational motivation, (d) intellectual stimulation, and (e) individual consideration.

Limitations

The conclusions and recommendations that result from this study must be considered in light of the following limitations:

1. The data reflect perceptions of only those faculty who responded to the survey. It is reasonable to conclude that some faculty members did not respond to the survey due to the risk of violation of anonymity, despite the researcher’s efforts to ensure anonymity.
2. Originally, the study was designed to examine the influence of servant leadership, transformational leadership, and job satisfaction on job performance. Given the low response rate on demographics of faculty participants, the researcher was not able to execute that multilinear regression to demonstrate the relationships between the predictor variables (servant leadership, transformational leadership, and job satisfaction) and the criterion variable (job performance). Rather, the researcher calculated Pearson moment (r) correlations on relationships among servant leadership, transformational leadership, and job satisfaction.
3. Results are only as good as the responses given by participants. It was assumed that the responses were reflective of the honest perceptions of each participant.
4. The USS may not reflect the job performance level of the instructor targeted in the survey.
5. Participants may have a personal bias for or against their leader or leadership style in the organization, reflecting a negative bias in their responses to the survey items.

Delimitations

The study was purposefully delimited by the following considerations:

1. Only full-time faculty at the target university were eligible to participate.
2. Only Fall 2017 courses were considered in the student evaluations of faculty.
3. Faculty instruction: Only data from the 2017 USS directly related to job performance were used.
4. Job satisfaction was measured by responses to a single question with a rating score of 1 (*Not Satisfied*) to 10 (*Extremely Satisfied*).

Organization of the Dissertation

This research study is presented in five chapters. Chapter 1 includes the background of the study, statement of the problem, purpose of the study, significance of the study, definition of terms, conceptual framework, research questions, limitations, delimitations, and assumptions of the study. Chapter 2 presents a review of the literature addressing servant leadership, transformational leadership, job satisfaction, and job performance. Chapter 3 describes the methodology used in the study, including selection of participants, instrumentation, data collection, and data analysis procedures. Chapter 4 presents findings, including demographic information, confirmatory factor analysis, and results of the data analysis related to the five research questions. Chapter 5 provides a summary of the study, discussion of the findings, implications of the findings for theory and practice, recommendations for further research, and conclusions.

CHAPTER 2: LITERATURE REVIEW

The review of the literature on this research problem is organized by an overview of various leadership styles, leadership styles that promote faculty job performance, leadership styles that promote faculty job satisfaction, and the challenge of putting leadership styles into practice (Kouzes & Posner, 2012).

Overview of Leadership Styles

Leadership styles shift based on the situation. Three situational factors moderate the relationship between a leader and the effectiveness of the leader: (a) leader-member relations, (b) positional structure, and (c) the leader's effectiveness with subordinates (Fiedler, 1964). Flexibility in understanding appropriate leadership styles is reviewed in this research, including servant leadership and transformational leadership.

Servant Leadership

In many business organizations, a call to action has come about due to high-profile scandals involving greed and selfish management: these organizations are exponentially seeking leadership that emphasizes ethics and a concern for corporate social responsibility (CSR; Peterson, Galvin, & Lange, 2012). Servant leadership is an antidote that, when used properly, provides an attitude of serving while influencing followers toward achievement of organizational goals (Boone & Makhani, 2012). Servant leadership is also based on serving others first and recognizing the importance of empowering followers, walking among them, and not forcing them to follow. This relationship matures into job satisfaction. A disadvantage of servant leadership is that it involves a high level of human energy and requires an inspiring person to get followers to act and accomplish the goals set before them. A clear engaged charismatic

visionary leader energizes stakeholders to stay focused on the desired vision of the organization (Boone & Makhani, 2012).

Transformational Leadership

Multiple authors have identified various leadership styles that promote increased follower satisfaction and performance through an ethical leadership style. Transformational leadership increases follower satisfaction and the quality of life in the members of the organization by implementing innovations and encouraging others toward the pursuit of their roles in the organization (Tucker & Russell, 2004). Transformational leaders encourage follower satisfaction with inspirational communication that relates organizational expectations and vision through positive and energizing tones (Wu & Wang, 2015). The followers of transformational leaders are more motivated towards success and have higher job satisfaction when their needs are valued as job tasks are assigned. Transformational leaders listen to their followers by creating an awareness of ideals such as freedom, fairness, peace, and equality. They are less bureaucratic, more relational, and more empathetic with their followers, which leads to increased follower motivation and interest in the success of the organization (Okçu, 2014). Also, followers are more likely to project attainment of goals if they have higher intrinsic motivation with expectancy (Wu & Wang, 2015).

Faculty Performance

In the past 20 years, universities have been pressured to reflect on the effects of the academic environment on the lives of faculty members (Eaton et al., 2015). Students, administrators, legislators, and the media have scrutinized public institutions as they have received decreased financial support while being challenged to enhance work-related productivity, faculty engagement, and imminent employment for students upon graduation. It is

generally agreed that faculty performance is directly related to the relationship between faculty members and the support provided by the administration. “It is equally important that university administration . . . implement structural supports for recruiting and retaining faculty” (Eaton et al., 2015, p. 35). The administration must recognize that, for job performance to increase, barriers to performance must decrease.

One of the most effective tools to increase faculty performance is professional growth. In 1810, Harvard University established a policy of sabbatical leave for faculty to promote professional development that would assist in achieving the university’s mission. The intent was to provide the faculty member opportunities to enhance scholarly expertise in a chosen field of study. “By the 1950’s and 1960’s, professional development expanded to include a focus on a faculty member’s development as a teacher as well as a scholar” (Eaton et al., 2015, p. 36). Since that time, economic changes in higher education, increased diversity of newly hired faculty, and implementation of new technologies have greatly influenced professional development. “A decade ago, incoming faculty were welcomed into a faculty-led group mentoring program” (Eaton et al., 2015, p. 36). Mentoring allowed newly hired faculty to interact and contribute to university life. Grants were made available for professional activities, such as teaching and scholarship.

Due to changes in demographics and challenges to the economic system, however, the face of professional development has changed in the university system. “More recently, the professional development of faculty (new and mid-career) has been divided among multiple groups” (Eaton et al., 2015, p. 36). Currently professional development includes curriculum development, preparation of curricula and courses, and networking. Human resources departments now provide orientation, workshops, training on technology, and a review of the

inner workings of the university structure. Missing today are the intimate conversations among faculty and their personal introduction to administrators.

Through the evolution of professional development and increased diversity in faculty, universities are recognizing the importance of individualized support for new and mid-career educators through professional development. “Early and frequent communication and feedback, performance review, and flexibility are necessary for promoting productive faculty members” (Eaton et al., 2015, p. 36). More important, Rice, Sorcinelli, and Austin (2000) suggested that support is needed from various university leaders in areas of recruiting, developing, and retaining faculty (e.g., senior faculty, deans, and departmental chairpersons). Navigation through the university system can be cumbersome and frustrating. Through support and mentoring by senior leaders, however, newly hired and mid-career faculty and staff members can become more engaged and productive employees.

Faculty Member Mentoring

A *mentor* is someone, usually older, who can lead or support a less experienced person through investment of time, talent, and energy (Van Eck Peluchette & Jeanquart, 2000). Viewed through the lens of a faculty member, a supportive administrative team is critical to professional career development. “Mentoring is one of the key factors in whether or not faculty feel supported to do their jobs well” (Eaton et al., 2015, p. 37). As faculty members begin their careers, they expect to be supported with freedom and resources to do the job for which they were hired (Van Eck Peluchette & Jeanquart, 2000). This freedom may be given under supervision by an administrator or a senior faculty member. It has been demonstrated that when faculty members are supported, job satisfaction and job performance increase based on a sense of

ownership and a feeling of something bigger than oneself as self-efficacy is enhanced in the work environment.

In general, mentoring of faculty must be individualized (Sorcinelli, 2000) in recognition of their diversity. Research has identified that pre-tenured faculty pursue clear and explicit measures to enhance job performance (collegial and mentoring) and undergo frequent assessment and criticism. In addition, universities must recognize the diversity within faculty members. For example, “Women and faculty of color” (Eaton et al., 2015, p. 37) tend to engage best with peer mentoring, while White men develop best one on one (Hollenshead & Thomas, 2001).

Administrators must identify the strengths of individuals within the university. “An important component of faculty development strategies is to understand the individual needs of faculty, and for faculty developers to craft programs to address these needs” (Eaton et al., 2015, p. 37). Meyer, Dalal, and Hermida (2010) stated, “Situational strength has been used as a means to understand diverse cross-level interactions” (p. 124). Personality-situation interactional theoretical models posit that various situational strength traits, often referred to as “The Big Five”: conscientiousness, emotional stability, extraversion, agreeableness, and openness (Judge & Zapata, 2015), can have harmful consequences with negative outcomes in the absence of proper mentoring and support. Each of the Big Five traits is divided into two lower-level observable characteristics:

Conscientiousness: *industriousness* characterized by achievement-orientation, self-discipline, and purposefulness; *orderliness*; characterized by deliberation, tidiness, and cautiousness.

Agreeableness: *compassion*, corresponding to empathy, sympathy, and warmth; *politeness*, corresponding to pleasantness, cooperation, and straightforwardness.

Neuroticism: *volatility*, corresponding to low tranquility, high impulsivity, and high hostility; *withdrawal*, corresponding to anxiety, depressive outlook, and self-consciousness.

Openness: *intellect*, corresponding to quickness, creativity, and ingenuity; *aesthetic openness*, corresponding to artistic values, imagination, and culture.

Extraversion: *enthusiasm*, corresponding to gregariousness, positive emotionality, and sociability; *assertiveness*, corresponding to activity level, social dominance, and leadership-striving (Judge, Rodell, Klinger, Simon, & Crawford 2013, p. 876).

The mentoring process goes beyond the tradition of mentor and protégé: it is a way of thinking (Griffin & Ayers, 2005). Universities must reflect changes in the educational climate. The identity of today's institutional effectiveness includes defining a university road map to excellence in recruitment, individualized and group support, and the retention of faculty.

University Core Values

Improving the university's workplace performance is no easy task. Structured hiring, intentional resource allocation, and clarity of the organizational mission are critical. Core values must be at the forefront for all administrators, faculty, and students (Sutton, 2015). Sutton suggested five strategies to enhance faculty performance.

1. Define "your good." Define tasks within the university that are "good" so one can measure how to move to greatness. Define the strengths and success of faculty members' various tasks within the organization. Judge and Zapata (2015) stated, "Work differs in the demands and constraints imposed on the products of the work" (p. 1152). Define how

to measure someone else in your current role? (This will measure how you are doing with someone else in your current role). Moreover, it enables you to reflect on how you are meeting the metrics and qualities to achieve more within the institution.

2. Document your processes. If no documentation is found in following a process, how can it be measured? How are those processes being measured? By whose standards? Unanswered, these processes rely on institutional knowledge; moreover, it also leads to inconsistent work practices and lost knowledge when faculty leave. Judge and Zapata (2015) stated, “In addition, to what is performed, work differs in how it is performed” (p. 1152). Weak work processes fail in providing the tasks that are most important within the guidelines of the position. When freedom of responsibilities to be completed exists, often times the most important tasks remain unanswered. Without processes, duplication of efforts and resources can occur.

3. Build a new foundation. Review and reorganize campus structure; i.e. Does the quantity of faculty support the mission of the university? Can faculty serve multiple departments?

4. Make data-informed decisions. The health of the university will not change if the organization continues to do things the same way but expect different results. Statistical data referencing; retention of new and tenured faculty, student enrollment and attrition rates (graduating and transfers).

5. Realizing that there is no “achieving” greatness. Achieving *greatness* is an on-going process. Administrators and other leaders must meet regularly to review and discuss the core values in the journey from “good” to “great.” Celebrate success; however,

recalibrate consistently to ensure benchmarks are being met in critical performance areas.
(p. 8).

Effective support in moving from “good” to “great” involves regular communication from the administration in meeting the mission and core values of the university. Within the construct of job performance, greatness often depends on the resources provided by the university and the amount of time and energy that faculty and staff members are given to complete the task.

Attitudinal commitment (loyalty) to the university is dependent on organizational commitment to a faculty member’s quality of life (Marchiori & Henkin, 2004). If that individualized attention is broken, trust and respect are lost, and job satisfaction and job performance greatly decrease. This kind of support promotes a healthy balance between the professional and personal lives of a faculty member.

Balance of Personal and Professional Lives

Enhancing job performance consists of two major components for a balanced life: work and home. Some refer to home life as being away from work (Sorcinelli & Near, 1989); however, the quality of work life is critical in faculty job performance (Johnsrud & Rosser, 2002). Personal life may be overshadowed by professional life, which can result in burnout. The quality of a faculty member’s job performance is reflective of that person’s quality of life. The quality of life may be viewed by faculty as enduring life, not enjoying life. “To be sure, quality of work life and faculty satisfaction with their jobs will likely influence retention rates, especially in light of issues of support (such as mentoring) and resources” (Eaton et al., 2015, p. 37). Quality of life of a faculty member is critical to job performance.

Morale is a component that can be tied to various dimensions: administrative support, rewards (Eaton et al., 2015), whether in the form of financial rewards, gifts, promotions, or public recognition of one's time and energy. For this reason, quality of life is tied to the workplace (Johnsrud & Rosser, 2002). An ethical leadership style promotes safety (professionally and personally), transparency, respect, and trust that a faculty member will remain engaged and feel a sense of purpose with focused energy.

Research has demonstrated that, for faculty to do well in the workplace, a structured and effective professional growth program is necessary (Eaton et al., 2015). Within the framework of enhancing job performance, individualized professional development must include a program that is flexible, offers mentoring support, and is systematic in meeting the organizational mission. "Unfortunately, specific solutions to the imbalance between work and home-life are not obvious and likely require a paradigm shift in higher education" (Eaton et al., 2015, p. 39). Administrators, deans, and departmental chairpersons must consider supporting family leave, sick time, personal time, leadership opportunities, and time for collaboration (Eaton et al., 2015). For job performance to increase, universities must foster the idea of individualized scholarship that is faculty driven. "When faculty members are an integral part of the creation of faculty developmental programs, they feel ownership over them" (Eaton et al., 2015, p. 40). In addition, administrator support of faculty-driven professional development legitimizes and embeds the importance of professional growth within the identity of the university.

Leadership Styles and Job Performance

Researchers (e.g., Tucker & Russell, 2004) have identified various leadership styles that promote faculty performance through ethical leadership. Transformational leaders provide positive feedback to followers to increase their performance and to help them to become leaders

themselves. This form of leadership encourages faculty to work for something more than self-gain, and they are transformed by their success in the workplace, resulting in change to a more positive culture of the organization (Tucker & Russell, 2004). Transformational leaders inspire faculty to place high value on the success of the organization (Tucker & Russell, 2004). A transformational leader empowers teams by enhancing autonomy and facilitating the expectation that the teams can do together what is expected of them in the organization, with the result that the team members become proactive within the organization (Wu & Wang, 2015). Ultimately, transformational leaders inspire new ways of thinking within the organization (Tucker & Russell, 2004).

Putting the needs of others first is a form of servant leadership that demonstrates a respect for each faculty member in promoting honesty, empathy, and sense of trustworthiness. Job performance is increased by not intimidating through the misuse of power. Resolution of conflict is demonstrated by mutual understanding and not by the conflict itself. “As a servant leader, one does not force people to follow but walks among them and moves in a direction that can unite all in a common vision” (Boone & Makhani, 2012, p. 85). Respect and trust are created through persuasion rather than by force.

Benefits of extraordinary levels of organizational commitment appear to be manifested when instituted work-related morals and standards are represented by leadership style. “Performance orientation is concerned with whether people in a culture are rewarded for setting and meeting challenging goals” (Northouse, 2016, p. 434). Through ethical leadership styles, faculty members perform best when they are supported, trusted, and engaged as participatory members in the mission and goals of the university. Effective leaders demonstrate the moral ethos within the mission of the organization that manifests in the classroom. Positive

evaluations, successful accomplishment of assigned duties, and positive annual reviews equate to positive job performance.

Faculty Job Satisfaction

Leadership is often conceptualized in many ways: (a) *focus on group processes*, with individual at the center of change; (b) *a personality perspective* of characteristics and traits based on an individual; or (c) *a behavioral perspective* that requires a leader to bring change to a group (Northouse, 2016). Job satisfaction pertains to the genuine emotional state of faculty towards the job (Kelali & Narula, 2015). Despite the multitude of leadership styles, job satisfaction begins with the influence of a leader to engage followers to achieve something together. “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2016, p. 6). “Subordinates are not committed to causes, values or ideas; instead, they respond to authority in the form of rules, regulations, the expectations of their supervisors, and other management requirements. Subordinates respond to authority; followers respond to ideas” (Sergiovanni, 2007, p. 70). When a follower becomes excited and involved and invests personal time and energy, the follower proactively pursues a goal. “Engagement implies something special—something at least out of the ordinary and maybe even exceptional” (Macey et al., 2009, p. 1). Happy and satisfied employees are passionately challenged by the significance of the work, discover that time passes quickly, and look forward to coming to work every day. Employee engagement, no matter how limited or extensive, enables the organization to gain a competitive edge. Engaged and energized employees believe in the mission and vision of the organization and understand how to achieve it.

Leadership and Faculty Job Satisfaction

Focused and attentive leaders in higher education know what it feels like to have highly engaged and motivated faculty because “a satisfied and motivated workforce can undoubtedly help sustain productivity” (Darty-Baah, 2010, p. 1); moreover, they understand the level of energy required to promote job satisfaction. An engaged employee is able to define his or her feelings of enthusiasm, answer the question of how absorbed he or she feels in the workplace, and answer the question, “Are you saying you are more focused?” (Macey et al., 2009, p. 5). Job satisfaction may be reflected in the faculty member’s emotional immersion in the organization and involvement and determination to achieve more in the workplace. Job satisfaction is a visual behavioral phenomenon that ultimately produces results.

Engagement

“Engagement is an individual’s sense of purpose and focused energy, evident to others in the display of personal initiative, adaptability effort, and persistence directed toward organizational goals” (Macey et al., 2009, p. 7). An engaged faculty member will reason and anticipate opportunities that have been identified by the organization as its mission and goals; however, with changes in modern culture, that person expects more from a leader. “Access to technology has empowered followers, given them access to huge amounts of information, and made leaders more transparent” (Northouse, 2016, p. 11). Therefore, with increased knowledge, the faculty member will try to resolve problems based on the consistency of the organization’s goals, expand skills and ownership of personal and professional growth in meeting the organization’s goals, and, when confronted with a difficult task, will work harder to meet the challenge. A level of confidence and trust must be developed through the leader-member exchange.

Engaged followers create positive shareholder value. The more engaged a follower becomes, the more shareholder value rises. “Good subordinates do what they are supposed to do but little else” (Sergiovanni, 2007, p. 68). Figure 2 displays how the value chain of a satisfied faculty or staff member increases return on investment for all shareholders. The engaged faculty

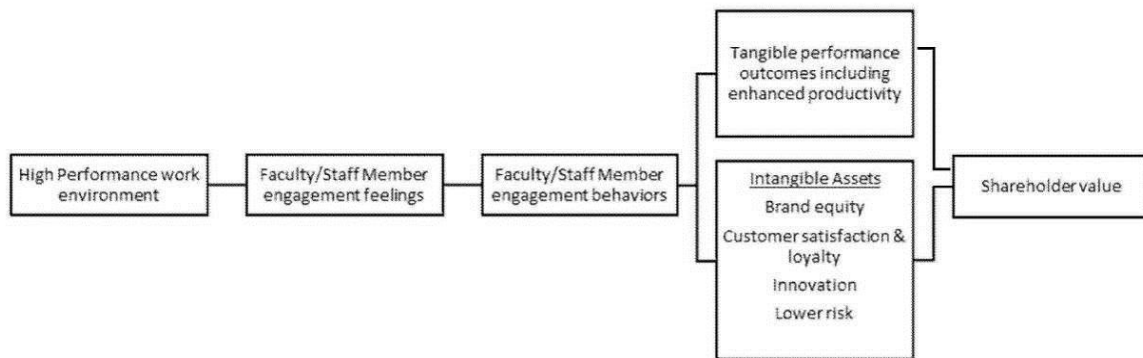


Figure 2. Faculty member engagement value chain. From *Employee Engagement: Tools for Analysis, Practice, and Competitive Advantage*, p. 8, by H. W. Macey, B. Schneider, K. M. Barbera, & S. A. Young, 2009, London, UK: Wiley-Blackwell.

member will demonstrate job satisfaction based on positive behaviors that meet organizational goals.

Engagement for job satisfaction has two facets: psychological and behavioral. The psychological aspect identifies how people feel (focus, intensity, enthusiasm) and the behavioral aspect identifies what people do (adaptable, persistent, proactive; Macey et al., 2009).

Recognizing that a process must exist for faculty members to feel engaged and valued is much like the development of a leader producing shareholder value (e.g., positive student reviews often result in higher job satisfaction and higher faculty performance).

Ethical leadership affects the relationship with faculty members and promotes a positive effect on work engagement (Engelbrecht, Heine, & Mahembe, 2014). Positive affective tones demonstrated in leader-employee exchanges provide positive behaviors so that team members will be willing to share ideas (Wu & Wang, 2015). The more engaged and dedicated a faculty

member is in creating shareholder value, the less likely the member will leave (Macey et al., 2009). Faculty will be more productive in serving a need greater than their personal need. However, it is important to note that, if an organization creates overly strict guidelines or processes, a negative cause-and-effect environment of broken communication and loss of respect and trust occurs. Excessive monitoring by administration hinders the employee from becoming engaged in the work (Engelbrecht et al., 2014).

The ability to engage is a natural phenomenon stemming from personal intrinsic motivation to achieve an autonomous and competent relationship with the employer. Most faculty members inherently come to work in order to work (Macey et al., 2009). People prefer jobs that are thought-provoking and meaningful and that provide opportunities for decision making to meet the mission of the organization.

Leadership should empower and inspire (Sergiovanni, 2007). In order for job satisfaction to grow, engagement must promote information sharing, provide professional growth, foster a balance in the life aspects of the employee, and create a basis of sustained energy and personal initiative (Macey et al., 2009). This engagement is based on the organization's ability to facilitate and contribute to the energy of faculty members to do their jobs well. Feedback and individual self-confidence are realized by supporting faculty members. Job satisfaction is created through engagement that is driven by the organization's leadership style. This leadership style must enable faculty members to engage (Sergiovanni, 2007). The focus of strategic engagement is to channel energy in a way that will make a difference. "Strategy drives the specific kind of engagement you need and the way this is driven on a daily basis is by the kind of strategically focused work environment you create for your people" (Macey et al., 2009, p. 13).

Job satisfaction is based on relational engagement or direct connection between the leader and the faculty member. Job performance is the alignment of faculty goals with organizational goals.

“The key factor leading people to experience a culture for employee engagement is the degree to which employees have trust in the organization and its management” (Macey et al., 2009, p. 46). While it is important that maintaining a culture of trust is not simple, without it, employee engagement does not exist. “Trust is about how positively people feel others will act for them and with them in the future” (Macey et al., 2009, pp. 46-47). Both the leader and the faculty member must understand that each party can be counted on as decisions are based on each one’s best endeavors without recourse or retaliation when things go wrong. Trust is reflected in the leader’s confidence that a faculty member will do the right thing, even when leadership is not confirming the results. “When employees trust their leader, they expect that the leader will behave in a way that is favorable and acceptable to the employees and that the employees can entrust their work-life to the control of the leader” (Engelbrecht et al., 2014, p. 2). For job satisfaction to remain high and for the faculty or staff member to remain engaged in turbulent times, the organization must value the employees’ time, talent, and energy, based on faculty behavior with the leader.

Culturally, fairness and trust are not fully accepted immediately in an organization’s day-to-day operations (Macey et al., 2009). Actions often speak louder than words, so faculty monitor what leaders pay attention to (organizational capital or human capital), how leaders allocate resources (whether faculty members’ recommendations are valued), how leaders model their behavior (trust and fairness to encourage faculty engagement), and how leaders recruit, train, and dismiss faculty (whether employees are consulted when new systems and procedures are put in place and the degree to which faculty are supported after implementation). Newly

hired faculty review the organizational structure, rituals, gossip, and stories during their daily activities; they identify what is important to the organization as reflected in the systems or procedures that are put in place (Macey et al., 2009).

Maintaining a culture that is continually engaged is exhausting. Maintenance of an engaging culture requires reinforcement by leadership as the organization grows. Job satisfaction will remain high if an organization creates a safe environment for faculty during the developmental periods.

The organization is designed to be relatively flat with regard to status hierarchies so that people can feel involved and committed to what happens in the organization; they are empowered to take action and feel as though what they do contributes to the organization's success. (Macey et al., 2009, p. 57)

Individuals who are engaged and satisfied with their job talk about how work affects them personally and professionally. Belonging to something greater than themselves is important to them. Faculty who are engaged will take risks, be innovative, and challenge the process for the betterment of the organization.

While many organizations claim that they have engaged faculty in the process of innovation, most do not recognize or celebrate the investment of time, talent, or energy contributed by the faculty members. Many organizations claim to be service-oriented, but employees in a study by Macey et al. (2009) reported, "We don't talk about anything with management, much less service" (p. 58). To maintain an engaged and satisfied culture of service requires more than an initial call to action; it requires reinforcement by leadership to nurture, support, and celebrate faculty members' accomplishments. Without such recognition, faculty

will lose the organizational vision, resorting to unclear direction based solely on leadership behavior.

In promoting a positive and energized culture, many have realized the importance of orientation of new faculty (Griffin & Ayers, 2005). Demonstration of a realistic job preview engages a new employee regarding the expectations of the position. A strong orientation addresses the mission and vision of the organizational values and places the new employee's position clearly in relationship to the goals and mission of the organization. Organizations often focus only on formal training versus the informal aspects of the position. Culture is spread in informal meetings, at the water fountain, at lunch, or even in small gatherings outside the workplace (Macey et al., 2009). People diagnose the real culture of an organization by making inferences from an informal meeting, as compared to formal settings.

Peer relationships is one of the most critical and underrated behaviors in engaging the behavior of faculty and influencing their ability to work in a safe environment. "However, the most important point to take away from the issue of socialization and situations being found to be unsafe is that employees apparently feel safe as a function of the way they feel treated early on by their immediate supervisors" (Macey et al., 2009, p. 60). It is in the discovery process of a safe environment that a newly hired faculty member decides to be engaged and a satisfied worker in the organization. Through early experiences in the orientation process, experienced faculty decide to stay with the organization. Leaders bring the mission and vision to life, setting the stage for the culture to be formed by reinforcing key values. Leaders demonstrate what is important for organizational culture, as faculty observe them carefully; leaders set the stage for an engaged, satisfied, and high-performing employee.

Leaders may set or promote engagement in a culture by their beliefs, values, and actions. This action should be geared to the type of faculty member who is hired. It is important to hire someone with the personality that fits the function of the position. Sometimes the personality and career choice of the employee is more influential in engagement than the leadership style (Macey et al., 2009). Macey et al. (2009) identified six characteristics of the potentially engaged employee:

1. Realistic: Conforming, dogmatic, hardheaded, persistent, practical
2. Investigative: Analytical, cautious, complex, curious, intellectual, precise
3. Artistic: Complicated, disorderly, expressive, imaginative, intuitive
4. Social: Agreeable, empathetic, generous, idealistic, patient, kind, warm
5. Enterprising: Acquisitive, ambitious, domineering, enthusiastic, forceful
6. Conventional: Careful, conscientious, efficient, orderly, thorough. (p. 63)

Job satisfaction is often based on the career choice. Personality interests must align with career interests of the faculty member. Longevity remains high in the presence of engagement and job satisfaction.

It has been well documented that there are positive people and negative people with regard to having a viewpoint on life. A particular viewpoint often spills over to the work setting, potentially affecting the organizational culture. “For example, more positive people are more satisfied at work, less likely to be absent, more likely to work well with co-workers (and customers), and also have fewer headaches, heart attacks, and longer-lived marriages!” (Macey et al., 2009, p. 64). Positive people demonstrate that they are more stable and less neurotic than others in promoting positive affectivity. However, it takes people who are conscientious and will bring a stick-to-it approach to the organization. “Research shows that conscientiousness and

neuroticisms are the two best personality predictors of performance in most jobs” (Macey et al., 2009, p. 64).

Organizations can achieve goals with an engaged and satisfied faculty member; however, one of the most critical aspects in hiring is the orientation process. The organization may need to employ a personality or conscientiousness instrument to measure the candidate’s personality. This may involve a behavioral interview focused on fostering cultural engagement. Engagement occurs when faculty feel safe, challenged, and able to work autonomously while challenged in the job. Leaders must ensure the authenticity of fair treatment and respect a range of opinions. “Ethical leaders treat employees equally and promote fair and principled decision making” (Engelbrecht et al., 2014, p. 7). Given all of these elements, engagement occurs in the individual and is circulated among co-workers, family, and friends. This positive tone promotes an attitude of pride in the workplace, results in low turnover, and is manifested in positive, engaged, and satisfied employees.

Leadership Styles and Job Satisfaction

Researchers (e.g., Tucker & Russell, 2004) have identified various leadership styles that encourage engaged faculty members to invest energy in job satisfaction. Engaged effective leadership and employee satisfaction have been viewed as fundamental components for organizational success (Kelali & Narula, 2015). Implementation of a culture that encourages risk taking and increases engagement consequently requires an ethical leadership style. “Ethical leadership is portrayed as the independent or exogenous variable whilst trust in the leader and work engagement are presented as endogenous variables” (Engelbrecht et al., 2014, pp. 3-4). Transformational leaders influence faculty members’ job satisfaction through moral character, ethical values, and the process of ethical choices. Transformational leaders develop personal

rapport with faculty by acting as mentors or coaches. Transformational leaders treat faculty as leaders themselves. Their integrity demonstrates fair treatment to all people (Tucker & Russell, 2004). Wu and Wang (2015) reported that a positive affective tone in group members who follow a transformational leader energizes them to be proactive in their tasks in the organization. Charisma, inspiring motivation, personal attention, and intellectual encouragement (Kelali & Narula, 2015) play important roles in establishing a positive reflective tone central to sustaining team proactivity. Individual members of teams are particularly satisfied with their jobs when the tasks that they are expected to do vary (Wu & Wang, 2015).

Servant leadership develops faculty to their fullest in areas of job efficiency, public stewardship, individual inspiration, and development of future leadership capabilities (Greenleaf, 1977). The first step to a servant leader's success is to unify, energize, attract, and guide faculty so they can see a bright future in the organization (Boone & Makhani, 2012). Servant leadership has often been compared to charismatic and transformational leadership; it has the moral objective, however, of serving others by supporting positive behavior at macro and micro levels to produce a high level of job satisfaction (Boone & Makhani, 2012). Servant leadership's greatest difference can be described as the capacity to build faculty self-confidence, stressing the importance of integrity, and having the focus of long-term relationships extending outside the organization. When servant leadership nurtures self-efficacy, individual motivation, and communal involvement, faculty will intrinsically become committed to the mission of the organization, realizing greater job satisfaction and willingness to maintain high performance levels, and will be more likely to model the behavior and interests of the leader and the organizational processes (Liden, Wayne, Zhao, & Henderson, 2008). Through this leadership exchange with faculty, job satisfaction and job performance increase.

Ethical leadership in organizations that fosters faculty job satisfaction in reaching desired interests is often found in exerting more effort in an assigned task in the pursuit of organizational goals (Kelali & Narula, 2015). Engaged faculty job satisfaction attracts and retains the skills of faculty while maintaining retention. “Researchers in organizational behaviour contend that a supervisor’s leadership style has a powerful effect on employee attitudes and behaviour” (Kelali & Narula, 2015, p. 1917). Thus, ethical leadership styles (transformational leadership and servant leadership) play a key role in the faculty job satisfaction. The direct relationship of an engaged leader with faculty is key to job satisfaction.

Servant Leadership

Many researchers have addressed the question, “What does servant leadership look like”? Many seem to think that a servant leader is simply someone who follows God. The Hebrew word for leader is *nagiyd*. The term is often applied to a person under authority who fulfills the desires of that authority. Others contend that servant leadership is focused on following the example of Jesus Christ. Black (2010) stated, “Jesus exemplified leadership as care, love, and submission, rather than strength, might, and power” (p. 442). “Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves” (Philippians, 2:3-4). After World War II and into the late 1960s, a behavioral approach emerged as the theoretical framework of leadership in the corporate environment.

Robert Greenleaf (1977) wrote an inspiring book entitled *Servant Leadership: A Journey into the Nature of Greatness*. The success of this book earned him the title of “grandfather” of servant leadership in the corporate environment. Greenleaf emphasized that a leader’s motivation to lead is to serve, which functions as the key identifier of a servant leader.

In Greenleaf's perspective, the ultimate test of servant leaders is the extent they contribute to the growth of nominal followers or commitment to the growth of people.

The primary concern for servant leaders lies in meeting the higher-order needs of those served. (Black, 2010, pp. 441-442)

Peterson et al. (2012) emphasized that it is through servant leadership, with a strong moral compass focusing on the desires of followers, that personal integrity results. Servant leadership is distinct in two ways. First, servant leaders acknowledge responsibility to the organizational goals and to the personal development of their followers and stakeholders, including the local community and society. Second, when comparing it to transformational leadership, servant leadership adds a moral dimension and encourages followers to engage in moral cognitive behavior (Peterson et al., 2012). Servant leadership focuses on helping followers to become more autonomous and less reliant on the leader. Servant leaders can make self-assessments of their leadership by simply reflecting on whether followers are growing personally, professionally, and autonomously. Servant leaders do not allow themselves to become isolated or get wrapped up in the layers of hierarchy; rather, they are physically present and engaged with their followers.

Theorized by Greenleaf (1977) as a leadership philosophy that values service in the interest of others (Barbuto & Hayden, 2011), servant leadership includes the attributes of listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, and altruistic calling (Kohle, Smith, & Dochney, 2012). Through these characteristics, a servant leader sees growth and development of followers.

Listening

The act of listening is perhaps the most important facet of servant leadership (Kohle et al., 2012). Listening is the ability to listen receptively (Ekundayo, Damhoeri, & Ekundayo, 2010; Kohle et al., 2012) and the inclination to understand the situation before taking action (Black, 2010). A receptive listener has the ability to facilitate growth in followers by listening critically and actively engaging and reflecting to understand the feelings being expressed (Kohle et al., 2012).

Empathy

Empathy is different from sympathy. It is not merely feeling sorry for a person; rather, it is a reflection on the true understanding and experience of the emotions and feelings of another person (Kohle et al., 2012). Empathy demonstrates willingness to accept and recognize followers for their unique gifts through attempting to understand the behaviors and intentions of the followers' actions (Black, 2010). Empathy creates an environment that enables followers to voice personal and professional concerns (Barbuto & Wheeler, 2006).

Greenleaf contended that servant leaders can heal themselves and those whom they influence (Kohle et al., 2012). Barbuto and Hayden (2011) stated, "Emotional healing describes an ability to recognize when and how to facilitate the healing process" (p. 25). In the context of servant leadership, empathy is not curing a physical ill; rather, it is the act of addressing the emotional and spiritual conditions of others based on their life experiences.

Healing

Through the actions of an empathetic servant leader, the healing process of physical, emotional, mental, and spiritual well-being can begin (Black, 2010), including the leader's commitment to help followers recover from adversity and trauma (Barbuto & Wheeler, 2006;

Kohle et al., 2012). Researchers have documented that leaders should support followers as they recover hope, overcome broken dreams, and repair severed relationships. “Leaders capable of producing emotional healing in followers will be more likely to have strong relationships with them” (Barbuto & Hayden, 2011, p. 25). Through the characteristic of healing, a leader identifies how and when to bring about the healing process for followers.

Awareness

Awareness or wisdom is an internal characteristic that results in gaining knowledge about oneself and using it to help others (Kohle et al., 2012). Awareness is not a static cognitive state; rather, it is an increase in a sensory perception of gathering information for a future state of affairs (Black, 2010). Leaders are aware of their followers’ perceptions, a need for healing in the organization and self-awareness in the process of leading (Ekundayo et al., 2010). Picking up cues in multiple situations demonstrates the ability of a wise leader to recognize the conditions and inferences to anticipate and translate prior knowledge into a forward action (Barbuto & Wheeler, 2006; Kohle et al., 2012). Leaders who are perceptively aware develop the respect and trust of followers, which is essential in developing a strong interpersonal partnership (Barbuto & Hayden, 2011). Researchers have documented the need for influential leaders who have a sense of wisdom and awareness combined with the skills to apply their prior knowledge gained through observation and life experiences. Servant leaders have a holistic view of situations; they are concerned with the issues that involve ethics and values in the workplace. With the characteristic of awareness, servant leaders pursue resources and systems to instill a sense of community in their organization (Ekundayo et al., 2010).

Persuasion

In a hierarchical organization, servant leaders are aware that they possess power and authority; however, they prefer to engage in persuasion in the decision-making process of compliance, as opposed to control and coercion through positional authority (Ekundayo et al., 2010). Servant leaders persuade their followers rather than forcing or mandating formal sanctions and rewards to enlist followers in making decisions (Black, 2010; Kohle et al., 2012). Persuasion is demonstrated by showing respect and dignity; building consensus and commitment needed for the organization, however is generally a slow and deliberate painstaking process (Black, 2010).

Through a persuasion mapping process, servant leaders use sound reasoning and mental models to inspire and ensure lateral thinking in others (Barbuto & Wheeler, 2006). Kohle et al. (2012) stated, “Persuasive mapping includes a leader’s ability to visualize the future for the organization and constituents” (p. 56). Researchers have reported that persuasion-based models have been demonstrated to be more productive than authority-based models on positive outcomes. Servant leaders assist and support their followers effectively and are skilled at articulating and conceptualizing the issues and possibilities of sharing their vision (Barbuto & Hayden, 2011). “Leaders capable of consistently using persuasive mapping rather than legitimization will develop stronger relationships with followers” (Barbuto & Hayden, 2011, p. 26). Servant leaders who possess persuasive mapping also possess the knowledge and skills to support their followers.

Foresight

There is a difference between managers and leaders. Managers are immersed in routine activities, whereas leaders have foresight. Foresight visualizes the future; it is the act of creating

a strategic plan to reach intended outcomes of the organizational vision (Kohle et al., 2012) while thinking beyond the day-to-day realities (Ekundayo et al., 2010). “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 for the future” (Spears, 2010, as cited in Ekundayo et al., 2010, p. 3). The servant leader possesses awareness, perception, and willingness to face the unknown and the consequences of the future (Black, 2010; Kohle et al., 2012).

Moberg & Seabright, 2000, suggested that the moral imagination includes: awareness of self and positionality, recognition of situation and script in order to identify or avoid injustice, the ability to imagine possibilities external to contexts, and the ability to evaluate the current and potential contexts from a moral perspective. Using moral imagination as a framework may give learners a process by which to employ critical reflection and post-colonial lenses during immersion dialogues. (Clegorne, 2016, p. 42)

Through awareness and foresight, a servant leader can provide growth to followers and offer a commitment to their personal and professional development. This deeply rooted intuition of leaders is largely unexplored in leadership research (Ekundayo et al., 2010).

Conceptualization

Conceptualizing is the ability to look beyond day-to-day occurrences and examine long-range issues. A servant leader must look beyond short-term problems and envision long-term goals of the organization (Black, 2010). The alignment of vision and planning is the fundamental aspect of conceptualization. The conceptualizing leader has the capacity to develop a big-picture perspective while supporting individuals’ capacity to dream great dreams—a vital part of conceptualization (Kohle et al., 2012). Conceptual leaders are the innovators of their

organization (Black, 2010). With strong conceptual skills, a servant leader brings clarity to a problem and goals with a strategic direction; followers have focus on how to achieve success. A clear sense of direction inspires confidence in the followers' abilities and encourages them to respond with the effort needed to perform at a high level. Emphasizing the importance of honesty and personal integrity, servant leaders promote a strong commitment to the collective success of the organization in a spiritual climate (Peterson et al., 2012).

Stewardship

Through the act of stewardship, leaders help their followers to grow personally and professionally. Stewardship is one of the most salient traits of the servant leader and a commitment to the needs of followers (Kohle et al., 2012). The ideology of a servant leader is a value for the organization and the community that it serves (Liden et al., 2008). "Greenleaf (1977) stated that the capacity for an individual to grow, develop, and love is fostered through the community setting, and higher learning institutions facilitate a community in which students can lead a self-fulfilling life" (Kohle et al., 2012, p. 55). Treating individuals as equals in a caring atmosphere, a leader supports positive interpersonal relations, which may help individuals follow value differences in others.

In public service motivation, the focus is on the motives and actions intended for the good of society. As organizational stewardship prepares the organization to make positive contributions to the community (Barbuto & Wheeler, 2006), it demonstrates a sense of social responsibility to implement moral and ethical behavior for the benefit of the stakeholders and those around them. The stronger the servant leader is engaged in public service motivation, the more those behaviors will benefit the public, even at the expense of personal reward (Wise, 2000, as cited in Liu, Hu, & Cheng, 2015).

Socio-historical context (e.g., education, socialization, and life events) motivational context (e.g., institutional beliefs, values, and ideology, job characteristics, organizational incentives, and work environment), and individual characteristics (e.g., abilities/competencies, self-concept and self-regulatory process) would affect individuals' public service motivation; that is the antecedents of public service motivation may be categorized in terms of socio-demographic factors, social institutions, and organizational factors motivation. (Perry, 2000, as cited in Liu et al., 2015, pp. 28-29)

Individual public motivation is developed by a lifetime of experiences, ranging from childhood, religion, and professional life through the act of volunteering (Perry, 1997, as cited in Liu et al., 2015).

The leader is responsible for utilizing power for a greater good (Kohle et al., 2012). Through the act of stewardship, servant leaders develop opportunities for followers to serve, even as the leaders themselves are serving. This can be accomplished by reaching out to the community and demonstrated through community development programs and outreach activities that create policies that benefit the environment, the community, and society as a whole. Liu et al. (2015) stated, "Empirical study concluded that servant leadership is positively associated with public service motivation" (p. 25). In an educational environment,

Such ideas as servant leadership bring with them a different kind of strength-one based on moral authority. . . . What matters are issues of substance. What are we about? Why? Are students being served? Is the school as a learning community being served? What are our obligations to this community? With these questions in mind, how can we best get the job done? (Ekundayo et al., 2010, p. 61)

Present-day schools must instill a shared mission that creates a collaborative capacity in building strong and caring communities (Ekundayo et al., 2010). Leaders who are capable of uniting an organization for the greater good will develop trust and respect that foster interpersonal relations (Barbuto & Hayden, 2011). Through stewardship, servant leaders know that they hold a leadership position that is based on trust. Understandably, it is also known that trust is earned and therefore can be lost.

Altruistic Calling

Altruistic calling is defined as a fundamental choice to serve others (Greenleaf, 1977). It is an unselfish act of a leader who desires to influence positively the lives of followers in preference to meeting his or her own needs. The act of service is the central tenet of servant leadership ideology (Barbuto & Hayden, 2011; Barbuto & Wheeler, 2006; Kohle et al., 2012). Scholars have agreed that self-sacrifice is a necessity in servant leadership (Block, 1996) and that servant leadership is marked by an altruistic nature (Greenleaf, 1977). Servant leaders are willing to sacrifice self-interest, putting the concerns, interests, and development of followers ahead of their own self-interest to reap the benefits of a higher quality of performance, trust, and dedication (Barbuto & Hayden, 2011). The desire of a leader to promote positive development in followers reflects on the community and society as a whole.

Servant leadership emphasizes organizational success, built on the moral ethos of leaders, followers, customers, and organizational stakeholders (Peterson et al., 2012). Servant leaders are committed to the growth of people and they do everything possible to nurture the well-being of others, not because of their intelligence but as part of their tangible contribution to be committed to their followers' growth. Putting it into a school perspective, "the leader serves as head follower, by leading the discussion about what is worth following, and by modeling, teaching,

and helping others to become better followers” (Sergiovanni, 2001, as cited in Ekundayo et al., 2010, p. 3). Servant leadership has the potential to improve motivation and empower workers to reach their full potential by keeping them engaged in a cause greater than themselves that benefits a broad range of stakeholders.

Combined with servant leadership, public service motivation is an important source of intrinsic motivation at work and in public service. Liu et al. (2015) stated, “The empirical findings demonstrate that servant leadership is positively associated with subordinates’ public service motivation” (p. 39). The unselfish act of de-emphasizing the individualistic, self-serving tendencies of adoration of the leader and focusing leadership behaviors on follower development builds an interpersonal style of leadership (Peterson et al., 2012). Liu et al. (2015) stated, “Servant leadership can build trust with employees, customers, and communities” (p. 27). The leader-follower relationship helps organizations to grow and improve the well-being of followers; consequently, the relationship is central to servant leadership.

According to servant leadership theory, the inspiration, charisma, and emotions found in transformational leadership should not be the emphasis; rather the emphasis should be on creating a learning environment in the organization where each individual is appreciated and has the opportunity to add value to the organization. “By directing followers’ special talents towards accomplishing the organization’s vision, servant leaders create a collaborative and effective team environment by utilizing everyone’s strengths” (Boone & Makhani, 2012, p. 91). Putting one’s followers first, empowering and fostering growth to succeed, develops a high level of trust in management, which reciprocates a bilateral exchange of support with performance that is collective to create a smooth-running organization.

Servant leadership balances a high need for power with a high need to serve, while emphasizing social responsibility, which differentiates it from other leadership styles. Servant leadership is focused on the leader-follower relationship as an important outcome rather than as the determining factor (Peterson et al., 2012). Consequently, servant leadership affects the inconsistencies in organizational commitment and behaviors, managerial satisfaction, and procedural impartiality beyond the variations affected by transformational leadership and the leader-follower exchange. Servant leaders focus on evaluating the needs of followers and serving them, whereas the intention of a transformational leader is to align the interest of others to the vision of the organization or community (Peterson et al., 2012). It has been contended that the servant leader exhibits seven dimensions:

Acting ethically, showing sensitivity to others person concerns, putting subordinates first, helping subordinates grow and succeed, empowering others, creating value for the community, and having conceptual skills and knowledge of the org and tasks at hand necessary to effectively support and assist followers. (Liden et al., 2008, as cited in Peterson et al., 2012, p. 569)

It is evident in organizational performance that high-level management or chief executive officer (CEO) servant leaders who help followers to make their own decisions will reciprocate servant behavior themselves by working hard to safeguard the success of the organization and the leader. However, it is possible that high-level management or CEOs whose goal is to make money may not feel the need to serve. In contrast, those leaders who aspire to build a strong organization versus simple profit naturally engage in servant leadership. Peterson et al. (2012) stated, “The strong significant relationship found in this study between CEO servant leadership and firm performance might be indicative of a business shift towards CSR that has increased the

relevancy of performance” (pp. 588-589). In addition, servant leadership could be potentially effective at enhancing performance by empowering workers through motivation to reach their full potential by feeling engaged in for a cause greater than themselves that benefits a wide range of stakeholders. Twenty-first-century scholars acknowledge that a servant leader moves beyond being transformational. It is the intent of transforming those who are served and becoming personally, professionally, and more autonomous that these leaders are more likely to become servants themselves (Black, 2010).

It should be noted that working from a need to serve does not imply an attitude of servility in the sense that the power lies in the hands of the followers or that the leaders have low “self-esteem.” Instead, servant leaders have a high need for power but differentiate themselves from other types of leaders by using that power in a more selfless or beneficial way. (Peterson et al., 2012, p. 586)

Through servant leadership, followers will respect and trust a leader because he or she is authentic, vulnerable, accepting, and present in the intentional effort of personal development.

Servant leadership is based on the principle of bringing out the best in followers. It is essential for a leader to engage in one-on-one communication to gain understanding of followers’ unique capabilities, desires, goals, and capacity to grow personally and professionally. With this knowledge, a servant leader can use power and inspire trust to assist in the development of unique characteristics and interests of followers, building confidence, feedback, and resources for growth.

Research suggests that leaders who possess various positive states or traits, goals, values, and character strengths can positively influence those of their followers. In fact, there is

ample empirical support for a positive relationship between servant leadership and followers' emulation of prosocial behaviors. (Liu et al., 2015, p. 30)

Followers, in general, want to preserve and augment their self-esteem at work; their self-esteem is a mixture of knowledge, experience, competence, and self-worth. Followers who are treated with respect, courtesy, and dignity receive higher evaluations and demonstrate higher interpersonal relationships within the workplace (Cropanzano et al., 2001, as cited in Liu et al., 2015).

Servant leadership offers great potential for individual and organizational performance by increasing employee satisfaction, commitment, and social responsibility (Dinh et al., 2014, as cited in Liu et al., 2015). "Our empirical study demonstrated that servant leadership is a universal (or etic) concept, but the structure of servant leadership is affected by the cultural or institutional context (emic)" (Liu et al., 2015, p. 40). That research confirmed potential positive effects of servant leadership on the attitudes and behaviors of followers.

Leader-Member Exchange (LMX) refers to the relationship that leaders develop with followers. Dansereau, Cashman, and Graen (1973) originally identified LMX as "vertical dyad linkage" but the concept was later named LMX. Graen and Uhl-Bien (1995) measured the extent of a developed trusting, autonomous, and mutually beneficial relationship (Barbuto & Hayden, 2011). Blanchard and Hodges (2003) suggested ways to differentiate a self-serving leader from a servant leader,

One of the quickest ways you can tell the difference between a servant leader and a self-serving leader is how they handle feedback, because one of the biggest fears that self-serving leaders have is to lose their position. If you give them feedback, how do they usually respond? Negatively. (Burch, Swails, & Mills, 2015, p. 400)

In general, research has shown that servant leaders view leadership as an act of service and embrace feedback as a way to provide better service by putting the interests of others before their own and respecting decisions of those who have been entrusted with responsibility. A leader should be willing to discuss vulnerabilities in terms of improving leadership that embraces task-relevant information for the sake of determining organizational effectiveness. Given that there is an overall disconnection between how leaders see themselves and how their followers see them, organizational paralysis can occur at various levels or stages in the organizational process (e.g., low morale, misunderstanding due to miscommunication, loss of work productivity). The breakdown of clear ideas and motives and failure to respond to interpersonal needs of followers will lead to inefficiency in any leadership effort (Burch et al., 2015). It has been found that servant leadership has a positive influence as it relates to the LMX and the overall performance of an organization. In a mutually inspired LMX relationship, there is an interpersonal investment by the leader with followers, transforming followers to become leaders themselves. A great leader is not measured by the number of followers but by how faithfully that leader serves others.

Transformational Leadership

Instructional leadership served many schools through the industrial age of education; however, many faculties “are still trying to apply industrial age solutions to twenty-first-century problems” (Senge, 2012, p. 37). New educational initiatives measure the collective capacity of all stakeholders (Fullan, 2010) in schools: relationships among administrators and teachers, among parents and school staff, and more important, among teachers and students. This new style of leadership, known as transformational leadership, is designed to emphasize meeting the

basic needs and desires of one's followers through inspiration and providing new solutions for a better workplace (Ghasabeh, Reaiche, & Soosay, 2015).

One of the most effective elements of effective school administrators is their leadership style. Administrators are expected to be aware of various educational differences, be free of prejudice, and have the ability to lead cultural change. "It is stated that transformational leadership is the most suitable leadership style that can adapt to this pace of change" (Celik & Eryilmaz, 2006, as cited in Okçu, 2014, p. 2163). The transformational management style is able to discern the best scenario in various situational conditions. Transformational leaders pay attention to the potential and capacity of others. Transformational leaders encourage interaction, cooperation, innovation, and reform; this leadership style promotes a higher level of morality and motivation (Mathew & Gupta, 2015). Today, high-performing organizations employ leaders who use their heads and hearts to be effective managers. A transformational leader is a leader who is a partner and coach with people, not a boss or critic of them.

Today, leaders are required to guide employees by motivating, listening, and creating significance in their vocation; therefore, dealing with emotions is critical to the success of a transformational leader. "Emotional intelligence [contains] five domains: knowing one's emotions, managing one's emotions, motivating oneself by marshaling emotions, recognizing emotions in others, and managing emotions in others as to handle relationships" (Goleman, 1995, as cited in Mathew & Gupta, 2015, p. 76). Leaders who manage themselves and associate with others nurture a work climate where employees are positive and are willing to do more. These leaders foresee major innovations and improvements of an organization with a level of trust, enthusiasm, and cooperation of employees through interpersonal relationships. Tharnpas and Boon-Sakun (2015) stated, "Transformational leadership consists of the 'Four I's': Identified

Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC)” (p. 108). Identified influence relates to a leader’s charisma or behavior in being a role model, inspirational motivation relates to the ability of a leader to energize and challenge employees, intellectual stimulation refers to a leader’s ability to stimulate innovation and creativity, and individualized consideration is a leader’s behavior to pay attention to individual employees’ growth and achievement. With the ability to create awareness and value in others as a way of enhancing self-recognition, promoting a behavior of high moral standards and values is considered important. Transformational leaders inspire, motivate, and focus on the human asset in providing new solutions to produce a better work environment.

Traditionally, transformational leaders recognize individual differences, showing concern for employees’ development; however, teamwork addresses behaviors that foster a collective capacity and team spirit to work toward a common goal. Cronin, Arthur, Hardy, and Callow (2015) stated, “Little is known about how transformational leaders can influence followers to sacrifice their personal interests for the good of the group” (p. 23). However, high expectations are to be demonstrated by leadership behaviors, such as being a role model with inspirational motivation. Transformational leaders, who affectively motivate employees with inspirational communication, cultivate an emotional tone and a homogenous reaction within teams in promoting proactivity (Chia-Huei & Zhen, 2015). Inspirational motivation involves a collective purpose, encouraging employees to adopt a shared vision, which traditionally brings individuals together so that they feel like a group, part of the greater good and ultimately influencing cohesion in the team. “The number-one factor on the list of 12 themes for successful companies is that the excellent ones make people part of a team . . . or a family” (Levering & Moskowitz, n.d., as cited in Sargent & Stupak, 1989, p. 31). Through involvement in teams, people begin to

feel that a purpose greater than themselves is served in achieving specific goals or tasks as they become engaged toward a collective capacity. “Being proactive at the team level is critical because it can help teams to operate effectively to master uncertainty and change” (Baer & Frese, 2003, as cited in Chia-Huei & Zhen, 2015, p. 137). Moreover, transformational leadership produces a form of self-sacrifice and citizenship behaviors that incorporate conscientiousness, courtesy, and civic virtue. With positive group effective tones as the energizing mechanism, increased cognitive behavior stimulates higher motivational effects and collective self-efficacy meeting organizational expectations. These examples set the tone for the ethics and vision displayed by leaders, which employees can follow.

A central tenet of leadership is managing organizational knowledge (Bryant, 2003). The transformational leader promotes self-confidence and self-awareness, motivation, and empathy toward faculty and staff as they become a subcomponent of emotional intelligence.

“Emotionally intelligent leaders use empathy to connect to the emotions of the people they lead” (Mathew & Gupta, 2015, p. 77). Leading by emotional intelligence promotes member self-efficacy as members feel understood and cared for by the organization. This is accomplished as leaders influence followers by transcending their own self-interest for the good of the team.

Positive group affective tone is critical for proactivity of higher task variety. “This is because higher team task variety indicates a demanding work situation that requires more cognitive and behavioral resources to approach desired proactive goals and changes” (Scheier, 1982, as cited in Chia-Heui & Zhen, 2015, p. 138). Transformational leadership demonstrates organizational citizenship that embodies social, outside, and inside sacrifice.

Transformational leadership has demonstrated a positive effect in energizing teams to be effective and proactive with highly affective tones. Chia-Huei and Zhen (2015) indicated that

proactivity is cultivated by positive affective tones of a transformational leader and is critical in making teams proactive. “Transformational leaders can shape positive group affective tone via bottom-up and top down processes” (Chia-Huei and Zhen, 2015, p. 138). In a bottom-up process, a transformational leader motivates and stimulates employee enthusiasm through inspirational talk versus a salient feature of attraction for top-down leadership of persons who have similar characteristics. With a series of confirmatory factor analysis, the five concepts of transformational leadership are: idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, and individual consideration. Research has suggested that the most affective component, inspirational communication (Barbuto, 2005), can establish and sustain proactivity when teams are assigned a high variety of tasks (Chia-Huei & Zhen, 2015).

It is generally accepted that emotionally intelligent leaders produce workers who are happier and more dedicated to the organization. Mathew and Gupta (2015) developed a framework around the relationship between transformational leadership and emotional intelligence. The main body of their research established that transformational leadership is smart, charismatic, and empathetic as these leaders drive with emotions of their followers. Mathew and Gupta (2015) stated, “When managed intelligently, leaders gain incredible value from emotions and develop real self-efficacy” (p. 77). As leaders inject enthusiasm and energy into an organization’s vision, emotional intelligence helps them to make better decisions with their followers.

Results of a study by Kovjanic, Schuh, and Jonas (2013) suggested that integrating transformational leadership and paying attention to the psychological needs of followers can improve work engagement, performance, and job satisfaction. It is suggested that emotional

intelligence and transformational leadership intersect at four points: adherence to professional behavior and standards, self-motivation, intellectual stimulation, and an individual focus on others. The transformational leader is one who “seeks to satisfy higher needs and engages the full potential of the follower” (Burns, 1978, as cited in Kovjanic et al., 2013, p. 544). Examining basic needs of followers for satisfaction within an organization is a crucial first step to influencing their motivation with positive opportunities for them to use their greatest skills, paying attention to their perspectives in the workplace, self-interests, and goals. Transformational leaders respond to the emotional intelligence of their followers, empowering them and aligning them to the vision of the organization.

Transformational leadership engages followers to embrace change and improvements in altered behavior. Transformational school leaders are in pursuit of three fundamental goals: first, to assist faculty and staff members to develop and maintain a professional and collaborative school culture; second, to foster faculty and staff development; and third, to develop collaborative problem-solving skills that are effective and efficient. Klinge (2015) conducted research involving a sixth learning component of a learning organization under the conceptual framework that adult development is fostered in mentor/mentee collaborative learning partnerships. Through this transformational process, the transfer of knowledge, skill, and experience must be delivered in a nonjudgmental manner. The most basic form of adult learning is attributed to the success of leadership development, career success, productivity, and personal growth. Incorporating scientific observations and learning theories, however, adult learners must develop an identity of life experiences, an orientation to learn, and motivation to learn. It is under these principles that Klinge (2015) cited Senge, writing in 1990: “Identified five disciplines in a learning organization: systems thinking, personal mastery, shared vision, team

learning, and mental models” (p. 161). Klinge (2015) also cited Buck, writing in 2004, “I recommend adding mentoring as a sixth learning organizational component, because mentoring relationships have the potential to play key roles in creating and sustaining a learning organization” (p. 161). The transfer of knowledge and trust must be developed through a collaborative learning environment.

Although a shared vision within the learning organization may appear to be a good place to work, it has its pitfalls. “Systems often take their shape from values, attitudes, and beliefs of the people in them” (Senge, 2012, p. 131). “Not all shared visions are equal” (Senge, 2012, p. 89). While a learning organization empowers people, systematic problem solving and experimenting require employee commitment. Individuals must take a personal interest in developing their own personal mastery, meaning that they must support their dreams and cultivate an awareness of others. In addition, they must have the ability to think critically, reflect, explore the questions and problems of their work experiences, and sustain development of transformational learning. The five principles of Senge’s (2012) learning organizations model identify how people must think and act; Klinge (2015), however, suggested that those are components of an ongoing mentoring relationship. “Aspirations do not come naturally” (Senge, 2012, p. 77); only through cultivation or mentoring of others will faculty succeed. As suggested by Senge (2012), a leader must first articulate a clear vision; second, the leader must focus on reality because, without it, “creative tension” (p. 78) exists. This is where realities collide in “where I want to be” and “where I am” (p. 78), which creates tension. Through awareness of one’s pathways, opportunities that may have been missed are identified and overcome. Personal mastery involves making a commitment to achieve one’s desired results. Learning is not

developed or shared until a mentor or mentee has shifted from a performance-based mentality to acting as a coordinating caregiver and serving as a resource person.

One way to enrich employee job satisfaction is for leaders to be sensitive and encourage self-development of individuals and their ideas. When employees are developed through competence, relatedness, and autonomy, work engagement is increased. Moreover, transformational leaders serve as organizational role models by setting their own goals and modeling persistence to attain them in creating new ideas and utilizing employees' demands within the decision-making process. Bayram and Dinç (2015), citing several authors, concluded,

Transformational leadership is the best way to identify interaction between employee and supervisor and it has a key role for being part of fostering and stimulating information exchange for creation of highly satisfied employees in an organization, which contributes to the accomplishment of the organization. (p. 273)

It is the responsibility of the leader to enhance group awareness and encourage and promote a positive effect to the organization for the good of employee job satisfaction. Bayram and Dinç (2015) focused on transformational leadership as the most effective and most suitable leadership style between employee and leader, and workplace conditions and the interconnected progress with management signified higher job satisfaction and resulting behaviors. For the first time, the charisma of the leader was recognized to move employees beyond their self-interests and individualism to organizational inspiration of finding new solutions for approaching old problems. Transformational leaders can encourage employees to fulfill their responsibilities and thereby increase organizational performance through increased interconnectedness and communication.

The basic tenet of transformational leadership is a homogenous respect for groups and employees as they are interconnected with their managers. To promote positive creative tension, a leader must try to make the vision clear. Creative tension brings perception to current reality that is clearer and brings the vision to a common ground that everyone can identify, trust, and respect (Senge, 2012). Quantitative studies have substantiated patterns of transformational leadership recognizing positive relationships between leader and employee attitudes, behaviors, and performance; however, the effect is influenced by two mechanisms: employee perceptions through relational identification with one's manager, and self-efficacy.

“Transformational leadership is enacted by the leaders but is generally evaluated by the perception of employees” (Ladegaard Bro et al., 2014, as cited in Ljungholm, 2014, p. 113). It is the perceived attractiveness of an organization's goal for a transformational leader to be effective in public or nonprofit organizations that have community or service-oriented missions. “We argue that employees who come to relationally identify with transformational leaders exhibit greater efficacy, thereby ameliorating their performance” (Walumbwa & Hartnell, 2011, p. 154). The relational identification of the manager's connection with the employee promotes a positive work climate and employee performance. Leadership-performance linkages through the mediating behaviors of a transformational leader allow the leader to get to know employees, thereby enabling a higher sense of motivation and performance.

As transformational behaviors advance, sharing the vision of organizational goals with employees generally triggers employees' higher order of needs. It is essential that an adequate level of action through technology promote efficiency and effectiveness. Using transformational leadership in organizational innovation involves intellectual stimulation of employees that foster behavior changes, trust, and positive self-efficacy through shared and inspiring vision. “Three

organizational properties that make a difference in student achievement: the academic emphasis of the school, the collective efficacy of the faculty, and the faculty's trust in parents and students" (Hoy et al., 2006, as cited in Lowrey, 2014, p. 37). Transformational leadership is a precursor of collective efficacy and is based on a positive relationship between collective effectiveness and student achievement. In addition, transformational leadership behaviors give followers a sense of purpose through collaboration based on respect for each other's diversities and tolerance in achieving a common goal.

The most basic form of adult learning is attributed to the success of leadership development, career success, productivity, and personal growth. Most notably, merging scientific observations and learning theories, adult learners must have developed an identity of life experiences, an orientation to learn, and a motivation to learn. Moreover, it is significant to mention that adult learners have the desire to understand and a willingness to seek knowledge; combining these attributes with motivation sets a healthy learning environment to acquire knowledge (Knowles et al., 2005, as cited in Karge, Phillips, Jesse, & McCabe, 2011, p. 53). Through relevant experiences, adult learners understand new knowledge. In addition, recent studies in neuroscience have demonstrated that a respected and valued adult learner is validated and motivated in the learning process when these attributes are achieved.

The traditional relationship between faculty and student must be altered for the success of the adult learner (Karge et al., 2011). Motivation outcomes are enhanced by intrinsic and extrinsic behaviors. An intrinsic learner is one who is motivated and engaged by the academic process itself, wanting to learn for the sake of learning. In contrast, extrinsic students are motivated and engaged on the basis of an award or to avoid punishment. This behavior is a transactional aspiration to achieve something based on something that is desired. Building an

organization with a sense of community creates an environment that engages the intrinsic learner and the extrinsic learner alike, producing an academically motivated adult learner (Karge et al., 2011). Once an adult learner is engaged, he or she is able to develop critical thinking skills, collaborate within a social support system for learning, and acquire the knowledge needed to be successful. One must use a style of leadership that enables faculty and staff to bring personal experiences to the practical knowledge being taught to meet the mission and vision of the organization.

Self-efficacy enables the capability to organize and execute a course of action to reach stated goals (Hochwarter, Kiewitz, Gundlach, & Stoner, 2004). A shared belief of capabilities to attain goals is termed collective efficacy; however, both concepts are focused on achieving goals (Lowrey, 2014). Through these concepts, leaders can influence achievement by faculty and staff. Collective efficacy can influence achievement positively or negatively and can even affect school culture. Researchers have reported that, when leaders plan organizational best practices, innovation inspiration and self-sufficiency increase (Amabile, 1988). Transformational leadership fosters capacity building while organizing heightened commitment to all stakeholders within the educational institution.

Transformational leaders are role models for their followers; employee engagement in work leads to greater motivation, job satisfaction, and job performance for employees. Objectives of transformational leadership research have been to study the psychological empowerment values in positive relationships between managerial practices and customer satisfaction as a mediating variable in the success of an organization. “Perception of positive customer satisfaction creates a sense of achievement in the frontline employees” (Jha, 2013, p. 108). Managerial best practices promote autonomy and freedom of empowerment among

employees. It is suggested that some of the most effective leaders that support transactional and transformational leadership styles generate a higher level of effort, commitment, performance, and satisfaction in those that they lead (Hauserman and Stick, 2013). This leadership style can be identified with an environmental phenomenon. Intrinsically, it is important for the leader to have the flexibility and capabilities that will influence employee behavior. However, it is equally important that the willingness of an employee to work with high motivation can be achieved only if the employee feels that basic living needs are met. Motivation can also be seen when the employee is fitted to the job or responsibilities to which he or she is assigned. One of the strongest motivators exercised by a leader is to offer positive feedback (Tucker & Russell, 2004) and show appreciation. To elevate an employee's morale, words such as "thank you" and "good job" create a culture of mutual respect.

The success of a transformational educational leader significantly influences faculty and staff behaviors and work habits. If faculty and staff are engaged and have the feeling of being involved, then performance will affect self-esteem. Research suggests that transformational leaders motivate and inspire employees through individualized support and develop a unique relationship between leader and followers (Barbuto, 2005). In addition, faculty and staff have found transformational educational leaders to be more self-confident, assertive, and goal-oriented because of their unique relationship. A positive relationship between managerial practices of transformational educational leaders and psychological empowerment of positive and confident perceptions of employees is a viable mediating variable.

The significance of positive managerial practices, employee self-efficacy, and customer satisfaction has demonstrated direct psychological empowerment. Research has shown a positive relational perception of customer satisfaction based on the self-efficacy of employees

and the positive managerial style of transformational leaders. “Self-efficacy is the enduring belief in oneself about the ability to effectively complete the task” (Bandura, 1977, as cited in Jha, 2013, p. 108). Self-belief increases positive employee performance; self-efficacy must also increase. Through knowledge, employees build confidence that they have the required skills to make a difference and perform the task required; therefore, it is posited that positive relationships through healthy managerial behaviors build self-efficacy and psychological empowerment.

In any organization, employees are the prime asset of the organization. It is important to build a highly knowledgeable and self-confident team. It is critical to an organization’s survival and competitiveness that employee creativity is part of the climate and culture of the organization (Gong, Huang, & Farh, 2009). Therefore, it is suggested that, when a supervisor propagates a transformational leadership style, positive organizational culture flourishes. It is the duty of a transformational leader to influence followers by providing support in broadening their goals and increasing their intrinsic self-efficacy. Creative self-efficacy is the belief that personal knowledge and skills can produce creative outcomes (Gong et al., 2009). Individual creative self-efficacy is based on knowledge and skills that enable creativity. Self-efficacy nourishes intrinsic motivation and self-confidence. Transformational leadership guides employees in raising the self-worth of each individual in the organization with a better understanding of the organization’s goals and vision.

Transformational leadership and employee learning orientations predicate employee creativity because they are related and intended to improve an individual’s competence, learning, and creative role identity. Self-efficacy is the psychological mechanism behind creativity (Gong et al., 2009), promoting three individual behaviors. First, it is found to be a vital driver of

performance in a task-oriented environment; second, studies have reported a positive relationship between creativity and self-efficacy; and third, individual creativity is higher under the transformational leadership style (Gong et al., 2009). Gong et al. (2009) concluded that several managerial behaviors produce favorable conditions for development of creative self-efficacy, which is important for all organizations (Jha, 2013). Most important, managers should be role models for employees, take an active role in creative and relevant skills, and offer support to reduce or eliminate fear of uncertainty in creative endeavors.

Public organizations must incorporate and transfer value to an individual's identity with a sense of community for each employee to feel part of a collective work. Unless teams can learn, the organization cannot learn (Senge, 1990, p.11). It is the aim of the organization to foster culture and affinity between leaders and employees. In leadership development, various levels of leadership may not transcend as status. Status is often an occasion for leadership to substantiate prevalent vision and goals of the company; therefore, fostered leadership inspires by both words and deeds to stimulate employees' intrinsic and extrinsic abilities. Transformational leadership identifies the significance of collective capacity to promote assessment of group achievements and collaborative efficacy.

In summary, transformational leadership is based on the collective capacity of shareholders to engage in a whole system reform of the educational system. Relationship initiatives are needed in decision makers that involve board members and administrators, administrators and teachers, parents, faculty and staff. "Transformational Leadership is a type of leadership that focuses on innovation, change, and reform" (Okçu, 2014, p. 2164). To meet the demand for change and reform, leaders must meet their followers where they are. The leader who applies the transformational leadership style can discern best case scenarios within

individual situations and lead with both head and heart. As a leader leads with emotion, a follower feels cared for and understood, which improves job motivation, job performance, and job satisfaction.

Summary of the Literature Review

Implicit leadership philosophies are generally built on experiences that shape leaders (Liu et al., 2015). Through these experiences, the leader and subordinates develop a synergistic relationship. The relationship of a leader and subordinates often determines self-efficacy, self-esteem, and acceptance in one's career. Although no single leadership style has been identified as the preferred leadership style, leaders agree that they wish to have participatory control.

An ethical style of leadership is considered a radical shift (Ghasabeh et al., 2015) in leadership that promotes organizational affinity. Under the umbrella of ethical leadership, transformational and servant leadership are demonstrated through respect and commitment to employees first, with a higher level of morality, thereby offering the greatest return on job performance. The collective capacity of followers can sustain, energize, and guide them in discerning school problems. More important, both leadership styles promote partnerships or coaching methods that offer greater dignity for employees. This value-based leadership approach delivers leadership decisions that are based on fair and balanced decision-making procedures.

In conclusion, having a leader inject charismatic enthusiasm in an organization's mission and vision, with a focus on others, offers a potential positive effect that inspires job performance. Through acceptance of a follower on the team (Lewis, 2011), a social context of self-sacrifice and cognitive behavior of collective self-efficacy fosters organizational expectations. It is through ethical leadership styles that the transfer of skills, knowledge, and experience attribute to

the success of a leader. Building an organization with a sense of community engages both motivated intrinsic and extrinsic adult learners. Engaged adult learners with a sense of community and engaged social support system make successful leaders.

CHAPTER 3: METHODOLOGY

For this study, quantitative data on faculty perceptions of servant leadership and transformational leadership of their manager were collected via the Influence of Leadership Questionnaire (ILQ). Encompassed within the ILQ were (a) a servant leadership questionnaire (SL-7), a multilevel assessment involving several leadership characteristics; (b) the MLQ-5X, which measures a broad range of leadership styles; and (c) a job satisfaction question with a ranking of 1 to 10 used to measure overall job satisfaction of each faculty member who participated in the study. The USS provided archival data to assess student perceptions of faculty performance. The quantitative data analysis involved a convergent mixed-methods design to examine the influence of two leadership styles on faculty job satisfaction and performance in higher education (Table 1) and the use of descriptive statistics and correlational coefficients. Answers to open-ended questions on the student archival course evaluations provided qualitative data to analyze student perceptions of faculty performance.

Setting and Participants

The study was conducted at a suburban university in California, recognized by *U.S. News & World Report* as one of the Best Regional Universities in 2015 and ranked as *Money's* Best Colleges in 2015 in terms of delivering the best education value at an affordable price. The university hosts five accredited schools of personal educational interest, with an approximate student population of 5,000 and full-time faculty of about 125. The 61 faculty members who participated included 22 males, 36 females, and 3 whose gender was not identified. Faculty ranks included Assistant Professor, Associate Professor, Professor, and other (Table 2). Almost 50% of the student population is Caucasian, followed by a large percentage of Hispanic students

Table 1

Survey Research Design

Quantitative data	Qualitative data	Results
Faculty perceptions of servant leadership (Research Question 1)		Servant leadership Transformational leadership
Faculty perceptions of transformational leadership (Research Question 2)		
Faculty perceptions of job satisfaction (Research Question 3)		Job Satisfaction
Relationship of leadership styles and job satisfaction (Research Question 4)		
Students' perception of job performance (Research Question 5)	Students' perceptions of job performance (Research Question 5)	

Table 2

Demographics of Participants by Gender and Rank

Rank	<i>n</i>	Male	Female	Unidentified
Assistant Professor	21	7	14	0
Associate Professor	17	4	12	1
Professor	19	10	8	1
Other	4	1	2	1

and by Asian American, African American, and international students. Less than 1% of the students are American Indians or Native Hawaiian/Pacific Islanders.

Instrumentation and Measures

A single instrument, the Influence of Leadership Questionnaire (ILQ), was created to measure the influence of leadership styles and job satisfaction against the job performance criterion variable (Appendix A). The ILQ consists of (a) seven statement items from the SL-7, (b) 20 statement items from the MLQ-5X, and (c) an overall job satisfaction rating survey with a ranking of 1-10. The approved instrument to measure job performance within the university was the USS.

Results across three independent studies with six samples showed correlations between the SL-7 and SL-28 scales ranging from .78 to .97, internal consistency reliabilities over .80 in all samples, and significant criterion-related validities for the SL-7 that parallel those found with the SL-28 (Liden et al., 2015, p. 254).

Avolio and Bass (2004) obtained correlations between the MLQ scales and cognitive-personality traits such as conscientiousness, higher moral reasoning, self-efficacy, and self-confidence, which are precursors to idealized influence. MLQ scores include persistence, determination proactivity, honesty, integrity, creditability, and others. One must distinguish between personalized and socialized charisma in transformational leadership (Avolio & Bass, 2004).

Face validity was established and regarded as the contextual significance of the USS of various items that have been measured by the Office of Educational Effectiveness and Research. Therefore, the survey was considered to be a direct reflection of faculty job performance by the faculty member's respective manager.

Influence of Leadership Questionnaire (ILQ)

The following demographic information was collected in the ILQ: (a) faculty name, (b) gender, and (c) school (Arts & Sciences, Business, Christ College, Education, Professional Studies).

The ILQ integrates statement items from the SL-7, MLQ 5X, Job Satisfaction Survey, and the USS and faculty demographics. By utilizing the SL-7 and MLQ 5X, the ILQ measures each construct—servant leadership and transformational leadership—examined in the study. Both component instruments have established construct validity as determined by experts and multiple validation studies. The overall job satisfaction statement was determined by experts to appear to measure what it claimed to measure, thus establishing face validity for that statement item. In effect, the ILQ answers the question: “To what extent does this survey reflect the constructs it is intended to measure?” (Gay, Mills, & Airasian, 2012, p. 161).

Servant Leadership Survey (SL-7)

The SL-7 captures leadership behaviors of those who promote emotional support, create value in the community, capture a leader’s competency in conceptual skills, empower others, support others to grow personally and professionally, put the needs of others above their own needs, and behave ethically with integrity (Liden et al., 2015). The SL-7 uses a Likert-type response scale (1 = *Strongly Disagree* to 7 = *Strongly Agree*). The survey includes such items as (a) My manager can tell if something work related is going wrong, (b) My manager gives me the responsibility to make important decisions about my job, and (c) My manager makes my career development a priority. “Two undergraduate samples, a graduate sample, and three organizational samples from the U.S., China, and Singapore provide strong evidence for the validity of the SL-7” (Liden et al., 2015, p. 266).

Across these samples, the correlation between the SL-7 and SL-28 averaged .90, reliabilities for the SL-7 remained above .80 in all samples, and criterion-related validities (tested only in the organizational samples) for the SL-7 were high and very similar to those produced by the SL-28. In sum, the SL-7 has much to offer to future researchers interested in measuring global servant leadership. (Liden et al., 2015, p. 267)

Transformational Leadership Survey (MLQ-5X)

The MLQ measures transformational leadership using scales on Idealized Attributes (IA), Idealized Behaviors (IB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). The MLQ also evaluates the perceptions of leadership behaviors that characterize circumvention of accountability and actions (Avolio & Bass, 2004).

Transformational leadership questions from the MLQ were integrated into a single survey to gather data on faculty perceptions of the transformational leadership style used by the respondent's manager. The MLQ uses a 5-point Like-type response scale (4 = *Frequently, if not always*, 3 = *Fairly often*, 2 = *Sometimes*, 1 = *Once in a while*, and 0 = *Not at all* (Bass, Cascio, & O'Connor, 1974).

Reliability of the MLQ5X instrument is based on U.S. data of a normative data set among various factor scores. Correlational matrices confirmed that transformational leadership scales were highly positively correlated with all rated criterion variables. Followers rated reliability in Extra Effort (.83), Effectiveness (.82), and Satisfaction (.79).

Job Satisfaction Rating Scale

To measure job satisfaction, a 1-10 scale was used to answer the following question: "Overall, how satisfied are you with your vocation as a faculty member at the university?" The scale of 1-10 was chosen because the greater the range of scores, the higher the reliability.

Experts reviewed the question and concluded that the item appeared to measure overall job satisfaction of a faculty member. Ranking choices ranged from 1 (*Not Satisfied*) to 10 (*Extremely Satisfied*).

University Student Survey (USS)

Faculty job performance is measured by responses to a series of quantitative and qualitative questions identified by the university to determine the job performance of a faculty member. Students access this generic survey, used for all courses at the university, on BlackBoard Learn. These course evaluations allow students to provide anonymous responses, not seen by the instructor. A 5-point Likert-type scale is used to represent the perceptions and opinions of the students: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral/Undecided*, 2 = *Disagree*, 1 = *Strongly Disagree*, 0 = *Not Applicable, does not relate to the course, or no opinion*. Example items from the student survey include (a) My instructor spoke clearly and was easy to understand, and (b) My instructor communicated clearly via online correspondence. An example qualitative open-ended question on faculty performance is “If you would like to make additional comments about the course or instruction, use the box below. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?”

Face Validity of the Instrument

Assessments are transparent and formalized instruments that can measure performance over time (Turner, Randall, & Mohammed, 2010). In measuring faculty job performance, the USS was used to address Research Questions 4 and 5. However, not all questions from the survey were used in measuring job performance; therefore, face validity of the instrument determined which questions pertained to this research. To enhance face validity of the

instrument, the researcher engaged three members of the dissertation committee and the Director of Institutional Research and Assessment to determine which questions on the USS measured job performance of faculty in higher education.

Plan to Protect Confidentiality of Participants

The plan to protect the confidentiality of participants, signed letters of consent, and data collection methods were described and implemented upon approval by the university's Institutional Review Board (IRB) and the Office of Institutional Research and Assessment. "A central feature of social science research ethics is the principle that participants should be fully informed about a research project before they assent to taking part" (Oliver, 2004, p. 28). A central tenet of ethical research is to protect all participants from harm through anonymity and confidentiality (Creswell, 2013). Within the letter of consent email, the option of withdrawing from the research at any time was clearly stated. In addition, the purpose of the study, data collection methods, reporting final results, and opportunities for participant feedback were explained. A third-party online resource that serves international, corporate, and research committees (Mind Garden, 2004) was used to protect the confidentiality and anonymity of all participants. All documents related to identification of participants were destroyed 3 years after the conclusion of the study, in compliance with federal guidelines.

The following plan was designed to protect the confidentiality of the participants.

1. The ILQ survey was administered by Mind Garden, a third-party online survey platform that uses a "no log-in link" to access the ILQ to ensure confidentiality of each participant.

2. Upon conclusion of the survey deadline, Mind Garden forwarded results of the ILQ to the researcher via a secure website with a username login and password identified only by the researcher.

3. Archival data from USS for Fall 2017 were provided to the researcher by the Office of Educational Effectiveness and Research at the university. All employment identification (e.g., E numbers) of the participants was removed by that office prior to the researcher receiving the survey results.

4. On the ILQ, each participant was asked to provide information on gender, rank, and identification of a course taught in Fall 2017 to link ILQ data with data from the respective course from the USS. Participants were requested, but not required, to provide this information, as explained in the ILQ.

5. All USS data not pertaining to the scope of this study were deleted by the Office of Educational Effectiveness and Research.

6. The researcher organized and linked data from the ILQ and USS to conduct the analyses to address the research questions.

7. A master code was used to link the datasets, and all participant identification data were deleted from the datasets.

8. Only the researcher had access to the two datasets until completion of Steps 5 through 7 by the researcher.

9. All datasets were password protected on a computer by the researcher and stored daily in a secure cabinet.

10. Participation in the study was voluntary, and participants could stop taking the ILQ at any time.

11. Only group data were used when reporting the findings of this study.

Plan for Data Collection

An application for expedited review was completed and submitted by the researcher to the researcher's dissertation committee, the university's IRB, and the university's Office of Educational Effectiveness and Research. Confidentiality and informed consent letters were approved by the IRB and Office of the University Provost granting permission to gather the University Student Survey archival evaluations from Fall 2017. The researcher obtained permission to use the SL-7, the MLQ-5X Short Form, and student evaluations of faculty. Principles established in federal regulations (Code of Federal Regulations, Title 45, Part 46) and professional ethics were followed. Appendix B contains the researcher's National Institutes of Health (NIH) Protecting Human Research Participants Certificate. Upon approval from the dissertation committee, university IRB, Office of the University Provost, and the authors of the instruments, data collection methods described herein were implemented.

The data collection plan involved the following steps:

Sample questions measuring servant leadership (SL-7) and transformational leadership (MLQ-5X) were integrated into a single "no login survey link" administered by Mind Garden, an online service, for easy management of data collection and accessibility by respondents. The first step in developing a single-source survey involved authorization for use of reliable and valid instruments. The researcher gained permission to use the SL-7 from Dr. Robert Liden (Appendix C). Seven items were included to measure faculty perceptions of a servant leader regarding the respondent's manager.

The researcher gained permission to use the transformational leadership questions from the MLQ-5X Short Form from Mind Garden's website (Appendix D). This included forwarding

permission to use other researchers' work and the integration of the SL-7 and MLQ-5X into a single survey. The MLQ-5X Short Form was customized to focus on faculty members' perceptions of the transformational leadership style of their manager. The researcher added a statement item with a scale of 1 to 10 for the respondent to indicate the level of job satisfaction with his or her vocation within the university (Appendix E).

Approval was obtained from the Office of the University Provost Office to use archival data from the student evaluations on faculty job performance (Appendix G).

An email was sent to all full-time faculty members in the schools of Arts & Sciences, Business, Christ College, Education, and Professional Studies at the university to request their participation. The online resource was used to inform potential participants of the researcher's intent and to administer the survey. The first email was an informed consent form that explained (a) the purpose of the study, procedures, and data collection strategies; (b) benefits of participating in the study; (c) procedures to ensure confidentiality; (d) the voluntary nature of the study, including the option to withdraw at any time; and (e) the link to the ILQ. A second email, with similar explanation of the study and its purpose and procedures, was sent approximately eight days later to increase the response rate.

Plan for Data Analysis

This research study utilized data from the ILQ and University Student Survey to conduct the analysis. SPSS, Microsoft Excel, and axial coding methods were utilized to analyze quantitative data and qualitative data, respectively.

Influence of Leadership Questionnaire (ILQ)

The ILQ provided quantitative data on servant leadership, transformational leadership, job satisfaction, and demographic data of the faculty participants (name, gender, and rank or

status, the course taught in fall 2017, days on which the course was taught, and time of day when the class was taught). Depending on the variable, descriptive statistics or frequencies and percentages were employed to summarize the results to address the first four research questions.

1. To what extent do faculty members perceive their manager as a servant leader?
2. To what extent do faculty members perceive their manager as a transformational leader?
3. To what extent are faculty members satisfied with their jobs?

For Research Question 4, “What is the relationship between leadership styles and job satisfaction,” Pearson r correlations were calculated to examine relationships between servant and transformational leadership styles and faculty job satisfaction. Correlations of .70 or above or absolute value were considered strong correlations and those between .30 and .70 absolute values were considered moderate correlations. An alpha level of $p < .05$ was considered significant.

University Student Survey (USS)

Quantitative data and qualitative data from the USS were combined to address Research Question 5, “How effective do students perceive faculty performance?” A Likert-type scale offered six response choices (1 = *Strongly Agree*, 2 = *Agree*, 3 = *Neutral/Undecided*, 4 = *Disagree*, 5 = *Strongly Disagree*, 6 = *Not Applicable*). Using frequency tables, partitions were used to set up intervals of how many data values were in each category. Axial coding procedures were used to organize, manage, and analyze qualitative data from the USS. Disaggregation of core themes, count of word frequency, and coding results into matrices were used to compare responses to the open-ended questions. Axial coding was used to organize, manage, and analyze qualitative data from the USS by cross-tabulating text and word frequency and automatically

coding results into matrices to compare responses using text to identify patterns and themes of responses to the open-ended questions.

CHAPTER 4: FINDINGS AND DISCUSSION

Challenges in diverse audiences demand a change of leadership that will meet the needs and interests of employees to stimulate work performance. Servant leadership and transformational leadership are leadership styles that are thought to be associated with increasing job satisfaction and job performance among subordinates. As suggested by researchers Greenleaf (1977) in work on servant leadership and Downton (1973) in work on transformational leadership, a state of well-being exhibited by leaders will foster trust, respect, motivation, and faculty satisfaction. Through participatory leadership, employee performance directly influences motivation (Thahier et al., 2014).

The purpose of this study was to investigate the influence of servant leadership and transformational leadership styles on faculty job satisfaction and performance in higher education at a private southern California Christian university. A key definition was used in this research for measuring job performance. A *manager* is the person to whom one reports directly and who rates one's performance (Liden et al., 2015); in higher education, this includes administrators and deans of departments. This research was designed to address the following research questions:

1. To what extent do faculty members perceive their manager as a servant leader?
2. To what extent do faculty members perceive their manager as a transformational leader?
3. To what extent are faculty members satisfied with their jobs?
4. What is the relationship between leadership styles and job satisfaction?
5. How do students perceive faculty performance?

Descriptive Statistics for Variables

Data were collected via the ILQ, designed by the researcher based on third-party international online resource, Mindgarden.com. Data from the ILQ was used to analyze servant leadership, transformational leadership, and job satisfaction in terms of demographic characteristics.

The ILQ was developed from the SL-7, using at least one question related to each of the seven multidimensional characteristics that were individually assessed by the original SL-28 scale designed by Liden and colleagues. The MLQ, designed by Avolio and Bass (2004), assessed transformational leadership, and a single question assessed job satisfaction in faculty in higher education. Data were collected from January 22 to February 2, 2018. Archival data from the university course evaluations from Fall 2017 were used to measure job performance.

Servant Leadership

Data regarding the properties of faculty members' perceptions of servant leadership as demonstrated by their leaders were gathered via the ILQ survey, which included the multidimensional construct scale of the SL-7 (Liden et al, 2015): (a) *Emotional healing* investigates the degree to which a manager cares about the personal problems and well-being of faculty; (b) *creates value within a community* investigates the degree to which a manager is involved in the community and the ability of the manager to encourage faculty involvement in the community; (c) *conceptual skills* investigates the degree to which a manager's competency in achieving the organization's goals align with his or her ability to solve work issues; (d) *empowering* investigates the degree to which a manager entrusts faculty with autonomy, decision making, and responsibility; (e) *helping faculty grow and succeed* investigates the degree to which a manager helps faculty to reach full potential to be successful in higher education; (f)

putting faculty first investigates the degree to which a manager puts faculty first, prior to himself or herself; and (g) *ethical behaviors* investigate the degree to which a manager leads honestly and in a trustworthy manner, emulating how an ethical leader should lead.

Results of the ILQ indicated that, over all, faculty in this small urban Christian university overall slightly agreed that their managers exhibited attributes of servant leadership ($\bar{X} = 5.26$, $SD = 0.25$; Figure 3).

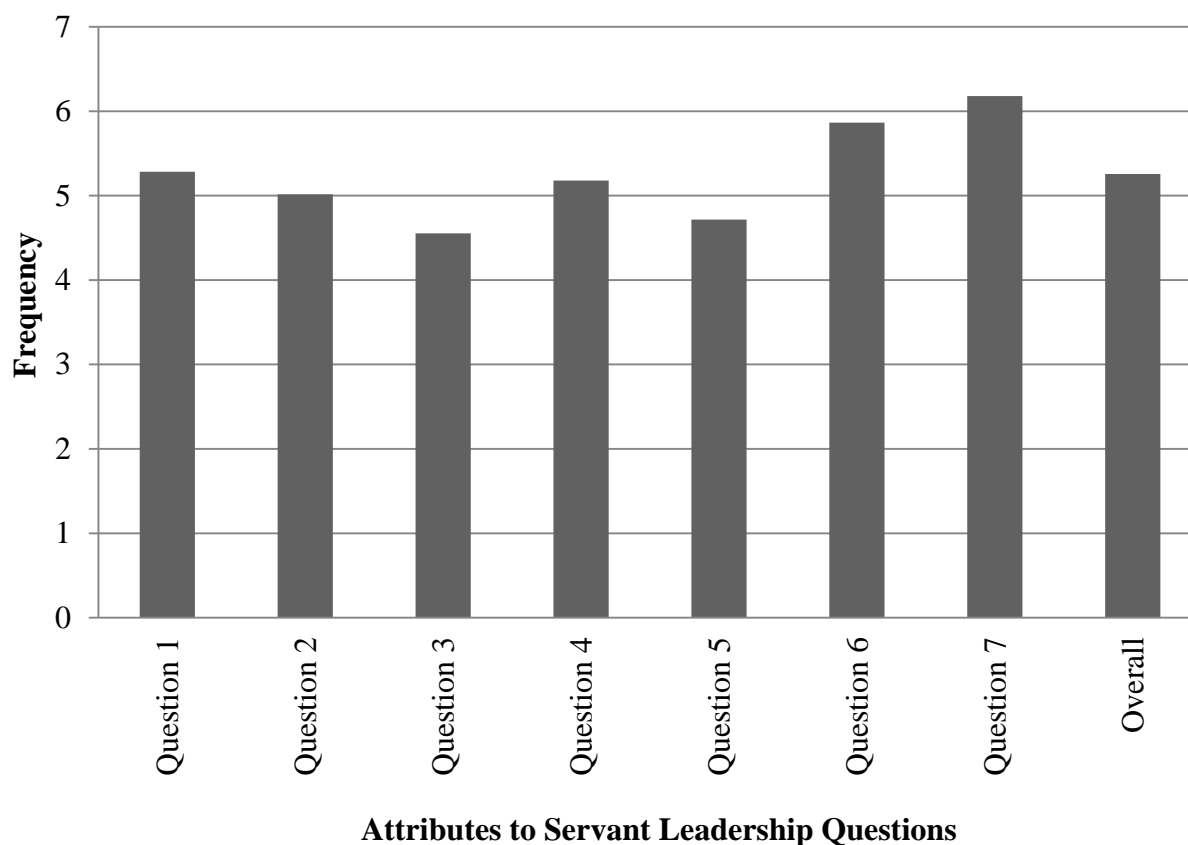


Figure 3. Mean scores for servant leadership attributes. 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Slightly Disagree*, 4 = *Neutral*, 5 = *Slightly Agree*, 6 = *Agree*, 7 = *Strongly Agree*.

The data from the ILQ, which measured servant leadership qualities, are analyzed and ranked below from highest frequency to lowest frequency:

Question 7, “My manager would not compromise ethical principles in order to achieve success,” ranked highest among the attributes of servant leadership by the participants ($\bar{X} = 6.18$, $SD = 1.60$), indicating that faculty *agreed* that their manager would not compromise his or her ethical principles to achieve success.

Question 6, “My manager gives me the freedom to handle difficult situations in the way that I feel is best,” ranked second among the attributes of servant leadership by the participants ($\bar{X} = 5.87$, $SD = 1.24$) indicating that faculty *slightly agreed* that their manager gives them freedom in handling difficult situations in a way that the manager feels is best.

Question 1, “My manager can tell if something work related is going wrong,” ranked third among the attributes of servant leadership by the participants ($\bar{X} = 5.28$, $SD = 1.58$), indicating that faculty *slightly agreed* that their manager could tell if something work related was going wrong.

Question 4, “My manager emphasizes the importance of giving back to the community,” ranked fourth among the attributes of servant leadership by the participants ($\bar{X} = 5.18$, $SD = 1.59$), indicating that faculty *slightly agreed* that their manager emphasizes the importance of giving back to the community.

Question 2, “My manager makes my career development a priority,” ranked fifth among the attributes of servant leadership by the participants ($\bar{X} = 5.01$, $SD = 1.89$), indicating that faculty *slightly agreed* that their manager makes career development a priority in a faculty member’s life.

Question 5, “My manager puts my best interests ahead of his or her own,” ranked sixth among the attributes of servant leadership by the participants ($\bar{X} = 4.72$, $SD = 1.86$), indicating that faculty *slightly agreed* that their manager puts the interest of others ahead of his or her own.

Question 3, “I would seek help from my manager if I had a personal problem,” ranked lowest among the attributes of servant leadership by the participants ($\bar{X} = 4.55$, $SD = 1.99$), indicating that faculty *slightly agreed* that they would seek help from the manager for a personal problem.

Transformational Leadership

Data regarding faculty perceptions of the properties of transformational leadership as demonstrated by their leaders were gathered via the ILQ survey, which included the MLQ-5X designed by Avolio and Bass (2004). The MLQ-5X assesses the five I’s of transformational leadership.

Idealized Influence Behaviors (IIB) represents the degree to which a manager demonstrates values and beliefs, a strong sense of purpose, and consequences of moral and ethical decisions, with a strong sense of a collective mission.

Idealized Influence Attributes (IIA) represents the degree to which a manager instills pride in being associated with the manager, the ability to make a decision for the good of the group instead for the manager’s sake, self-respect, and the ability to demonstrate power and confidence in the faculty.

Inspirational Motivation (IM) represents the degree to which a manager performs in a way that fosters team spirit, enthusiasm, and optimism about the future while providing meaningful opportunities and challenges within the scope of the work. A transformational leader will motivate a faculty member to envision his or her future in the organization optimistically.

Individualized Consideration (IC) represents the degree to which a manager pays attention to the needs of faculty members regarding their achievements or professional growth opportunities by providing mentorship, teaching, or coaching for achieving higher levels of aspirations. It is important for the manager to create a culture and recognize individuality in terms of the needs, strengths, and desires of the organization in a group setting.

Intellectual Stimulation (IS) represents the degree to which a manager stimulates faculty to be innovative and creative through challenging processes (Kouzes & Posner, 2012) by questioning assumptions and reframing problems in an effort to develop new approaches. The manager must create a safe environment by not criticizing or reprimanding faculty in a public setting. Moreover, when seeking a different perspective for solving problems, the manager must seek a collective spirit from faculty.

Results on the ILQ measuring transformational leadership at this small urban Christian university indicated that faculty overall perceived that their managers *fairly often* demonstrated transformational leadership qualities ($\bar{X} = 2.91$, $SD = 0.89$; Figure 4).

The data from the ILQ, which measured transformational leadership qualities, were analyzed and ranked from highest frequency to lowest frequency as follows.

IIB (questions 9, 14, 19, 26) was ranked highest by the participants ($\bar{X} = 3.25$, $SD = 0.82$), indicating that faculty *fairly often* saw their manager acting with integrity.

IIA (questions 12, 16, 18, 20) was ranked second by the participants ($\bar{X} = 3.01$, $SD = 1.00$), indicating that faculty *fairly often* saw their manager demonstrate power and confidence in the faculty while making decisions that were good for the group instead of himself or herself while fostering trust in his or her leadership.

IM (questions 11, 13, 21, 27) was ranked third by the participants ($\bar{X} = 2.84$, $SD = 0.97$), indicating that faculty *fairly often* saw their manager motivate them in an optimistic way.

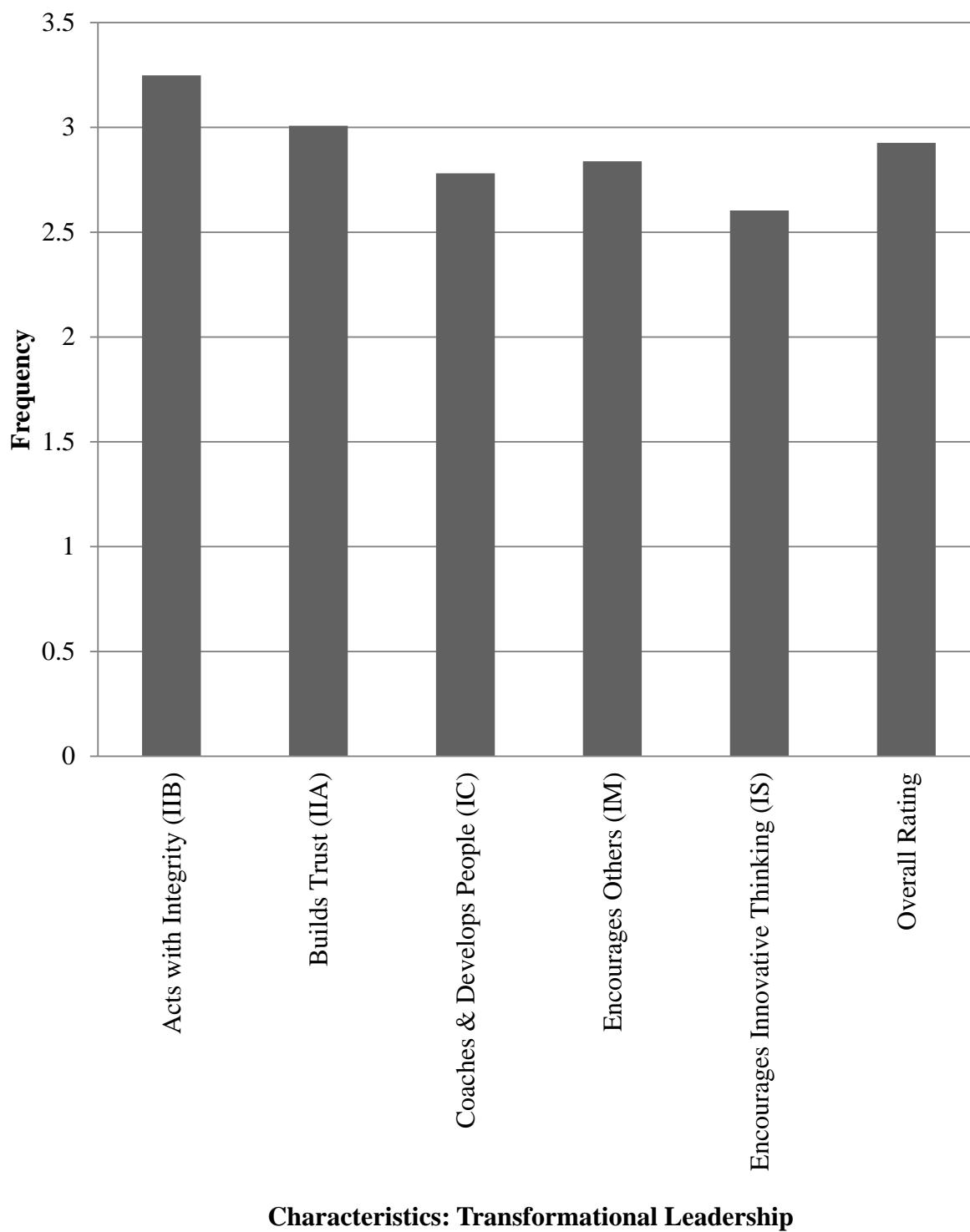


Figure 4. Mean characteristic scores for transformational leadership. Blank = *Unsure*, 0 = *Not at All*, 1 = *Once in a While*, 2 = *Sometimes*, 3 = *Fairly Often*, 4 = *Frequently, If Not Always*.

IC (questions 15, 17, 22, 24) was ranked fourth by the participants ($\bar{X} = 2.78$, $SD = 0.99$), indicating that faculty *sometimes to fairly often* saw their manager speak with motivational expressions.

IS (questions 2, 10, 23, 25) was ranked lowest by the participants ($\bar{X} = 2.61$, $SD = 1.03$), indicating that faculty *sometimes to fairly often* saw their manager inspire faculty in innovative thinking.

Job Satisfaction

Faculty members' perceptions of job satisfaction were measured by asking a single question: "Overall, how satisfied are you with your position as a university faculty member?" Ranking choices ranged from *Not Satisfied* (1) to *Extremely Satisfied* (10). Figure 5 displays the results.

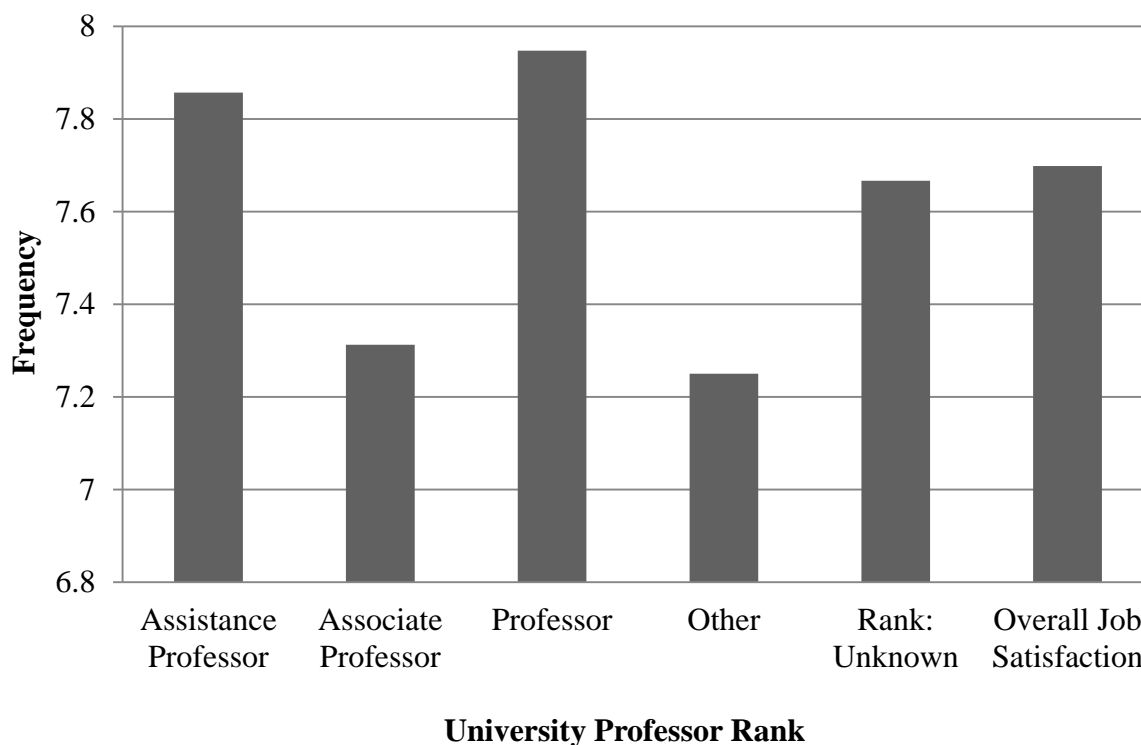


Figure 5. Mean scores for job satisfaction.

The data from the ILQ, which measured job satisfaction, were analyzed and ranked by frequency. Overall, the analysis indicated that most faculty members were satisfied with their position at the university ($\bar{X} = 7.70, SD = 1.66$). Those holding the rank of Professor indicated the highest level of job satisfaction ($\bar{X} = 7.95, SD = 1.31$), followed by Assistant Professor ($\bar{X} = 7.86, SD = 1.59$), unknown rank ($\bar{X} = 7.67, SD = 0.58$), Associate Professor ($\bar{X} = 7.31, SD = 2.02$), and Other ($\bar{X} = 7.25, SD = 2.75$).

Relationship of Leadership Styles and Job Satisfaction

A Pearson's r correlational coefficient was calculated to measure the relationship between faculty nominal scores on the job satisfaction survey and their scaled scores regarding servant leadership. A moderate positive correlation was found, $r(61) = .453, p < .05$, indicating a significant relationship between the two variables (Table 3). Approximately 21% of the variance in job satisfaction was accounted for by variance in servant leadership scores. Faculty were likely to have similar characteristics regarding job satisfaction and servant leadership.

A Pearson's r correlation coefficient was calculated to measure the relationship between faculty nominal scores on the job satisfaction survey and their scaled scores regarding transformational leadership. A moderate positive correlation was found, $r(61) = .533, p < .05$, indicating a significant relationship between the two variables (Table 3). Approximately 28% of the variance in job satisfaction was accounted for by the variance in transformational leadership scores. Faculty were likely to have similar characteristics regarding job satisfaction and transformational leadership.

Job Performance

Data regarding perceived faculty performance were collected via the USS, which measures the perceptions of students regarding faculty performance. The survey includes 17

Table 3

Pearson's r Correlations of Leadership Styles and Job Satisfaction

	Measure	Servant Leadership	Transformational Leadership
Transformational Leadership	Pearson <i>r</i>	.871**	
	Sig. (2-tailed)		
	SS & CP	67.273	
	Covariance	1.035	
	<i>N</i>	66	
Job Satisfaction	Pearson <i>r</i>	.453**	.533*
	Sig. (2-tailed)	.000	.000
	SS & CP	61.741	50.575
	Covariance	0.996	0.816
	<i>N</i>	63	63

Note. SS & CP = Sum of Squares and cross-products.

** $p < .01$ (2-tailed). * $p < .05$ (2-tailed).

quantitative questions (Table 4) and opportunity for qualitative responses that ask students to assess faculty job performance.

Although 48.8% of the faculty responded to the ILQ, only 21% of those faculties completed the survey for the researcher to measure student perceptions of faculty job performance. Table 5 lists participants by gender and rank of job performance as perceived by their respective students.

Seventeen Likert-type response items from the USS were used to measure student perceptions of faculty job performance, with response choices ranging from *Not Applicable* (0)

Table 4

Items on the University Student Survey Measuring Faculty Job Performance

Question	Online survey	Face-to-face
1	Spoke clearly and was easy to understand	Presented topics clearly and understandably
2	Is someone I would recommend to others	
3	Showed respect for the students	Treated students fairly and with respect
4	Showed concern for the students	
5	Provided extra assistance	Was appropriately available for help outside of class
6	Showed enthusiasm and interest	Showed enthusiasm for the subject area
7	Was willing to listen to students' views and needs	
8	Provided quality feedback on assignments and exams	Provided useful and timely feedback on assignments and exams
9	Communicated clearly via online correspondence	
10	Replied in a timely manner to online requests	Responded to questions in a timely manner
11	Explained course requirements and expectations	Communicated assignments and expectations clearly
12	Demonstrated expertise for the subject and content	Demonstrated expertise in the subject area
13	Used class time effectively	Managed class time effectively
14	Prepared for class and was organized	
15	Provided meaningful activities	Included meaningful assignments
16	Organized the course to maximize learning	Offered a variety of assignments, activities, and tests that allowed me to demonstrate achievement of course learning outcomes
17	Used an assortment of ways to share course content	Used an appropriate variety of teaching strategies

Table 5

Rank and Gender of Faculty Participants Whose Job Performance Was Measured by Students

Faculty Rank	<i>n</i>	Male	Female
Assistant Professor	6	3	3
Associate Professor	4	2	2
Professor	3	3	0
Other	0	0	0
Unidentified	6		

to *Strongly Agree* (4). The results indicated that, overall, students were satisfied with the instructional performance by faculty ($\bar{X} = 3.56$, $SD = 0.27$; Figure 6).

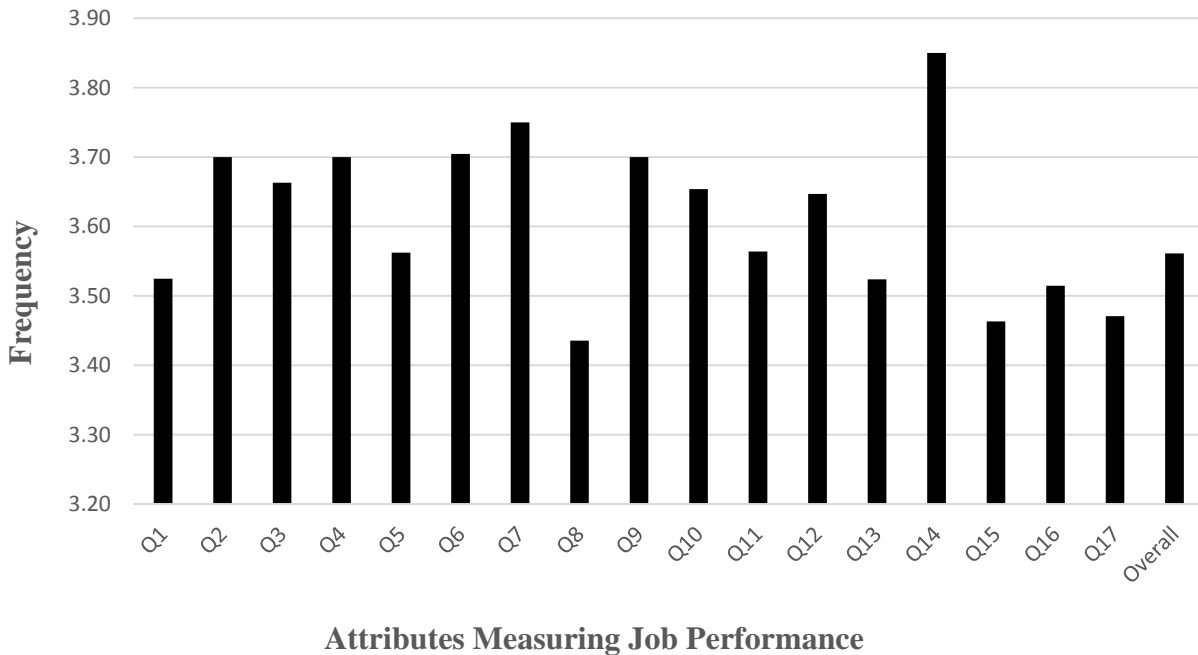


Figure 6. Student perceptions of faculty job performance. Key: 0 = *Not Applicable*, 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*.

Data on student perceptions of faculty job performance were analyzed and ranked from highest frequency to lowest frequency.

Question 14, “Prepared for class and was organized,” was ranked highest by the students ($\bar{X} = 3.85$, $SD = 0.21$), indicating that they *strongly agreed* that their instructor came to class organized. A typical response was, “I could tell that the instructor really put the time and effort in to prepare us for our later schooling practices in this program and organization and the professor teaching it.”

Question 7, “Was willing to listen to students’ views and needs,” was ranked second by the students ($\bar{X} = 3.75$, $SD = 0.35$), indicating that they *agreed* to *strongly agreed* that their instructor was willing to listen to their views and needs. A typical response was that the professor “taught in a way that allowed the students to understand the concept. He was willing to slow down in the lecture and extend the lesson plan to make sure that everyone was on the same page about the topic we were learning; helpful and friendly.”

Question 6, online item “Showed enthusiasm and interest” and the corresponding face-to-item “Showed enthusiasm for the subject area,” was ranked third by the students ($\bar{X} = 3.70$, $SD = 0.22$), indicating that they *strongly agreed* that their instructor demonstrated enthusiasm for the subject area. Responses to this item are shown in Table 6.

Question 2, “Is someone I would recommend to others,” was ranked third by the students ($\bar{X} = 3.70$, $SD = 0.42$), indicating that they *agreed* to *strongly agreed* that they would recommend their instructor to others. A typical response was, I like this class and I believe all students enjoyed the class wish to thank him.

Table 6

Student Responses to Question 6, Regarding Enthusiasm and Interest

Student Responses
The professor is incredible helpful and understanding when things do happen. Professor is readily available to help students in need out and always smiling.
The strength of the course was the instructor and his enthusiasm.
The Professor is extremely passionate about his education classes and students.
When the topic was something the instructor was interested, he was very excited, and taught it well.
The Professor is clearly extremely knowledgeable in this subject area. He is an excellent teacher and I have learned a lot from him.
The instructor was there on time every day. The instructor had a sense of humor.
Professor is very enthusiastic about the topic which makes the class more interesting because he really wants his students to understand the material thoroughly.

Question 4, “Showed concern for the students,” was ranked third (a tie) by the students ($\bar{X} = 3.70$, $SD = 0.42$), indicating that they *agreed* to *strongly agreed* that their instructor demonstrated concern for students. Responses to this item are shown in Table 7.

Question 9, “Communicated clearly via online correspondence,” was also ranked third by the students ($\bar{X} = 3.70$, $SD = 0.42$), indicating that they *agreed* to *strongly agreed* that their instructor communicated clearly online.

Question 3, online item “Showed respect for the students” and the corresponding face-to-face item “Treated students fairly and with respect,” was ranked fourth by students ($\bar{X} = 3.66$, $SD = 0.27$), indicating that they *agreed* to *strongly agreed* that they were respected by the instructor.

Table 7

Student Responses to Question 4, Regarding Concern for Students

Student Responses
This professor demonstrated the material very well and was always available for help when we needed it.
Caring attitude. Great heart.
Truly had the feeling that the professor cared about my success.
During my times of difficulties, the professor showed patience and was transformational in dealing with me, was not at all transactional.
Professor is very enthusiastic and genuinely cares about his student's education and will take the time to thoroughly explain concepts and is typically readily available for help outside of class.
Proper explanations and breakdown of conceptions.
Appreciated how he tried to involve all students by continuously asking critical thinking questions in class.
He really wants his students to understand the material thoroughly
He is knowledgeable and supportive.

Question 10, online item “Replied in a timely manner to online requests” and the corresponding face-to-face item “Responded to questions in a timely manner,” was ranked fifth by the students ($\bar{X} = 3.65$, $SD = 0.24$), indicating that they *agreed to strongly agreed* that their instructor responded to them in a timely manner. A typical response was, “He was quick to respond to email.”

Question 12, online item “Demonstrated expertise for the subject and content” and the corresponding face-to-face item “Demonstrated expertise in the subject area,” was ranked sixth

by the students ($\bar{X} = 3.65$, $SD = 0.26$), indicating that they *agreed to strongly agreed* that their instructor demonstrated expertise for the subject.

Question 5, online item “Provided extra assistance” and the corresponding face-to-face item “Was appropriately available for help outside of class,” was ranked seventh by the students ($\bar{X} = 3.56$, $SD = 0.26$), indicating that they *agreed to strongly agreed* that their instructor provided extra assistance outside of class. Responses to this item are shown in Table 8.

Table 8

Student Responses to Question 5, Regarding Extra Assistance Outside Class

Student Responses
The professor is very helpful when struggling with assignment.
Overall, I enjoy this class; Professor was helpful and available for students. Had the students in mind through the entirety of the course and was easily accessible for students
All coursework was meaningful and the instructor was always available if needed
I appreciated the fact that my professor was very understanding and always willing to help. I wish I had gone to him sooner when I began struggling with the course, but was rather intimidated by his intelligence.
The professor was very helpful in and out of class -he kept me engaged throughout class discussions
My instructor was attentive and available when needed and really ensured my success in the class in doing so and offering encourage during a difficult time. I am grateful for his compassion and understanding.

Question 11, online item “Explained course requirements and expectations” and the corresponding face-to-face item “Communicated assignments and expectations clearly,” was also ranked seventh (a tie) by the students ($\bar{X} = 3.56$, $SD = 0.32$), indicating that they *agreed to*

strongly agreed that their instructor explained requirements and expectations of the course.

Responses to this item are shown in Table 9.

Table 9

Student Responses to Question 11, Regarding Explanation of Course Requirements

Student Responses
I appreciated the professor offering up a weekly schedule we could follow. Professor suggested we read on Mondays, post on Tuesdays, use Wednesdays as catch up days if needed, etc. I found this to be tremendously helpful. The course was paced out well. Just when I was feeling a bit overwhelmed around week 5, weekly assignments became biweekly assignments, so I felt as though I had time to breathe a little.
The instructor gave constructive feedback to most all of the assignments and discussion board posts, which was very nice.
Very clear expectations and procedures.
Prof. gave an appropriate amount of time to finish assignments and clearly stated when they were due in class
It was challenging but doable if you read the text
Excellent power point presentations and great attention to detail to make sure the assignments and expectations were made clear.
Detailed directions for all assignments

Question 13, online item “Used class time effectively” and the corresponding face-to-face item “Managed class time effectively,” was ranked eighth by the students ($\bar{X} = 3.52$, $SD = 0.31$), indicating that they *agreed* to *strongly agreed* that their instructor managed and used class time effectively. A typical response was, “He was also a great professor in lab, in that he loved to walk around the room, talk to us, and challenge us to think about our experiments more deeply and truly understand them; Good time management; Lectures are always good to a point.”

Question 1, online item “Spoke clearly and was easy to understand” and the corresponding face-to-face item “Presented topics clearly and understandably,” was ranked eighth by the students ($\bar{X} = 3.52$, $SD = 0.32$), indicating that they *agreed* to *strongly agreed* that their instructor spoke clearly and was easy to understand. Responses to this item are shown in Table 10.

Table 10

Student Responses to Question 1, Regarding Clear Speaking

Student Responses
Strengths would be the presentation of the notes and assignments.
The strengths of this course was that the professor was able to help me understand the course more clearly.
Explanations and lectures
The material was pretty straightforward and the teaching was too for the most part.
It's easy to follow along with
I had no doubt what was expected of me.
Clear instruction and expectations on assignments.
It was very open and there was good class communication.

Question 16, online item “Organized course in a timely manner” and the corresponding face-to-face item “Offered a variety of assignments and activities and tests that allowed me to demonstrate achievement of course learning outcomes,” was ranked ninth by the students ($\bar{X} = 3.51$, $SD = 0.31$), indicating that they *agreed* to *strongly agreed* that their instructor organized

assignments, activities, and tests to allow the students to achieve the course learning outcomes in a timely manner. Responses to this item are shown in Table 11.

Table 11

Student Responses to Question 16, Regarding Course Organized in Timely Manner

Student Responses
Was very helpful if you didn't understand a concept clearly and would find another way to word it.
Great teaching methods and enthusiasm were great.
The writing assignments are at an appropriate level, however, there was a lot of reading, making it hard to catch up.
The Professor was very active and hands-on in this course.
The Professor had all of us interacting and learning at the same time.
I like how the book and lectures prepared me for the quiz and exam style.
Challenged with new concepts, enforced critical thinking and conceptional challenges, required to tie information together, required critical analysis.
Professor was really good at helping the class analyze works and asking important questions.
The Professor was very good at introducing material in a way that I was able to understand. The topics for papers were challenging but they became attainable because he worked with me on an individual basis to help me be successful.
The course content was interesting and directly influences my future career.
Read some interesting books that opened up new perspectives to me.
I enjoyed the class discussion and the assignments that were given outside of class. We were able to use our field experience to help with assignments

Question 17, online item “Used an assortment of ways to share course content” and the corresponding face-to-face item “Used an appropriate variety of teaching strategies,” was ranked 10th by the students ($\bar{X} = 3.47$, $SD = 0.40$), indicating that they *agreed to strongly agreed* that their instructor demonstrated a variety of teaching techniques and strategies in teaching the course. Responses to this item are shown in Table 12.

Table 12

Student Responses to Question 17, Regarding Ways to Share Course Content

Student Responses
It was a very interesting and interactive class
It challenged me to try new methods of technology when submitting my assignments.
The videos and articles were a strength for this course
Professor was very thorough in her explanations in weekly instructor videos which was incredibly helpful!
The diversity of the lessons.
Good discussion board questions
Some selections in the core reader were interesting and thought-provoking.
The content was interesting, the video lectures were helpful.
The power points helped my out a lot. They helped me to gain a better understanding of subject matter.
The Professor explains things very well in his video lectures. Subjects we are unfamiliar with were made easier to understand by the professor.

Question 15, online item “Provided meaningful activities” and the corresponding face-to-face item “Included meaningful assignments,” was ranked 11th by the students ($\bar{X} = 3.46$, $SD =$

0.32), indicating that they *agreed to strongly agreed* that their instructor provided meaningful activities and assignments. Responses to this item are shown in Table 13.

Question 8, online item “Provided quality feedback on assignments and exams” and the corresponding face-to-face item “Provided useful and timely feedback on assignments and exams,” was ranked 12th by the students ($\bar{X} = 3.44$, $SD = 0.40$), indicated that they *agreed to strongly agreed* that their instructor provided quality feedback on assignments and exams. Responses to this item are shown in Table 14.

Summary of Findings

Servant leadership resides in all organizations. Results from the ILQ indicated that, at this particular university, faculty *slightly agreed* that their managers were servant leaders and perceived their managers as unwilling to compromise ethical principles in order to achieve success. Second, the faculty *slightly agreed* that their manager gave them freedom in handling difficult situations appropriately. Third, the faculty *slightly agreed* that their manager discerned whether something work related was going wrong. Fourth, the faculty *slightly agreed* that the manager accentuated the value of giving back to the community. Fifth, the faculty *slightly agreed* that the manager fostered career development as a priority in a faculty member’s life. Sixth, the faculty *slightly agreed* regarding managers being perceived as putting the interest of others ahead of their own. Seventh, the faculty *slightly agreed* regarding seeking help from the manager for personal problems.

Transformational leadership resides in all organizations. Results from the ILQ indicated that, at this particular university, faculty perceived their managers as transformational leaders

Table 13

Student Responses to Question 15, Regarding Provision of Meaningful Activities

Student Responses
Good examples of what it means to be a teacher. Fun games to help with assignment.
Introduced the side of education that I was always curious about. This course gave me the opportunity to force myself into looking into unit planning, especially using the Universal Backward Lesson Planning.
This course was challenging in that I was pushed to try new things that would benefit my students.
The class itself, covers a wide range of topics in a way that starts with smaller processes and moves up to bigger concepts that in the end tie in together with the main objectives for the class.
This course made us think and learn on our own without much help from the professor at all. Storing teaching skills, able to explain things different ways so many can understand
I also like the fact that tutoring is required because they can explain concepts to me in a different way.
Assignments that we had I think were very helpful in transitioning from high school to college writing as a freshman
The course caused me to think critically so I became more clear in my writing
The assignments allowed us to put what we learn into practice.
We talked about everything we read in class to make sure we all understood.
The weekly topics were very interesting and the assignments helped us incorporate the material into our professional lives.
The content was helpful and beneficial to me as a student because I learned strategies and tips to create a positive classroom environment. I learned many strategies for classroom management that I will apply in my teaching.

Table 14

Student Responses to Question 8, Regarding Quality Feedback on Assignments

Student Responses
I really enjoyed the instructor's positive feedback, especially on assignments. That really made a difference and it showed that she took her time to read and grade the assignments.
The feedback on assignments was helpful.
Professor provided great feedback and comments on most of my assignments
Gave me helpful/useful criticism
The professor was always giving great feedback
He was very friendly and helpful. Gave great feedback!
Help and reasonable feedback on assignments. Understand and fair.

fairly often; consequentially, these managers were perceived as acting with integrity. Second, the faculty perceived their managers as fostering trust in their leadership in making decisions that were for the good of the group rather than for the manager *fairly often*. Third, the faculty perceived their manager as optimistically motivating faculty *fairly often*. Fourth, the faculty perceived their manager as speaking with charismatic expressions *sometimes to fairly often*. Fifth, faculty perceived their manager as providing them inspirational and innovative thinking *sometimes to fairly often*.

The level of job satisfaction fluctuates in all organizations. Results from the ILQ indicated that, at this particular university, faculty scored 7.70 on their job satisfaction; those with the rank of Professor scored the highest, 7.95, followed by Assistant Professors at 7.86,

faculty with a rank of Unknown at 7.67, Associate Professors at 7.31, and faculty with a rank of Other at 7.25.

This study was designed to examine the relationship of servant leadership and transformational leadership to job satisfaction and job performance in higher education. Results were triangulated using SPSS, Microsoft Excel, and the USS. Descriptive statistics for the quantitative data were calculated. Descriptive statistics provided frequency measures of central tendencies, including mean and standard deviation. Pearson's r correlations were calculated to analyze relationships of leadership styles to job satisfaction. Correlations with an absolute value ranging from .10 to .29 were considered small, those ranging from .30 to .70 were considered moderate, and those at .70 and above were considered strong.

Qualitative data provided themes to support the findings regarding faculty job performance. The qualitative data from responses to the USS were analyzed. The researcher utilized axial coding procedures to support or reject the influence of servant leadership and transformational leadership on job satisfaction and job performance in higher education.

Quality of job performance resides in all organizations. Results from the USS indicated that, at this particular university, faculty members come to class prepared and organized, they are willing to listen to a student's point of view, and they show enthusiasm for their subject areas. Students showed clear willingness to recommend instructors to other students. According to the USS responses, faculty demonstrate concern for students, communicate clearly, treat them fairly and with respect, reply to requests in a timely manner, demonstrate mastery of the subject area, are available to provide extra assistance outside of class, clearly communicate expectations of the course, manage class time effectively, are easy to understand, and organize activities, assignments, and tests to achieve course competencies. The students agreed faculty demonstrate

a variety of teaching techniques and strategies, apply meaningful activities and assignments, and provide quality feedback on assignments and exams.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Higher education leaders continue to realize that nonparticipative leadership styles are ineffective for meeting the challenges of their institutions. However, Kezar (2000) noted, “The major challenge in making participatory models work, is finding ways to help staff feel truly engaged in the leadership process and in facilitating communication among diverse individuals” (p. 6). Among primary leadership challenges for organizations in the 21st century is to create a balance between interdependence and diversity.

A more popular approach to leadership is centered on the moral and ethics of leadership. In this research, an ethical style of leadership (servant leadership and transformational leadership) emerges as an effective means for positively influencing job satisfaction and job performance. It is recognized that employees who follow an ethical leader often display higher levels of job satisfaction and job performance. “While leaders are expected to be familiar with and apply the ethics of the profession, the interpretation of those principles in practice is heavily influenced by a person’s personal code of ethics” (Garza Mitchell, 2012, p. 63). Leadership is influenced by moral principles that govern behavior, life, and a personal schema.

Leadership decision making is often based on central tenets of the mission and vision of the organization; leadership that is most associated with moral reasoning, however, has been linked to transformational leadership. This is a decision-making process with a focus on universal principles, as opposed to obedience to rules and laws. With a focus on group benefits rather than personal benefits, transformational leadership is linked with an ethical orientation toward the common good rather than the individual good.

Responses to the ILQ were analyzed to address Research Questions 1 through 4.

1. To what extent do faculty members perceive their manager as a servant leader?

2. To what extent do faculty members perceive their manager as a transformational leader?
3. To what extent are faculty members satisfied with their jobs?
4. What is the relationship between leadership styles and job satisfaction?

The data from the USS were analyzed to address Research Question 5.

The discipline of a shared vision is the ability to foster a commitment to a common purpose, a set of tools and processes that prevent myopic and disparate goals, with the aim of bringing them into alignment (Senge, 2012). As shown in the results of this research, this small urban Christian university identified its ethical leadership style and its effects on faculty job satisfaction and job performance. The ILQ was used to identify the perceived leadership style of the respondents' managers and correlated job performance based on responses to the fall 2017 USS. Two internationally renowned leadership scales were used in the ILQ: (a) seven questions concerning psychometric properties in the SL-7 to measure servant leadership characteristics, and (b) 20 questions from the MLQ-5X to assess characteristics of a transformational leader. The ILQ also contained a single question to measure respondents' job satisfaction and five questions related to positional rank, class schedule, and demographics. Job performance was measured via students' responses to the fall 2017 university course evaluation student surveys (USS) of faculty members who completed the ILQ survey.

Conceptual Framework

The conceptual framework used to assess leadership styles, job satisfaction, and job performance of faculty in higher education revealed similarities to reports by other researchers. Servant leadership is a desirable approach to leadership because it promotes integrity, focuses on helping others, and prioritizes the full potential of others (Liden et al., 2015) and

transformational leadership promotes inspirational motivation, integrity, and the ability to make decisions based on benefits for the group rather than the leader (Avolio & Bass, 2004). The important point in job satisfaction and job performance is to promote confidence and power without condescending words or actions with regard to stimulating innovative thinking.

Researchers Boone and Makhani (2012) stated that servant leadership is an antidote that promotes an attitude of serving while influencing followers in the direction of achievement in the mission and vision of the organization. Faculty members this urban private Christian university *slightly agreed* that their manager was a servant leader, describing the manager as a servant leader in the areas of emotional healing, creating value in the community, conceptual skills, empowering faculty, helping faculty to grow and succeed, putting faculty first, and promoting ethical behaviors.

According to Burns (1978), , transformational leaders enthusiastically pursue a higher level of job engagement and performance in the organization by demonstrating respect and encouragement beyond the leader's personal values in pursuit of the good of the group or organization. The perception of transformational leadership at this urban private Christian university indicated that the faculty members viewed their manager as *sometimes to fairly often* demonstrating transformational leadership qualities: idealized influence behaviors, idealized influence attributes, idealized influence motivation, idealized influence consideration, and idealized influence stimulation.

Kovjanic et al. (2013), in their theory of self-determination, specified three universal conditions that are essential for increasing job satisfaction: promoting and supporting individual growth, development, and performance. According to the findings in the current study, this private urban Christian university generally met those universal ethics, providing inspirational

messages and influencing intellectual stimulation while fostering confidence in personal abilities and promoting team spirit. As described by Dabke (2016), a focus on personal growth and development is essential and consistent with Maslow's (1943) hierarchy of needs and the research on transformational leadership by Burns (1978), which suggested that effectiveness is measured in a leader's ability to satisfy higher-order needs of faculty.

According to Abdussamad, Akib, Jasruddin, and Paramata (2015), job performance is greatly influenced by intrinsic and extrinsic motivation; those who have a strong culture can assist in organizational performance (i.e., shared values and behaviors are cultural characteristics that make faculty feel comfortable). The results from this small private Christian university demonstrated that the faculty members were comfortable with the organization's culture and their performance was positively reflected in the classroom, based on the students' responses to the USS. Servant leadership and transformational leadership are characteristics that expand beyond management, and this study demonstrates positive responses in perceived faculty job performance.

Implications for Practice

The following recommendations encourage leaders in higher education to continue to conduct their affairs by engaging in leadership styles that promote job satisfaction and job performance.

Servant Leadership

The implementation and success of servant leadership in an organization depends on managers demonstrating integrity by not compromising ethical principles in order to achieve success (Engelbrecht et al., 2014). Data from this private suburban Christian university in California indicated that faculty generally described their managers as demonstrating servant

leadership qualities. They also indicated that their managers would not compromise ethical principles in order to achieve success.

In these turbulent times of social and political unrest, strong leadership is needed and recognized as a key component for providing vision and responding to social demands (Kelali & Narula, 2015). The philosophy of servant leadership empowers, builds teams, and engages others in a participatory leadership style, adding total quality while serving ethically. Leadership of church-related institutions requires an approach that fits the ethos of the institution's culture, as well as matches the principles of the institution (Burch et al., 2015). As Kouzes and Posner (2012) described in their suggested five practices of exemplary leadership, leaders must model the way; "Titles are granted, but it's your behavior that earns you respect" (p. 16). After reviewing the data on servant leadership qualities, it was concluded that the data supported other research regarding servant leadership as a behavior that is developed over time.

Transformational Leadership

The implementation and success of transformational leadership is the ability to motivate and lead with integrity. In agreement with the results of this study, Mathew and Gupta (2015) noted that managers must manage faculty emotions, recognize emotions in others, and manage the emotions of the manager-faculty relationship. In this study, the faculty perceived that managers *fairly often* led with an inspirational message in order to achieve success.

Leadership is often reflected in intentional influences in guidance, structure, and how a leader changes the way he or she thinks. Moreover, leadership has been measured by how the leader performs with the group (Kelali & Narula, 2015). Faculty in this study perceived their managers as leading with inspiration motivation *fairly often*, in agreement with findings by Avolio and Bass (2004) regarding traits of transformational leadership. Regarding the influence

of job satisfaction, Thahier et al. (2014) stated that their data on instructional leadership style indicated that the style affects job performance and influences job motivation. Leaders at the target university for this study may consider leading in selfless interest and continuing to lead with focus on the moral purpose of the mission and values of the institution (Kelali & Narula, 2015), while meeting the intrinsic needs of the faculty.

Job Satisfaction

The implementation and success of job satisfaction is the ability of a manager to engage faculty members so that they invest their energy in the organization, thereby increasing job satisfaction (Tucker & Russell, 2004). A leader who (a) focuses on an ethical style of leadership (servant leadership or transformational leadership), (b) motivates employees by use of positive affective tones that are consistent to maintain a positive effective reaction (Wu & Wang, 2015), (c) demonstrates serving others above being served (Greenleaf, 1977), and (d) promotes individual and group inspiration in faculty by engaging them to see a brighter future (Boone & Makhani, 2012) will see job satisfaction increase. This research of a private Christian university demonstrated that faculty expressed a high level (7.70 of a possible 10) of job satisfaction.

In this highly competitive global market, anticipating the future and having vision in moving the university into the 21st century is critical. Highly affective tones and inspirational communication (Bono & Ilies, 2006) cultivate and influence job motivation and job satisfaction, a goal that has been overlooked by many leaders (Wu & Wang, 2015). The results of the measure of leadership styles (MLQ) at this small urban Christian university showed that transformational leadership traits were associated with job satisfaction. Similar to findings by other researchers (Batch & Heyliger, 2014) using the MLQ, respondents ranked their transformation leadership manager highest in their satisfaction with their jobs.

Relationship of Leadership Styles and Faculty Job Satisfaction

The survey responses reflected moderate positive relationships between job satisfaction and both servant leadership and transformational leadership. This further supports the positive relationship reflected in the qualitative data from the USS, which indicated that the teaching faculty displayed traits and attributes of both servant leadership and transformational leadership.

Job Performance

A student's motivation is driven by cognitive self-efficacy and affection for the learning environment (Chang et al., 2014). The results of this study indicate that the faculty in the target university demonstrated traits of servant leadership: they built respect by listening to students, they demonstrated empathy, and they were passionate about helping students to succeed (Boone & Makhani, 2012); they also demonstrated traits of transformational leadership: they made connections with students and were available, and they set clear goals by communicating about being successful (Tucker & Russell, 2004). The students whose archived faculty evaluation ratings were analyzed gave the faculty high marks in perceived job performance; many of the cited leadership characteristics were reflected in the students' responses to the USS.

Wu and Wang (2015) discovered that "having higher team task variety cannot make teams proactive if positive group affective tones are lacking; meaning, team tasks are positively related to proactivity when positive affective tones are high" (p. 146). In the current study, leaders at the small urban private Christian university were perceived by faculty members as demonstrating both servant leadership and transformational leadership. Perhaps more important, the faculty members perceived that the leaders did not compromise ethical leadership principles in order to achieve success. Transformational leadership was evident chiefly in relation to integrity.

In conclusion, while faculty members gave clear positive ratings to their leaders for their contributions to the workplace, every organization should assess its leadership styles, job satisfaction, and job performance periodically and make changes based on those assessments. This target university would benefit by increasing faculty job satisfaction through effective leadership changes based on the findings of this study. Researchers could question the reasons for the high variance in job satisfaction by professorial rank (i.e., Associate Professors and Others showed wide standard deviations). Recommendations to explore the *why* might determine whether a faculty member has reached the top of the pay scale and developed burnout. Is satisfaction different by gender of the faculty member? Are more resources available for one faculty rank over others?

Recommendations for Future Research

The purpose of this research study was to examine the relationships among positive leadership styles (servant leadership and transformational leadership), job satisfaction, and job performance by faculty in higher education. Due to a low response rate in measuring job performance, a multilinear regression analysis of research question, “To what extent, if any, does the leadership style of their manager and job satisfaction influence faculty performance?” was eliminated. It was assumed that leadership and faculty at this private urban Christian university modeled servant and transformational leadership qualities. Surprisingly, all qualitative data from responses by students on the course evaluation survey reflected positive job performance.

Mind Garden, an internationally renowned online psychological assessment website, was used to ensure anonymity for respondents to the ILQ via a no-login link. Despite complete anonymity, the results of the study are only as accurate as full-time faculty felt comfortable in participating. It was assumed that respondents expressed their perceptions of their manager and

answered with integrity and honesty. Job performance was assessed via archived student surveys from fall 2017. It was assumed that students evaluated their instructors honestly. The faculty response rate was higher than predicted. This might be attributed to two reasons. First, an email expressing support and encouragement to participate in the ILQ from the Provost's Office was sent approximately 1 week prior to the researcher sending the email to request participation. Second, despite a faculty response rate of 48.8%, some faculty chose not to provide demographic information due to a perceived risk of losing anonymity, despite extensive efforts by the researcher to ensure anonymity.

On a broader perspective, future research could include faculty of all ranks and employment status. As suggested by other researchers, a longitudinal study could validate the mediation process to gauge how the variables are mutually influenced over time (Wu & Wang, 2015). Adding a wider perspective of the organization would include involving full-time faculty, adjunct faculty, staff, and university student surveys for a complete school year.

Future research could include qualitative follow-up research questions based on faculty perceptions of leaders. A shared narrative explaining faculty responses could support deeper understanding of how to promote a healthy leadership style. This could assist researchers to identify specific benefits of an ethical style of leadership to help faculty members to grow personally and professionally and build emotional healing, respect, and trust. By contrast, the research findings suggest that this small urban Christian university would benefit by engaging in a dialog with positive effective tones. Wu and Wang (2015) cited work by Aspinwall in 1998, Aspinwall and Taylor in 1997, and Hobfoll in 1989 that indicated that positive effective tones are stimulating mechanisms for increasing mental, intellectual, and perceptive reasoning, with a strong sense of purpose for achieving a collective mission.

Summary

The results of this research demonstrate that faculty at this private Christian university are modeling servant and transformational leadership with high levels of job performance, which demonstrates their dedication to student learning and commitment to the mission and vision of the university. This study further validates research from other studies on the importance of leadership traits, abilities, behaviors, and characteristics to influence job satisfaction and performance positively. Leadership is not a single characteristic or trait; rather, leadership is based on skills that are developed and refined over time (Boone & Makani, 2012). When leaders lead confidently, they are at their best. This is demonstrated when leaders inspire vision, engage and empower faculty, and show respect through positive affective tones (i.e., private and public affirmation). Leadership is not forcing people to follow; rather, leadership is walking among followers. This style of leadership develops faculty trust by spending time with them and listening to their needs and desires in meeting the mission and vision of the organization.

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APPENDIX A

Influence of Leadership Questionnaire (ILQ)

The ILQ consists of 5 demographic questions, 7 questions from the Servant Leadership Measure (SL-7; Liden et al., 2015), 20 questions from the Multifactor Leadership Questionnaire (MLQ 5X-Short; Mind Garden, 2004), and 1 question rating faculty job satisfaction.

In the following set of questions, please think of your *manager* (the immediate administrator who does your performance review) and respond accordingly:

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

DIRECTION: On a scale of 1-10, where 1 = *Not Satisfied* and 10 = *Extremely Satisfied*:

1. Overall, how satisfied are you with your position as a university faculty member?

DIRECTION: While not required, please provide the following information.

2. Gender: ☐ Male / ☐ Female
3. Faculty Rank: ☐ Assistant Professor ☐ Associate Professor ☐ Professor ☐ Other
4. What was the CRN and title of one course that you taught in Fall 2017?
5. What day(s) of the week was the course scheduled?
6. What time of day was the course scheduled?

APPENDIX B

Servant Leadership Measure (SL-7)

Section A. In the following set of questions, think of your manager; that is, the person to whom you report directly and who rates your performance.

Please select your response from Strongly Disagree = 1 to Strongly Agree = 7 presented below and enter the corresponding number in the space to the left of each question.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

- ___ 1. My manager can tell if something work related is going wrong.
- ___ 2. My manager makes my career development a priority.
- ___ 3. My manager is a person that I would seek help from if I had a personal problem.
- ___ 4. My manager emphasizes the importance of giving back to the community.
- ___ 5. My manager puts my best interests ahead of his/her own.
- ___ 6. My manager gives me freedom to handle difficult situations in the way that I feel is best.
- ___ 7. My manager would **not** compromise ethical principles in order to achieve success.

Item Key for SL-7 (short form)

Item #	Reference/comments
1, 3, 6, 7, 11, 16, 19	Servant Leadership short form (SL-7): Liden, R.C., Wayne, S.J., Meuser, J.D., Hu, J., Wu, J., & Liao, C. (2015). Servant Leadership: Validation of a Short Form of the SL-28. <i>Leadership Quarterly</i> , 26, 254-269. Also used in: Liden, R.C., Wayne, S.J., Liao, C., & Meuser, J.D. (2014). Servant leadership and serving culture: Influence on individual and unit performance. <i>Academy of Management Journal</i> , 57, 1434-1452.

Source: "Servant Leadership: Development of a Multidimensional Measure and Multilevel Assessment," by R. C. Liden, S. J. Wayne, H. Zhao, & D. Henderson, D., 2008, *Leadership Quarterly*, 19, 161-177. Used with permission.

APPENDIX C

Transformational Leadership Survey: MLQ-5X Short Form

This questionnaire is used to describe the leadership style of your manager as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

This questionnaire is used to describe the leadership style of your manager as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

Not at All Once in a While Sometimes Fairly Often Frequently, if not always

0 1 2 3 4

1. My manager considers the moral and ethical consequences of decisions. 0 1 2 3 4

2. My manager goes beyond self-interest for the good of the group. 0 1 2 3 4

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APPENDIX D

Job Satisfaction Survey

1. Overall, how satisfied are you with your position as a university faculty member?
(1 = *Not Satisfied*, 10 = *Extremely Satisfied*)

APPENDIX E

University Student Survey

Directions: *This online course evaluation is designed to explore several dimensions very important for efforts to continuously improve online and blended learning and instructional efforts at our university. The course evaluation allows you to anonymously provide honest responses. You should feel confident that your personal responses will not be seen by your instructor and cannot be traced back to you. Please take a few minutes to think carefully about each of the following questions and respond candidly.* Thank you for the valuable feedback.

Dimension 1: Instructor Communication and Rapport

Using the following rating scale, please fill in the appropriate circle that best represents your perceptions and opinions.

- (4) Strongly Agree
- (3) Agree
- (2) Disagree
- (1) Strongly Disagree
- (0) Not Applicable (does not relate to the course)

My instructor...

1. Spoke clearly and was easy to understand or presented topics clearly and understandably
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
2. Is someone I would recommend to others
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
3. Showed respect for the students or treated students fairly and with respect
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable

4. Showed concern for the students
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
5. Provided extra assistance or was appropriately available for help
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
6. Showed enthusiasm and interest or showed enthusiasm for the subject area
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
7. Was willing to listen to students' views and needs
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
8. Provided quality feedback on assignments and exams or provided useful and timely feedback on assignments and exams
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
9. Communicated clearly via online correspondence
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable

10. Replied in a timely manner to online requests or responded to questions in a timely manner
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
11. Explained course requirements and expectations or communicated assignments and expectations clearly
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
12. Demonstrated expertise for the subject and content or demonstrated expertise in subject area
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
13. Used class time effectively or managed class time effectively
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
14. Prepared for class and was organized
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable
15. Provided meaningful activities or included meaningful assignments
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Not Applicable

16. Organized the course to maximize learning or offered a variety of assignments activities, and tests that allowed me to demonstrate achievement of course learning outcomes

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

17. Used an assortment of ways to share course content or used appropriate variety of teaching strategies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not Applicable

Source: University Student Survey, 2017.