ABSTRACT OF CAPSTONE

Jeremy P. Todd

The Graduate School

Morehead State University

May 2, 2024

A PROFESSIONAL DEVELOPMENT SERIES: SERVANT LEADR

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

Jeremy Todd

Stanford, Kentucky

Committee Chair: Dr. Michael W. Kessinger, Associate Professor

Morehead, Kentucky

May 2, 2024

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A PROFESSIONAL DEVELOPMENT SERIES: SERVANT LEADR

This capstone project focused on the role of servant leadership and the need for school leaders to embrace this leadership style. As part of this capstone project, a professional development series on servant leadership was developed for school administrators to use in guiding their staff, students, and communities toward positive outcomes. There are five modules in the series. The duration of each training module will be roughly sixty minutes. The first module covers effective listening; the second, empowerment; the third, awareness; the fourth, development; and the fifth, reflect and revise.

KEYWORDS: Servant Leadership, listening, empower, and awareness

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Candidate Signature

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Date

A PROFESSIONAL DEVELOPMENT SERIES: SERVANT LEADR

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DEDICATION

First and foremost, I want to thank my Lord and Savior, Jesus Christ, for giving me the strength and desire to complete this capstone. He truly is the greatest servant leader of all time. Following Him has had a profound impact on my life.

Many people have impacted me along my educational journey. To every teacher, coach, and mentor: thank you. Thank you for pouring into me, for mentoring me, and most of all, for pushing me to always do my best.

I dedicate this capstone to my wife and daughters. Each of them has shown patience and compassion to me through this journey. My wife has been my rock throughout this process. I cannot thank her enough for her love and support as she watched me grow professionally. My three daughters have been patient and simply amazing. I want to thank each of you for being understanding as I woke early and came home late to complete this work. I hope that one day you will read and appreciate my efforts.

Leadership is not about me. Leadership is, and always will be, about you and others. As their dad, it is my duty and desire to lead them in a way that will have a positive and eternal impact on their lives. To each of you know this work is because of you. Thank you for your patience and understanding. As your father and husband, know that this journey came about because I wanted to do something for the greater good on behalf of my Savior and you.

ACKNOWLEDGEMENTS

First, I would like to thank Dr. Michael Kessinger. He has served as my advisor over the past four years and as the chair of my doctoral committee. He has shown me patience and support throughout this journey. Dr. Kessinger pushed me academically to heights that I did not know I could reach. When life happened, he showed compassion and pushed me to continue.

I would also like to thank Dr. Rocky Wallace and Dr. Joyce Stubbs who served on my committee. Their insight and feedback proved to be second to none. The perspective that each brought helped mold my work to where it is today.

Likewise, I would like to thank Mr. Tim Godbey a former colleague, administrator, mentor, and friend. He empowered me as a young educator and poured into me professionally. His leadership encouraged me to be the best that I could be each day.

Finally, I would like to acknowledge Dr. Sharon Todd. She pushed me when things got tough, she motivated me when everyone else was quiet, and she was my sounding board when I had ideas. Without her support, this journey would have been much tougher.

TABLE OF CONTENTS

Executive Summary

What is the core of the capstone?

A career in education opened the door for one to see many ways of doing things. As a lifelong educator, I have witnessed the importance of adaptability. To maintain effectiveness and relevance in the classroom, educators must constantly adapt to changes in curricular standards, instructional strategies, and educational technology. They also learn to recognize the individuality of each student and modify their teaching tactics to meet a variety of learning needs and styles. Being flexible becomes essential to their work as educators because it helps them deal creatively and resiliently with unforeseen obstacles like changing to remote learning environments or interruptions in the classroom.

Lifelong learning and professional development are fundamental to an educator's journey. Continuous improvement through professional development keeps educators updated with the latest teaching practices and subject knowledge. Reflective practice allows teachers to assess and refine their methods based on student outcomes, driving their effectiveness. Additionally, collaboration and networking with colleagues, participating in workshops, and engaging in professional communities foster a culture of lifelong learning, enabling educators to share expertise and stay inspired in their teaching careers.

Early in my career, leaders came and went frequently. In four years, I worked under five principals: three head principals and two interims. During that time, exposure to different leadership styles was very challenging. Each led differently and

teachers had to adapt to many different leadership styles that changed every few

months during the challenging four years.

As a young teacher with big dreams, I secured an empty seat on the Site-

Based Decision-Making Council. In my first year on the council, we were challenged

with the task of hiring a new principal. I was excited and naïve. I wanted a principal

who had all the answers along with high expectations for the staff. The council made

a unanimous decision to hire the candidate whom we thought was a great leader.

On the opening day of the school year, the new principal did something that

would change my philosophy of leadership forever. I will never forget watching the

head principal belittle the assistant principal who had been with the school for many

years. The behaviour was uncalled for and completely out of line. I watched the

principal lose the faculty forever on the first day of school, and I felt some guilt

knowing I was part of hiring this new leader.

Fast forward to the end of the school year. The principal resigned and we were

looking for a new principal. This time, the tone of the council had shifted, and we

knew we needed a true leader who could change the culture of the building. We had

many applicants with the skills to do the job, however, we chose someone who would

serve first. We chose a leader who would listen before acting, exhibit empathy, and

seek to understand others. It was also important to identify someone who could mend

relationships as well as having a keen sense of awareness, especially self-awareness

of their strengths and weaknesses. This leader could persuade others instead of

seeking compliance. The new principal was also committed to growing people and

building a community like the school had never seen. This leader was a true

SERVANT LEADER!

Over the next seven years, I watched our school go from persistently low

achieving to one of the best high schools in the area. Growth came because of hard

work and dedication. The relentless work started by the faculty and staff watching a

leader who put the students and faculty above himself. Those seven years taught me

that the tenets of servant leadership are powerful and effective.

During this time, I watched employees and teachers who never worked hard

before becoming motivated and taking on a relentless work ethic. They did not do this

because of the knowledge of the principal. They adopted such habits because he

served first. This effectiveness of servant leadership was obvious because of the

positive culture-changing outcomes. This is why I want to train leaders to serve first

by using the foundation principles of servant leadership.

Introduction

This capstone study centers around servant leadership in school administration

and beyond. Servant leadership is effective and used by leaders in many different

types of environments. It was my goal to develop a professional development series

of lessons to teach administrators the importance of servant leadership and the

benefits that follow. Through this professional development series, servant leaders

will learn to lead by serving first. Additionally, participants will learn five key skills

that can be used to help them be better servant leaders. Each professional

development module focuses on a trait of servant leadership that will help participants be better servant leaders.

By studying the writing of Greenleaf (1970), specific characteristics have been identified as crucial to being a great servant leader. Spears (2010) built upon the original work of Greenleaf and identified 10 characteristics that are essential to being a servant leader: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

The professional development series is a combination of the works of Greenleaf (1970) and Spears (2010). Upon reflecting on the work of Greenleaf and Spears, key attributes of servant leadership have been further identified. The professional development series features the combined attributes of servant leadership as identified by Greenleaf, and Spears. Each professional development series module will showcase the following attributes: listen, engage, awareness, deploy, and reflect.

More specifically, Module 1 (listen) and Module 3 (awareness) come directly from Spears (2010). Module 2 (engage), 4 (development), and 5 (reflect/refine) are rooted in Spears' meaningful practices of servant leadership. For example, Module 2 (engage) ties back to Spears' characteristics of persuasion and stewardship. Module 4 (development) has a direct link to the commitment to growth and building a strong community. The final module (reflect/refine) teaches participants the skills of reflecting in leadership. Participants are encouraged to reflect on what is going well

and not so well with themselves and the ones around them. Without reflection, it is hard to know how or what to change in our leadership style.

Problem Statement

Effective leadership is essential to move any organization forward, including schools. Servant leadership is a powerful leadership style that can render these results. Servant leadership can be defined "as an attitude of leading others from a perspective of placing the organizational purpose, the needs of the organization, and the needs of people over the needs and desire of the leader" (Cerit, 2009, p. 601). Those who ascribe servant leadership are positive, helpful, and empowering. Additionally, servant leadership is great for the culture of organizations and schools.

Greenleaf (1970) reintroduced the term servant leadership in 1970. Greenleaf explained that being a servant leader begins with the feeling that one wants to serve *first*. Then one's inner feeling aspires to lead. Greenleaf (1970) asks, "Do those served grow as persons, do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (p. 4).

Hammond (2018) continued the work of Greenleaf (1970) some 50 years later. The study was built on Greenleaf's (1970) work by focusing on teachers' perceptions of principals' servant leadership and how it correlates to teachers' perceptions of his or her self-empowerment. Findings show that teachers' perceptions of a principal with higher levels of servant leadership are related to the teacher having higher self-empowerment (Hammond, 2018). Leaders build other leaders by empowering others.

School systems today struggle with motivating faculty, retaining faculty, motivating students, and getting positive student achievement results. According to Black (2010), servant leadership has been shown to increase the culture and environment in secondary schools. Black's research revealed that "the overall canonical correlational analysis, which combined the teachers and principals in the same analysis, reported a significant positive relationship between the perceptions of servant leadership practices and perceptions of school climate" (p. 442).

As evidence, "servant-leadership provides the promise of an effective educational leadership and management model" (Crippen, 2005, p. 16). When this type of leadership style is carried out with intentionality, it can help propel schools to the next level by inspiring and maximizing teacher effectiveness (Schroeder, 2016). Schools can be transformed when servant leadership is employed.

Purpose

Leaders can be defined by their traits, qualities, and behaviors (Horner, 2019). Schools require "special leadership because schools are special places" (Sergiovanni, 2000, p. 165). Schools with leaders who subscribe to servant leadership practices tend to retain staff, which in turn leads to increased student achievement.

Empowering others is a foundational trait of servant leadership, and research conducted by Hammond (2018) concluded that teachers who were led by servant leaders experienced greater self-empowerment. Teachers who are empowered by their leaders communicate better and have fewer conflicts, which in turn improves student

achievement. Furthermore, students in this atmosphere feel cared for and are genuinely supported (Greenleaf, 1977).

This capstone outlines the professional development series that features five attributes of servant leadership. The modules in this professional development series focus on the following traits of servant leadership: listening, engaging, awareness, development, and reflection/refinement. This professional development series can be used to train current and future school administrators to be servant leaders.

Guiding Questions

Leadership is a skill set that a few are born with while others study, refine, and learn. I have worked with great leaders and a few poor leaders. The great leaders that I have worked with studied great leaders. They also have studied great leadership strategies and skills. The following questions are addressed in the professional development series.

1. What abilities or skills does a school administrator need to be a successful servant leader?

2. How does a school administrator apply servant leadership skills in a school setting?

Review of Literature

School success relies on leadership effectiveness. Every organization, whether it is a school or a Fortune 500 company, is looking for a competitive advantage. Effective leadership is essential to developing a great organization (Moreno & Soto, 2021). Leadership in the 21st century requires leaders to be active, which includes

motivating followers and focusing on their needs and goals (Bass, 1990). The

referenced traits are key influences on staff and employee retention. According to

Kouzes and Posner (2002), "People in fact don't generally quit companies; they quit

managers" (p. 283).

Considering the importance of leadership, it is critical to examine various

leadership styles. Transformational, transactional, and laissez-faire are three

predominant leadership styles identified by Avolio and Bass (2001). Although servant

leadership is not one of the three, it is still considered an emergent leadership style

(Parris & Peachey, 2013; Sherman, 2019). Each of these styles has pros and cons. The

subsequent paragraphs will discuss each style.

Transformational Leadership. Transformational leadership is a topic that

has motivated a wide range of researchers from many different disciplines. This

interest in the topic has resulted in different theories being developed. In return,

researchers try to explain the relationship between leader and follower. Bass (1990)

states that transformational leadership is a form of leadership that

> occurs when leaders broaden and elevate the interests of their employees,
>
> when they generate awareness and acceptance of the purposes and mission of
>
> the group, and when they stir their employees to look beyond their self-
>
> interest for the good of their followers. (p. 21)

Transformational leadership originated with James V. Downton in 1973, who

coined the term, and was later expanded by James Burns in 1978. Burns was a

respected leadership expert. Burns' work emphasized that team members are primarily motivated by a leader's vision and personality (Ugochukwu, 2024). Once a team member buys in and begins to follow, they embrace higher levels of morality and motivation. Subsequently, Bass (1990) further enriched the concept, which became known as "Bass's Transformational Leadership Theory". Bass introduced methodologies to gauge and rank the success of transformational leadership. He advocated for leaders to demonstrate genuine and targeted enthusiasm to inspire team members to emulate them.

Bass (1990) believed that assessing the impact of leadership fosters a more authentic community. Moreover, he delves into the psychological underpinnings of the theory. According to Bass, followers must experience not only trust and admiration but also loyalty and respect towards their leader. These emotions cultivate an environment where followers are willing to exert more effort than they believe they could, as transformational leaders offer something beyond personal gain—an inspiring mission and a sense of self-identity.

Despite originating in the 1970s, Bass's model closely resembles contemporary transformational leadership. The core tenets of this leadership style remain consistent, adapting to diverse environments. As a result, it finds relevance across industries, particularly in team-centric work environments.

Transformational leaders have a skill set that enables them to have a clear vision for how they communicate with their followers. Transformational leaders

motivate and inspire their followers by leading by example. These types of leaders are innovative and are not afraid to take chances.

The benefits and drawbacks of transformational leadership affect staff retention and company growth. Among the numerous advantages of transformative leadership are boosting employee happiness, encouraging innovation, and inspiring motivation. Transformational leaders can inspire and motivate their followers to go above and beyond expectations (Northouse, 2018). Transformational leaders encourage creativity and innovation among their team members, leading to the development of new ideas and solutions (Bass & Riggio, 2006). Employee engagement and satisfaction may rise in an atmosphere that is empowered and supportive due to transformational leadership (Avolio & Bass, 2001).

Regardless of the positive aspects of transformational leadership, several notable characteristics make the leadership style less desirable. One of the biggest downfalls of this style is the demands that it places on the leaders themselves. If a leader does not possess these traits, he or she may not be ready for transformation. Transformational leadership will not be sufficient if employees are not ready or motivated to make a change (Clarke, 2013).

Among transformational leadership's various disadvantages are the demands of leader dependency, the potential for burnout, and resistance to change. Because followers greatly depend on the leader for counsel and instruction, transformational leadership may result in a reliance on the leader (Avolio & Bass, 2004). Transformational leaders frequently devote a lot of attention and effort to their

connections with followers, which, if not handled skillfully, can result in burnout

(Podsakoff et al., 1996). Workers who feel threatened by the upheaval of the status

quo may be more likely to oppose the reforms that transformational leaders suggest

(Judge & Piccolo, 2004).

 Nelson Mandela is a great example of a transformational leader. Mandela's

legacy as a transformational leader is deeply rooted in his unwavering commitment to

justice, his ability to influence strategic decisions, and his remarkable journey from

imprisonment to presidency. While widely celebrated for his courage and sacrifice,

Mandela's strategic leadership during South Africa's tumultuous times provides

invaluable lessons for leaders engaged in profound struggles (Schoemaker, 2013).

 According to Schoemaker (2013), Mandela's transformational journey began

engulfed in tribal power dynamics as he engaged in anti-colonial politics. At first, he

believed in non-violence, like Gandhi. But when the government became harsh, he

turned to targeted sabotage, leading to arrests and a life sentence.

 Schoemaker (2013) details that in 27 tough prison years, Mandela showed

dignity and sacrifice as he stood on his convictions and served his time. During this

time, he penned a famous book, *Long Walk to Freedom*. This book was written

secretly and smuggled out of the prison walls. Mandela's writing solidified his global

image as a symbol of opposition to apartheid.

 The strategic decisions that defined Mandela's leadership are particularly

noteworthy. His refusal of conditional release in 1985 elevated his stature,

emphasizing his commitment to the African National Congress (ANC) and the

struggle for justice. Upon his eventual release, Mandela faced a pivotal moment after the assassination of Chris Hani. Amidst potential chaos and violence, Mandela's appeal for calm exemplified his statesmanship, uniting a nation teetering on the brink of disaster (Facing History and Ourselves, 2018).

However, his most crucial strategic decision emerged post-election as South Africa's president. Opting against seeking a second term, Mandela aimed to symbolize unity and represent all citizens. He emphasized reconciliation over revenge, steering away from potential civil strife by focusing on a shared democratic future (Schoemaker, 2013).

Mandela's strategic acumen lies in his ability to influence pivotal moments while upholding unwavering principles. His leadership was characterized by resilience, magnanimity towards adversaries, and a commitment to a future free from the burdens of the past. His exceptional ability to weave critical decisions into a narrative of equality and freedom while prioritizing reconciliation stands as a hallmark of his transformational leadership (Schoemaker, 2013).

The leadership style of Mandela teaches aspiring leaders the power of steadfast vision, the importance of navigating complex decisions while staying principled, and the transformative impact of magnanimity and reconciliation. His enduring legacy as a transformational leader transcends political boundaries, making him a beacon of inspiration and resilience for generations to come (Schoemaker, 2013).

Summary of Transformational Leadership. Transformational leadership is a leadership style that involves broadening and elevating the interests of employees, generating awareness and acceptance of the group's purposes and mission, and encouraging followers to look beyond their self-interest for the good of their followers. Transformational leadership is characterized by genuine enthusiasm, trust, loyalty, and respect. Despite its benefits, transformational leadership can be challenging for leaders, as it demands leader dependency, burnout, and resistance to change. Nelson Mandela's legacy as a transformational leader transcends political boundaries, making him a beacon of inspiration and resilience for future generations.

Transactional Leadership. Transactional leadership differs a great deal from transformational leadership. This type of leadership is concerned more with the here and now, focusing on managing current issues within the organization. Issues are resolved by looking at rules and procedures. A transactional leader will use the power of their position to facilitate their follower's completion of tasks. Burns (1978) describes this style as coming from the traditional values of workers and organizations.

A 20th-century sociologist from Germany, Max Weber (1947) extensively examined leadership styles and categorized them into three groups: traditional, charismatic, and rational legal, which some call bureaucratic. Weber was the first to define rational legal leadership in 1947, which would later be termed transactional leadership (St. Thomas University, 2014).

Transactional leadership came to the forefront and gained widespread usage in the post-World War II era in the United States. During this time, the government focused on reconstruction and needed a high degree of organization to maintain national stability (St. Thomas University, 2014). This leadership approach, which placed a strong emphasis on responsibilities that were clearly defined, clear hierarchies, and short-term objectives, was ideal for the pressing requirements of reconstructing infrastructure and reestablishing economic stability.

Burns (1978) tremendously expanded the work of Weber's transactional leadership concepts. He did this through the writings of his book entitled *Leadership*. Burns' research concluded that transactional leaders must demonstrate ethical qualities and a loftier mission. According to Burns, transactional leaders prioritize honesty, fairness, accountability, and honoring commitments (St. Thomas University, 2014).

Transactional leaders focus on rewards that are contingent upon employees fulfilling tasks. Monetary compensation is often offered based on production and results. The advantages of transactional leadership are fair recognition according to the responsibilities and goals of the organization. This style works well when trying to achieve short-term goals (McCleskey, 2014).

While transactional leadership has some advantages, there are also disadvantages. McCleskey (2014) argued that transformational leadership prevents employees from being innovative due to its narrow focus and focus on specific objectives. Transactional leadership does not encourage loyalty or a sense of

belonging because the interaction is limited to a transaction of services and/or rewards. The leadership between the employee and the leader is impersonal (Breevaart et al., 2014). Companies today tend to be moving away from the transactional leadership model because it is becoming apparent that personal motivation and emotional benefits play a key role in a company's effectiveness.

Transactional leadership differs from transformational leadership. According to an unknown author at St. Thomas University, "Simply put, transactional leadership is a telling leadership style, and transformational is a selling style" (2014, p. 2). The transactional approach features positive and negative reinforcement. However, transformational leadership seeks to motivate and inspire. Transactional leaders react to situations, while transformational leaders set out to be proactive (St. Thomas University, 2014).

A great example of a transactional leader today is none other than Elon Musk. Musk, the owner of Tesla and head of Twitter (now known as X), stands out as a prominent figure embodying transactional leadership today (Miller, 2021). While Musk's leadership abilities serve as an inspiration to many, his methods can sometimes be considered detrimental. Despite widespread admiration for Musk's innovative contributions, it's evident that collaborating with him can pose significant challenges. Transactional leaders like Musk often seek complete control within their organizations, potentially resulting in less favorable working environments (Miller, 2021).

According to Miller (2021), Wired released an excerpt about the toxic work environment at Tesla in 2018. According to a former executive interviewed by writer Charles Duhigg, there's a pervasive sense of being in a challenging relationship with Elon Musk within Tesla (Miller, 2021). Musk himself hinted at this during an interview with The Wall Street Journal, mentioning, "I have OCD when it comes to product-related matters. I always notice what's... flawed. Would you want that?" (Miller, 2021, p. 3). He also referred to himself as a 'nano-manager.' Further validating this perspective, a former employee echoed similar sentiments in a Business Insider article, portraying Musk's management style as exhibiting controlling tendencies. "At Tesla, there was only one decision-maker, and that was Elon Musk, explained the anonymous insider" (Miller, 2021, p. 3).

Summary of Transactional Leadership. Transactional leadership, which has its roots in traditional values, became popular in the United States for economic stability and reconstruction after World War II. Transactional leaders place a high value on being truthful, equitable, responsible, and reliable. It may, however, stifle creativity, deter loyalty, and sap individual drive. Companies are shifting away from transactional leadership these days since emotional support and personal motivation is essential to a business's success.

Laissez-faire Leadership. The laissez-faire term means "allow to do" (Merriam-Webster, n.d.). This style of leadership was coined in the 1930s by Lewin et al. (1939). The research by Lewin et al. centered around the study of organizational psychology. Experts in human resources still study the work by Lewin et al. today.

Lewin et al. (1939) were the first to recognize this style of leadership. He identified it as one of three types of leadership styles; however, he did not prefer this method. Lewin identified this style as the opposite of autocratic leadership (Myers, 2023). The laissez-faire style, also called delegative leadership by Lewin et al., is known as a hands-off approach (Sharma & Singh, 2013). The leader lets the individual set goals and decides their methods of work, and workers work at their own pace (Lewin et al., 1939).

As no surprise, the laissez-faire leader is very passive. A laissez-faire leader avoids decision-making and supervisory responsibilities (Deluga, 1990; Sharma & Singh, 2013). Passive leadership styles such as laissez-faire have been found to align negatively with active leadership styles such as transformational and transactional leadership (Bass, 1990).

Organizations with this type of leadership style have employees who tend to exhibit minimal effort, and laissez-faire leaders trust and rely heavily on their employees. Laissez-faire leaders do not micromanage, and they tend to be hands-off in their approach (Myers, 2023). Employees who work under this type of leader lack instruction and guidance because of the limited support. Laissez-faire leaders let their employees use their creativity to help them meet the goals at hand (Myers, 2023).

According to Myers (2023), laissez-faire means *leave alone* in French. Such a style requires group members to take the lead, as the leader takes on a very minimal role. This style requires members of the group to be self-motivated with very strong

skill sets to be successful. Like all leadership styles, this one has advantages and disadvantages (Myers, 2023).

Laissez-faire leadership, which is defined by the leader providing little direction or guidance, has benefits and drawbacks. This style of leadership has several benefits, such as fostering innovation and creativity, giving people more authority, and supporting the growth of leadership abilities. Under laissez-faire leadership, staff members are allowed to experiment and come up with new ideas without continual supervision (Bass & Bass, 2008). This leadership approach encourages a sense of responsibility in workers by giving them the freedom to assume responsibility for their jobs and make decisions on their own (Yukl, 2012). Employees who adopt a laissez-faire leadership style may have the chance to grow as leaders by assuming group leadership responsibilities (Northouse, 2018).

Benefits are accompanied by drawbacks. Employee confusion and inefficiency may result from a boss who fails to provide clear instructions, leaving staff members unclear about their responsibilities (Avolio & Bass, 2001). Employees under laissez-faire leadership may perform below expectations if they lack the drive or know-how to work on their own (Judge & Piccolo, 2004). Laissez-faire bosses may exhibit disengagement or detachment, which fails to fulfill obligations and a lack of support for their subordinates (Podsakoff et al., 1996). Leaders who are thinking about using a laissez-faire approach need to be aware of these positive and negative aspects since they might affect team relationships and organizational results.

A prime example of this style is none other than President Herbert Hoover. During the Great Depression, President Hoover used a hands-off approach to handling the economic crisis in the 1930s. Hoover's hands-off approach reflected elements of laissez-faire leadership during this time. He supported little government involvement, a focus on individual independence, a rejection of direct assistance, and market correction (Leuchtenburg, 1963).

Early on in the Great Depression, Hoover left it in the hands of private individuals to fix the economic downturn (Leuchtenburg, 1963). He advocated for self-reliance and was initially hesitant to involve the federal government, with a focus on individual independence. His background in his previous work before entering politics led to this action (Nash, 1983).

Following the 1929 stock market crash, President Hoover handled the banking crisis with minimum interference from the federal government, another characteristic of the laissez-faire leadership style. Folsom (2009) noted that by doing this, he hoped that the private sector and individual banks would fix the problem without the government interfering in any way. This action only led to much deeper issues in the crisis now known as the Great Depression (Folsom, 2009).

In the beginning, President Hoover was against direct assistance. He was cautious about the government intervening using large-scale public works programs. McCoy (1967) states that Hoover did take some steps, and an example is that he created the Reconstruction Finance Corporation (RFC). The RFC provided loans for

identified sectors. However, with such limited help, this program proved to fail because the Great Depression was so widespread (McCoy, 1967).

Because of the multiple characteristics of Hoover's laissez-faire leadership style, many argue that his tactics only prolonged the economic crisis. Millions suffered from the lack of action that was taken during this time due to his reluctance to interfere. His hands-off approach led to many having no relief in this time of extreme hardship.

Summary of Laissez-faire Leadership. The term laissez-faire leadership was first used by Kurt Lewin in the 1930s. It refers to a detached style of leadership in which the leader establishes objectives and chooses how to carry out tasks. Employees working under this passive approach, which is sometimes perceived as the antithesis of authoritarian leadership, are free to work at their own speed and are not given any direction or assistance. Although it encourages responsibility, inventiveness, and originality, this approach may also result in confusion and inefficiency.

Servant Leadership. The actions of servant leadership have been around since the beginning of time; however, Robert Greenleaf brought them to the forefront in 1970 (Ferch, 2023). According to Frick (2016), Greenleaf attended Rose Polytechnic in Terra Haute, Indiana, and later transferred to Carleton College in Minnesota. Frick also notes that during this time, Greenleaf had a teacher who had a great influence on him. The teacher told Greenleaf that large companies and institutions lacked service to individuals and society (Frick, 2016). In 1926, Greenleaf

graduated as a math major and began his journey with AT&T, where he worked for

38 years (Frick, 2016). During his time with the powerhouse company, he quickly

rose the ranks. He participated in the first management training program, and his

thought was, "The organization exists for the person as much as the person exists for

the organization" (Frick, 2016). This was not a popular idea at the time.

Greenleaf retired in 1964 and began his second and most productive career as

a writer, consultant, and teacher (Frick, 2016). In 1970, Greenleaf published his

essay, *The Servant Leader,* in which he homed in on servant leadership (Ferch, 2023).

Greenleaf (1970) explained that it begins with the feeling that one wants to serve first.

Then one's inner feeling aspires to lead. Greenleaf states, "Do those served grow as

persons, do they, while being served, become healthier, wiser, freer, more

autonomous, more likely themselves to become servants?" (p. 4).

According to Greenleaf (1977), the theory of servant leadership is that a

leader's main objective should be to serve their followers, putting their needs first,

giving them authority, and assisting them in reaching their maximum potential. This

strategy differs from conventional leadership approaches, which could place greater

emphasis on the authority and control of the leader. Empathy, humility, and a great

dedication to the development and welfare of their team members are traits that

servant leaders frequently display (Greenleaf, 1977).

People in organizations are greatly impacted by servant leadership, which

promotes a climate of autonomy, confidence, and development (Liden et al., 2008).

Increased perceptions of well-being and contentment among employees have been

associated with servant leadership (Walumbwa et al., 2010). Workers who report to servant leaders typically experience higher levels of work satisfaction and general well-being because they feel appreciated, supported, and regarded (Walumbwa et al., 2010).

According to Hunter et al. (2013), employee enhancement and advancement are a top priority for servant leaders, who offer chances for learning and growth as well as coaching and mentorship. Individuals may fulfill their potential and advance their careers over the long term when they place a strong emphasis on their personal and professional growth (Hunter et al., 2013). Organizational citizenship behavior (OCB), in which staff members go above and beyond their official responsibilities to serve the company and its members, is positively correlated with servant leadership. OCB is praised and fostered in an atmosphere created by servant leaders (Liden et al., 2014).

In today's schools, there are many struggles and barriers that affect student learning and the culture of the school. Educators are continually faced with an ever-changing landscape of demands and obstacles. School leaders must lead effectively with compassion. Leadership style not only has a profound effect on students, but it also impacts teachers, which in turn affects school culture.

The leadership style of the principal can have a profound impact on school culture, which can impact students both positively and negatively. A principal's leadership style also affects teachers, sometimes for the good and other times not so

good. Principals need to subscribe to a leadership style that supports teachers and moves students forward.

Anyone in an administrative role can see that school systems today struggle with motivating faculty, retaining faculty, motivating students, and getting great results in the student achievement category. Through his research, Black (2010) demonstrates that servant leadership can improve the culture and environment in secondary schools. He found that "the overall canonical correlational analysis, which combined the teachers and principals in the same analysis, reported a significant positive relationship between the perceptions of servant leadership practices and perceptions of school climate" (Black, 2010, p. 447).

In today's society and educational climate, it is difficult to recruit and retain teachers. Hammond's (2018) research is helpful with this dilemma, as it looks at servant leadership through a different lens. Hammond focuses on what style of leadership teachers prefer in an administrator. Hammond's study shows that principals who exhibit high levels of servant leadership, according to the Servant Leadership Questionnaire (SLQ), help foster teachers with much more self-empowerment. In turn, teachers with high levels of self-empowerment are happier and are retained at a much higher rate (Hammond, 2018). Teachers who are empowered not only become better leaders but also improve culture.

While it may seem that teachers who are empowered become better leaders and improve culture, sometimes servant leadership can have a negative impact. Because they put the needs of others above their authority, servant leaders may find it

difficult to give guidance when it's needed (Ehrhart, 2004). It can take time to put a strong emphasis on helping people and developing connections, which could impede decision-making and job completion (Ehrhart, 2004). When team members don't put in the same amount of effort or commitment, it might happen that servant leaders are exploited and their resources are used (Van Dierendonck & Nuijten, 2011). In hierarchical or authoritarian organizational cultures, where a top-down strategy is preferred over empowerment and cooperation, servant leadership may encounter difficulties (Ehrhart, 2004).

Leaders today will impact their organizations more by serving others first. The greatest leader of all time used this same approach over 2,000 years ago. Hammond (2018) speaks about servant leadership using the following verses from the Bible, the most widely distributed and read book in the world (Saini, 2023).

> In the Gospel of Mark, Jesus explained that he was not sent to earth to be served but rather to serve (Mark 10:44-45). Before these verses, Jesus explained to several of his disciples about their thoughts of His status and their role in the kingdom. Jesus explained to his followers that while leadership at the time was 'of the world'—it was not how they would lead. Instead, Jesus explained, "But among you, it will be different. Whoever wants to be a leader among you must be your servant, and whoever wants to be first among you must be the slave of everyone else" (Mark 10:35–44, NLT). The ultimate sacrifice of a leader is to put the needs of followers first and to lead by serving. (Hammond, 2018, p. 24)

This biblical concept can also be woven into the leadership theory of school administration. Within the school and other organizations, people want to see leaders serve. The perception should never be that leaders are sitting on the throne waiting to be served. Servant leaders are jumping on board to create a culture of serving. It is effective and is becoming more and more effective within organizations across the globe.

In collaborating with teachers and principals across the state and country, it is evident that change is needed. The model of self-servant leadership has become a model in society that has damaged many organizations. In education, we must serve first! With a servant's heart, we can change our schools. Through the professional development series, we can change the mentality of both staff and students for the better.

Summary of Servant Leadership. Servant leadership emphasizes the value of serving those who follow, prioritizing their needs, and helping them realize their greatest potential. This method is not the same as traditional leadership styles, which emphasize control and power. Understanding, compassion, and a commitment to the well-being and advancement of their team members are common traits of servant leaders. This strategy fosters a culture of independence, self-assurance, and growth, which increases employee satisfaction and well-being.

Servant leadership has the power to enhance the culture and atmosphere of today's schools while also inspiring and keeping teachers, inspiring children, and producing outstanding student success outcomes. Teachers who experience high

levels of servant leadership are happier and more likely to be maintained in their roles. As seen by Jesus' emphasis on putting others' needs before his own in the Gospel of Mark, this biblical idea may be integrated into leadership in school administration. Change is required to foster a culture of service and enhance staff and student attitudes through working with principals and instructors.

      Impact of Servant Leadership on Teacher Satisfaction. Teacher satisfaction is crucial to the retention of faculty and staff in schools today, and school administrators play a key role in teacher retention. In their research, Irving and Berndt (2017) found that servant leadership has a positive effect on organizational commitment. When teachers are committed to their organizations, there is a decline in the detrimental factors that typically drive them away from the school and profession.

      Although teachers leave the profession for many reasons, the most common factors are job satisfaction and job-related stress (Bukhari & Kamal, 2018). Other notable contributing factors include low wages, continuous change, student defiance, classroom disruptions, and a perceived lack of administrative support (Bressman et al., 2018; Clarà, 2017; Dunn et al., 2017; Glazer, 2018; Gobena, 2018; Lindqvist & Nordänger, 2016). Any number of these factors can contribute to teacher dissatisfaction, resulting in finding a new career. Once teachers feel that they can no longer meet the high demands placed on them and that they are no longer able to meet unrealistic expectations, they leave the profession (Johnson et al., 2005). Teachers leave schools in the United States at two times the rate of other "high-achieving nations like Finland, Singapore, and Ontario, Canada" (Sutcher et al., 2016, p. 52).

Considering the rate at which teachers are leaving the profession, school leaders must challenge themselves to look within and find ways to connect with teachers on a deeper level. As explained by Autry (2001), there is a bilateral relationship between leaders and followers that is created by expectations of employee performance that are reciprocated by performance reviews of the leader. Autry further described the importance of this bilateral relationship and its impact on shared decision-making and cooperation among leaders and followers. When such reciprocity is encouraged, collegiality begins to form.

Administrators who are servant leaders first embrace the mindset that traditional hierarchal leadership models are uncalled for and instead prioritize community, teamwork, and shared decision-making (Crippen & Willows, 2019). This paradigm is necessary as servant leaders are "authentic, vulnerable, accepting, present, and useful" (Autry, 2001, p. 19). Crippen and Willows argue that servant leadership should be included as an essential component in teacher leadership programs. When administrators use this model, Crippen and Willows believe teachers will begin to identify themselves as leaders.

Teacher identity plays a significant role in their work in the classroom (Yağan et al., 2002). Furthermore, a teacher's self-image is strongly influenced by the way others view them (Kelchtermans, 2009). Servant leaders offer three main attributes that greatly impact their employees' vision of themselves: trust, appreciation, and empowerment (Russell, 2001). Teachers who work with servant leaders also feel

supported. Zhou and Miao (2014) concluded that there was a positive influence between servant leadership and perceived support by their respective organizations.

Impact of Servant Leadership on Student Achievement. Teachers remain in the profession when they see that their educational abilities and the needs of the school align (Player et al., 2017). For this alignment to happen, educational leaders must practice selective abandonment. This is the process of the leader working to alleviate many of the job demands that face teachers today. Some of the demands are unnecessary meetings, paperwork, constant change, and other teaching tasks that minimize their effectiveness in the classroom (Torenbeek & Peters, 2017).

While there is no direct correlation between any particular leadership style, research has determined that student achievement is negatively impacted by teacher attrition (Adnot et al., 2017; Ávalos & Valenzuela, 2016; Carlson, 2012; Carver-Thomas & Darling-Hammond, 2019; Dicke et al., 2020; Finnigan & Daly, 2017; Sawchuk, 2018; Young, 2018). With this in mind, it is critical to find a leadership style that has a positive impact on teacher attrition. When school leaders retain teachers, they can anticipate a better school culture, leading to increased student success (Black, 2010).

A quantitative study conducted by Kilag et al. (2023) examined the relationship between servant leadership and school climate, while also looking at the effects of servant leadership on student academic achievement. This study was conducted in one district with 40 teachers and 1000 students surveyed (Kilag et al., 2023). The findings suggest that servant leadership has a significant positive impact

on teacher job satisfaction, school culture, and academic achievement (Kialag et al.,

2023).

Over the years, other studies have pointed out the effectiveness of the servant

leadership model with teachers and students. For example, Lambert (2004) found a

direct correlation between student achievement in middle schools and servant

leadership. Furthermore, Jackson (2010) contributed to the research by demonstrating

that servant leadership had a positive impact on school culture as identified by shared

values, beliefs, and norms. Additionally, Jackson concluded that teachers experienced

higher job satisfaction, leading to a reduction in teacher turnover when servant

leadership was employed.

Professional Development. Teachers hoping to advance student achievement,

create a positive classroom culture, and operate as servant leaders need support from

their administrators to help them learn effective strategies to implement in the

classroom. Advancing professionally involves acquiring fresh skills via ongoing

education and career-oriented training once you've joined the workforce. This can

involve enrolling in courses or workshops, participating in industry conferences, or

obtaining certificates to broaden your expertise within your selected field of

education. While some professional development in education provides internal

avenues for professional development like training sessions or mentorship initiatives,

numerous programs for professional growth are pursued independently (Parsons,

2022).

Encouraging professional growth contributes to better teaching methods. It gives teachers the resources and approaches they need to improve their lesson plans, instructional methodologies, and classroom management abilities (Darling-Hammond et al., 2017). Teachers may keep current by participating in professional development. The education area is dynamic, with new methods, technology, and research findings appearing regularly (Desimone, 2009). Teachers who participate in professional development are better able to remain current on these advancements and apply them to their teaching (Desimone, 2009).

Teachers may better address the unique needs of their students by participating in professional development that frequently focuses on themes like differentiated instruction, inclusive education, and cultural competency (Borko, 2004). Beyond the classroom, educators may develop competency by attending to the different needs of their students (Borko, 2004). Professional development also promotes collaboration. A culture of exchanging ideas, resources, and best practices among educators is fostered inside schools and districts by the abundance of professional development opportunities that support cooperation (Garet et al., 2001).

Investing in professional development shows schools are committed to promoting the growth and well-being of their teachers, which may result in increased job satisfaction and retention rates (Guskey, 2002). When the school system supports teachers's well-being, they show their stakeholders their appreciation of their employees (Guskey, 2002). Professional development refers to continuing education opportunities intended to improve teachers' efficacy, knowledge, and abilities. It

includes a range of activities like conferences, seminars, workshops, mentorship, coaching, and cooperative learning opportunities. Supporting teachers in adhering to best practices, integrating cutting-edge technology and research into their lessons, and consistently raising student achievement is the aim of professional development.

Importance of Professional Development. Within education and corporate America alike, professional development is extremely important. Professional development holds importance as it can pave the way for career advancement, including opportunities for promotions. It supports the enhancement of existing skills and the acquisition of new ones. Furthermore, it sets individuals apart from applicants who do not seek to expand their skill sets and expertise in the field that they are in (Parsons, 2022).

New technology, research discoveries, and instructional trends are continually emerging in the realm of education. By remaining current with advancements in their disciplines, educators may adjust to these changes through professional development. Education professionals may better address the different needs of their students and get them ready for success in a world that is changing quickly by incorporating new information and strategies into their teaching practice (Desimone, 2009).

Multiple research initiatives have shown that student achievement and teacher professional development are positively correlated (Garet et al., 2001). Teachers are better able to design interesting lessons, differentiate education, and offer students customized help when they participate in worthwhile professional development events. Learning outcomes for students improve consequently, which raises academic

achievement and boosts motivation and engagement among students (Garet et al., 2001).

Borko (2004) states that collaboration between educators within schools, districts, and larger professional networks is facilitated via professional development. Teachers may help one another learn from one another and solve problems in the classroom by exchanging ideas, materials, and best practices. Collaborative learning communities also enhance staff retention and work satisfaction by fostering a culture of continual improvement (Borko, 2004).

Effective Professional Development. When considering effective components of professional development, research reveals the importance of teachers as active participants in their professional growth journey (Schleicher, 2012). Factoring in the ultimate goal of enhancing student outcomes, Bubb and Earley (2007) coined the following definition of professional development:

> An ongoing process encompassing all formal and informal learning experiences that enable all staff in schools, individuals and others, to think about what they are doing, enhance their knowledge and skills, and improve ways of working so that pupil learning and wellbeing are enhanced as a result, creating opportunities for adult learning, ultimately to enhance the quality of education in the classroom. (p. 4)

There are rewards tied to offering effective professional development, and Bubb and Earley (2007) identified six key arguments that boast the need for high-quality professional development. First, Bubb and Earley assert that professional

development increases job effectiveness because students are aware of expectations

and, therefore, able to achieve higher standards. Second, retention and recruitment

efforts are increased because people begin to discuss schools where they feel

supported (Bubb & Earley, 2007). Third, teachers have a sense of value and are more

motivated (Bubb & Earley, 2007). Fourth, Bubb and Earley state that students and

staff are learning, creating a true sense of a learning-centered atmosphere. Fifth,

providing professional development is the responsibility and expectation of

administrators (Bubb & Earley, 2007). Finally, from an economic standpoint, schools

can save money because they are not constantly hiring and training new staff (Bubb

& Earley, 2007).

　　　　Although we can see the strong rationale for professional development,

Easton (2008) takes the concept one step further. According to Easton, educators need

to *learn*, therefore replacing the professional development mindset with professional

learning. "Developing is not enough. Educators must be knowledgeable and wise.

They must know enough to change. They must change in order to get different

results. They must become learners" (Easton, 2008, p. 756).

　　　　To learn and develop professionally, Stoll et al. (2012) have identified

essential considerations that must be made. The first point of interest is to start with

the end in mind. When starting with the end in mind (Earl et al., 2006; Covey, 1989),

one must be intentional about tracking and evaluating outcomes.

　　　　When setting out to make a difference through professional development, the

needs of the students must be known first. Students' learning needs should influence

what teachers need to learn. To do this effectively, educators should practice and

anticipate changes that might arise within the subject and classroom. Next, educators

must have a personal capacity to learn and improve skills and self-confidence,

improve upon their reflections on current practice, and be willing to be part of

initiatives for change. Finally, it is critical to have an interpersonal capacity that

promotes working collaboratively with colleagues and demonstrates the capability to

question various viewpoints (Early & Porritt, 2009; Frost & Durrant, 2013).

Beginning with the end in mind goes hand in hand with the next essential

consideration for professional development, which suggests that "effective

professional development is based on the assessment of individual and school needs"

(Stoll, 2012, p. 5). Much like the students who make up every classroom, each

educator brings in his or her own life story, circumstances, and learning needs, all

while operating from various professional phases (Day et al., 2007; Grundy &

Robinson, 2004). Considering all these nuances, administrators can help drive

effective learning initiatives by providing a range of starting points and

acknowledging diverse needs and requirements. This must be done intentionally;

administrators must encourage educators to be part of developing their professional

learning plans. When teachers are seen as an integral part of their learning, it

promotes a sense of ownership and increases positive outcomes (Timperley et al.,

2007).

Furthermore, such initiatives should be considered in conjunction with

identifying school needs. Individual learning must be connected to the identified

needs of the school (Wei et al., 2009). Administrators are charged with focusing on initiatives that bring a sense of connectedness and seek to improve the school as a whole while developing each individual.

Finally, implementing effective professional development initiatives requires administrators to have a leadership style that fosters an environment with the essential conditions to develop teachers. When considering what this environment looks like, it can be looked at from a pedagogical lens. Pedagogy is defined as "the art, science, or profession of teaching" (Merriam-Webster, n.d., p. 1). Administrators are in a unique position to foster a strong sense of pedagogy within teachers that allows them to never cease to learn about the art of teaching. According to Harris (2011), pedagogy is a main focus area for effective leaders. When administrators lead with this focus, student outcomes are impacted in a positive way (Robinson, 2007).

The underpinning of effective professional development is the culmination of a positive learning environment for students and teachers, recognition of professional development with student outcomes in mind, and school self-review aligned with performance outcomes (Coldwell et al., 2008). Another key aspect to consider is creating a culture that consists of using evidence-based inquiry while establishing trusting relationships between teachers and administrators (Kaser & Halbert, 2009; Bryk & Schneider, 2002). When this all comes together, teachers have a strong sense of self and support, which are both essential to their progress (Day et al., 2016).

Summary of Professional Development. Professional development is essential to teacher development and must be more than a directive from

administrators. Instead, good leaders recognize the need for input from teachers and the importance of using their strengths and expertise to advance the needs of the school. Additionally, individualizing professional development based on teachers' developmental needs while maintaining a school-wide focus is also a critical point of interest. Finally, professional development initiatives must be intentional to create positive student outcomes (Stoll et al., 2012).

Summary of the Literature Review

School administrators are trained hours upon hours each year. Training topics and opportunities are endless. However, school administrators continue to struggle in multiple areas, such as retaining staff, individualizing professional development, and utilizing servant leadership practices.

The term servant leadership was coined some 45 years ago. From Greenleaf to Spears and beyond, much research and work has been done surrounding this topic. The work that has been completed on this topic can easily be adapted for school leaders, but very little servant leadership training is available for school administrators.

While there are multiple leadership styles, servant leadership proves to support schools as a whole. This begins with school administrators becoming aware of servant leadership practices and the intentional implementation of those practices. Servant leadership has a positive influence on organizational commitment, leading to a better culture and climate. Maintaining a good school culture leads to teacher retention, which in turn leads to student achievement.

Who is the capstone meant to impact?

The professional development series developed for this capstone is meant to impact aspiring and current school administrators. Leadership styles differ greatly and have significant impacts on school culture, teacher retention, and student achievement. Each leadership style has both positive and negative traits. Within the professional development series, current and future leaders will learn what servant leadership looks like in the school setting and highlight five traits servant leaders in the school should possess, as well as the potential outcomes that may arise from implementing servant leadership practices.

Although 10 traits correlate to being a successful servant leader (Greenleaf, 1970; Spears, 2010), this professional development series will introduce five foundational characteristics of servant leadership: effective listening, empowerment, awareness, development, and reflection. Reflect is embedded throughout the servant leadership literature and is a culminating part of practicing as a servant leader (Keith & Greenleaf Center for Servant Leadership, 2008). To be a successful servant leader, one must first learn the five traits of a servant leader.

The professional development series focuses on five traits that make up the acronym LEADR. The first trait is to listen; every good leader listen before acting. Effective listening is more than just hearing what the people around you are saying. Once the information hits the ears, the leader must process the information. Then the leader must know if he or she is processing the information correctly. Oftentimes,

leaders miss the point because they hear a problem on the surface but do not understand the root cause of the problem.

Empowerment is the second trait that will be introduced in Module 2. Here, leaders will learn to empower their team to take the necessary actions to bring forth meaningful and positive change. Leaders who can empower the people around them bring excitement to the team. Empowerment also brings creativity and better work productivity.

Servant leaders need awareness, which is the third trait. Leaders must be aware, both internally and externally. This is not always easy. Sometimes our perceptions are not close to the way others perceive us. If a leader perceives they are doing great but no one else thinks so, then there's a major disconnect.

The fourth trait is development. Servant leaders develop employees as they put the needs of others before their own needs (Spears, 2010). Now more than ever, school leaders must focus on professional development. The current teacher shortage reflects teachers who did not get prepared in a traditional teaching program (Will, 2023). As a result, school leaders must focus on development strategies.

Finally, servant leaders must reflect. It is crucial to reflect on one's leadership and actions (Keith & Greenleaf Center for Servant Leadership, 2008). Reflection may lead to one refining their actions, and as a result, this may change the way one chooses to lead in the future. Each module ties back to the work of Greenleaf (1970) and Spears (2010).

Ten Characteristics of Servant Leadership

Spears (2010) pulled 10 characteristics from Greenleaf's work: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. The 10 characteristics are a result of 30 years of Spears studying servant leadership and Greenleaf's writings.

Effective Listening. The first characteristic of servant leadership is listening. Usually, decision-making and communication abilities have been prized by leaders (Spears, 2010). These are crucial abilities for a servant leader as well, but they must be complemented by a strong dedication to paying close attention to what others are saying (Spears, 2010). A servant leader looks for the group's will and assists in making it clear. Spears states that he or she pays attentive attention to both spoken and unspoken communication. Hearing one's inner voice is a component of listening as well (Spears, 2010). A servant leader's development and well-being depend on their ability to listen and take time to reflect (Spears, 2010).

Empathy. Empathy is the second characteristic of servant leadership. "The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits" (Spears, 2010, p. 27). Even in situations where it may be necessary to reject certain actions or performances, one assumes the best intentions of coworkers and colleagues and does not reject them as individuals (Spears, 2010). Professionals who have developed their empathy as listeners are the most effective servant leaders.

Relationships. Relationship restoration is a potent catalyst for change and assimilation. The ability to mend one's relationship with others and oneself is one of servant leadership's greatest assets. Many people have experienced a range of emotional traumas and have broken spirits. Servant leaders understand that although this is a natural aspect of being human, they also have the chance to help those they come into contact with become full. In *The Servant as Leader*, according to Greenleaf (1977), "there is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share" (p. 50).

Awareness. Another characteristic of servant leadership, coined by Greenleaf (1977), is awareness. A deep sense of self-awareness coupled with a strong understanding of ethics and values is essential for servant leaders and guides all their activities and behaviors (Spears, 2010). A leader needs to be aware of their strengths and shortcomings to be effective, yet surprisingly few people possess this ability and are unaware of it. For many leaders, this is a blind spot. To provide greater care for their staff, servant leaders understand the value of awareness in general and self-awareness in particular (Spears). According to Greenleaf (1977), when we are unaware, "we miss leadership opportunities" (p. 41). People are better leaders of their teams when they understand who they are and where their teammates are coming from. Being self-aware, or having the capacity to recognize and acknowledge one's feelings as they arise, is a crucial component of thoughtful, conscientious leadership.

Persuasion. Persuasive leaders present reasoned cases for action in a way that causes their followers to feel strongly and favorably. Persuasion, not positional power, is how servant leadership facilitates decision-making (Spears, 2010). Greenleaf (1977) noted that "a fresh look is being taken at the issues of power and authority, and people are beginning to learn, however haltingly, to relate to one another in less coercive and more creatively supporting ways" (p. 23). Servant leaders strive to create consensus among their teams and prefer to persuade rather than impose (Spears). Employee education and active participation in the decision-making process are more important goals than simply getting people to conform (Spears, 2010). This facet of servant leadership highlights the significant differences between the model and more conventional leadership approaches.

Conceptualization. Conceptualization is another characteristic coined by Greenleaf (1977). In actuality, servant leaders are innovators. One of the most fascinating aspects of servant leadership is its emphasis on the conceptual standpoint, which best encapsulates the leader's capacity to empower others to do great things. Servant leaders take the long view, in contrast to many managers, who frequently become so preoccupied with meeting immediate operational goals that they lose sight of the bigger picture (Spears, 2010). They formulate issues that do not yet exist and come up with fixes for such issues. In addition to meeting immediate goals, they can see the bigger picture, which is critical for performance because it enables their teams to strategize, come together around a single goal, find meaning in their job, and recognize its influence (Spears, 2010).

Foresight. Greenleaf (1977) states that the capacity to predict the future course of a situation has a strong connection to conceptualizing and is difficult to describe but simple to recognize. The capacity for foresight allows a servant leader to comprehend the lessons learned from the past, the circumstances of the present, and the anticipated outcomes of decisions made for the future (Spears, 2010). It has a strong foundation in the intuitive mind as well (Spears, 2010).

Stewardship. A crucial component of servant leadership is stewardship. Like excellent stewards, servant leaders cherish the people and things given to them, prioritize care above control, and make sure to leave a legacy that motivates others (Greenleaf, 1977). Working for the greater good and demonstrating a commitment to helping and addressing the needs of others are central to the concept of stewardship (Spears, 2010). The ultimate compass for a servant leader tending to the development and prosperity of those around them is stewardship (Greenleaf, 1977). Through their job, servant leaders aim to enhance the lives of their team members, who then strive to enhance the organization's performance and the lives of others (Spears, 2010).

Commitment to the Growth of People. Greenleaf (1977) believed, "The secret of institution building is to be able to weld a team of such people by lifting them to grow taller than they would otherwise be" (p. 35). All their team members' growth is a priority for servant leaders, and they engage with them in ways that support and promote that progress. Spears (2010) stated that by using the lens of servant leadership, managers may recognize the inherent value that their staff members bring to the table—value that extends beyond their outward contributions or

the financial gains they can make for the company. When offering chances for

professional development through education, training, and leadership development,

servant leaders foster the personal and professional development of their workforce

(Spears, 2010). Greenleaf noted that servant leaders foster this development by

instituting a sound feedback system, providing teams with coaching and mentoring,

and granting workers the independence they require to carry out their jobs effectively

and assume responsibility for them.

      Building a Community. The final characteristic of servant leadership is

building a community. Creating a strong sense of community at work may be

challenging, particularly in large businesses. To enable those, servant leaders not only

perform the best work possible but also take joy in what they do. They understand the

need to create a sense of community and establish relationships (Spears, 2010). It

doesn't have to be a grand project to foster connections between coworkers, the

organization, and the community it serves; simple gestures taken by many have a

significant influence (Spears, 2010). This is how communities are built. Greenleaf

(1977) said,

      All that is needed to rebuild community as a viable life form for large

      numbers of people is for enough servant-leaders to show the way, not by mass

      movements but by each servant-leader demonstrating his or her unlimited

      liability for a quite specific community-related group. (p. 53)

Servant Leadership Relates to Emotional Intelligence

Both servant leadership and emotional intelligence place a strong emphasis on empathy, self-awareness, and concern for the welfare of others. Emotional intelligence and servant leadership are closely related. Emotional intelligence is the capacity to both recognize and regulate one's feelings as well as those of others. (Bradberry & Greaves, 2009). In contrast, servant leadership places a higher priority on meeting the needs of others and promoting their personal development.

Leaders with high emotional intelligence are better able to relate to and comprehend the needs and motivations of their team members, as well as provide a nurturing environment where people may grow. With this understanding of empathy, servant leaders are better equipped to anticipate their team members' needs and offer the assistance and direction they require. Furthermore, emotional intelligence supports servant leaders in navigating intricate interpersonal dynamics, successfully resolving disputes, and cultivating solid bonds based on mutual respect and trust. Ultimately, servant leaders may foster a supportive and encouraging work environment where people feel appreciated, encouraged to reach their full potential, and supported by incorporating emotional intelligence into their leadership style.

How will the capstone project be implemented?

The servant leadership professional development series is for current school administrators and is implemented within five modules of servant leadership and compiled in a professional development series. The professional development series

is based on the work of Greenleaf (1970) and Spears (2010), who identified 10 characteristics that are essential for servant leadership.

Modules 1 through 4 contain one original trait each and will be introduced to participants. Module 5 focuses on reflecting. It is essential for servant leaders to continually reflect on areas to ensure growth. The modules in the professional development series also have hands-on activities to help school leaders apply servant leadership traits. The LEADR acronym utilizes an outline for the professional development series as follows.

Each letter of the acronym LEADR is a module. The series is designed to begin before the school year starts. During this time, participants will start the first module in July. Module 2 will start in August, Module 3 in October, Module 4 in November, and Module 5 in March.

Why were this capstone and related strategies selected?

The capstone was selected for two reasons. The first reason is that working for ineffective leaders, I saw how students and faculty suffered. Every effective leader that I have worked for puts others before themselves.

The second reason for this capstone is to teach others to lead like Jesus. "Leading like Jesus means that relationships and results are intertwined. It means being committed to both developing others and achieving results in a way that honors God and reflects your core beliefs about who you are and who you are" (Blanchard et al., p. 44). Christ taught leading and serving and is identified as the first servant leader, having lived a life in which he relentlessly demonstrated servant leadership

(Blanchard et al., 2016). The first known servant leader walked the earth more than 2000 years ago.

As evidenced in the literature review, servant leadership has a positive impact on teacher retention. The professional development series will teach future leaders five key skills to become better servant leaders. As outlined previously with the LEADR acronym, they will learn to: listen, engage, raise awareness, develop, and reflect.

When was the capstone implemented?

The professional development series handbook was designed during the fall and spring of 2023–2024. The professional development series takes principles from Greenleaf (1970) and Spears (2010) and condenses them into five modules for school leaders. The professional development series should be available in the fall of 2024. The professional development series provides information, examples, and resources to participants who want to learn about servant leadership and how it can help them lead their schools as servant leaders. The series consists of five modules. Within each module, the facilitator will find presentation slides, facilitator notes, activities, and resources. Each of these is found in Appendix A. In Appendix B, the facilitator will find permission to use the servant leadership self-report and the servant leadership questionnaire from Robert Liden.

Limitation, Delimitation, and Assumption

A limitation of this capstone is my bias that servant leadership is the best approach for school leaders to use. Additionally, this is my approach to servant

leadership. As a result of my strong belief in this style, may influence my delivery of the modules. As the facilitator, I need to be aware of these limitations.

A delimitation of this study is the choice to focus on servant leadership in the school setting. Many leadership styles exist. Numerous leadership styles differ greatly from servant leadership. Servant leadership was chosen for research because of its lived experiences and personal religious beliefs.

This capstone assumes that school leaders want to integrate servant leadership in their schools. If leaders do not adopt and utilize the traits of servant leadership, then the capstone will not impact their schools. Listening, awareness, empowering, developing, and reflecting are sound principles for servant leaders. The series was designed to inform participants of five servant leadership traits that can be implemented in schools today.

Reflections

The creation of this capstone (professional development series) has taught me many valuable lessons. During the research process, it became clear that leadership has a significant impact on people across all organizations. The influence of leadership is profound, and leaders should approach their roles with great responsibility.

This capstone, along with the program at Morehead State University, has been as much a journey of self-discovery as it has been an academic endeavor. First and foremost, it has taught me the importance of perseverance. The process has been challenging, to say the least. I have often relied on the support and understanding of

others. The days were long and, at times, very taxing. However, the experience has

also been incredibly rewarding. The professors at Morehead State University have

pushed me beyond limits I didn't know I could surpass.

While this professional development series introduces the traits of servant

leadership for integration into schools, there are further research opportunities.

Studying the impact of servant leadership on schools after school leaders participate

in the five-module professional leadership series presents a valuable research

opportunity. Additionally, exploring how administrators can effectively use the

LEADR five-module professional development series in their schools and its

potential impact on student achievement is another significant area for research.

Capstone Project

Overview of Modules

This professional development series is designed to be given in five sessions.

Participants will be encouraged to attend each of the five modules that are intended to

be no more than one hour in length. Each module will be adequately spaced during

the school year. Typically, Module 1 would begin in July, Module 2 in August,

Module 3 in October, Module 4 in November, and Module 5 in March. This timeline

will give participants time to use strategies learned before learning more strategies.

As a result, reflection can be made on the previous module in each training course.

Module 1 Overview

The primary goal of Module 1 is to explore the power of effective listening.

Before talking about effective listening, participants will be given a brief overview of

servant leadership and the remaining modules, so they know what to expect. Participants will then take the Servant Leadership Self-Report and interpret the pre-assessment results as they relate to exhibiting servant leadership behavior. The session will then transition to the importance of effective listening and participants will complete a warm-up exercise before exploring the five stages of the listening process.

To help participants envision what it looks like to be a servant leader to students, parents, and teachers, they will review effective listening scenarios of a servant leader at their table groups. School leaders will be equipped with skills to ensure they can listen effectively as servant leaders. The module will end with a wrap-up and questions.

Module 1

- Introduce participants to the LEADR acronym (5 modules).

- Introduce the learning outcomes for Module 1.

- A brief overview of servant leadership.

- Will teach you how to listen effectively and why this is important.

- Servant Leadership Self-Report.

- How effective listening is used by servant leaders.

- Wrap-up/Questions.

Module 2 Overview

Module 2 introduces the concept of empowering employees. Servant leadership and employee empowerment go hand in hand. This session will first flashback to Module 1, effective listening. Participants will reflect on Module 1 by doing a flashback activity. The section will then communicate and teach participants how and why employee empowerment is key to growing a successful team. Participants will also engage in a warm-up exercise about the word empower and its meaning.

In addition, participants will learn seven ways to empower employees (delegating authority, providing resources and support, encouraging creativity and innovation, offering feedback and recognition, promoting personal and professional development, creating a culture of trust and transparency, and leading by example). Similar to the last module, participants will be given three scenarios to help them better understand how servant leaders empower students, parents, and teachers. The module will conclude with a wrap-up and questions.

Module 2

- Review of Module 1.

- Introduce the learning outcomes for Module 2.

- The facilitator will teach how to empower others for the betterment of the school using hands-on learning and group discussions.

- Wrap-up/Questions.

Module 3 Overview

Module 3 will begin with a flashback about Module 2, empowering employees. Module 3 emphasizes the importance of employee awareness in the workplace. Awareness is essential to be a servant leader. This session will introduce participants to internal and external awareness. Each plays a crucial role when leading others. This session will help school leaders be intentional about both internal and external awareness and begins with a mindfulness exercise. Next, participants will be given the article "What Self-Awareness Really Is (and How to Cultivate It)" (Eurich, 2018) to reference as they review a five-minute video about internal and external awareness. These resources will help participants prepare for a group activity about internal and external awareness.

This module will also encourage participants to look within as a powerful lesson that servant leadership starts by acknowledging what is on the inside. This leads to educating participants about the crucial role feedback plays in awareness and the importance of using surveys to elicit feedback. Sample survey questions related to employee satisfaction, engagement, and workplace culture are shared with participants to help them get started with the process of creating a survey. Participants will learn tactics to help them have a better awareness of themselves and others. To assist participants in gaining a deeper understanding of how servant leaders model awareness, they are given scenarios that demonstrate awareness of students, parents, and teachers' needs. The module ends with a wrap-up and questions.

Module 3

- Review of Module 2.

- Introduce the learning outcomes of Module 3.

- The facilitator will teach the importance of awareness. Every leader needs to have a sense of awareness both internally and externally. Awareness strengthens the servant leader. Committing to being more aware may be scary. However, this commitment will aid in understanding oneself both internally and externally which in turn will help when leading a school or another organization.

- Wrap-up/Questions.

Module 4 Overview

Module 4 will begin with a flashback to Module 3, awareness. Module 4 will then teach participants the importance of developing others. Servant leaders put others before themselves. Servant leaders want to grow individuals and watch this growth and development trickle over into the organizations they lead. This session will give school administrators three ways to develop as servant leaders so they can, in turn, develop teachers. Next, they will learn five ways to develop teachers. This information will help school leaders parallel the development tools with the Danielson Framework that is used to evaluate teachers.

Table groups will have an opportunity to practice what they have learned by working through a specific problem (teachers are underdeveloped) coming up with possible solutions and identifying the best solution. Participants will then be given

scenarios that reflect how servant leaders develop students, parents, and teachers. To

further help participants engage in development practices, they will be given the

handout "7 Tools for Developing Teachers & Teaching" (Rutherford, 2009). Finally,

the module will be completed with a wrap-up and questions.

Module 4

- Review of Module 3.

- Introduce the learning outcomes of Module 4.

- The facilitator will teach the importance of the development of

  staff. Servant leaders are deeply committed to the growth of every

  individual within his or her school or organization.

- Wrap-up/Questions.

Module 5 Overview

Module 5 starts by reviewing Module 4, develop. Next, participants will learn

what it means to reflect and refine as a servant leader. This process will be two-fold.

First, participants will acquire knowledge about what it means to reflect and refine.

This will be done using multiple tactics. The second part of this model entails

reflecting on the first four modules.

To facilitate the understanding of reflecting and refining, participants will be

given a scenario about how the servant leader reflects and refines, then they will

receive a reflect and refine "to-do" list. Next, they will participate in an individual

reflection exercise, followed by a T-chart group activity where each group is given

one of the letters from the LEADR acronym. This activity will require groups to

reflect on that specific letter and be encouraged to identify what worked and did not

work along the LEADR journey this year. Groups will discuss great moments and

failures in implementing what they have learned in the professional development

series. Finally, each participant will be given two copies of the Servant Leadership

Questionnaire (SLQ), and directions for administration, scoring, and interpreting will

be explained. The professional development learning series will wrap up with two

questions.

Module 5

- Review of Module 4.

- Introduce the learning outcomes of Module 5.

- The facilitator will teach the importance of reflecting and refining.
  These are the things you are doing to improve your organization.

- Servant Leadership Questionnaire.

- Wrap-up/Questions.

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Appendices

Appendix A

A Professional Development Series:

Using Servant LEADR Traits to Develop School Administrators

A Professional Development Series:

Using Servant LEADR Traits to Develop School Administrators

Jeremy P. Todd

TABLE OF CONTENTS

Page

How to use the Professional Development Series

The professional development series should be implemented over a school year. This will give administrators time to integrate what is learned during each module before moving on to the next step. The first two modules must be conducted before the school year begins as well as the pre-assessment given to two individuals. This is important as these modules are foundational for the remainder of the professional development series. The other workshops will be given throughout the school year.

Within each module the facilitator will find italics, quotations, and regular text in the facilitator's notes. Quotations are found around the suggested words to be spoken by the facilitator. An example of this may be, "Today we are going to learn about effective listening and the benefits that it will have as a school administrator." Sentences in italics are things that the facilitator should do, such as *Provide Handout 1 to participants*. The regular texts that the facilitator will find are things to be shared with participants. An example of this is that participants will complete the T-chart with their group.

Module 1: Importance of Effective Listening

60 minutes

Professional Development Overview
Professional Development Title: Introduction to Servant Leadership with an Emphasis on the Importance of Effective Listening.
Learning Outcomes: • This session will give participants background knowledge of servant leadership. This will be a segue into a discussion of effective listening. • This session will communicate the reasons effective listening is essential for servant leaders when leading others in a school setting. • This session will equip school leaders with skills needed to practice effective listening.
Delivery Mode: Facilitated Face-to-Face.
Focus Area: Background on the importance of effective listening for leaders.
Skill Level: Beginner
Format: Presentation and Discussion
Description: In this professional development module, participants will first be given an overview of servant leadership. Next, participants will complete the Servant Leadership Self-Report and score their report. This will be followed by a discussion about how to interpret the report. Lastly, participants will be introduced to effective listening skills. Effective listening is a vital part of servant leadership, and it is a skill that can be learned. Participants will learn skills that will help them master effective listening, thus helping them lead at an all-new level.
Materials:

- Each participant will be given a copy of the Servant Leadership Self-Report.
- The presenter will share the slide show presentation of research, hyperlinks, and activities with each participant.
- Post-it notes.
- Chart paper for group recording.
- Markers, pen or pencils.

Slides that accompany Module 1

Module 1: Slide 1

Learning Outcomes:

- This session will give participants background knowledge of servant leadership. This will be a segue into a discussion about effective listening.

- This session will communicate the reasons effective listening is essential for servant leaders when leading others in a school setting.

- This session will equip school leaders with skills needed to practice effective listening.

Facilitator notes:

"Your passion for leading and educating others is one reason that you are sitting here today."

"Today you have been introduced to the term *Servant Leader*. Some of you may have studied this leadership style while others may have never heard of it. Either way, by the end of the module today, you will learn the benefits of Servant Leadership."

"Today you took the Servant Leadership Self-Report and scored it. This will give you an idea of how you rate in the discipline of Servant Leadership."

"You will also learn a necessary skill in servant leadership. This skill is how to listen effectively."

- "Be able to define *Servant Leadership* when asked what it is."
- "Know the background of "Servant Leadership" and who coined the term."
- "How to listen effectively while using the five stages of the listening process."

Module1: Slide 2

Effective **L**istening

Empower

Awareness

Development

Reflect and refine

Facilitator Notes:

"Early in my teaching career, I was exposed to multiple leadership styles. During these times, I quickly noticed that I responded better to some than others. This led me on a journey to find a leadership style that best fit me. One day while talking to a superintendent, he mentioned the term "Servant Leadership." I began to watch and study people and literature. It didn't take long to notice the positive effects of Servant Leadership. Through my experience, I have developed a passion for teaching others the positive effects of servant leadership. This five-module professional development will teach essential skills needed to adopt a Servant Leadership style." As you can see on the slide each red letter represents modules 1-5. Here is an overview of each.

Module 1

- Introduce participants to the LEADR acronym (5 modules).
- Introduce the learning outcomes for Module 1.
- A brief overview of servant leadership.

- Will teach you how to listen effectively and why this is important.
- Servant Leadership Self-Report
- How effective listening is used by servant leaders.
- Wrap-up/Questions

Module 2

- Review of Module 1.
- Introduce the learning outcomes for Module 2.
- The facilitator will teach how to empower others for the betterment of the school using hands-on learning and group discussions.
- Wrap-up/Questions

Module 3

- Review of Module 2.
- Introduce the learning outcomes of Module 3.
- The facilitator will teach the importance of awareness. Every leader needs to have a sense of awareness both internally and externally. Awareness strengthens the servant leader. Committing to being more aware may be scary. However, this commitment will aid in understanding oneself both internally and externally which in turn will help when leading a school or another organization.
- Wrap-up/Questions

Module 4

- Review of Module 3.
- Introduce the learning outcomes of Module 4.
- The facilitator will teach the importance of the development of staff. Servant leaders are deeply committed to the growth of every individual within his or her school or organization.
- Wrap-up/Questions

Module 5

- Review of Module 4
- Introduce the learning outcomes of Module 5.
- The facilitator will teach the importance of reflecting and refining. These are the things you are doing to improve your organization.
- Servant Leadership Questionnaire.
- Wrap-up/Questions

Module 1: Slide 3

Servant Leader?

Facilitator notes:

"Servant leadership was first introduced by Robert K. Greenleaf in 1970 and emphasizes the leaders' role to serve rather than to be served by their followers. Servant leaders aim to prioritize the needs of their followers to support and empower them to create a more positive, productive work environment."

Give out the article from Spears.

"Before today, how many of you have heard of the term, Servant Leadership"?

"Raise your hands if you have prior knowledge of Servant Leadership."

"Look at the center of each of your tables. You will find a journal article from Spears. This article has the definition of Servant Leadership. In 1970 Robert Greenleaf coined the term servant leader. Since then this style has been studied many times. Please now read the excerpt from his 1970 writing from his book."

Module 1: Handout 1

THE SERVANT AS LEADER

While servant leadership is a timeless concept, the phrase "servant leadership" was coined by Robert K. Greenleaf in The Servant as Leader, an essay that he first published in 1970. In that essay, Greenleaf wrote:

"The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them, some shadings and blends are part of the infinite variety of human nature." (Greenleaf, 1970)."

"The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?" (Greenleaf, 1970).

A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power puts the needs of others first, and helps people develop and perform as highly as possible.

Source:
Greenleaf, R. K. (1970). *The servant as a leader*. Greenleaf Publishing Center.

Facilitator notes:

      "Now we are going to take 10-15 minutes to take the Servant Leadership Self-Report. This report is at the center of your table. Each person at the table should grab a report. Put your name and date at the top of the report. I will now read the directions aloud."

      "You may now begin."

Note: Robert Liden gave written permission for the self-report to be used in this professional development series. This can be found in appendix B.

Module 1: Handout 2

Servant Leadership Self-Report

SERVANT LEADER BEHAVIOR (SELF-REPORT)

Based on: Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly, 19*, 161-177.

# of Items: 28

Directions: In the following set of questions, think of your own leadership style. Please select a response indicating the extent to which you agree or disagree with the following questions using the following seven-point rating scale:

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

Reliability: .95 (pretest with an organizational sample)

_____1.   I can tell if something work related is going wrong.

_____2.   I give my subordinates the responsibility to make important decisions about their jobs.

_____3.   I make the career development of my subordinates a priority.

_____4.   I care more about my subordinates' success than my own.

_____5.   I hold high ethical standards.

_____6.   My subordinates would seek help from me if they had a personal problem.

_____7.   I emphasize the importance of giving back to the community.

_____8.   I am able to effectively think through complex problems.

_____9.   I encourage my subordinates to handle important work decisions on their own.

_____10.   I am interested in making sure that my subordinates achieve their career

goals.

_____11.   I put my subordinates' best interests ahead of my own.

_____12.   I am always honest.

_____13.   I care about my subordinates' personal well-being.

_____14.   I am always interested in helping people in our community.

_____15.   I have a thorough understanding of our organization and its goals.

_____16.   I give my subordinates the freedom to handle difficult situations in the

way that they feel is best.

_____17.   I provide my subordinates with work experiences that enable them to

develop new skills.

_____18.   I sacrifice my own interests to meet my subordinates' needs.

_____19.   I would **not** compromise ethical principles in order to achieve success.

_____20.   I take time to talk to my subordinates on a personal level.

_____21.   I am involved in community activities.

_____22.   I can solve work problems with new or creative ideas.

_____23.   When one of my subordinates has to make an important decision at

work, I do **not** expect him/her to consult me first.

_____24.   I want to know about my subordinates' career goals.

_____25.   I do whatever I can to make my subordinates' jobs go more smoothly.

_____26.   I value honesty more than achieving organizational goals.

_____27.   I can recognize when my subordinates are disappointed without asking

them.

_____28.   I encourage my subordinates to volunteer in the community.

Servant Leadership Self-Report Scoring Rubric

Item Key (SL-28)

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering: our items
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and succeed. Item #3 is adapted from Ehrhart, PPsych, Spring, 2004
4, 11, 18, 25	Servant Leadership Putting subordinates first. Items #11 and #18 adopted from Barbuto & Wheeler, 2006 G&OM.
5, 12, 19, 26	Servant Leadership: Ethical Behavior. Item #5 is adapted from Ehrhart PPsych, Spring, 2004.
6, 13, 20, 27	Servant Leadership: Emotional healing
7, 14, 21, 28	Servant Leadership: Creating value for the community. Item #7 is adopted from Ehrhart, PPsych, Spring, 2004

Module 1: Slide 4

Servant Leadership Self-Report Scoring Rubric

Item Key (SL-28)

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering: our items
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and succeed. Item #3 is adapted from Ehrhart, PPsych, Spring, 2004
4, 11, 18, 25	Servant Leadership Putting subordinates first. Items #11 and #18 adopted from Barbuto & Wheeler, 2006 G&OM.
5, 12, 19, 26	Servant Leadership: Ethical Behavior. Item #5 is adapted from Ehrhart PPsych, Spring, 2004.
6, 13, 20, 27	Servant Leadership: Emotional healing
7, 14, 21, 28	Servant Leadership: Creating value for the community. Item #7 is adopted from Ehrhart, PPsych, Spring, 2004

Facilitator notes:

"We will now go over how to interpret the score you received."

Scoring Interpretation. "Take the score sheet attached to your questionnaire and add up each of the columns. For example, in column 1 entitled emotional healing add up questions 1, 8, 15, and 22. The total will be recorded in the box under item 22 entitled, total. When finished, you will tally up scores and interpret what the score means.

1. "High range: A score between 23 and 28 means you strongly exhibit this servant leadership behavior."

2. "Moderate range: A score between 14 and 22 means you tend to exhibit this behavior in an average way."

3. "Low range: A score between 8 and 13 means you exhibit this leadership below the average or expected degree."

4. "Extremely low range: A score between 0 and 7 means you are not inclined to exhibit this leadership behavior at all."

5. "The scores you received on the Servant Leadership Self-Report indicate the degree to which you exhibit the seven behaviors characteristic of a servant leader. You can use the results to assess areas in which you have strong servant leadership behaviors and areas in which you may strive to improve."

Module 1: Slide 5

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Effective Listening…

</div>

Facilitator notes:

"Right now, I want you to think of the two words on the slide. Grab a post-it note from the center of your table. In your own words, write a personal definition of what effective listening means to you."

"After writing your definition, discuss with your table partners your definition of effective listening."

"Once the discussion is over, place all post-it notes on the chart paper at the front of the room. These definitions will be read to the class by the presenter."

Module 1: Slide 6

Effective Listening Warm-up Exercise

Warm-up Exercise

1. Reflect on the definitions that you and other participants wrote down about effective listening.
2. On the worksheet in the left column write down as many characteristics of an effective listener as you can.
3. On the worksheet in the right column write down as many characteristics of a poor listener as you can.
4. Once you have finished circle your top 3 characteristics in each column.

Characteristics of an effective listener…	Characteristics of a poor listener…

Facilitator notes:

Instruct each participant to get one warm-up exercise worksheet located at the center of each table and do the following:

1. "Reflect on the definitions that you and other participants wrote down about effective listening."

2. "In the left column on the worksheet, write down as many characteristics of an effective listener as you can."

3. "In the right column on the worksheet, write down as many characteristics of a poor listener as you can."

4. "Once you have finished, circle your top 3 characteristics in each column."

5. "When everyone is finished, have a group discussion about the differences between poor and effective listening."

Module 1: Handout 3

Effective Listening Warm-up Exercise

Characteristics of an effective listener…	Characteristics of a poor listener…

Module 1: Slide 7

Five Stages of the Listening Process

Receiving · Understanding · Evaluating · Remembering · Responding

(Bennetch et al., 2021)
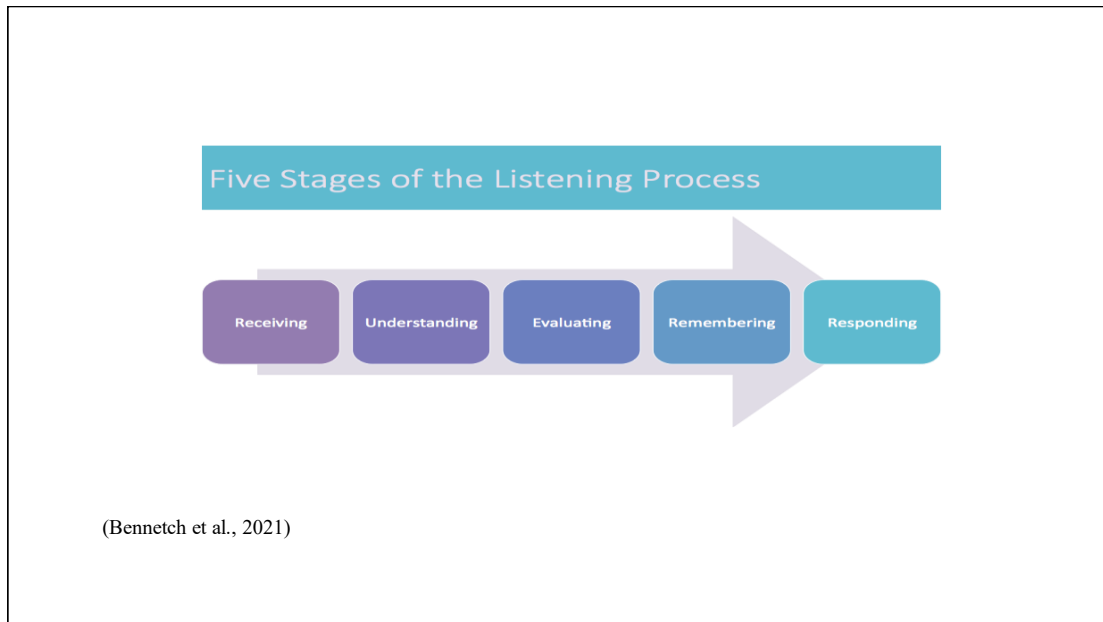
Facilitator notes:

"Each of you has listed characteristics of effective listening. You were asked to do this to promote thinking about the topic. Most, if not all of us, have witnessed leaders who are both strong and weak at effective listening."

"As school administrators, you have multiple decisions to make each day. Teachers come to you with success stories, questions, and problems. Many of you do not care about what the individual is saying because you may have much bigger problems going on that they do not know about. However, always remember that servant leaders put the needs of others first. Sometimes people just need someone to listen. As an administrator, this is the case in many situations."

"A wise leader made this statement to me, when you become an administrator, people are going to come to you with all kinds of problems each day. Some will catch your attention, others will go in one ear and out the other, because you have much bigger things to deal with. However, you must remember that when they come to you, they are going to often tell you the most important thing that is going on in their life

that day. So, remember to take the time to listen to them, because it is important to them."

"With that said, I want to give you a packet that will help you with listening effectively. This packet coincides with the listening flow chart on slide 7. Now I want to introduce to you a five-step process to help you listen effectively."

Module 1: Handout 4

Stages of the Listening Process

Listening is a skill of critical significance in all aspects of our lives, from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we're engaged with listening, it's important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding. These stages will be discussed in more detail in later sections. An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received.

Effectively engaging in all five stages of the listening process lets us best gather the information we need from the world around us.

Five Stages of the Listening Process

Receiving Understanding Evaluating Remembering Responding

Active Listening

Active listening is a particular communication technique that requires the listener to provide feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words. The goal of this repetition is to confirm what the listener has heard and to confirm the understanding of both parties. The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding and conflicts, strengthen cooperation, and foster understanding.

When engaging with a particular speaker, a listener can use several degrees of active listening, each resulting in a different quality of communication with the speaker. This active listening chart shows three main degrees of listening: repeating, paraphrasing, and reflecting.

Degrees of Active Listening

Repeating	Paraphrasing	Reflecting
Perceiving	Perceiving	Perceiving
Paying Attention	Paying Attention	Paying Attention
Remembering	Remembering	Remembering
Repeating the message using **exactly the same** words used by the speaker	Thinking and Reasoning	Thinking and Reasoning
	Rendering the message using **similar** words and similar phrase arrangement to the ones used by the speaker	Rendering the message using **your own** words and sentence structure

Active listening can also involve paying attention to the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message.

The Receiving Stage

The first stage of the listening process is the receiving stage, which involves hearing and attending.

Hearing is the physiological process of registering sound waves as they hit the eardrum. As obvious as it may seem, in order to effectively gather information through listening, we must first be able to physically hear what we're listening to. The clearer the sound, the easier the listening process becomes.

Paired with hearing, attending is the other half of the receiving stage in the listening process. Attending is the process of accurately identifying and interpreting particular sounds we hear as words. The sounds we hear have no meaning until we give them their meaning in context. Listening is an active process that constructs meaning from both verbal and nonverbal messages.

The Challenges of Reception

Listeners are often bombarded with a variety of auditory stimuli all at once, so they must differentiate which of those stimuli are speech sounds and which are not. Effective listening involves being able to focus on speech sounds while disregarding other noise. For instance, a train passenger that hears the captain's voice over the loudspeaker understands that the captain is speaking, then deciphers what the captain is saying despite other voices in the cabin. Another example is trying to listen to a friend tell a story while walking down a busy street. In order to best listen to what she's saying, the listener needs to ignore the ambient street sounds.

Attending also involves being able to discern human speech, also known as "speech segmentation." Identifying auditory stimuli as speech but not being able to break those speech sounds down into sentences and words would be a failure of the listening process. Discerning speech segmentation can be a more difficult activity when the listener is faced with an unfamiliar language.

The Understanding Stage

The second stage in the listening process is the understanding stage. Understanding or comprehension occurs when both the speaker and audience share an experience of meaning, and constitutes the first step in the listening process. This is the stage during which the audience determines the context and meanings of the words they hear. Determining the context and meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences, and, thus, both are essential to understanding a speaker's message.

Once the listener understands the speaker's main point, they can begin to sort out the rest of the information they are hearing and decide where it belongs in their mental outline. For example, a political candidate listens to her opponent's arguments to understand what policy decisions that opponent supports.

Before getting the big picture of a message, it can be difficult to focus on what the speaker is saying. Think about walking into a lecture class halfway through. You may immediately understand the words and sentences that you are hearing, but not immediately understand what the lecturer is proving or whether what you're hearing at the moment is the main point, side note, or digression.

Understanding what we hear is a huge part of our everyday lives, particularly in terms of gathering basic information. In the office, people listen to their superiors for instructions about what they are to do. At school, students listen to teachers to learn new ideas. We listen to political candidates give policy speeches in order to determine who will get our vote. But without understanding what we hear, none of this everyday listening would relay any practical information to us.

One tactic for better understanding a speaker's meaning is to ask questions. Asking questions allows the listener to fill in any holes he or she may have in the mental reconstruction of the speaker's message.

The Evaluating Stage

This stage of the listening process is the one during which the listener assesses the information they received, both qualitatively and quantitatively. Evaluating allows the listener to form an opinion of what they heard and, if necessary, to begin developing a response.

During the evaluating stage, the listener determines whether or not the information they heard and understood from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant. They also ascertain how and why the speaker has come up with and conveyed the message that they delivered. This process may involve considerations of a speaker's personal or professional motivations and goals. For example, a listener may determine that a co-worker's vehement condemnation of another for jamming the copier is factually correct, but may also understand that the co-worker's child is sick and that may be putting them on edge. A voter who listens to and understands the points made in a political candidate's stump speech can decide whether those points were convincing enough to earn their vote.

The evaluating stage occurs most effectively once the listener fully understands what the speaker is trying to say. While we can, and sometimes do, form opinions of information and ideas that we don't fully understand—or even that we misunderstand—doing so is not often ideal in the long run. Having a clear understanding of a speaker's message allows a listener to evaluate that message without getting bogged down in ambiguities or spending unnecessary time and energy addressing points that may be tangential or otherwise non-essential.

This stage of critical analysis is important for a listener in terms of how what they heard will affect their own ideas, decisions, actions, and/or beliefs.

The Remembering Stage

In the listening process, the remembering stage occurs as the audience categorizes and retains the information they've gathered from the speaker for future access. The result—memory—allows the person to record information about people, objects, and events for later recall. This process happens both during and after the speaker's delivery.

Memory is essential throughout the listening process. We depend on our memory to fill in the blanks when we're listening and to let us place what we're hearing at the moment in the context of what we've heard before. If, for example, you forgot everything that you heard immediately after you heard it, you would not be able to follow along with what a speaker says, and conversations would be impossible. Moreover, a friend who expresses fear about a dog she sees on the sidewalk ahead can help you recall that the friend began the conversation with her childhood memory of being attacked by a dog.

Remembering previous information is critical to moving forward. Similarly, making associations to past remembered information can help a listener understand what she is currently hearing in a wider context. In listening to a lecture about the symptoms of depression, for example, a listener might make a connection to the description of a character in a novel that she read years before.

Using information immediately after receiving it enhances information retention and lessens the forgetting curve or the rate at which we no longer retain information in our memory. Conversely, retention is lessened when we engage in mindless listening, and little effort is made to understand a speaker's message.

Because everyone has different memories, the speaker and the listener may attach different meanings to the same statement. In this sense, establishing common ground in terms of context is extremely important, both for listeners and speakers.

The Responding Stage

The responding stage is the stage of the listening process wherein the listener provides verbal and/or nonverbal reactions based on short- or long-term memory. Following the remembering stage, a listener can respond to what they hear either verbally or non-verbally. Nonverbal signals can include gestures such as nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or any other body language. These kinds of responses can be displayed purposefully or involuntarily. Responding verbally might involve asking a question, requesting additional information, redirecting or changing the focus of a conversation, cutting off a speaker, or repeating what a speaker has said back to her in order to verify that the received message matches the intended message.

Nonverbal responses like nodding or eye contact allow the listener to communicate their level of interest without interrupting the speaker, thereby preserving the speaker/listener roles. When a listener responds verbally to what they hear and remember—for example, with a question or a comment—the speaker/listener roles are reversed, at least momentarily.

Responding adds action to the listening process, which would otherwise be an outwardly passive process. Oftentimes, the speaker looks for verbal and nonverbal responses from the listener to determine if and how their message is being understood and/or considered. Based on the listener's responses, the speaker can choose to either adjust or continue with the delivery of her message. For example, if a listener's brow is furrowed and their arms are crossed, the speaker may determine that she needs to

lighten their tone to better communicate their point. If a listener is smiling and nodding or asking questions, the speaker may feel that the listener is engaged and her message is being communicated effectively.

Conclusion

In short, active listening is crucial for establishing our ethos. If we hope to be persuasive, we need to demonstrate our good will, good character, and good judgement to others by carefully listening and responding to their messages.

Source:
Bennetch, R., Owen, C., & Keesey, Z. (2021). Appendix G: Stages of listening. *Openpress.usask.ca*. https://openpress.usask.ca/rcm200/chapter/stages-of-listening/

Module 1: Slide 8

<div style="border:1px solid">

What happens when servant leaders do not listen?

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Facilitator notes:

Scenario:

"Take a second to process the thought on the slide. Imagine having a school leader who is meeting with faculty and staff. The task at hand is writing an updated mission statement. The leader leads the staff during a staff workday in writing a better mission statement. The school leader asks for feedback from the staff as to what should be included in this statement and records it on a Google document. The document is then shared with the staff."

"This statement is one that everyone has input in writing. During the staff workday, groups write parts of the statement and reflect on what the majority wants it to say. The session is great and at the end of the day the staff has fleshed out a statement that the majority believes in."

"At the next meeting, the principal shares the mission statement with the staff. However, the principal changed the statement. What effect will this have on the staff?"

Take this time to lead a group discussion on the consequences of the principals' actions.

"One consequence of this could be a decrease in employee morale and engagement. For example, suppose the team is working on a project with a tight deadline. Some team members have identified potential obstacles or challenges that need to be addressed, but the manager, focused solely on their agenda, doesn't take the time to listen to these concerns. As a result, the team feels undervalued and unsupported, leading to frustration and disengagement."

"In the scenario where a leader fails to listen despite adopting a servant leadership style, the consequences align with the principles outlined by Spears (1998). According to Spears, servant leadership entails actively listening to and empathizing with followers, which fosters trust and collaboration within the team (Spears, 1998). However, when a servant leader neglects to listen to the needs and concerns of their team members, as depicted in the workplace scenario, it violates the fundamental tenets of servant leadership."

Module 1: Slide 9

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Effective listening is active listening…

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Facilitator notes:

"To be an effective listener requires action. Now we are going to watch a video from the Harvard Business Review. This video gives great tips on being a good listener. These tips can be used in any situation to help us become better listeners. You will learn the following tips in this video…"

1. How do I usually listen?
2. Why do I need to listen right now?
3. Who is the focus of attention in the conversation?
4. What am I missing?
5. Am I getting in my own way?
6. Am I in an information bubble? Video link
   https://www.youtube.com/watch?v=aDMtx5ivKK0

The Art of Active Listening. (2023). *The Harvard Business Review Guide*. [Video].
Youtube. https://www.youtube.com/watch?v=aDMtx5ivKK0

Module 1: Handout 5

The Key Practices of Servant-Leaders

By Dr. Kent M. Keith
CEO, Greenleaf Center for Servant Leadership

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Servant leadership has been supported by many leadership experts such as Ken Blanchard, Stephen Covey, Peter Drucker, Max De Pree, Peter Senge, and Margaret Wheatley. They are drawn to servant leadership for a number of reasons, but all of them are supportive because servant leadership *works*.

Servant leadership works because of the specific practices of servant-leaders, practices that help them to be effective leaders and get positive results for their organizations. Seven of these key practices are self-awareness, listening, changing the pyramid, developing your colleagues, coaching not controlling, unleashing the energy and intelligence of others, and foresight. Here is a summary of each of these practices:

Self-Awareness

Each of us is the instrument through which we lead. If we want to be effective servant-leaders, we need to be aware of who we are and how we impact others. Other people are watching and reacting to our personalities, our strengths and weaknesses, our biases, our skills and experiences, and the way we talk and move and act. What we learn about ourselves depends on feedback from others and our own reflection—taking the time to think about how we behave, and why, and when, and consider whether there are other, better, more appropriate, more effective, more thoughtful ways to behave.

Listening

In his classic essay, *The Servant as Leader*, Robert Greenleaf said that "only a true natural servant automatically responds to any problem by listening *first*." Servant-leaders listen in as many ways as possible. They observe what people are doing.

They conduct informal interviews, formal interviews, surveys, discussion groups, and focus groups. They use suggestions boxes. They do marketing studies and needs assessments. They are always asking, listening, watching, and thinking about what they learn. By listening, servant-leaders are able to identify the needs of their colleagues and customers. That puts them in a good position to *meet* those needs.

When they do, their organizations are successful—their colleagues are able to perform at a high level, and they have happy customers, clients, patients, members, students, or citizens.

Changing the Pyramid

One of the obstacles to listening is the traditional organizational hierarchy—the pyramid. Often, members of the organization look up toward the top of the pyramid, and focus on pleasing their "bosses." But if everyone is looking up to please his or her boss, who is looking out, and paying attention to the needs of the customers? That's why servant-leaders talk about inverting the pyramid, or laying it on its side, so that everyone in the organization is focused on the people whom the organization is designed to serve.

Robert Greenleaf pointed out that the person at the top of the pyramid has no colleagues, only subordinates. As a result, it is hard to get information, and it is hard to test new ideas. The chief may be the only person who doesn't know certain things, because nobody will tell him. Or people may share information that is biased, or incomplete, and they may not share the bad news, for fear that the chief will shoot the messenger. It is also hard for the chief to test ideas. People are reluctant to tell the chief that his or her idea is a bad one. The solution is obvious—servant-leaders create a team at the top. The team consists of senior leaders who are committed to the mission and to each other, who will share information, and who will challenge ideas. The chief is still the chief and makes final decisions, but those decisions will be far better informed and more relevant to the needs of those being served.

Developing Your Colleagues

Robert Greenleaf proposed a new business ethic, which was that "*the work exists for the person as much as the person exists for the work*. Put another way, the business exists as much to provide meaningful work to the person as it exists to provide a product or service to the customer." Work should provide people with opportunities to learn and grow and fulfill their potential. When your colleagues grow, the capacity of your organization grows. Developing colleagues includes a commitment to extensive on-the-job training, as well as formal education, new assignments, and internal promotions.

Coaching, not Controlling

Coaching and mentoring is a good way to develop people. Organizations need rules and regulations, but trying to control people doesn't bring out their best. Servant-leaders bring out the best in their colleagues by engaging, inspiring,

coaching, and mentoring. Servant-leaders help their colleagues understand the organization's mission and their role in fulfilling it. Servant-leaders make sure their colleagues understand the organization's goals, and have the training and tools they need to achieve those goals.

Unleashing the Energy and Intelligence of Others

After developing and coaching their colleagues, servant-leaders unleash the energy and potential of their colleagues. People need experience making their own decisions, because occasions may arise when they need to be the leaders, or make a decision that they normally don't make. *Not* unleashing the energy and intelligence of others is extraordinarily sad and wasteful. It doesn't make any sense to have lots of people in an organization, but let only a few people—those at the top—use their full potential. Servant-leaders unleash everyone and encourage them to make the maximum contribution they can make to the organization and the people it serves.

Foresight

Robert Greenleaf said that foresight is the central ethic of leadership. In *The Servant as Leader*, he said that "prescience, or foresight, is a better than average guess about *what* is going to happen *when* in the future." Greenleaf said that foresight is the "lead" that the leader has. If you aren't out in front, you really aren't leading—you are just reacting. And if you are just reacting, you may run out of options, and get boxed in, and start making bad decisions—including unethical ones. Greenleaf said that the failure of a leader to foresee events may be viewed as an *ethical* failure, because a failure of foresight can put an organization in a bad situation that might have been avoided.

While there are other practices that help servant-leaders to be effective and successful, these seven are fundamental. They are about paying attention to people, developing people, and looking ahead so that the servant-leader and his colleagues will be able to continue serving others, far into the future.

Source:
Keith, K. & Greenleaf Center for Servant Leadership. (2008). *The key practices of servant-leaders*. https://faithformationlearningexchange.net/uploads/5/2/4/6/5246709/thekeypr acticesofservant-leaders.pdf

Module 1: Slide 10

Scenarios of the servant leader listening effectively!

Facilitator notes:

"Handout 6 will showcase scenarios of the servant leader listening effectively to students, parents, and teachers. At this time look over the handout with your table group.

Module 1: Handout 6

Effective Listening Scenarios of a Servant Leader

Student

      Sarah is stressed as she sits by herself in the cafeteria. Mrs. Garcia the school principal walks over and sits next to her, showing that she is dedicated to the welfare of the students. With empathy, she asks if everything is alright. Sensing Mrs. Garcia's genuineness, Sarah shares her difficulties with fraction comprehension for her math homework. Being a good listener, Mrs. Garcia exemplifies the active and sympathetic listening skills that are essential to servant leadership. She politely and sympathetically probes further to get a better understanding of Sarah's challenges. Mrs. Garcia works to set aside additional time for Sarah to work on fractions with a teacher or tutor. In addition to offering words of encouragement, Mrs. Garcia also provides practical support. This proactive stance is indicative of Mrs. Garcia's dedication to meeting each student's unique requirements and creating a supportive environment that gives them the tools they need to achieve. By putting others' needs and development first, Mrs. Garcia exemplifies servant leadership and fosters a climate of trust, empathy, and cooperation among the students and faculty.

Parent

      Mr. Parmley, the administrator of the school, demonstrates servant leadership by paying close attention to Mrs. Johnson, a worried parent, during a parent-teacher meeting. Mr. Parmley extends a kind greeting to Mrs. Johnson, perceiving her uneasiness and asking her to express her worries regarding her son's academic development. After being cautious at first, Mrs. Johnson starts to voice her concerns regarding her son's recent difficulties with reading comprehension. Mr. Parmley acknowledges her worries and listens to her carefully. He probes perceptively to learn more about her viewpoint and her son's requirements. Mr. Parmley reassures Mrs.

Johnson that the school is dedicated to fostering her son's academic development as she continues to discuss her son's difficulties. He provides doable fixes, including setting up extra tutoring or individualized instruction resources, specially designed to meet her son's unique needs. By listening intently, showing empathy, and offering proactive support, Mr. Parmley exemplifies servant leadership by putting the success and well-being of the parent and student first within the school community.

Teacher

During a staff meeting, Ms. Rodriguez, the school's principal, exemplifies servant leadership by listening intently to Mr. Thompson, a dedicated teacher who is concerned about classroom supplies. Acknowledging Mr. Thompson's displeasure, Ms. Rodriguez invites him to openly share his thoughts and experiences. Mr. Thompson describes his struggles to obtain new teaching materials for his science classrooms after feeling heard and valued. Ms. Rodriguez listens intently, nodding in agreement and asking questions as needed to fully grasp the issue at hand. She sympathizes with Mr. Thompson's situation and reassures him that the school is committed to supporting educators and enhancing classroom materials. Together, they brainstorm possible fixes, like collaborating with other departments or making a request for greater funding. Ms. Rodriguez is a wonderful example of servant leadership since she prioritizes others' needs over her own by taking initiative and showing empathy.

Module 1: Slide 11

"Leaders who refuse to listen will eventually be surrounded by people who have nothing significant to say."
-Andy Stanley

Facilitator notes:

"As a leader, it is important to listen. Today, you have learned and discussed many characteristics of effective listening, both positive and negative."

"This quote by Andy Stanely is powerful. Take 2 minutes and write down what this quote means to you on a post-it note."

"Once you are finished with your response to the quote, place your post-it note on the chart paper that says, Leaders who refuse to listen."

Ask participants what this quote means to them.

"In closing today, ask participants to write a quote that starts out saying… Leaders who are great effective listeners……………." "Take a few minutes to finish the quote. In this quote you are writing include what you have learned today."

Module 1: Slide 12

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Wrap-up/Questions?

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Facilitator notes:

"As we recap today it is important to remember that servant leaders value the input of their employees. Without effective listening skills, it is difficult to know what those around you want and/or expect. This is a foundational trait of servant leadership."

The facilitator will now ask participants what the quote on slide 9 means to them.

"In closing today write a quote that starts out saying, "When leaders are effective listeners…………… Take a few minutes to finish the quote and explain how servant leadership ties to effective listening. Incorporate what you have learned today into your quote. Put this assignment on the table by the door as you exit today.""

Module 2: Employee Empowerment in Schools

45 minutes

Professional Development Overview
Professional Development Title: The Importance of Employee Empowerment in Schools.
Learning Outcomes: • This session will give participants specific examples about how to empower employees in the school setting. • Participants will develop individual and group definitions of empowerment.
Delivery Mode: Facilitated Face-to-Face.
Focus Area: Importance of empowering employees.
Skill Level: Beginner
Format: Presentation and Discussion

Description:
   Discover the transformative power of employee empowerment in our specialized professional development module. Participants will be exposed to practical examples and strategies aimed at fostering a culture of empowerment within educational institutions.
   Through engaging in discussions and hands-on activities, attendees will learn specific techniques in servant leadership such as empowering others, delegating responsibilities, providing autonomy, and fostering a supportive environment for growth and innovation. These

Materials:

- The presenter will share the slide show presentation and necessary handouts.

- Post-it notes.

- Chart paper for group recording.

- Markers, pen or pencils.

Slides that accompany Module 2

Module 2: Slide 1

Learning Outcomes:

- This session will give participants specific examples of how to empower employees in the school setting.
- This session will teach participants the benefits of employee empowerment when leading a school.

Facilitator notes:

"In this session, you will not only learn the meaning of empower, but you will also learn how to empower employees in the school setting."

"Through engaging discussions and hands-on activities, each of you will learn specific techniques for empowering others, such as delegating responsibilities, providing autonomy, and fostering a supportive environment for growth and innovation."

Module 2: Slide 2

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Flashback!

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Facilitator notes:

"At your table, take a few minutes to reflect on Module 1. Each table should choose a recorder. Reflect on what you learned about effective listening in Module 1. On the post-it notes provided, write down what you believe effective listening is, as well as how it can help a servant leader lead more effectively. See Handout 1 at the center of your table. Each of you fill this out individually."

Module 2: Handout 1
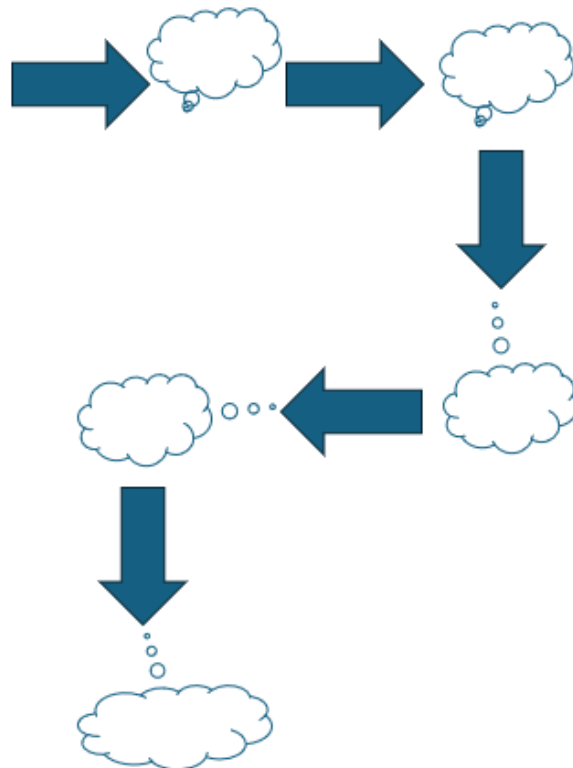
5 Stages of Effective Listening

Give a specific example of how learning the 5 steps of effective listening have helped you since learning about them in module 1.

Module 2: Slide 3

Effective **L**istening

Empower

Awareness

Development

Reflect and refine

Facilitator notes:

   "During Module 1, you learned about effective listening. Today we are going to move on the the importance of employee empowerment. However, before we get going I would like to reflect on the L of the LEADR acronym. At your table, take a few minutes to reflect on this module. Each table should choose a recorder. Reflect on what you learned about effective listening. On the post-it notes provided, write down what you can about what you believe effective listening is, as well as how it can help a Servant Leader lead more effectively."

   After each table group is finished, post-it notes will be stuck on the chart paper labeled effective listening. One person from each table is encouraged to share. This will lead to a class discussion.

Give participants Handout 2 as they may need it to refer to the 10 characteristics of servant leadership.

Module 2: Slide 4

(Bennetch et al., 2021)
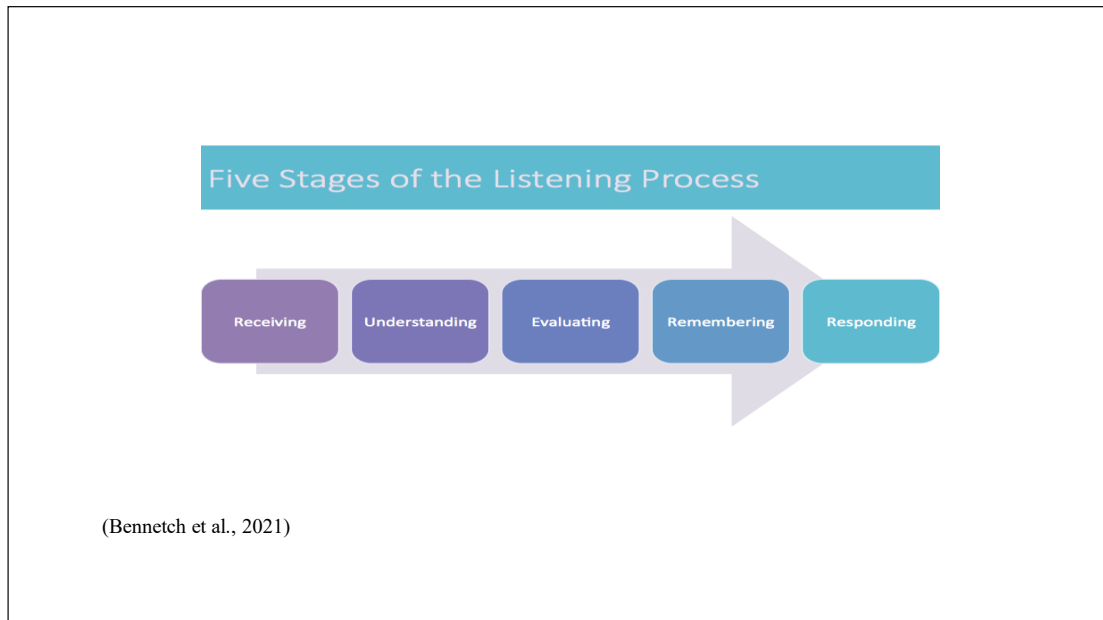
Facilitator notes:

Once participants finish their flashback worksheet review the 5 stages of listening with participants. Table groups can share what they remember from Module 1 surrounding the 5 stages of listening.

You can also ask participants to give specific scenarios of how the 5-step process has helped them listen more effectively.

Example: "This process reminds leaders to receive information before responding. Once a person receives the information, they must then understand the information received. Then one must evaluate what they receive and process the information. After doing this then you can respond."

This process will teach participants to process the information before speaking too quickly.

"Always remember, servant leaders put the needs of others first. Listening is a skill that will help us identify the needs and validate the concerns of our followers."

Module 2: Handout 2

Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders

Larry C. Spears
The Spears Center

We are experiencing a rapid shift in many businesses and not-for-profit organizations— away from the more traditional autocratic and hierarchical models of leadership and toward servant leadership as a way of being in relationship with others. Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life. This article examines a set of ten characteristics of the servant leader that are of critical importance. They are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. This piece was originally published in 2000 in Volume 8, Issue 3 of *Concepts and Connections,* the newsletter of the National Clearinghouse for Leadership Programs. It is reprinted here with permission.

Our fundamental understanding of character has much to do with the essential traits exhibited by a person. In recent years there has been a growing interest in the nature of character and character education, based upon a belief that positive character traits can be both taught and learned. Many people today are familiar with the *Character Counts!(sm)* program of the Josephson Institute of Ethics. That program has been adopted by a number of schools and communities nationwide and teaches core values which they call "Six Pillars of Character." Those six

particular character values are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The nature of character and its relationship to leaders has also taken on increased significance in recent years. A number of noted leadership authors have looked at issues of a leader's character. James Hillman (1996), in *The Soul's Code: In Search of Character and Calling*, describes the "invisible source of personal consistency, for which I am using the word `habit,' psychology today calls character. Character refers to deep structures of personality that are particularly resistant to change" (p. 260).

The literature on leadership includes a number of different listings of character traits as practiced by leaders. I particularly like Warren Bennis's (1989) short list as contained in his book, *On Becoming a Leader*, in which he identifies, "vision, inspiration, empathy and trustworthiness" as key characteristics of effective leaders (p. 140). Much of the leadership literature includes as an implicit assumption the belief that positive characteristics can-and-should be encouraged and practiced by leaders. Robert K. Greenleaf, the originator of the term, *servant leadership*, is someone who thought and wrote a great deal about the nature of servant leadership and character.

Servant Leadership and Character

> The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1977/2002, p. 27)

With that definition in 1970, retired AT&T executive Robert K. Greenleaf (1904-1990) coined the term servant leadership and launched a quiet revolution in the way in which we view and practice leadership. Three decades later the concept of servant leadership is increasingly viewed as an ideal leadership form to which untold numbers of people and organizations aspire. In fact, we are witnessing today an unparalleled explosion of interest in, and practice of, servant leadership.

We are experiencing a rapid shift in many businesses and not-for-profit organizations—away from the more traditional autocratic and hierarchical models of leadership and toward servant leadership as a way of being in relationship with others. Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life.

The words *servant* and *leader* are usually thought of as being opposites. In deliberately bringing those words together in a meaningful way, Robert Greenleaf

gave birth to the paradoxical term servant leadership. In the years since then, many of today's most creative thinkers are writing and speaking about servant leadership as an emerging leadership paradigm for the 21st century. The list is long and includes: James Autry, Warren Bennis, Peter Block, John Carver, Stephen Covey, Max DePree, Joseph Jaworski, James Kouzes, Larraine Matusak, Parker Palmer, M. Scott Peck, Peter Senge, Peter Vaill, Margaret Wheatley, and Danah Zohar, to name but a few of today's cutting-edge leadership authors and advocates of servant leadership. In her groundbreaking book on quantum sciences and leadership, *Rewiring the Corporate Brain* (1997), Zohar goes so far as to state that, "Servant-leadership is the essence of quantum thinking and quantum leadership" (p. 146).

Ten Characteristics of a Servant Leader

After some years of carefully considering Greenleaf's original writings, I have identified a set of ten characteristics of the servant leader that I view as being of critical importance—central to the development of servant-leaders. My own work currently involves a deepening understanding of the following characteristics and how they contribute to the meaningful practice of servant leadership. These ten characteristics include:

Listening

Leaders have traditionally been valued for their communication and decision- making skills. Although these are also important skills for the servant leader, they need to be reinforced by a deep commitment to listening intently to others. The servant leader seeks to identify the will of a group and helps to clarify that will. He or she listens receptively to what is being said and unsaid. Listening also encompasses hearing one's own inner voice. Listening, coupled with periods of reflection, is essential to the growth and well-being of the servant leader.

Empathy

The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performance. The most successful servant leaders are those who have become skilled empathetic listeners.

Healing

The healing of relationships is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for healing one's self and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant leaders recognize that they have an opportunity to help make whole those with whom they come in contact. In his essay, *The Servant as Leader*, Greenleaf (1977/2002) writes, "There is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share" (p. 50).

Awareness

General awareness, and especially self-awareness, strengthens the servant-leader. Awareness helps one in understanding issues involving ethics, power, and values. It lends itself to being able to view most situations from a more integrated, holistic position. As Greenleaf (1977/2002) observed: "Awareness is not a giver of solace—it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity" (p. 41).

Persuasion

Another characteristic of servant leaders is reliance on persuasion, rather than on one's positional authority, in making decisions within an organization. The servant leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant leader is effective at building consensus within groups.
This emphasis on persuasion over coercion finds its roots in the beliefs of the Religious Society of Friends (Quakers)—the denominational body to which Robert Greenleaf belonged.

Conceptualization

Servant leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals. The leader who wishes to also be a servant leader must stretch his or her thinking to encompass

broader-based conceptual thinking. Within organizations, conceptualization is, by its very nature, a key role of boards of trustees or directors. Unfortunately, boards can sometimes become involved in the day-to-day operations—something that should be discouraged—and, thus, fail to provide the visionary concept for an institution. Trustees need to be mostly conceptual in their orientation, staffs need to be mostly operational in their perspective, and the most effective executive leaders probably need to develop both perspectives within themselves. Servant leaders are called to seek a delicate balance between conceptual thinking and a day-to-day operational approach.

Foresight

Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easier to identify. One knows foresight when one experiences it. Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. Foresight remains a largely unexplored area in leadership studies, but one most deserving of careful attention.

Stewardship

Peter Block (1993)—author of *Stewardship* and *The Empowered Manager*—has defined stewardship as "holding something in trust for another" (p. xx). Robert Greenleaf's view of all institutions was one in which CEO's, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society. Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

Commitment to the Growth of People

Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization. The servant leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find other positions.

Building Community

The servant leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and other institutions. Greenleaf (1977/2002) said:

> All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her unlimited liability for a quite specific community-related group. (p. 53)

Conclusion

These ten characteristics of servant leadership are by no means exhaustive. However, they do serve to communicate the power and promise that this concept offers to those who are open to its invitation and challenge.

Interest in the meaning and practice of servant leadership continues to grow. Hundreds of books, articles, and papers on the subject have now been published. Many of the companies named to *Fortune* Magazine's annual listing of "The 100 Best Companies to Work For" espouse servant leadership and have integrated it into their corporate cultures. As more and more organizations and people have sought to put servant leadership into practice, the work of The Spears Center for Servant-Leadership continues to expand in order to help meet that need.

Servant leadership characteristics often occur naturally within many individuals; and, like many natural tendencies, they can be enhanced through learning and practice. Servant leadership offers great hope for the future in creating better, more caring, institutions.

About the Author

Larry C. Spears is the president and CEO of The Larry C. Spears Center for Servant-Leadership (www.spearscenter.org). He served as the president and CEO of The Robert K. Greenleaf Center for Servant-Leadership from 1990-2007. He is also a writer and editor who has published hundreds of articles, essays, newsletters, books, and other publications on servant leadership.
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Source:
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effective, caring leaders. *Journal of Virtues and Leadership*, *1*(1), 25-30.

Module 2: Slide 5

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Empower….

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Facilitator notes:

      "In today's fluid landscape in the educational field, one word stands out as I lead my school. This word is empowering. This action word is a catalyst for leading positive change in a school building."

      "After studying Robert Greenleaf and Spear's work, I pondered on characteristic number 8 (see in handout 2). This characteristic was Stewardship. In his writing, Greenleaf's view of all institutions was one in which CEOs, Staff, and trustees all played significant roles in helping their institutions for the greater good. If all play a significant role then we must empower each employee to do their jobs well" (Greenleaf & Spears, 1998, p.7).

Module 2: Slide 6

Facilitator notes:

"At the center of each table, you will find the warm-up exercise handout. This exercise is designed to get each of you to think about the term empower. Today, we want to look at this term and the positive effects it can have in the school setting."

"Now that everyone has the warm-up exercise handout, let's begin. This is an independent exercise."

Warm-up Exercise:

1. "Think of the word EMPOWER and what it means to you."

2. "On the worksheet in the left column, write down descriptive words that come to mind when thinking of the term empower."

3. "Once you have finished with the left column, move to the right column."

4. "Use this column to write your definition of empower."

Module 2: Handout 3

Empower	**Definition**
In the space below, write descriptive words that come to mind when thinking of the term empower.	In the space below, use the words and thoughts from the column on the left to aid you in writing your definition of empower.

Module 2: Slide 7

<div style="border:1px solid black; text-align:center; padding:100px 0;">

Group talk!

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Facilitator notes:

"Now, everyone should have many descriptive words on the worksheet as well as a personal definition of the word empower. There are 3-4 of you at each table. As a table group, you will find commonalities in the descriptive words you have listed. Take 3-5 minutes to do so."

"As you do this, I will come around and give each group a piece of chart paper. Make a T-chart on this chart paper."

As you are giving participants directions, show them how to make a T-chart using the dry-erase board or something similar.

"On the left side of the chart paper, it should say Descriptive words of Empower. The right side should say Definition."

"On the left side, write down the commonalities of the descriptive words that your group has."

"When you are finished, look at the right side. As a group, discuss each of your personal definitions. From these personal definitions, write one definition of the word empower using each of your definitions to help guide you."

Once each group is finished, they will hang up their T-charts around the room. One person from each group will be selected to share.

Module 2: Slide 8

Ways to EMPOWER others…

Facilitator notes:

"From personal and professional experiences, I have come across many effective ways to empower others. Some ways I have empowered teachers is to provide them with autonomy in their classrooms."

"An example of this could be that a teacher wants to bring in a project that they are passionate about and use it in their curriculum. It may not be what I would choose, however, if they can fit it into their curriculum and teach the correct standards then I will often let them do so. For instance, my computer science instructor loves working on radios. If he wants students to solder using a circuit board from a radio instead of a computer to introduce the topic, then I want to empower him to do so."

"At your table, share with an elbow partner about a time someone empowered you or a time you empowered someone. If you cannot recall an example, discuss a time when you missed an opportunity to empower someone else or someone else missed an opportunity to empower you." *Groups will have 3-5 minutes to discuss. After this, a few groups will be selected to share.*

Module 2: Slide 9

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7 Ways to Empower

1. Delegating Authority
2. Providing Resources and Support
3. Encouraging Creativity and Innovation
4. Offering Feedback and Recognition
5. Promoting Personal and Professional Development
6. Creating a Culture of Trust and Transparency
7. Leading by Example

Facilitator notes:

Activity: Brainstorm ways to empower employees. With your table group, write a scenario about how a school leader can empower employees by utilizing one of the 7 ways below.

The presenter will assign each table one of the seven ways to empower. Examples are shown on the slide. As well as listed in Handout 3. See the example below.

Delegating Authority-example

    "Public relations (PR) in schools today is needed now more than ever. As a result, I need someone to help with PR. I have a computer teacher who is great at communicating effectively as well as graphic design. By delegating school PR to him this will take a load off of me."

    "When delegating be sure that it is a strength of the person that you are delegating to. Also, maintain communication with the employee to ensure they

understand the plan and expectations. Feedback is crucial, so you see things getting done correctly and share your appreciation with employees."

"As you delegate questions and conversations are necessary. Consider asking some of these questions as you delegate."

1. Are you clear about the outcome I am expecting?
2. Have I provided clarity about due dates?
3. Am I delegating to the right person and for the right reason?
4. Is the delegation documented in writing so that everyone has a reference point?

Module 2: Handout 4

7 Ways to EMPOWER

1. **Delegating Authority**- Effective leaders recognize they can't do everything.

2. **Providing Resources and Support**- Effective leaders put others needs first.

3. **Encouraging Creativity and Innovation**- Effective leaders increase employee engagement.

4. **Offer Feedback and Recognition**- Effective leaders celebrate wins and give feedback.

5. **Promoting Personal and Professional Development**- Effective employees mentor and train to develop better employees who will one day lead themselves. Leaders build Leaders!

6. **Creating a Culture of Trust and Transparency**- Effective leaders are transparent which in turn builds trust.

7. **Leading by Example**- effective leaders are the hardest workers in the building.

Module 2: Handout 5

Scenarios on How Servant Leaders Empower

<u>Student</u>

Mr. Smith, the school administrator, exemplifies servant leadership during a student council meeting by allowing a quiet and reserved student named Lily to lead the planning of an event for the school. Mr. Smith, who sees Lily's potential, invites her to offer her suggestions for boosting school spirit. Lily hesitates a little before hesitantly proposing a talent exhibition to highlight the variety of talents and interests among the pupils. Mr. Smith acknowledges Lily's suggestion and commends her drive and inventiveness while listening intently. He then gives Lily direction and encouragement, assisting her in creating a strategy and providing the tools she needs to realize her idea. Mr. Smith exhibits servant leadership by believing in Lily's potential and being willing to help her; this helps children like Lily grow into self-assured leaders and engaged members of their school community.

<u>Parent</u>

In the course of a parent-teacher meeting, Mrs. Adams, the administrator of the school, demonstrates servant leadership by enabling Mrs. Ramirez, a worried parent, to take an active role in her child's education. Mrs. Adams extends a kind greeting to Mrs. Ramirez, recognizing her nervousness and inviting her to voice any concerns or questions. At first apprehensive, Mrs. Ramirez says she wants to help her child learn, but she's unsure how to handle some situations at home. Mrs. Adams affirms and nods, realizing that Mrs. Ramirez is an important partner in her child's education. She then gives Mrs. Ramirez access to tools and techniques specifically designed to meet her needs, enabling her to establish a nurturing learning environment at home. Mrs. Adams exemplifies servant leadership by providing helpful advice and listening with empathy, which empowers parents such as Mrs.

Ramirez. Mrs. Adams exemplifies servant leadership by encouraging a collaborative collaboration between the school and home and enabling parents such as Mrs. Ramirez to take part in the education of their kids through her empathic listening and helpful direction.

Teacher

The administrator of the school, Mr. Brown, demonstrates servant leadership in a faculty meeting by giving Ms. Taylor, a committed teacher, the authority to manage the implementation of a new teaching program. Mr. Brown extends an invitation to Ms. Taylor to lead a project that will include technology in the curriculum since he knows how passionate she is about creative teaching techniques. Ms. Taylor reluctantly accepts the task after being taken aback by the chance. Mr. Brown pays close attention to her ideas and provides tools and support to enable her to realize her goal. He urges her to take charge of the project and reassures her that he has faith in her skills. By way of his conviction in Ms. Taylor's abilities and dedication to her career development, Mr. Brown exemplifies servant leadership, enabling educators such as Ms. Taylor by believing in her potential and dedicating himself to her professional development.

Module 2: Slide 10

Empowered Employees take RISKS!

Facilitator notes:

"I would call today a failure if I did not take the time to empower you. Each of you is a leader and your job is tough. You must remember with every day that goes by, you leave hundreds of fingerprints on faculty, staff, and most of all, students across this state and nation. The greatest leaders of all time took some of the greatest risks that the world has ever seen. Today, I want to encourage you to keep moving forward. I want to encourage you to do your best this year. I want to encourage you to take risks. Take risks this year on behalf of changing students, faculty, staff, and community for the better. As we end today, I want to share a video with you that is 9:00 minutes in length. Use this video or one of your favorites to motivate participants."

"The video is a testimony from Denzel Washington about tough times in his life. He did not start successfully. As he navigated through life, he became discouraged as his plan did not always work. However, he never gives up. He

encourages listeners to not be discouraged. Sometimes life brings failure, however, he says, "If you fail, fail forward."

   Fail Forward-motivational speech by Denzel Washington https://www.youtube.com/watch?v=UgDKy659v_I (approximately 9:00 minutes long).

Source:
The Motivation Spot. (2023). *Fail forward motivational speech by Denzel*
   Washington [Video]. YouTube.
   https://www.youtube.com/watch?v=UgDKy659v_I

Module 2: Slide 11

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Wrap-up/Questions?

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Facilitator notes:

"Leading is hard. Leading can be scary. Attack this year with a fearless pursuit to leave positive fingerprints on all that around you. Remember, if you fail, fail forward. If your staff falls, get behind them to make sure they fail forward."

"Servant leadership can be hard. Empowering others takes planning and time on our behalf. Today we looked at seven different ways to empower others. This approach will not only help them grow but it will help your school run more efficiently and give staff a sense of belonging and purpose because they are empowered and realize how important they are to you and the school."

"As you leave today write down on a post-it note two takeaways from this module that you can put into practice right now. Stick your Post-it notes on the wall by the door as you leave."

Module 3: Employee Awareness in the School Setting

Module 3: 60 minutes

Professional Development Overview
Professional Development Title: The Importance of Awareness in the School Setting.
Learning Outcomes: • This session will give participants knowledge of the importance of awareness in servant leadership. • This session will communicate the importance of internal awareness. • This session will communicate the importance of external awareness.
Delivery Mode: Facilitated Face-to-Face.
Focus Area: The importance of self-awareness.
Skill Level: Beginner
Format: Presentation and Discussion
Description: In this workshop, participants will be introduced to the importance of self-awareness. Participants will learn what internal and external awareness is, and how to utilize and identify each when leading a team as a servant leader.

Slides that accompany Module 3

Module 3: Slide 1

Learning Outcomes:

• This session will give participants knowledge of the importance of awareness in leadership.

• This session will communicate the importance of internal awareness.

• This session will communicate the importance of external awareness.

Facilitator notes:

"Now we will review the learning outcomes of Module 3. Today we are going to look at the term "Awareness." Today you will learn about internal and external awareness. You will see the difference between each and how each can help you lead more effectively."

Module 3: Slide 2

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Flashback!

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Facilitator notes:

 "For the next few moments, flashback to Module 2. At your table discuss what you learned during Module 2 as we discussed the word empower."

1. What have you used from this module?
2. Which of the seven empowering strategies do you like best?
3. Have you used any of the seven empowering strategies? If so, give a brief explanation.

Module 3: Slide 3

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Effective **L**istening

Empower

Awareness

Development

Reflect and refine

</div>

Facilitator notes:

    "Good afternoon. So far on our journey together, we have learned what Servant Leadership is. As you now know, servant leadership was first introduced in 1970 by Robert. K. Greenleaf. Greenleaf emphasizes the leaders' role to serve rather than to be served by their followers. Servant leaders aim to prioritize the needs of their followers to support and empower them to create a more positive, productive work environment."

    "We have also learned about the importance of effective listening as well as a simple 5-step process to help us become better listeners. Servant leaders must listen to stay in tune with their followers. The five-step process helps us listen and process conversations so that we are not quick to speak out of turn."

    "In Module 2, we learned about the significance of empowering others. Always remember, Servant leaders put the needs of others first. Listening is a skill that will help us identify the needs and validate the concerns of our followers."
 Can you list 3 specific ways to empower others as a school leader?

As a whole group, discuss some answers from each table of the three questions participants were given.

Module 3: Slide 4

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Awareness…

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Facilitator notes:

"Before we do anything, I would like each of you to join me in an individual exercise. This exercise will take approximately 5 minutes. Each of you take time to find a comfortable seat and relax. Once you are seated, I am going to dim/turn off some lighting in the room."

1. *Close your eyes and focus on your breathing.*
   a. *Pay close attention as air enters your nose and fills your lungs.*
   b. *Feel each breath of air as you exhale, and air leaves your body.*
   c. *Big deep breaths as you inhale through your nose and exhale out of your mouth.*
2. *Now with your eyes still closed shift your attention to your body.*
   a. *Start with your feet. Scan your body slowly and notice areas that feel good or maybe not so good.*
   b. *Pay attention to areas of the body that may be relaxed, tense, or hurt.*

    c. *Pay attention to each part of your body, and observe the feelings and sensations in each.*

3. *Keep your eyes closed, while shifting your awareness externally.*

    a. *Listen to the sounds around you. Some sounds may be close and loud, others may be far away and faint.*

    b. *Pay close attention to smells that may be in this room and think of sensations such as the temperature or a breeze blowing.*

4. *Now let's bring it all together. With your eyes still closed, think of what is going on internally and externally at the same time.*

    a. *Notice that your breathing is still going.*

    b. *You are still aware of what is going on around you externally.*

    c. *Think of the connection between internal and external awareness.*

5. *Lastly, open your eyes.*

    a. *Take some deep breaths as you transition to the present moment.*

    b. *Take a few seconds to reflect on your experience.*

    c. *Grab the handout and answer the questions.*

Module 3: Handout 1

Internal/External Exercise

1. <u>Close your eyes and focus on your breathing.</u>
   a. Before being told to close your eyes and focus on your breathing did you realize every breath that you were taking?
   b. How does this relate to internal awareness in leadership?

2. <u>Body Scan.</u>
   a. Before being told to scan your body. did you think of every body part?
   b. Did you notice anything as you completed the body scan?
   c. How can leadership relate to the body scan exercise? Do we do things that have problems that we do not notice?

3. <u>Listen to the sounds around you.</u>
   a. What did you notice when asked to shift your focus to the sounds around you?
   b. Did you hear, feel, or smell as intentionally while you focused on your internal being?

4. How might this exercise relate to leadership?

Module 3: Slide 5

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Group talk…

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Facilitator notes:

"You just experienced internal and external awareness. The activity that you participated in showed you examples of each."

"Now we are going to shift this conversation to how the two types of awareness can help us lead."

Module 3: Slide 6

What is self-awareness and how does it help me lead better?

https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

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Facilitator notes:

"Awareness is critical when leading yourself as well as others. If we are not aware of what others think of us or how they view us then how do we know that we are leading effectively? Servant leaders must perceive themselves accurately as well as how others do."

" In the five-minute video, pay close attention to internal and external awareness. Write down the importance of each on a piece of paper or post-it note to aid in the upcoming group activity."

Give out Handout 2 so that they have it as they watch the video. This handout discusses the importance of internal and external awareness and the meaning of each.

Module 3: Handout 2

The article: "What Self-Awareness Really Is (and How to Cultivate It)" by Tasha Eurich in Harvard Business Review, January 4, 2018.

In this Harvard Business Review article, organizational psychologist Tasha Eurich says that people with good self-awareness are more confident and creative, communicate more effectively, build stronger relationships, make sounder decisions, and are less likely to lie, cheat, and steal. These insights came from four years of research with almost 5,000 subjects. An initial takeaway: although most people believe they are self-aware, only 10-15 percent really are. This led the researchers to look more closely at the whole subject. Three major findings:

There are two ways of knowing ourselves. The first is internal self-awareness – how clearly we see our own values, passions, aspirations, fit with our environment, reactions (thoughts, feelings, behaviors, strengths, weaknesses), and impact on others. People with good internal self-awareness have higher job and relationship satisfaction, personal and social control, and happiness. Those with poor internal self-awareness are more prone to anxiety, stress, and depression.

The second is external self-awareness – understanding how other people view us on the dimensions above. Those with good external self-awareness are better at showing empathy and taking the perspective of others, and their colleagues have better relationships with them, feel more satisfied with them, and see them as more effective.

Surprisingly, the researchers found virtually no relationship between internal and external self-awareness. Teasing out the permutations, they defined four types of leaders:

- Seekers (low internal and low external self-awareness) – They don't yet know who they are, what they stand for, or how their teams see them, and may feel stuck or frustrated with their performance and relationships.

- Pleasers (low internal and high external self-awareness) – They can be so focused on appearing a certain way to others that they could be overlooking what

matters to them, and over time make choices that don't serve their own success and fulfillment.

- Introspectors (high internal and low external self-awareness) – They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others.

- Aware (high internal and high external self-awareness) – They know who they are, what they want to accomplish, and seek out and value others' opinions. "The bottom line," says Eurich, "is that self-awareness isn't one truth. It's a delicate balance of two distinct, even competing, viewpoints." The most effective leaders consciously cultivate both types.

Experience doesn't improve self-awareness. Quite the contrary, as leaders became more experienced and powerful, their self-awareness became less and less accurate. "Contrary to popular belief," says Eurich, "studies have shown that people do not always learn from experience, that expertise does not help people root out false information, and that seeing ourselves as highly experienced can keep us from doing our homework, seeking disconfirming evidence, and questioning our assumptions."

Why does this happen? First, as people rise in the hierarchy there are fewer people above them who can provide candid feedback. Second, the more powerful a leader is, the less comfortable people are giving critical feedback (for fear of their own status). And third, as one's power increases, one's willingness to seek out and listen to feedback shrinks.

"But this doesn't have to be the case," says Eurich. The most successful leaders in the study pushed back on all three tendencies: they actively sought feedback, encouraged those around them to speak honestly (they actually loved their critics!), listened, checked in with others when they got critical feedback, and continuously improved their internal and external self-awareness.

Introspection doesn't always lead to self-awareness. It turns out that navel-gazers "are less self-aware and report worse job satisfaction and well-being," says

Eurich. But the problem isn't with introspection itself; it's that most people are doing it wrong. A prime example: asking "why" to understand our emotions:

- Why don't I like this person?

- Why did I fly off the handle?

- Why am I so against this idea?

"As it turns out," says Eurich, "'why' is a surprisingly ineffective self-awareness question. Research has shown that we simply do not have access to many of the unconscious thoughts, feelings, and motives we're searching for. And because so much is trapped outside our conscious awareness, we tend to invent answers that feel true but are often wrong… We tend to pounce on whatever 'insights' we find without questioning their validity or value, we ignore contradictory evidence, and we force our thoughts to conform to our initial explanation." Sometimes anger or self-doubt is the result of something as simple as low blood sugar, but people caught in a self-awareness loop may obsess about their fears, shortcomings, and insecurities.

A better self-awareness question than Why? is What? "'What' questions help us stay objective, future-focused, and empowered to act on our new insights," says Eurich. A manager who hated his job didn't ask himself, "Why do I feel so terrible?" Rather, he asked, "What are the situations that make me feel terrible, and what do they have in common?" The answers led him to quit his job and pursue a far more fulfilling career in another field.

Eurich's conclusion: "Leaders who focus on building both internal and external self-awareness, who seek honest feedback from loving critics, and who ask what instead of why, can learn to see themselves more clearly – and reap the many rewards that increased self-knowledge delivers. And no matter how much progress we make, there's always more to learn. That's one of the things that makes the journey to self-awareness so exciting."

Source:

Marshall, K. (2 C.E.). *Self-Awareness 101* [Review of *Self-Awareness 101*, by T. Eurich]. https://www.tieonline.com/article/2283/self-awareness-101

Module 3: Slide 7

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Group activity!

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Facilitator notes:

"Take the large piece of chart paper that was just given to you. You are going to make a T-chart. On the left side write "Internal Awareness." On the right side write "External Awareness."

"Think back to the exercise and the video that you just watched. As a group talk about what you noticed during each part of the exercise and how the video described both internal and external awareness."

Module 3: Slide 8

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1. On the left side of the chart, write internal self-awareness.

2. On the right side of the chart, write external self-awareness.

3. With your group, write down characteristics of each as you see them in the school setting.

4. At the bottom of each chart write down two ways to improve on each type of awareness.

Facilitator notes:

Use this slide as a reminder for participants as they complete the group activity.

Module 3: Slide 9

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Internal Awareness

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Facilitator notes:

"Let's look at internal awareness. In the video and Handout 2, it defines this type of awareness as, "how well we know ourselves.""

"Many times, we think we know ourselves, but we do not. Would a group like to share a time that they thought of themselves one way (professionally) but others' perceptions were opposite?"

At the bottom of each of your T-charts (1 per group), you were asked to write down two ways to improve each type of awareness. Who would like to share out?

Examples:

1. Ask people around you questions to see how they view you.
2. Surveys- Servant Leadership Self-Report

Discuss with participants about this.

Module 3: Slide 10

Awareness for the servant leader starts on the inside.

- Who am I?
- Why am I here?
- Where am I going?
- How will I get there?
- What is success and what does it look like?
- What guides my morales?

Facilitator notes:

The facilitator may choose to use the questions in slide 10 to guide participants through seeing how self-aware they are in their personal lives. Participants can answer the questions in slide 5 to see how self-aware they are. These are intentional questions and will impact their self-perception of how self-aware they are.

Module 3: Slide 11

<div style="border: 1px solid black; padding: 2em; text-align: center;">

External Awareness

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Facilitator notes:

"External awareness is what people on the outside think of us. During my 19 years in education, one thing I have learned is public perception is very important to success. We may think we are doing something great but if everyone around us does not think so then we need to take a look at what and how we are doing things. This is where effective listening can come in and help servant leaders. If we listen and ask questions to reflect on ourselves we can become more aware both internally and externally."

*"*Discuss at your table a time when you or someone else thought they were doing leading great and in reality this was not true. Why was this the case? Was it a communication error, etc.? "

Give time for volunteers to answer discuss and then have each table share out.

"As leaders, there are many times we think we are doing great, but what matters most is how others see us."

"Can you think of a time that you thought you were doing great, and then you got crushed because public perception was the opposite? Discuss this at your table." *Give groups time to share out.*

Module 3: Slide 12

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The ability to read the room!

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Facilitator notes:

"I witnessed a great example of external awareness early in my career when I attended a professional development training preparing the school to effectively prepare students for on-demand writing. The professional development was intended to be 6 hours. Within 30 minutes of the professional development beginning, it was evident that the day was going to be long. The content was teaching about on-demand writing. However, the delivery was all lectures. There was no time for content groups to discuss and relate what they were learning. This was very much a sit-and-get training. The facilitator had not built in any activities or time for adult learning."

"During the lunch break, the school principal had a conversation with some well-respected teachers and asked their thoughts about the professional development training. Due to the feedback, the principal decided to cancel the rest of the professional development."

"With this came a hard decision as the principal had to have a difficult conversation with the presenter. The principal also had to have a difficult

conversation with the staff after the break. The principal admitted that he had made a mistake in scheduling this professional development."

"The principal read the room, saw the lack of participation, and decided to cancel the professional development."

"Ask participants to evaluate the decision made by the administrator. Then, ask them to share the effects this decision has on the staff and how this scenario relates to external awareness."

Module 3: Slide 13

How well do you know yourselves vs. how well to you know how others view you?

The Art of Active Listening (2023).

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

INTERNAL SELF-AWARENESS — HIGH / LOW

EXTERNAL SELF-AWARENESS — LOW / HIGH

Introspectors
They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.

Aware
They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.

Seekers
They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.

Pleasers
They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

HBR

Facilitator notes:

"The chart on this slide is in the article that was given to you today. Read each quadrant of the chart. As a group, interpret what the chart means to you."

This will open a group discussion.

Module 3: Handout 3

What Self-Awareness Really Is (and How to Cultivate It)

It's not just about introspection.
by Tasha Eurich
January 04, 2018

Paloma Rincon Studio/Getty Images

Summary.   Although most people believe that they are self-aware, true self-awareness is a rare quality. In this piece, the author describes a recent large-scale investigation that shed light on some of the biggest roadblocks, myths, and truths about what self-awareness really is —...

Self-awareness seems to have become the latest management buzzword — and for good reason. Research suggests that when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better workers who get more promotions. And we're more-effective leaders with more-satisfied employees and more-profitable companies.

As an organizational psychologist and executive coach, I've had a ringside seat to the power of leadership self-awareness for nearly 15 years. I've also seen how attainable this skill is. Yet, when I first began to delve into the research on self-awareness, I was surprised by the striking gap between the science and the practice of self-awareness. All things considered, we knew surprisingly little about improving this critical skill.

About Our Research

The major components of our research included: Analyzing the results of nearly 800 Our research revealed many surprising roadblocks, myths, and truths about what self-awareness is and what it takes to improve it. We've found that even though most people *believe* they are self-aware, self-awareness is a truly rare quality: We estimate that only 10%–15% of the people we studied actually fit the criteria. Three findings in particular stood out, and they are helping us develop practical guidance for how leaders can learn to see themselves more clearly.

[1]

There Are Two Types of Self-Awareness

For the last 50 years, researchers have used varying definitions of self-awareness. For example, some see it as the ability to monitor our inner world, whereas others label it as a temporary state of self-consciousness. Still others describe it as the difference between how we see ourselves and how others see us.

So before we could focus on how to improve self-awareness, we needed to synthesize these findings and create an overarching definition.

Across the studies we examined, two broad categories of self-awareness kept emerging. The first, which we dubbed *internal self-awareness*, represents how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others. We've found that internal self-awareness is associated with higher job and relationship satisfaction, personal and social control, and happiness; it is negatively related to anxiety, stress, and depression.

The second category, *external self-awareness*, means understanding how other people view us, in terms of those same factors listed above. Our research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives. For leaders who see themselves as their employees do, their

employees tend to have a better relationship with them, feel more satisfied with them, and see them as more effective in general.

It's easy to assume that being high on one type of awareness would mean being high on the other. But our research has found virtually no relationship between them. As a result, we identify four leadership archetypes, each with a different set of opportunities to improve:

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

Introspectors	**Aware**
They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.	They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.
Seekers	**Pleasers**
They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.	They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

INTERNAL SELF-AWARENESS — HIGH / LOW

LOW ← **EXTERNAL SELF-AWARENESS** → HIGH

HBR

When it comes to internal and external self-awareness, it's tempting to value one over the other. But leaders must actively work on both seeing themselves clearly *and* getting feedback to understand how others see them. The highly self-aware people we interviewed were actively focused on balancing the scale.

Take Jeremiah, a marketing manager. Early in his career, he focused primarily on internal self-awareness — for example, deciding to leave his career in accounting to pursue his passion for marketing. But when he had the chance to get candid feedback during a company training, he realized that he wasn't focused enough on how he was showing up. Jeremiah has since placed an equal importance on both types of self-awareness, which he believes has helped him reach a new level of success and fulfillment.

The bottom line is that self-awareness isn't one truth. It's a delicate balance of two distinct, even competing, viewpoints. (If you're interested in learning where you stand in each category, a free shortened version of our multi-rater self-awareness assessment is available at https://www.insight-book.com/quiz.)

[2]

Experience and Power Hinder Self-Awareness

Contrary to popular belief, studies have shown that people do not always learn from experience, that expertise does not help people root out false information, and that seeing ourselves as highly experienced can keep us from doing our homework, seeking disconfirming evidence, and questioning our assumptions.

And just as experience can lead to a false sense of confidence about our performance, it can also make us overconfident about our level of self-knowledge. For example, one study found that more-experienced managers were less accurate in assessing their leadership effectiveness compared with less experienced managers.

Similarly, the more power a leader holds, the more likely they are to overestimate their skills and abilities. One study of more than 3,600 leaders across a variety of roles and industries found that, relative to lower-level leaders, higher-level leaders more significantly overvalued their skills (compared with others' perceptions). In fact, this pattern existed for 19 out of the 20 competencies the researchers measured, including emotional self-awareness, accurate self-assessment, empathy, trustworthiness, and leadership performance.

Even though most people *believe* they are self-aware, only 10%—15% of the people we studied actually fit the criteria.

Researchers have proposed two primary explanations for this phenomenon. First, by virtue of their level, senior leaders simply have fewer people above them who can provide candid feedback. Second, the more power a leader wields, the less comfortable people will be to give them constructive feedback, for fear it will hurt their careers. Business professor James O'Toole has added that, as a leader's power grows, their willingness to listen shrinks, either because they think they know more than their employees or because seeking feedback will come at a cost.

But this doesn't have to be the case. One analysis showed that the most successful leaders, as rated by 360-degree reviews of leadership effectiveness, counteract this tendency by seeking frequent critical feedback (from bosses, peers, employees, their board, and so on). They become more self-aware in the process and come to be seen as more effective by others.

Likewise, in our interviews, we found that people who improved their external self-awareness did so by seeking out feedback from *loving critics* — that is, people who have their best interests in mind *and* are willing to tell them the truth. To ensure they don't overreact or overcorrect based on one person's opinion, they also gut-check difficult or surprising feedback with others.

[3]

Introspection Doesn't Always Improve Self-Awareness

It is also widely assumed that introspection — examining the causes of our own thoughts, feelings, and behaviors — improves self-awareness. After all, what better way to know ourselves than by reflecting on why we are the way we are?

Yet one of the most surprising findings of our research is that people who introspect are *less* self-aware and report worse job satisfaction and well-being. Other research has shown similar patterns.

The problem with introspection isn't that it is categorically ineffective — it's that most people are doing it incorrectly. To understand this, let's look at arguably the most common introspective question: "Why?" We ask this when trying to understand our emotions (*Why do I like employee A so much more than employee B?*), or our

behavior (*Why did I fly off the handle with that employee?*), or our attitudes (*Why am I so against this deal?*).

As it turns out, "why" is a surprisingly ineffective self-awareness question. Research has shown that we simply do not have access to many of the unconscious thoughts, feelings, and motives we're searching for. And because so much is trapped outside of our conscious awareness, we tend to invent answers that *feel* true but are often wrong. For example, after an uncharacteristic outburst at an employee, a new manager may jump to the conclusion that it happened because she isn't cut out for management, when the real reason was a bad case of low blood sugar.

Consequently, the problem with asking *why* isn't just how wrong we are, but how confident we are that we are right. The human mind rarely operates in a rational fashion, and our judgments are seldom free from bias. We tend to pounce on whatever "insights" we find without questioning their validity or value, we ignore contradictory evidence, and we force our thoughts to conform to our initial explanations.

The problem with introspection isn't that it is ineffective—it's that most people are doing it incorrectly.

Another negative consequence of asking *why* — especially when trying to explain an undesired outcome — is that it invites unproductive negative thoughts. In our research, we've found that people who are very introspective are also more likely to get caught in ruminative patterns. For example, if an employee who receives a bad performance review asks *Why did I get such a bad rating?*, they're likely to land on an explanation focused on their fears, shortcomings, or insecurities, rather than a rational assessment of their strengths and weaknesses. (For this reason, frequent self-analyzers are more depressed and anxious and experience poorer well-being.)

So if *why* isn't the right introspective question, is there a better one? My research team scoured hundreds of pages of interview transcripts with highly self-aware people to see if they approached introspection differently. Indeed, there was a clear pattern: Although the word "why" appeared fewer than 150 times, the word "what" appeared more than 1,000 times.

Therefore, to increase productive self-insight and decrease unproductive rumination, we should ask *what*, not *why*. "What" questions help us stay objective, future-focused, and empowered to act on our new insights.

For example, consider Jose, an entertainment industry veteran we interviewed, who hated his job. Where many would have gotten stuck thinking "Why do I feel so

terrible?," he asked, "What are the situations that make me feel terrible, and what do they have in common?" He realized that he'd never be happy in that career, and it gave him the courage to pursue a new and far more fulfilling one in wealth management.

Similarly, Robin, a customer service leader who was new to her job, needed to understand a piece of negative feedback she'd gotten from an employee. Instead of asking "Why did you say this about me?," Robin inquired, "What are the steps I need to take in the future to do a better job?" This helped them move to solutions rather than focusing on the unproductive patterns of the past.

A final case is Paul, who told us about learning that the business he'd recently purchased was no longer profitable. At first, all he could ask himself was "Why wasn't I able to turn things around?" But he quickly realized that he didn't have the time or energy to beat himself up — he had to figure out what to do next. He started asking, "What do I need to do to move forward in a way that minimizes the impact to our customers and employees?" He created a plan and was able to find creative ways to do as much good for others as possible while winding down the business. When all that was over, he challenged himself to articulate what he learned from the experience — his answer both helped him avoid similar mistakes in the future and helped others learn from them, too.

These qualitative findings have been bolstered by others' quantitative research. In one study, psychologists J. Gregory Hixon and William Swann gave a group of undergraduates negative feedback on a test of their "sociability, likability and interestingness." Some were given time to think about *why* they were the kind of person they were, while others were asked to think about *what* kind of person they were. When the researchers had them evaluate the accuracy of the feedback, the "why" students spent their energy rationalizing and denying what they'd learned, and the "what" students were more open to this new information and how they might learn from it. Hixon and Swann's rather bold conclusion was that "Thinking about why one is the way one is may be no better than not thinking about one's self at all."

All of this brings us to conclude: Leaders who focus on building both internal and external self-awareness, who seek honest feedback from loving critics, and who ask *what* instead of *why* can learn to see themselves more clearly — and reap the many rewards that increased self-knowledge delivers. And no matter how much progress we make, there's always more to learn. That's one of the things that makes the journey to self-awareness so exciting.

Tasha Eurich, PhD, is an organizational psychologist, researcher, and New York Times bestselling author. She is the principal of The Eurich Group, a boutique executive development firm that helps companies — from startups to the Fortune 100 — succeed by improving the effectiveness of their leaders and teams. Her newest book, *Insight*, delves into the connection between self-awareness and success in the workplace.

Source:

Eurich, T. (2018). *What self-awareness really is (and how to cultivate it)*. Harvard Business Review. https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

Module 3: Slide 14

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Feedback is crucial!

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Facilitator notes:

"Today, each of you has learned about self-awareness, both internal and external. You are not going to be sure that you are doing things efficiently until you get feedback. Receiving feedback is not always easy because it might not be what we want to hear, however, feedback is an opportunity for growth. Teachers in our classrooms need feedback, and so do we as leaders."

"Gaining feedback from others can be as simple as asking questions or as formal as giving out surveys."

"To gain true feedback it is important to get multiple kinds of feedback. Examples may include conversational feedback, surveys, or talking to co-workers that staff may confide in. Remember sometimes as a leader the staff may not tell you how they feel, however, they may tell you an assistant or department lead."

Module 3: Slide 15

Facilitator notes:

"Feedback can be as simple as giving each of your staff a stoplight reflection activity about the daily operation of the school. On this sheet you can ask staff the following:"

1. *What would you like to see us stop doing?*
2. *What would you like to see us continue doing?*
3. *What would you like to start doing?*

Module 3: Handout 4

Stoplight Reflection

Stop Doing	Continue Doing	Start Doing

Module 3: Slide 16

<div style="border:1px solid black; padding:20px; text-align:center;">

Give surveys!

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Facilitator notes:

      "In leadership, it is very important to seek feedback. One of many ways to do this is to give surveys."

Module 3: Slide 17

Facilitator notes:

      "I would like to share some sample survey questions with you. Surveys are very enlightening to all types of leaders. There is also a handout on your table that you can take with you. The slide shows Handout 4 is very small. So if you can't see it no worries."

      "You can use Survey Monkey, Google Forms, Super Survey, and more to make and administer surveys to give to staff. Or if you want to give paper copies this is okay too. It does not matter how you give it as long as you get accurate feedback and act on it."

Module 3: Handout 5

Sample Survey Questions

Employee satisfaction survey questions
- Does your school leader value your feedback?
- Do you feel valued for your contributions?
- Do you get school news promptly?
- Do school leaders seem invested in you and your success?
- How transparent are school leaders from your perspective?
- Do you feel work is distributed equally across your team in your school?
- Do you find meaning in your work?
- Do you see an opportunity for personal advancement in your career?
- Do you have the necessary resources to do your job effectively?
- Are your job responsibilities defined clearly?
- Are your skills being used to their greatest extent?
- How happy are you at work?

Employee engagement survey questions

- How do you feel about your day-to-day work?
- Would you recommend working at this school to your friends for employment?
- Are you excited to come to work at your school each day?
- Do you feel pride in your work?
- Are your benefits and pay satisfactory?
- Do you find enjoyment in your co-workers?
- Do you feel inspired by our school district's vision and values?
- Do you feel adequately recognized for your accomplishments?
- Do you see yourself working here in a year?
- Is your work challenging and engaging for your personal development?
- Have you considered leaving our school or district recently?
- Has anyone in our school/district expressed support for your career goals?
- What changes can the school/district implement to keep you more engaged?

Workplace culture survey questions

- Do you feel comfortable sharing your ideas at school with peers and school leaders?
- Do you feel as if teamwork and collaboration are championed in our district?
- How would you describe the workplace culture?
- Do you feel you can be yourself at work?
- Do you feel you can be creative at work?
- Have you been rewarded for taking risks at work?
- Are you able to maintain a healthy work/life balance?
- Do you get timely feedback about your work and performance?
- Have your ideas been implemented often?
- In a few words, how would you describe the school/district team leaders?
- Do you feel as if this district is dedicated to diversity and inclusion?

Module 3: Slide 18

> "Awareness is not a giver of solace—it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity."
>
> Robert Greenleaf

Facilitator notes:

"As a table group, read the quote from Robert Greenleaf. Select a recorder at your table. Write down what this quote means to the people in your group on Post-it notes. The table can use as many Post-it notes as needed."

Before moving on, have group members stick their post-it notes on the whiteboard under the title Self-Awareness. If there is no whiteboard available, the facilitator can use chart paper and place it on the wall and participants can place post-it notes on the chart paper. These post-it notes may be used for further discussion.

Module 3: Handout 6

Scenarios of how Servant Leaders are Aware

<u>Student</u>

Every morning, the principal of the high school greets students as they come to the entryway. He makes meaningful eye contact and notices minor changes in expression and manner instead of the customary brief greeting. He walks around the tables during lunch breaks, striking up informal discussions while keeping a close eye on people and seeing any indications of discomfort or marginalization. He pushes educators to talk about their observations of kids' mental health at faculty meetings, highlighting the value of fostering a supportive environment. The principal fosters an awareness culture where kids feel seen, heard, and appreciated by listening effectively, monitoring, and encouraging open communication. This, in turn, leads to a more productive and cohesive school community.

<u>Parent</u>

Regular parent engagement events, like football tailgating and parent-teacher conferences, are organized by the high school principal to allow parents to freely express their worries and points of view. The principal attentively listens to the experiences and viewpoints of the parents during these meetings, appreciating their special knowledge of their children's lives. The administration also regularly updates families on school-related events, progress in school, and resources available to support their students through digital communication platforms. The principal fortifies the relationship between the school and parents by encouraging open and compassionate lines of communication, making sure that parents are made to feel appreciated, heard, and invested in their kids' education.

Teacher

After a difficult day at school, Mrs. Martinez, the principal, practices self-awareness during a time of reflection. Self-awareness is a fundamental component of good leadership. Kicking back in silence in her office, Mrs. Martinez examines her feelings and responses to the day's events. She examines the underlying causes of her feelings of tension and frustration after identifying such occasions. Mrs. Martinez learns about her leadership strengths and opportunities for improvement through this process. She vows to put self-care first and ask for input from coworkers to improve her effectiveness as a leader. By developing self-awareness, Mrs. Martinez shows her commitment to both professional and personal development, which ultimately equips her to lead the school community with more authenticity and effect.

Module 3: Slide 19

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Wrap-up/Questions?

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Facilitator notes:

"Today you learned about internal and external awareness. Each is important especially when leading as a servant leader. Followers' perceptions are very important. If you think you are putting followers first but they do not think so, then they do not perceive you as a servant leader."

"Remember internal awareness is how we view ourselves and external awareness is how others view us."

"As you leave, please write down on a post-it note why it is important to know how people view us?"

Module 4: Importance of Developing Others

45-60 minutes

Professional Development Overview
Professional Development Title: The Importance of Developing Others. This includes developing the servant leader which in turn will aid in the development of teachers.
Learning Outcomes: • This session will give school administrators 3 ways to develop as servant leaders. • This session will give school leaders five ways to develop teachers. • This session will give school leaders ideas on how to parallel five development tools to the Danielson Framework.
Delivery Mode: Facilitated Face-to-Face.
Focus Area: How to develop servant leaders in the school as well as give school leaders tools to develop teachers.
Skill Level: Beginner
Format: Presentation and Discussion
Description: In this workshop, participants will learn three ways to develop as servant leaders in the school. Participants will also learn specific ways they can help develop teachers.

Materials:

- The presenter will share the slide show presentation, hyperlinks, and activities with each participant.
- Post-it-notes.
- Chart paper for group recording.
- Markers, pen or pencils, and handouts.

Slides to accompany Module 4

Module 4: Slide 1

Learning Outcomes:

- This session will give school administrators 3 ways to develop as servant leaders.
- This session will give school leaders five ways to develop teachers.
- This session will give school leaders ideas on how to parallel five development tools to the Danielson Framework.

Facilitator notes:

"Greenleaf coined the term servant leadership in 1970. Remember it said that a servant leader feels a deep desire to put others' needs before their own. Today, in the school environment, many get frustrated because of lack of training."

"As a servant leader and school administrator, it is important to provide opportunities for learning, model appropriate behavior, and encourage teachers and staff."

"In this session you will learn how to not only model servant leadership behavior, you will also learn how to use this behavior to better develop teachers as a servant leader."

Module 4: Slide 2

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Flashback!

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Facilitator notes:

"As a table group, discuss 3 key takeaways from Module 1 (Effective listening), Module 2 (empower), and Module 3 (awareness)."

After each participant is finished, have a whole group discussion about awareness. Have two participants share their definitions of internal and external awareness.

Next, have a few participants give specific examples of each in the school setting.

Module 4: Slide 3

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Effective **L**istening

Empower

Awareness

Development

Reflect and refine

</div>

Facilitator notes:

      "Good afternoon. So far on our journey together, we have learned what Servant Leadership is. As you now know, servant leadership was first introduced in 1970 by Robert. K. Greenleaf. Greenleaf emphasizes the leaders' role to serve rather than to be served by their followers. Servant leaders aim to prioritize the needs of their followers to support and empower them to create a more positive, productive work environment."

      "We have also learned about the importance of effective listening as well as a simple 5-step process to help us become better listeners. Servant leaders must listen to stay in tune with their followers. The 5-step process helps us listen and process conversations so that we are not quick to speak out of turn."

      "In Module 2, we learned about the significance of empowering others. Always remember, Servant leaders put the needs of others first. Listening is a skill that will help us identify the needs and validate the concerns of our followers."

"During Module 3, you learned about awareness and how knowing ourselves and what others think of us can help us be effective as school leaders. Such knowledge is crucial when leading a school or any other organization as a servant leader."

Module 4: Slide 4

<div style="border:1px solid black; padding:40px; text-align:center;">

Servant leaders develop people…

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Facilitator notes:

"As we look at development, our ultimate goal as school administrators is to develop teachers. However, school administrators of various leadership styles have the same goal."

"Servant leaders want to develop, but the approach is different. Servant leaders want to encourage and give choice."

Module 4: Slide 5

<div style="border:1px solid black; padding:20px;">
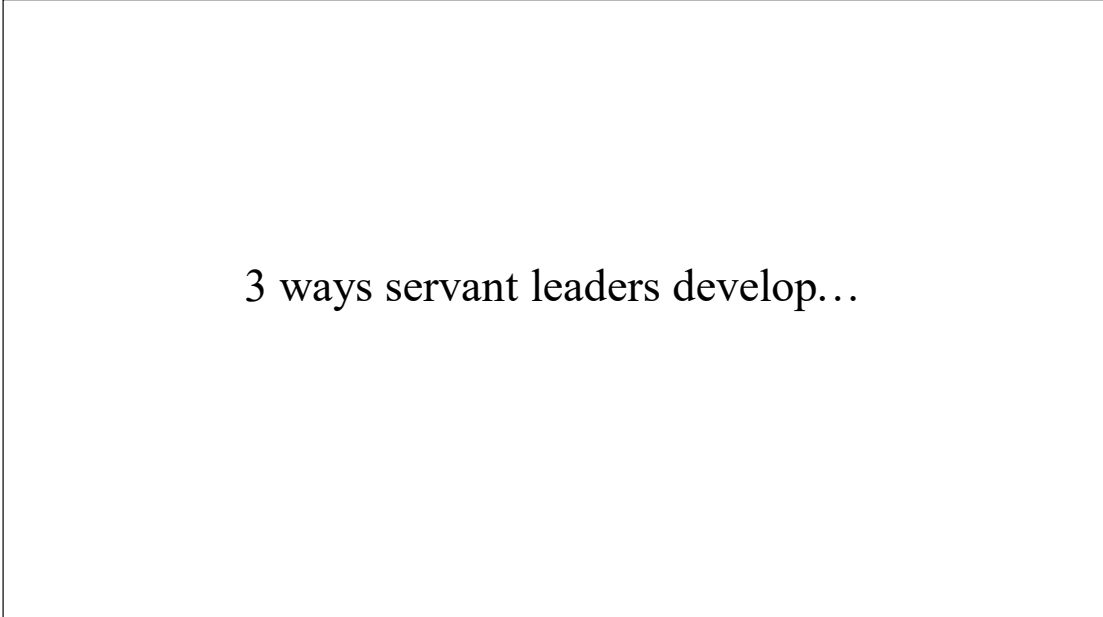
<p align="center">How do servant leaders DEVELOP?</p>

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Facilitator notes:

"A servant leader gives choice in growth. As a school leader, it is easy to give directives and tell teachers exactly what they want them to do and or learn. Servant leaders strive to develop others, but the approach is different."

"Empowering others is one of the ultimate goals. Servant leaders are open to failure. The mindset of a servant leader is that failure often leads to success. Servant leaders do not look for whose fault is it. Instead, they take the approach of what we can learn from this. Remember, servant leaders encourage risk-taking."

Module 4: Slide 6

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3 ways servant leaders develop…

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Facilitator notes:

"Servant leaders develop. When doing so they give different development opportunities. In Handout 1, you will find three potential ways servant leaders may provide learning opportunities for teachers.

Module 4: Slide 7

<div style="border: 1px solid black; padding: 2em; text-align: center;">

Provide learning opportunities…

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Facilitator notes:

"Read Handout 1 at your table, and have a group discussion on the 3 ways a servant leader may provide teachers with learning opportunities."

"After you finish the discussion at your table be ready to share with the group how the three examples in Handout 1 exhibit servant leadership."

Module 4: Handout 1

Servant leadership emphasizes the leader's responsibility to serve the needs of their followers, empowering them to grow and reach their full potential. Here are three ways a servant leader may provide teachers with learning opportunities in the school:

Professional Development Opportunities: Teaching, pedagogy, classroom management, and personal development are among the topics covered in these frequent workshops and seminars that a servant leader could provide. Experts in related subjects, seasoned educators, or even other instructors who are particularly strong in a certain area could conduct these seminars. By providing their teachers with these learning opportunities, the leader shows that they are dedicated to their professional development and equip them with essential knowledge and abilities that will improve their efficiency in the classroom.

Peer Learning Communities: Creating these groups inside the school enables educators to work together, exchange stories, and gain knowledge from one another. By giving teachers regular time and space to gather, promoting open communication and idea sharing, and cultivating a climate of respect and cooperation, a servant leader may help these communities come into being. Peer learning communities allow teachers to delve further into subjects that are in line with their interests and professional goals by focusing on certain themes or areas of interest, such as technology integration, differentiated instruction, or assessment techniques.

Individualized Coaching and Mentoring: A servant leader may provide opportunities for individualized coaching and mentoring because they understand that every teacher has different skills, problems, and learning requirements. A teacher's professional development path can be catered to with specific assistance and guidance from the leader through one-on-one meetings, observations, and feedback sessions. This might be establishing objectives and goals, coming up with plans of action, and giving instructors support and tools to help them get over challenges and accomplish their goals. A servant leader shows that they genuinely care about the success and well-being of their teachers by devoting time and energy to their progress.

Module 4: Slide 8

Servant leaders MODEL the WAY!

Facilitator notes:

"As servant leaders, it is vital that we model the behavior that we expect from others. This behavior gives followers a first-hand example of how they should act in situations."

"Have you ever heard anyone say, do as I say, not as I do? This is a model that we do not want to follow. Servant leaders want followers to do as they do. This is why modeling the way is so important."

Module 4: Slide 9

Servant leaders want followers to join them
willfully, not by force.

Facilitator notes:

"Servant leaders seek to have followers join them on the movement as they model the way. Servant leaders do not use their position and have people follow them by force."

"Take a few minutes to read Handout 2, located at the center of your table. Read this and discuss at your table why this simple action was so powerful in the eyes of others."

"After the table discussion, we will have a whole group discussion."

Module 4: Handout 2

An Example of Modeling the Way

The conduct that servant leaders demand of others is modeled by them. Examine this instance of Ulysses S. Grant's leadership as the U.S. president and the Northern Army's general during the American Civil War. Grant was a normal army officer before holding these prominent roles. "He was in charge of a team of men who had the difficult but routine duty of removing obstructions and cleaning oyster beds to allow vessels to pass across a river. Grant made an effort to guide the men through his remarks, but the point was not being understood. He then dove waist-deep into the water and started assisting his soldiers one on one. This gave him the drive and direction he was looking for. High and dry on the shore, the other officers made fun of his actions and said. The general let them know that he wished he had more commanding officers like Grant (Laub, 2017).

Source:
Laub, J. A. (2017). *40 days toward a servant leader mindset.* Servant Leader
        Performance.

Module 4: Slide 10

Examples of MODELING the WAY!
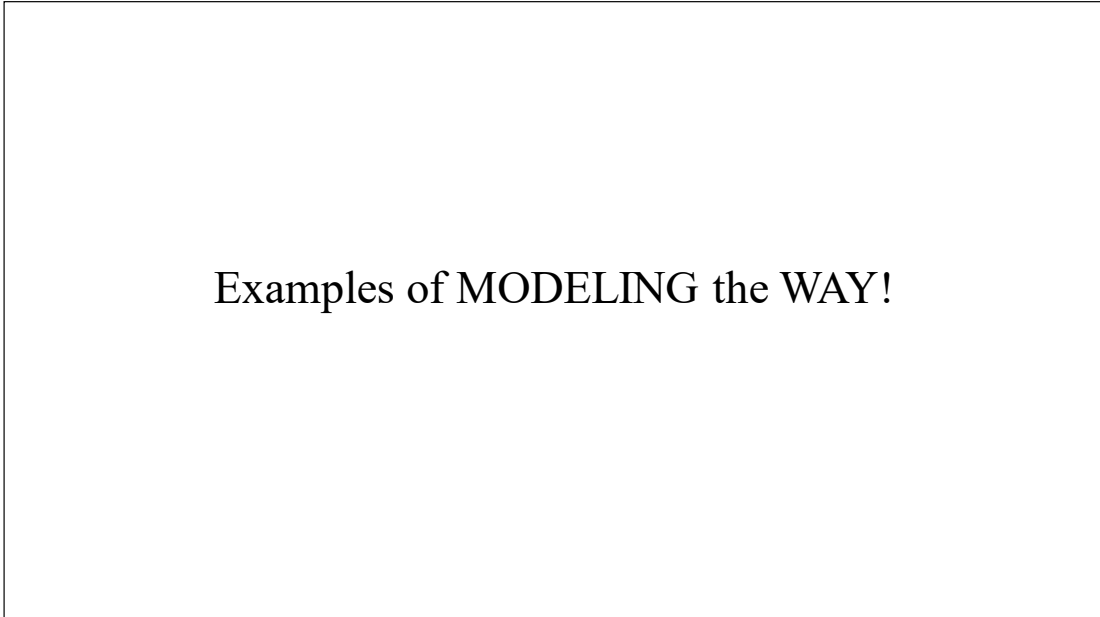
Facilitator notes:

"Grant modeled the way for his troops. As servant leaders in the schools, we can do the same thing, and must. As school leaders sometimes we need to jump out of the boat as well. If we have a teacher who is struggling, maybe we need to go in and model a lesson for them. It is easy to tell them what to fix. Sometimes teachers need to see how to fix it."

"Handout 3 gives broad examples of how we can model the way as leaders in our school. "Take a few minutes to read Handout 3. It is at the center of your table. Read this and discuss at your table why these three examples are powerful to do as a servant leader in the school setting."

"After the table discussion, we will have a whole group discussion."

Module 4: Handout 3

Servant leadership emphasizes the leader's responsibility to model the way for their followers. Here are three ways a servant leader may model the way for their followers:

Constant Learning and Development: Servant leaders seek out chances for ongoing learning and personal development because they understand the value of these pursuits. They are receptive to criticism, self-aware enough to see their shortcomings, and proactive in their pursuit of fresh insights. Servant leaders encourage others to adopt a growth mindset and make personal investments in their development by exhibiting a commitment to ongoing learning and development. This, in turn, promotes an innovative, flexible, and high-achieving culture inside the organization.

Moral Conduct and Honesty: In all facets of their work and relationships, servant leaders place a high value on moral conduct and honesty. Despite obstacles or temptations, they uphold the highest moral and ethical standards in their behavior, acting with integrity, openness, and consistency. A culture of integrity and accountability is fostered within the organization by servant leaders who continuously demonstrate ethical behavior. This builds followers' trust and confidence.

Empathy and Service Commitment: Servant leaders provide an exemplary example for others by consistently providing for their needs and exhibiting compassion and empathy in all of their dealings. They actively work to comprehend the wants, needs, and viewpoints of the people they manage, and they make an effort to meaningfully support and encourage others. Servant leaders always demonstrate the value of service and empathy, encouraging others to follow suit and make meaningful contributions to the community through deeds of kindness, attentive listening, or sincere care and concern for their well-being.

Module 4: Slide 11

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Encouraging is crucial for developing!

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Facilitator notes:

"Believing and encouraging teachers creates a culture of high productivity!" The third, part of developing servant leaders is encouraging. When servant leaders encourage their followers each day a positive cycle begins. This cycle brings forth excitement, a willingness of employees to work harder for the school, and personal satisfaction, as they know they are giving their full potential."

Module 4: Slide 12

Three ways to encourage…

Facilitator notes:

"There are many ways to encourage teachers. Handout 4 gives three ways that a servant leader in the schools encourages. Take a few minutes and read the handout."

"After finishing the reading discuss with your group your thoughts on the reading."

"Next, select a recorder. In your group get a piece of chart paper from the facilitator. On the chart paper list, ways as a school leader that you encourage teachers. List as many ways as you can think of.

"Stick your chart paper on the wall. We will then have a group discussion."

Module 4: Handout 4

Servant Leaders Encourage Others

In several ways, servant leaders empower and help others. The following are the three techniques they employ to offer encouragement:

Mentoring and Coaching: To assist their followers in developing, servant leaders provide positive advice and assistance. They operate as coaches and mentors, encouraging people to overcome challenges and realize their goals by effectively listening to their worries, and giving helpful advice. Servant leaders enable their followers to reach their full potential, develop self-assurance, and overcome obstacles with resiliency and resolve through coaching interactions and mentoring connections.

Building a Culture of Trust: Servant leaders foster a climate of optimism, belief, and trust in their schools. They express this idea by their words and actions, believing that their followers are capable and have potential. Servant leaders inspire others to step outside of their comfort zones and take on new challenges. Servant leaders instill a sense of purpose, ownership, and dedication in their followers by creating an atmosphere that encourages them to take chances and be creative. This leads to the success and fulfillment of the group as a whole.

Positive Feedback and Recognition: Servant leaders understand the importance of acknowledging the efforts and achievements of their followers. They provide regular positive feedback, recognizing individuals for their contributions, progress, and accomplishments. Whether it's a simple word of praise, a handwritten note of appreciation, or public recognition in team meetings or newsletters, servant leaders ensure that their followers feel valued and affirmed. This positive reinforcement not only boosts morale but also reinforces desired behaviors and motivates individuals to continue striving for excellence.

Module 4: Slide 13

Servant leaders developing teachers…

Facilitator notes:

"Servant leaders strive to develop others. As we know, servant leaders put others' needs above their own. Today's schools are running over with teachers who are Option 6, Option 9, and other circumstances. This results in new teachers not knowing the language or the principles behind what administrators are telling them to do."

"My first teaching job consisted of me being hired and the keys thrown at me, and off to my classroom I went. As a new teacher, it would have been beneficial to have roadmaps for the operational, professional, and instructional parts of the job. It would have been helpful to sit down with the head principal and discuss the engineering and technology program, and his vision for how the program fits into the school's vision and mission. Additionally, I believe it would have helped my development if I had been able to share my mission and vision for my program."

"I was fortunate enough to make it through my first few years by seeking mentorship from servant leaders and being in my hometown district, which meant I

knew many of the educators and leaders. All new teachers do not have this luxury; therefore, development must come from school leaders. Now, more than ever, school leaders must develop their staff if they want to retain them and help them effectively educate students."

"You may ask, how does this tie to servant leadership? Remember handout 2 in module 2 that outlined Greenleaf's ten characteristics of servant leadership?"

"Commitment to the growth of people: Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the servant-leader is deeply committed to the growth of every individual within his or her organization. The servant-leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. (Spears, 2010, p. 29).

"Servant leaders develop others."

Source:
Spears, L. D. (2010). Character and servant leadership: Ten characteristics of

effective, caring leaders. *Journal of Virtues and Leadership*, *1*(1), 25-30.

Module 4: Slide 14
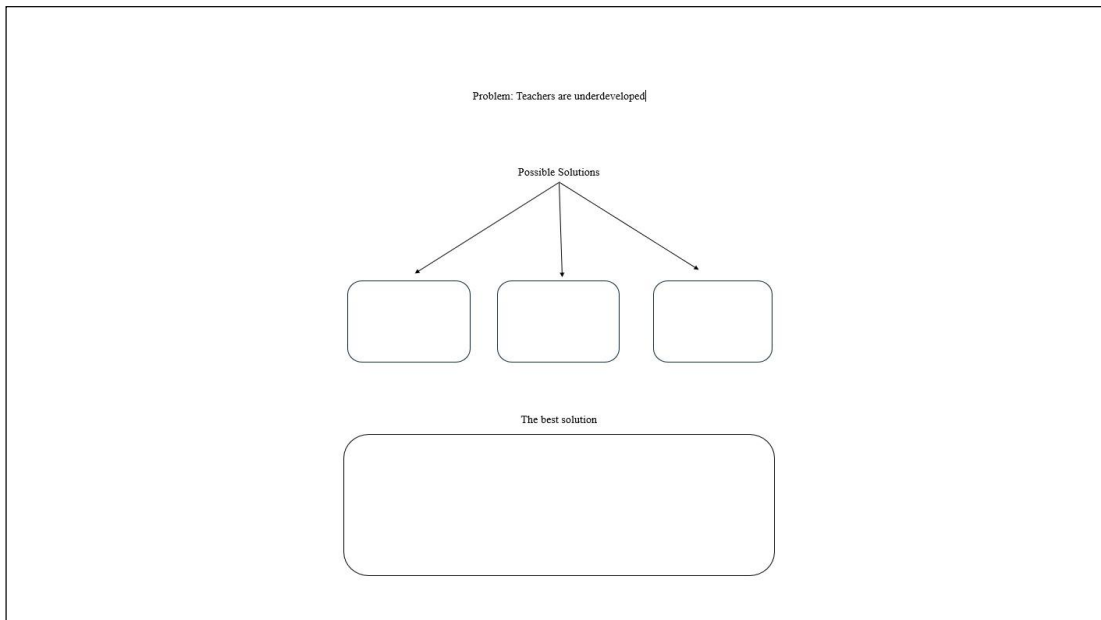
Facilitator notes:

"As leaders, we must meet our employees where they are. There are many ways to aid in employee development. Today, more teachers are beginning the profession with less traditional training, causing them to start their teacher careers less developed than their counterparts."

"Please take one of the handouts on your table. Come up with three ways to help a struggling teacher develop."

After each participant is finished, have a group discussion and listen to each table's ideas.

Module 4: Handout 5
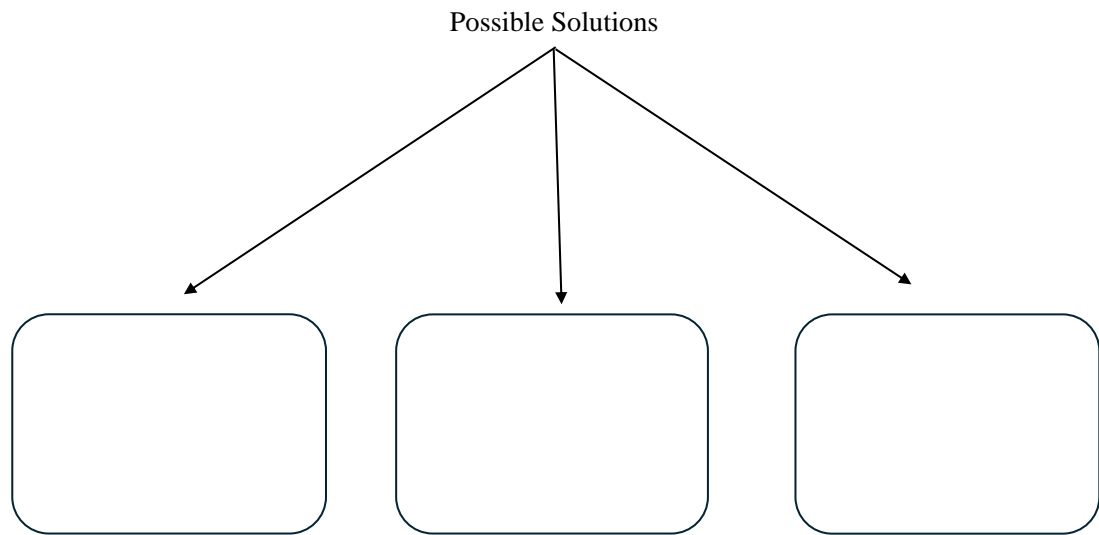
Problem: Teachers are underdeveloped.

Possible Solutions

The best solution

Module 4: Slide 15

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Group talk…

</div>

Facilitator notes:

Have each table share the solutions that they come up with when completing Handout 1. Write each solution down on the board as participants share out.

"Also, as a table look at the 3 simple yet effective scenarios on how a servant leader can develop students, parents, and teachers."

Module 4: Handout 6

Scenarios about how the Servant Leader Develops

Students:

      As a servant leader, Mr. Harold, the principal of the school, cultivates an environment of support and empowerment for students to apply a comprehensive approach to their growth. Mr. Harold announces the start of a student mentorship program, which aims to develop peer support networks and leadership abilities, during a school-wide assembly. This program pairs older students with younger students to offer mentorship, support, and academic help. Mr. Harold empowers students to grow their leadership skills, make essential connections, and succeed both academically and personally by encouraging them to take charge of their learning experiences and actively participate in the mentorship program.

Parents:

      As a servant leader, Mrs. Garcia, the principal of the school, understands the value of involving parents as collaborators in the education of their kids. Mrs. Garcia conducts a series of parent seminars on subjects like academic support techniques, effective communication, and understanding the school system to increase family involvement and support. By giving parents useful tools, resources, and chances to interact with other parents and school personnel, these seminars promote cooperation and a feeling of community. Mrs. Garcia increases parents' ability to speak out for their kids, engage actively in their education, and make a good impact on the school community by providing them with information and skills.

Teachers:

The principal of the school, Mr. Johnson, is a servant leader who is dedicated to creating a collaborative and growth-oriented culture. To that end, he customizes a professional development program for teachers based on their requirements. Mr. Johnson works with teachers to find areas for growth and development because he understands the need for ongoing training and assistance. To promote student-centered learning, technological integration, and best practices in education, he regularly plans workshops, seminars, and peer mentoring sessions. Mr. Johnson also encourages educators to take advantage of conferences, workshops, and other professional development opportunities to increase their knowledge and abilities. Mr. Johnson enables educators to thrive in their positions, have a good influence on students' learning outcomes, and make contributions by giving them access to pertinent materials and encouraging continual development.

Module 4 Handout 7

5 Ways to help Develop new teachers.

1. **Blueprint of Operations**
   Every school has different procedures. If possible, hold an orientation with every new teacher. Please provide them with a school-specific handbook. This packet should include the school calendar, bell schedules, duty rosters, school policies, professional expectations, and district contacts.

2. **To-do list**
   Please give them a plan of how you and the staff will help them succeed. You may create a calendar of monthly tips to help support them. Gain insight from new teachers to help build this list.

3. **Mentor**
   Studies show that new teachers who are paired with mentors are much more likely to return to the classroom.

4. **Expectation lists for professionalism**
   Please provide a list of professionalism tips and expectations for them inside and outside of the classroom. Some examples may include dress code expectations, social media etiquette, etc.

5. **Feedback**
   Effective and meaningful feedback is imperative for new teachers. During your feedback, it is crucial to lace it with positives.

Module 4: Slide 16

(Rutherford, 2014)

Facilitator notes:

    "Now that you have created your ways to develop teachers, direct your attention to the slide and begin transitioning your thoughts to the four domains of the Danielson Framework."

    "Servant leaders are committed to the growth and development of employees. Teachers today are evaluated by using the four domains of the Danielson Framework. However, school leaders do not always break the domains and language down for them. This can be a direct result of not being internally aware. Just because we know how to do something does not mean everyone else knows."

    "It is important to help teachers understand the expectations and how they will be evaluated, then use this as a roadmap to develop skills to become effective teachers."

Handout 7 will give participants five ways to develop new teachers.

Module 4: Slide 17

(Rutherford, 2014)
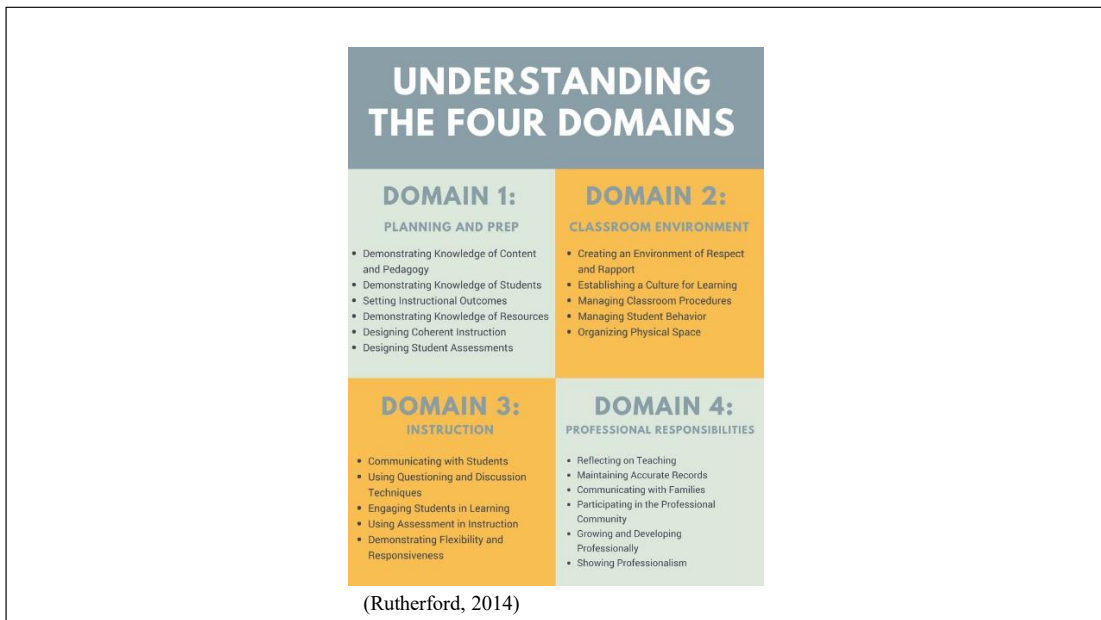
Facilitator notes:

　"On the slide, you will see the areas where teachers are evaluated. Each of the four domains is used, The first, is planning and preparation. The second is the classroom environment. The third is instruction. Finally, the last one is professional responsibilities."

　"As a teacher, I do not remember having conversations about the Danielson Framework, even though this was the tool used to evaluate my skills. Teachers need to be introduced to this early on so that they are not surprised and can become competent in the four areas."

　"Servant leaders are committed to the growth and development of employees. One way they can do this is through educating teachers about the evaluation process that includes using the Danielson Framework."

　"It is important to help them understand the expectations and how they are going to be evaluated, all while helping them develop skills to be effective teachers."

"Let's look at Handout 8. The goal is to tie our development model to the four domains of the Danielson Framework. First, teachers need to know the language of the Framework. Let's see how we can use them together to develop the teacher even more. See Handout 8."

"Look at each of the domains and write which of the 5 development tips listed may aid the teacher in the domain and explain."

Questions to ask participants:

1. *Will a blueprint of the operations of the building help in any of the four domains? If so discuss how.*

2. *Will a mentor help with any of the domains? If so, discuss how.*

3. *A blueprint of operations is a resource and a mentor most likely is someone the administrator delegated to help a new teacher. Both "Delegation" and "Provide Resources and Support" were mentioned in Handout 4 in Module 2- Empower. Do you see the connection to servant leadership?*

Module 4: Handout 8

Helping teachers master the four domains.	
Domain 1- Planning and Preparation	**Domain 2- Classroom Environment**
Domain 3- Instruction	**Domain 4- Professional Responsibilities**

1. Blueprint of operations- School specific handbook of procedures.
2. To-do list- A written plan of how leaders will help them succeed.
3. Mentor-Provide a school-based mentor.
4. Expectation list of professionalism-In/out of school list of professional expectations.
5. Feedback- Effective feedback grows successful teachers and helps with staff retention.

In the boxes above write down every number that will aid the teacher in mastering each domain. Why do you think this is the case?

Module 4: Slide 18

Feedback…

Facilitator notes:

"Feedback is crucial for us to grow professionally. Throughout my career and getting observed dozens of times, I received very little feedback. This is a skill that can be learned and is very beneficial to teachers when you observe them."

"As an administrator, it is common practice for me not to take a computer or device in the classroom. My goal is to be in multiple classrooms each day. When I go into classrooms, I do not want teachers to think it is a "gotcha moment." I want both students and teachers to feel relaxed and to continue with business as usual."

"Early in my administration, I attended training with Dr. Mike Rutherford from the Rutherford Learning Group. This training was centered around feedback. It was life-changing for me."

"The feedback model that Rutherford taught us encouraged participants to use positive reinforcement. This was not for critique or correction. However, the difference it made with teachers was astounding. It gave them a breath of fresh air and improved morale."

Module 4: Slide 19
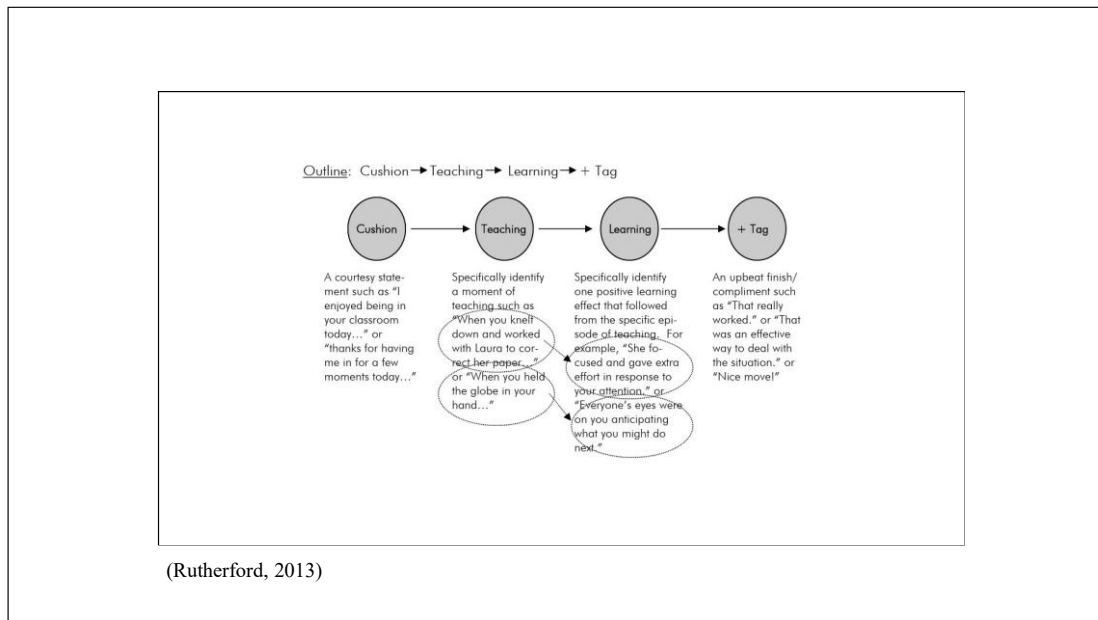
(Rutherford, 2013)

Facilitator notes:

"At the center of your table, you will find handout 9 from the Rutherford Learning Group (Rutherford, 2014). On the first page, the handout focuses on 30-second feedback. Here you will find the following: a quick description of 30-second feedback, the purpose of 30-second feedback, the intended effect of 30-second feedback, when to and when not to use, and how to use notes for 30-second feedback.

"Take a look at the slide and look at the flow chart that you can use when giving feedback. You can tie this feedback to the Danielson Framework, that we looked at a few slides ago."

The feedback may be worded like this.

1. *Cushion- Thanks so much for allowing me to spend time with you and your students today.*
2. *When I noticed how you had your class set up, I immediately thought of Domain 2 in the Danielson Framework. The classroom environment (domain 2) was great. The way you arranged your class for the group activity was very thoughtful.*

3. *The group's focus and engagement were top-notch. Everyone could see the demonstration and they were astounded by your presentation.*
4. *Your work was exceptional today!*

"If you look at positive feedback, it touches on at least three servant leadership characteristics. Check out Handout 4 in module 2 once again."

"Number two, empathy (one assumes the good intentions of co-workers and colleagues and does not reject them as people). Number 9, is commitment to the growth of people (servant leaders are deeply committed to the growth of people). Number 10, building community (the servant leader seeks to build community)."

"Positive feedback is crucial when building a strong team!"

Module 4: Handout 9

7 Tools for Developing Teachers & Teaching

Introduction

Seven Tools for Developing Teachers and Teaching is a set of practices for providing growth evoking, non-evaluative feedback and coaching to teachers. *Seven Tools* is designed to be used by administrators, instructional coaches, consultants, peers, or anyone who seeks to develop teachers and teaching. Think of *Seven Tools* as a toolbox, with each tool uniquely designed for a specific situation, but not useful for all situations. Job-embedded professional development featuring training in *Seven Tools* is available as a part of the *Skillful Observation and Coaching Laboratory* (SOCL).

The Seven Tools

1. 30 Second Feedback
2. 5 Minute Feedback
3. Reflective Planning
4. Positive Reinforcement Coaching
5. Instructional Coaching
6. Small Group Coaching
7. Teaching Studies

Tool 1: 30 Second Feedback   1

Quick Description… A short burst of positive reinforcement that links a specific teaching practice to a specific learning outcome.

Purpose/Rationale: 30 second feedback seeks to deliver a short, but meaningful, bit of positive reinforcement based on a walk-through or short observation. This tool's effectiveness is based on the observer's ability to be specific in describing the short episode of teaching and the subsequent learning effect. 30 second feedback is often delivered in an informal fashion— in the hallway, on the way to the cafeteria, etc.

Intended Effect: 30 second feedback serves as a quick affirmation of a specific aspect of a teacher's practice. It is a professional compliment. It focuses attention on the "nuts and bolts" of teaching. It portrays the provider as a keen observer of the teaching-learning process.

When to and when not to: Use 30 second feedback for positive messages only, not for critique or correction. This tool is best used with brief observations, not lengthy ones.

Notes: 30 Second Feedback is also very effective when provided in written form. Avoid complimenting the teacher personally ("you're such a good teacher…") or offering personal affirmation ("I really like it when you…"). Instead affirm the teaching decision and it's positive effect on learning ("When you did this… the effect was this…").

7 Tools for Developing Teachers & Teaching

Tool 1: 30 Second Feedback, cont'd.

Outline: Cushion → Teaching → Learning → + Tag

Cushion	Teaching	Learning	+ Tag
A courtesy statement such as "I enjoyed being in your classroom today…" or "thanks for having me in for a few moments today…"	Specifically identify a moment of teaching such as "When you knelt down and worked with Laura to correct her paper…" or "When you held the globe in your hand…"	Specifically identify one positive learning effect that followed from the specific episode of teaching. For example, "She focused and gave extra effort in response to your attention." or "Everyone's eyes were on you anticipating what you might do next."	An upbeat finish/ compliment such as "That really worked." or "That was an effective way to deal with the situation." or "Nice move!"

2

Tool 2: 5 Minute Feedback

Quick Description… A brief feedback conversation that identifies a specific teaching practice, links the practice to a principle of learning, describes the effect on learning and learners, and engages the teacher is a short dialog affirming the feedback.

Purpose/Rationale: 5 Minute Feedback seeks to engage the teacher in a short, interactive analysis of a specific episode of instruction. 5 minute feedback supports the teacher's ability to see relevant patterns of effective practice, not just individual episodes of effective practice. 5 Minute Feedback is designed to follow a brief observation or walk through. This tool's effectiveness is based on the observer's ability to link an episode of teaching, a principle of learning (a pattern), and the subsequent learning effect. 5 Minute Feedback is often delivered in an informal fashion– in the hallway, sitting in the workroom, at the whiteboard, etc.

Intended Effect: 5 Minute Feedback should recognize an effective practice and link it to a broader pattern (principle of learning). It serves as a link between theory and practice. It focuses attention not only on the "nuts and bolts" of a teaching episode, but also on the "theory at work." It portrays the provider as a keen observer of teaching-learning and an able recognizer of effective instructional patterns.

Source:

Rutherford, M. (2009). Developing the artisan teacher: 7 tools.
    https://www.rutherfordlg.com/wp/wpcontent/uploads/2014/04/7toolsfo
    rdevelopingteachersandteaching.pdf

Module 4: Slide 20

Wrap-up/Questions?

Facilitator notes:

"Today, we learned 3 ways to develop as servant leaders."

1. Provide learning opportunities.
2. Model the Way.
3. Encourage.

"List a specific example of how you have provided learning opportunities, modeled the way, and encouraged employees. What effect did each have on your team?"

"When finished, show the presenter and you may leave."

Module 5: Reflect and Refine

60 minutes

Professional Development Overview
Professional Development Title: Reflecting and Refining in Servant Leadership.
Learning Outcomes: • In this session, participants will learn the skill of reflecting, and then use the skill to refine what has been reflected upon if needed. • Groups will reflect and refine what they learned in the previous 4 modules using the skills they have learned in handout 1 of module 5.
Delivery Mode: Facilitated Face-to-Face.
Focus Area: Servant Leadership Decision-Making Rubric
Skill Level: Beginner
Format: Presentation and Discussion
Description: In this module, participants will learn skills related to reflecting as a servant leader. They will then use the skills to reflect on the five modules. At the end of the reflection, they will work as a group to design a one-page informational on each letter of the acronym. Each group will share an effective one-page informational for the letter of the module that they are assigned.

Slides to accompany Module 5

Module 5: Slide 1

Learning Outcomes:

- This session will walk participants through the LEADR acronym and reflect on what they learned about each letter through this year.
- Groups will discuss how they implemented each letter.
- Groups will reflect on what they have implemented effectively and what they would like to change.
- This session will give participants specific ways to reflect as a servant leader.

Facilitator notes:

"Today, we will discuss the final letter in the LEADR acronym: R, and learn how to reflect like a servant leader. Then, we will reflect on the LEADR acronym and how each of the past four modules helped you. We will also discuss how you implemented things you learned from each module into your school."

Module 5: Slide 2

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Flashback!

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Facilitator notes:

"Before we move forward with today's session, I want to give each table time to reflect on "Development." As you know and have seen, this can be a challenge. However, servant leaders tend to put the needs of others first. As a result, it is crucial to focus on development. This not only helps the employees, but it also helps the leader to retain employees."

"As a group, discuss what you learned in the session about development."

1. "What 5 tips did you leave with?"
2. "How can you weave those 5 tips into the 4 domains teachers are assessed on to better help them understand and master each of the 5 tips?"

Once tables have discussed each question, lead a whole group discussion.

Module 5: Slide 3

Effective **L**istening

Empower

Awareness

Development

Reflect and refine

Facilitator notes:

"At this point, we will complete the fifth and final module of the professional development series: Servant LEADR. During this module, you will learn to reflect and refine."

Module 5: Slide 4

Reflect and Refine

Facilitator notes:

"Reflect simply means serious thought or consideration. Reflecting on what we do as leaders is a must in all leadership styles, but can be traced to servant leadership. When studying the 10 characteristics of servant leadership, neither Greenleaf nor Spears specifically mentioned reflecting as a trait. However, it is embedded in trait number 1, which is listening. Servant leaders encourage others to review decisions regularly. This entails evaluating what worked well and what did not. This leads to continuous improvement."

Module 5: Slide 5

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Reflecting as a school administrator.

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Facilitator notes:

"Reflecting as a school administrator is a good practice. Read the following scenario individually. Then, as a table, discuss ways Mrs. Frith practiced reflection as a servant leader throughout the week. You will then be asked to share out as a table."

"Now that you have seen a scenario of reflecting as a servant leader, take a look at Handout 2. Here you will find a list of Reflecting and Refining to-do's. As a group, take a few minutes to read over and discuss Handout 2."

"Good reflection leads to refining your actions and decisions."

Module 5: Handout 1

Scenario about how the Servant Leader Reflects and Refines

Green River High School's principal, Mrs. Frith, has always upheld the idea of servant leadership. She was sitting in her quiet office one Friday afternoon, thinking back on her week after the staff and kids had left for the weekend.

Mrs. Frith, to make sure she adhered to her moral principles, opened her journal. She began by describing her experiences interacting with the students. She had visited with a group of instructors who were having trouble adjusting to a new curriculum on Monday. Instead of giving them orders, she carefully listened to their worries and led a brainstorming session where the instructors were able to offer answers. In addition to resolving the problems, the cooperative strategy gave the teachers more authority and confidence.

Mrs. Frith spoke with Sam, a difficult student, in the middle of the week. Rather than criticizing him for his recent absences, she made an effort to ascertain the underlying problems. She got to know Sam's home struggles via their talk, and she helped him get in touch with the school counselor and neighborhood resources. As she gave this some thought, she realized how fulfilling it was to have contributed to treating the cause of the issue rather than merely its symptoms.

She had lunch with the custodial staff on Thursday. They talked about how much work they had, and she recognized that even though they were vital to keeping the educational environment intact, they felt underappreciated. Mrs. Frith decided to put in place a program of appreciation to emphasize their accomplishments and make sure they were noticed and valued.

Mrs. Frith considered how these deeds matched her dedication to servant leadership as she shut her journal. She took pride in creating a welcoming and encouraging school climate. Her introspection served as a reminder to her that true leadership is about serving others, fostering their development, and fostering an atmosphere in which everyone can flourish rather than just being in charge.

Moving forward, Mrs. Frith intended to keep asking for input and coming up with fresh ideas for how she might better support her school community. She was aware that being a servant leader required constant introspection and an unwavering dedication to the welfare of those under her direction.

Module 5: Handout 2

Reflecting and Refining To-Do's

"Reflection is essential for the growth and well-being of the servant leader!"

1. **<u>Reflect consistently</u>**- Schedule 10 minutes a day to reflect and write.
   Examples:
   - *Write about a meeting…. What went well? What would you do differently? What did you learn?*
   - *A review of the week…What went well? What would you do differently and why?*

2. **<u>Reflect with a core member of your team</u>**- Once a week, reflect for 15-20 minutes with a core member of your team about the week.
   Examples:
   - *What went well this week at the advisory and steering committee meetings? How can I plan differently to be more effective? How did the teachers/staff benefit?*
   - *How well was my communication with the admin team this week? What would you like to see me do differently?*

3. **<u>Be honest with yourself</u>**- focus on solutions and fix them. Learn from the failures and improve on them.
   - *Start with a positive…What went well?*
   - *Learn from the failures and improve on them.*
   - *What are the effects of what I did and didn't do?*

4. **<u>Refine-</u>** take the feedback and make adjustments as needed.

Module 5: Handout 2 continued

Reflect and Refine To Do's

Below are scenarios that relate to each of the 5 modules. Please look at the scenarios and answer the questions as if you are the principal.

L- How might I be a better effective listener as a servant leader?
Scenario: During the parent meeting, was I controlling the meeting, or did I take a step back and listen to the ideas of the parents as they took the floor? What could I have done better to listen to their concerns?

E- How might I empower more effectively as a servant leader?
Scenario: During the "Winter Showcase," teachers and students showcase the work that they completed in the fall semester. Parents, community members, and business and industry come into the school and see student work. How did I empower my teachers to lead the showcase? Could I have let go so that the teachers and students were in control?

A- How might I be more aware as a servant leader?
Scenario: Teacher absences have increased a great deal this year. Why is this? Am I aware of both their professional and personal lives? How can I be more aware of this issue?

D- How can I develop teachers more effectively as a servant leader?
Scenario: At the last two new teacher meetings there's been very little participation by the new teachers who are attending. Why are they not participating? Are the strategies that I am sharing relevant? Do the new teachers have an educational foundation that allows them to understand the strategies?

R- As a servant leader how can I reflect more effectively and efficiently?
Scenario: At the last admin meeting I asked my assistant principal afterwards their thoughts on the meeting. The response was, "You ask me every week but nothing changes." Why might the assistant respond in this way?

Module 5: Slide 8

Reflect and Refine

Facilitator notes:

The facilitator will use this activity to reflect and refine thoughts about Modules 1-5. The facilitator will assign the participants to five groups. If needed, the facilitator may adjust differently depending on the participants. Each group will be assigned a letter from the LEADR acronym. Once the group receives the letter, they will be given the task below.

1. Create a plus/delta chart on chart paper. Chart paper will be given to each group along with markers.
    a. If you are assigned L, then your group will need to reflect on effective listening. As a group, talk about how you implemented the "L" this year.
    b. Using the plus/delta chart paper, talk about what worked and what did not work as you used the LEADR model this year.
    c. This task should take 8-10 minutes.

d. As a group, you will now have 15 minutes to design a one-page flow chart and or outline. The page will share the process with scenarios of how you implemented it.

Look at the T chart and reflect on what worked and what didn't work.
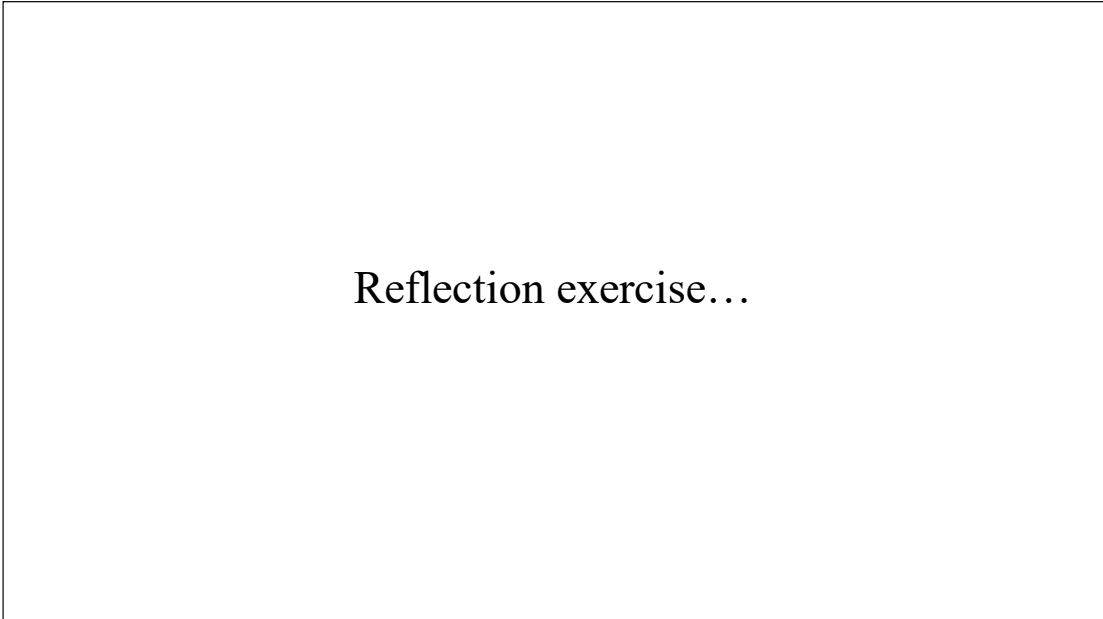
Activity:

Design a one-page informational sheet on the letter and give an example of how to effectively use the letter.

Example:

1. Introduction- What is Effective Listening?
2. Why is it important?
3. What steps of the listening process?
4. Give examples of how to use it in schools.
5. What are the potential positive effects of implementing Effective Listening in your school?

Module 5: Slide 9

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Reflection exercise…

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Facilitator notes:

      "You will be completing a reflection exercise where you will reflect upon what you have learned from the Servant LEADR professional development series thus far. Be sure to use the reflecting skills that you just learned, as well as how you can integrate better reflection skills in each module. Remember, reflection is continuous, meaning we need to practice it often and intentionally."

Module 5: Slide 10

LEADR	Great…	Not so great…
L		
E		
A		
D		
R		

1. Record your ideas on handout 1.
2. During the LEADR professional development series you have learned skills in 5 areas of servant leadership. Take a moment to reflect on what you have done great and not-so-great.
3. You will then be put into groups.

Facilitator notes:

"You have Handout 1 at the center of your table. Individually, write down what you have done great and not-so-great with effective listening (L), empower (E), awareness (A), develop (D), and (R)."

"The R stands for reflect and refine. As you fill out the worksheet you are reflecting on the L, E, A, D, and R. You are putting the R into action now. You are R-Reflecting on what went great and what did not go so great."

"You will have 5-7 minutes to fill out the sheet. After this, you will be paired into groups and assigned to one of the four letters. Further instructions will be given when put into groups."

Module 5: Handout 3

LEADR

LEADR	Great...	Not so great...
L		
E		
A		
D		
R		

Module 5: Slide 11

Group activity…

Facilitator notes:

"Now that you have warmed your brain to the idea of what you have done good and not-so-good with each letter, it is time to get into groups. Each group will get into groups of 3-4 (group according to whole group size)."

"Stand up and line up according to your birthday. January 1 will start at the left and then everyone will line up behind them (February, March, April, etc)."

"As a group find a table. You will find markers and a large piece of chart paper at the center."

You will be assigned a letter from the "LEADR" acronym.

Module 5: Slide 12

LEADR

GREAT | Not-so-great

1. Assign each group a letter.
2. Grab chart paper.
3. Make a T-chart like the one to the right.
4. Write the word that represents your letter at the top of the chart.
5. As a group begin filling out the T-chart.

Facilitator notes:

"As a group draw, the T-chart describes on slide 6. Each group member has an individual experience of each letter written down on Handout 1."

"Think about the letter/word you are assigned. Begin reflecting on what you did great and not-so-great."

"On the not-so-great section, list ways that it can be improved. If the group thinks it can't be improved, then mark a line through it."

Module 5: Slide 13

<div style="border: 1px solid black; text-align: center; padding: 150px 0;">

Feedback…

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Facilitator notes:

"Good leaders often ask for feedback. Each of us needs to do this often. As we end this professional development series based on the Servant Leadership, I challenge each of you to seek feedback yourself."

"Robert Liden has given me permission to use the Servant Leadership Questionnaire (SLQ) that he designed."

"I challenge you to give the SLQ to 2 people who know you and your leadership. They will then take the questionnaire and you will then rate each questionnaire to see how they view your leadership. The SLQ is a 28-item questionnaire. Within the questionnaire are questions that will measure seven dimensions of servant leadership. The dimensions are conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value and community."

"This instrument will show what areas that participants score high in and what areas that participants need to focus on. The SLQ is perfect for those who want to know what areas that they need to grow in in the servant leadership model".

"Right now, you need to get two paper copies of the SLQ at the table where you are sitting. These are for you to give out when you get back to your district. There will also be information in the reference section that you will have for future reference if you want to use the SLQ again in the future or share it with another servant leader seeker."

"Let's read through the SLQ together so there is no confusion. We will look at how to administer, score, and interpret."

Module 5: Handout 4

The Servant Leadership Questionnaire (SLQ)

The Servant Leadership Questionnaire (SLQ) by (Liden, et al., 2008) is a 28-item scale that measures seven major dimensions of servant leadership: conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. Using exploratory and confirmatory factor analysis, Liden et al. established the multiple dimensions of this scale and described how it is uniquely different from other leadership measures. By completing the SLQ you will gain an understanding of how servant leadership is measured and explore where you stand on the different dimensions of servant leadership. Servant leadership is a complex process, and taking the SLQ is one way to discover the dynamics of how it works.

Instructions: Select two people who know you in a leadership capacity such as a coworker, fellow group member, or follower. Make two copies of this questionnaire and give a copy to each individual you have chosen or email it to them. Using the following 7-point scale, ask them to indicate the extent to which they agree or disagree with the following statements as they pertain to your leadership. "He/She" is referring to you in a leadership capacity.

Key: 1 = Strongly disagree 2 = Disagree somewhat 3 = Disagree 4 = Undecided

5 = Agree somewhat 6 = Agree 7 = Strongly agree

	1	2	3	4	5	6	7
1. Others would seek help from him/her if they had a personal problem.	1	2	3	4	5	6	7
2. He/She emphasizes the importance of giving back to the community.	1	2	3	4	5	6	7
3. He/She can tell if something work related is going wrong.	1	2	3	4	5	6	7
4. He/She gives others the responsibility to make important decisions about their own jobs.	1	2	3	4	5	6	7
5. He/She makes others' career development a priority.	1	2	3	4	5	6	7
6. He/She cares more about others' success than his/her own.	1	2	3	4	5	6	7
7. He/She holds high ethical standards.	1	2	3	4	5	6	7
8. He/She cares about others' personal well-being.	1	2	3	4	5	6	7
9. He/She is always interested in helping people in the community.	1	2	3	4	5	6	7
10. He/She is able to think through complex problems.	1	2	3	4	5	6	7
11. He/She encourages others to handle important work decisions on their own.	1	2	3	4	5	6	7
12. He/She is interested in making sure others reach their career goals.	1	2	3	4	5	6	7
13. He/She puts others' best interests above his/her own.	1	2	3	4	5	6	7
14. He/She is always honest.	1	2	3	4	5	6	7
15. He/She takes time to talk to others on a personal level.	1	2	3	4	5	6	7
16. He/She is involved in community activities.	1	2	3	4	5	6	7
17. He/She has a thorough understanding of the organization and its goals.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
18. He/She gives others the freedom to handle difficult situations in the way they feel is best.	□	□	□	□	□	□	□
19. He/She provides others with work experiences that enables them to develop new skills.	□	□	□	□	□	□	□
20. He/She sacrifices his/her own interests to meet others' needs.	□	□	□	□	□	□	□
21. He/She would not compromise ethical principles in order to meet success.	□	□	□	□	□	□	□
22. He/She can recognize when others are feeling down without asking them.	□	□	□	□	□	□	□
23. He/She encourages others to volunteer in the community.	□	□	□	□	□	□	□
24. He/She can solve work problems with new or creative ideas.	□	□	□	□	□	□	□
25. If others need to make important decisions at work, they do no need to consult him/her.	□	□	□	□	□	□	□
26. He/She wants to know about others' career goals.	□	□	□	□	□	□	□
27. He/She does what he/she can to make others' jobs easier.	□	□	□	□	□	□	□
28. He/She values honesty more than profits.	□	□	□	□	□	□	□

Scoring

Using the questionnaires on which others assessed you leadership, take the separate scores for each item, add them together, and divide that sum by two. This will give you the average score for that item. For example, if Person A assessed you at 4 for Item 2, and Person B marked you as a 6, you score for Item 2 would be 5. Once you have averaged each item's scores, use the following steps to complete the scoring of the questionnaire.

1. Add up the scores on 1, 8, 15, and 22. This is your score for emotional healing.
2. Add up the scores for 2, 9, 16, and 23. This is your score for creating value for the community.
3. Add up the scores for 3, 10, 17, and 24. This is your score for conceptual skills.
4. Add up the scores for 4, 11, 18, and 25. This is your score for empowering.
5. Add up the scores for 5, 12, 19, and 26. This is your score for helping subordinates grow and succeed.
6. Add up the scores for 6, 13, 19, and 27. This is your score for putting subordinates first.
7. Add up the scores for 7, 14, 20, and 28. This is your score for behaving ethically.

Liden, R.C., Wayne, S.J. Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly*, 19, 161-177.

Scoring Worksheet

Person 1:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Person 2:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Average Score:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1. 0	2. 0	3. 0	4. 0	5. 0	6. 0	7. 0
8. 0	9. 0	10. 0	11. 0	12. 0	13. 0	14. 0
15. 0	16. 0	17. 0	18. 0	19. 0	20. 0	21. 0
22. 0	23. 0	24. 0	25. 0	26. 0	27. 0	28. 0
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Module 5: Slide 14

"Listening, coupled with regular periods of reflection, are essential to the growth of the servant-leader."

Robert Greenleaf

Facilitator notes:

"As you leave today, I want reflection to be at the forefront of your mind. You have been charged to seek input from others."

"As you recall from Module 3, Handout 3, Listening, coupled with regular periods of reflection, is essential to the growth and well-being of the servant leader.

"You, now are going to seek people to take the SLQ, which will give you feedback on how others view you (external awareness). Sometimes the feedback stings, however, you can't take it personally. Only use the feedback as a tool to grow."

"As you depart today, I need feedback from you. Please answer the following questions on the exit slip/wrap-up questions (Handout 3) at the center of your table. Lay Handout 3 on the table by the door as you leave. Lastly, pick up your certificate of achievement for completing this professional development series."

Module 5: Handout 5

Wrap-up Questions

1. How does the R in the LEADR acronym relate to servant leadership?
2. In Module 5 we learned the importance of reflecting and refining in servant leadership. List 2 examples of how a servant leader can reflect and refine.

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Handouts

Module 1 – Handouts

Module 1: Handout 1

THE SERVANT AS LEADER

While servant leadership is a timeless concept, the phrase "servant leadership" was coined by Robert K. Greenleaf in The Servant as Leader, an essay that he first published in 1970. In that essay, Greenleaf wrote:

"The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them, some shadings and blends are part of the infinite variety of human nature." (Greenleaf, 1970)."

"The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?" (Greenleaf, 1970).

A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power puts the needs of others first, and helps people develop and perform as highly as possible.

Source:
Greenleaf, R. K. (1970). *The servant as a leader*. Greenleaf Publishing Center.

Module 1: Handout 2

Servant Leadership Self-Report

SERVANT LEADER BEHAVIOR (SELF-REPORT)

Based on: Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). Servant
leadership: Development of a multidimensional measure and multi-
level assessment. *Leadership Quarterly, 19*, 161-177.

# of Items: 28

Directions: In the following set of questions, think of your own leadership style.
Please select a response indicating the extent to which you agree or
disagree with the following questions using the following seven-point
rating scale:

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

Reliability: .95 (pretest with an organizational sample)

_____1.   I can tell if something work related is going wrong.

_____2.   I give my subordinates the responsibility to make important decisions
about their jobs.

_____3.   I make the career development of my subordinates a priority.

_____4.   I care more about my subordinates' success than my own.

_____5.   I hold high ethical standards.

_____6.   My subordinates would seek help from me if they had a personal
problem.

_____7.   I emphasize the importance of giving back to the community.

_____8.   I am able to effectively think through complex problems.

_____9.   I encourage my subordinates to handle important work decisions on their
own.

_____10.   I am interested in making sure that my subordinates achieve their career

goals.

_____11.   I put my subordinates' best interests ahead of my own.

_____12.   I am always honest.

_____13.   I care about my subordinates' personal well-being.

_____14.   I am always interested in helping people in our community.

_____15.   I have a thorough understanding of our organization and its goals.

_____16.   I give my subordinates the freedom to handle difficult situations in the

way that they feel is best.

_____17.   I provide my subordinates with work experiences that enable them to

develop new skills.

_____18.   I sacrifice my own interests to meet my subordinates' needs.

_____19.   I would **not** compromise ethical principles in order to achieve success.

_____20.   I take time to talk to my subordinates on a personal level.

_____21.   I am involved in community activities.

_____22.   I can solve work problems with new or creative ideas.

_____23.   When one of my subordinates has to make an important decision at

work, I do **not** expect him/her to consult me first.

_____24.   I want to know about my subordinates' career goals.

_____25.   I do whatever I can to make my subordinates' jobs go more smoothly.

_____26.   I value honesty more than achieving organizational goals.

_____27.   I can recognize when my subordinates are disappointed without asking

them.

_____28.   I encourage my subordinates to volunteer in the community.

Servant Leadership Self-Report Scoring Rubric

Item Key (SL-28)

Item #s	Reference/comments
1, 8, 15, 22	Servant Leadership: Conceptual skills
2, 9, 16, 23	Servant Leadership: Empowering: our items
3, 10, 17, 24	Servant Leadership: Helping subordinates grow and succeed. Item #3 is adapted from Ehrhart, PPsych, Spring, 2004
4, 11, 18, 25	Servant Leadership Putting subordinates first. Items #11 and #18 adopted from Barbuto & Wheeler, 2006 G&OM.
5, 12, 19, 26	Servant Leadership: Ethical Behavior. Item #5 is adapted from Ehrhart PPsych, Spring, 2004.
6, 13, 20, 27	Servant Leadership: Emotional healing
7, 14, 21, 28	Servant Leadership: Creating value for the community. Item #7 is adopted from Ehrhart, PPsych, Spring, 2004

Module 1: Handout 3

Effective Listening Warm-up Exercise

Characteristics of an effective listener…	Characteristics of a poor listener…

Module 1: Handout 4

Stages of the Listening Process

Listening is a skill of critical significance in all aspects of our lives, from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we're engaged with listening, it's important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding. These stages will be discussed in more detail in later sections. An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received.

Effectively engaging in all five stages of the listening process lets us best gather the information we need from the world around us.

Five Stages of the Listening Process

Receiving — Understanding — Evaluating — Remembering — Responding

Active Listening

Active listening is a particular communication technique that requires the listener to provide feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words. The goal of this repetition is to confirm what the listener has heard and to confirm the understanding of both parties. The ability to actively listen demonstrates sincerity, and that nothing is being assumed or taken for granted. Active listening is most often used to improve personal relationships, reduce misunderstanding and conflicts, strengthen cooperation, and foster understanding.

When engaging with a particular speaker, a listener can use several degrees of active listening, each resulting in a different quality of communication with the speaker. This active listening chart shows three main degrees of listening: repeating, paraphrasing, and reflecting.

Degrees of Active Listening

Repeating	Paraphrasing	Reflecting
Perceiving	Perceiving	Perceiving
Paying Attention	Paying Attention	Paying Attention
Remembering	Remembering	Remembering
Repeating the message using **exactly the same** words used by the speaker	Thinking and Reasoning	Thinking and Reasoning
	Rendering the message using **similar** words and similar phrase arrangement to the ones used by the speaker	Rendering the message using **your own** words and sentence structure

Active listening can also involve paying attention to the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message.

The Receiving Stage

The first stage of the listening process is the receiving stage, which involves hearing and attending.

Hearing is the physiological process of registering sound waves as they hit the eardrum. As obvious as it may seem, in order to effectively gather information through listening, we must first be able to physically hear what we're listening to. The clearer the sound, the easier the listening process becomes.

Paired with hearing, attending is the other half of the receiving stage in the listening process. Attending is the process of accurately identifying and interpreting particular sounds we hear as words. The sounds we hear have no meaning until we give them their meaning in context. Listening is an active process that constructs meaning from both verbal and nonverbal messages.

The Challenges of Reception

Listeners are often bombarded with a variety of auditory stimuli all at once, so they must differentiate which of those stimuli are speech sounds and which are not. Effective listening involves being able to focus on speech sounds while disregarding other noise. For instance, a train passenger that hears the captain's voice over the loudspeaker understands that the captain is speaking, then deciphers what the captain is saying despite other voices in the cabin. Another example is trying to listen to a friend tell a story while walking down a busy street. In order to best listen to what she's saying, the listener needs to ignore the ambient street sounds.

Attending also involves being able to discern human speech, also known as "speech segmentation." Identifying auditory stimuli as speech but not being able to break those speech sounds down into sentences and words would be a failure of the listening process. Discerning speech segmentation can be a more difficult activity when the listener is faced with an unfamiliar language.

The Understanding Stage

The second stage in the listening process is the understanding stage. Understanding or comprehension occurs when both the speaker and audience share an experience of meaning, and constitutes the first step in the listening process. This is the stage during which the audience determines the context and meanings of the words they hear. Determining the context and meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences, and, thus, both are essential to understanding a speaker's message.

Once the listener understands the speaker's main point, they can begin to sort out the rest of the information they are hearing and decide where it belongs in their mental outline. For example, a political candidate listens to her opponent's arguments to understand what policy decisions that opponent supports.

Before getting the big picture of a message, it can be difficult to focus on what the speaker is saying. Think about walking into a lecture class halfway through. You may immediately understand the words and sentences that you are hearing, but not immediately understand what the lecturer is proving or whether what you're hearing at the moment is the main point, side note, or digression.

Understanding what we hear is a huge part of our everyday lives, particularly in terms of gathering basic information. In the office, people listen to their superiors for instructions about what they are to do. At school, students listen to teachers to learn new ideas. We listen to political candidates give policy speeches in order to determine who will get our vote. But without understanding what we hear, none of this everyday listening would relay any practical information to us.

One tactic for better understanding a speaker's meaning is to ask questions. Asking questions allows the listener to fill in any holes he or she may have in the mental reconstruction of the speaker's message.

The Evaluating Stage

This stage of the listening process is the one during which the listener assesses the information they received, both qualitatively and quantitatively. Evaluating allows the listener to form an opinion of what they heard and, if necessary, to begin developing a response.

During the evaluating stage, the listener determines whether or not the information they heard and understood from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant. They also ascertain how and why the speaker has come up with and conveyed the message that they delivered. This process may involve considerations of a speaker's personal or professional motivations and goals. For example, a listener may determine that a co-worker's vehement condemnation of another for jamming the copier is factually correct, but may also understand that the co-worker's child is sick and that may be putting them on edge. A voter who listens to and understands the points made in a political candidate's stump speech can decide whether those points were convincing enough to earn their vote.

The evaluating stage occurs most effectively once the listener fully understands what the speaker is trying to say. While we can, and sometimes do, form opinions of information and ideas that we don't fully understand—or even that we misunderstand—doing so is not often ideal in the long run. Having a clear understanding of a speaker's message allows a listener to evaluate that message without getting bogged down in ambiguities or spending unnecessary time and energy addressing points that may be tangential or otherwise non-essential.

This stage of critical analysis is important for a listener in terms of how what they heard will affect their own ideas, decisions, actions, and/or beliefs.

The Remembering Stage

In the listening process, the remembering stage occurs as the audience categorizes and retains the information they've gathered from the speaker for future access. The result—memory—allows the person to record information about people, objects, and events for later recall. This process happens both during and after the speaker's delivery.

Memory is essential throughout the listening process. We depend on our memory to fill in the blanks when we're listening and to let us place what we're hearing at the moment in the context of what we've heard before. If, for example, you forgot everything that you heard immediately after you heard it, you would not be able to follow along with what a speaker says, and conversations would be impossible. Moreover, a friend who expresses fear about a dog she sees on the sidewalk ahead can help you recall that the friend began the conversation with her childhood memory of being attacked by a dog.

Remembering previous information is critical to moving forward. Similarly, making associations to past remembered information can help a listener understand what she is currently hearing in a wider context. In listening to a lecture about the symptoms of depression, for example, a listener might make a connection to the description of a character in a novel that she read years before.

Using information immediately after receiving it enhances information retention and lessens the forgetting curve or the rate at which we no longer retain information in our memory. Conversely, retention is lessened when we engage in mindless listening, and little effort is made to understand a speaker's message.

Because everyone has different memories, the speaker and the listener may attach different meanings to the same statement. In this sense, establishing common ground in terms of context is extremely important, both for listeners and speakers.

The Responding Stage

The responding stage is the stage of the listening process wherein the listener provides verbal and/or nonverbal reactions based on short- or long-term memory. Following the remembering stage, a listener can respond to what they hear either verbally or non-verbally. Nonverbal signals can include gestures such as nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or any other body language. These kinds of responses can be displayed purposefully or involuntarily. Responding verbally might involve asking a question, requesting additional information, redirecting or changing the focus of a conversation, cutting off a speaker, or repeating what a speaker has said back to her in order to verify that the received message matches the intended message.

Nonverbal responses like nodding or eye contact allow the listener to communicate their level of interest without interrupting the speaker, thereby preserving the speaker/listener roles. When a listener responds verbally to what they hear and remember—for example, with a question or a comment—the speaker/listener roles are reversed, at least momentarily.

Responding adds action to the listening process, which would otherwise be an outwardly passive process. Oftentimes, the speaker looks for verbal and nonverbal responses from the listener to determine if and how their message is being understood and/or considered. Based on the listener's responses, the speaker can choose to either adjust or continue with the delivery of her message. For example, if a listener's brow is furrowed and their arms are crossed, the speaker may determine that she needs to

lighten their tone to better communicate their point. If a listener is smiling and nodding or asking questions, the speaker may feel that the listener is engaged and her message is being communicated effectively.

Conclusion

In short, active listening is crucial for establishing our ethos. If we hope to be persuasive, we need to demonstrate our good will, good character, and good judgement to others by carefully listening and responding to their messages.

Source:
Bennetch, R., Owen, C., & Keesey, Z. (2021). Appendix G: Stages of listening. *Openpress.usask.ca*. https://openpress.usask.ca/rcm200/chapter/stages-of-listening/

Module 1: Handout 5

The Key Practices of Servant-Leaders

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Servant leadership has been supported by many leadership experts such as Ken Blanchard, Stephen Covey, Peter Drucker, Max De Pree, Peter Senge, and Margaret Wheatley. They are drawn to servant leadership for a number of reasons, but all of them are supportive because servant leadership *works*.

Servant leadership works because of the specific practices of servant-leaders, practices that help them to be effective leaders and get positive results for their organizations. Seven of these key practices are self-awareness, listening, changing the pyramid, developing your colleagues, coaching not controlling, unleashing the energy and intelligence of others, and foresight. Here is a summary of each of these practices:

Self-Awareness

Each of us is the instrument through which we lead. If we want to be effective servant-leaders, we need to be aware of who we are and how we impact others. Other people are watching and reacting to our personalities, our strengths and weaknesses, our biases, our skills and experiences, and the way we talk and move and act. What we learn about ourselves depends on feedback from others and our own reflection—taking the time to think about how we behave, and why, and when, and consider whether there are other, better, more appropriate, more effective, more thoughtful ways to behave.

Listening

In his classic essay, *The Servant as Leader*, Robert Greenleaf said that "only a true natural servant automatically responds to any problem by listening *first*." Servant-leaders listen in as many ways as possible. They observe what people are doing.

They conduct informal interviews, formal interviews, surveys, discussion groups, and focus groups. They use suggestions boxes. They do marketing studies and needs assessments. They are always asking, listening, watching, and thinking about what they learn. By listening, servant-leaders are able to identify the needs of their

colleagues and customers. That puts them in a good position to *meet* those needs. When they do, their organizations are successful—their colleagues are able to perform at a high level, and they have happy customers, clients, patients, members, students, or citizens.

Changing the Pyramid

One of the obstacles to listening is the traditional organizational hierarchy—the pyramid. Often, members of the organization look up toward the top of the pyramid, and focus on pleasing their "bosses." But if everyone is looking up to please his or her boss, who is looking out, and paying attention to the needs of the customers? That's why servant-leaders talk about inverting the pyramid, or laying it on its side, so that everyone in the organization is focused on the people whom the organization is designed to serve.

Robert Greenleaf pointed out that the person at the top of the pyramid has no colleagues, only subordinates. As a result, it is hard to get information, and it is hard to test new ideas. The chief may be the only person who doesn't know certain things, because nobody will tell him. Or people may share information that is biased, or incomplete, and they may not share the bad news, for fear that the chief will shoot the messenger. It is also hard for the chief to test ideas. People are reluctant to tell the chief that his or her idea is a bad one. The solution is obvious—servant-leaders create a team at the top. The team consists of senior leaders who are committed to the mission and to each other, who will share information, and who will challenge ideas. The chief is still the chief and makes final decisions, but those decisions will be far better informed and more relevant to the needs of those being served.

Developing Your Colleagues

Robert Greenleaf proposed a new business ethic, which was that "*the work exists for the person as much as the person exists for the work*. Put another way, the business exists as much to provide meaningful work to the person as it exists to provide a product or service to the customer." Work should provide people with opportunities to learn and grow and fulfill their potential. When your colleagues grow, the capacity of your organization grows. Developing colleagues includes a commitment to extensive on-the-job training, as well as formal education, new assignments, and internal promotions.

Coaching, not Controlling

Coaching and mentoring is a good way to develop people. Organizations need rules and regulations, but trying to control people doesn't bring out their best.

Servant-leaders bring out the best in their colleagues by engaging, inspiring, coaching, and mentoring. Servant-leaders help their colleagues understand the organization's mission and their role in fulfilling it. Servant-leaders make sure their colleagues understand the organization's goals, and have the training and tools they need to achieve those goals.

Unleashing the Energy and Intelligence of Others

After developing and coaching their colleagues, servant-leaders unleash the energy and potential of their colleagues. People need experience making their own decisions, because occasions may arise when they need to be the leaders, or make a decision that they normally don't make. *Not* unleashing the energy and intelligence of others is extraordinarily sad and wasteful. It doesn't make any sense to have lots of people in an organization, but let only a few people—those at the top—use their full potential. Servant-leaders unleash everyone and encourage them to make the maximum contribution they can make to the organization and the people it serves.

Foresight

Robert Greenleaf said that foresight is the central ethic of leadership. In *The Servant as Leader*, he said that "prescience, or foresight, is a better than average guess about *what* is going to happen *when* in the future." Greenleaf said that foresight is the "lead" that the leader has. If you aren't out in front, you really aren't leading—you are just reacting. And if you are just reacting, you may run out of options, and get boxed in, and start making bad decisions—including unethical ones. Greenleaf said that the failure of a leader to foresee events may be viewed as an *ethical* failure, because a failure of foresight can put an organization in a bad situation that might have been avoided.

While there are other practices that help servant-leaders to be effective and successful, these seven are fundamental. They are about paying attention to people, developing people, and looking ahead so that the servant-leader and his colleagues will be able to continue serving others, far into the future.

Source:
Keith, K. & Greenleaf Center for Servant Leadership. (2008). *The key practices of servant-leaders*. https://faithformationlearningexchange.net/uploads/5/2/4/6/5246709/thekeypracticesofservant-leaders.pdf

Module 1: Handout 6

Effective Listening Scenarios of a Servant Leader

Student

      Sarah is stressed as she sits by herself in the cafeteria. Mrs. Garcia the school principal walks over and sits next to her, showing that she is dedicated to the welfare of the students. With empathy, she asks if everything is alright. Sensing Mrs. Garcia's genuineness, Sarah shares her difficulties with fraction comprehension for her math homework. Being a good listener, Mrs. Garcia exemplifies the active and sympathetic listening skills that are essential to servant leadership. She politely and sympathetically probes further to get a better understanding of Sarah's challenges. Mrs. Garcia works to set aside additional time for Sarah to work on fractions with a teacher or tutor. In addition to offering words of encouragement, Mrs. Garcia also provides practical support. This proactive stance is indicative of Mrs. Garcia's dedication to meeting each student's unique requirements and creating a supportive environment that gives them the tools they need to achieve. By putting others' needs and development first, Mrs. Garcia exemplifies servant leadership and fosters a climate of trust, empathy, and cooperation among the students and faculty.

Parent

      Mr. Parmley, the administrator of the school, demonstrates servant leadership by paying close attention to Mrs. Johnson, a worried parent, during a parent-teacher meeting. Mr. Parmley extends a kind greeting to Mrs. Johnson, perceiving her uneasiness and asking her to express her worries regarding her son's academic development. After being cautious at first, Mrs. Johnson starts to voice her concerns regarding her son's recent difficulties with reading comprehension. Mr. Parmley acknowledges her worries and listens to her carefully. He probes perceptively to learn more about her viewpoint and her son's requirements. Mr. Parmley reassures Mrs.

Johnson that the school is dedicated to fostering her son's academic development as she continues to discuss her son's difficulties. He provides doable fixes, including setting up extra tutoring or individualized instruction resources, specially designed to meet her son's unique needs. By listening intently, showing empathy, and offering proactive support, Mr. Parmley exemplifies servant leadership by putting the success and well-being of the parent and student first within the school community.

Teacher

During a staff meeting, Ms. Rodriguez, the school's principal, exemplifies servant leadership by listening intently to Mr. Thompson, a dedicated teacher who is concerned about classroom supplies. Acknowledging Mr. Thompson's displeasure, Ms. Rodriguez invites him to openly share his thoughts and experiences. Mr. Thompson describes his struggles to obtain new teaching materials for his science classrooms after feeling heard and valued. Ms. Rodriguez listens intently, nodding in agreement and asking questions as needed to fully grasp the issue at hand. She sympathizes with Mr. Thompson's situation and reassures him that the school is committed to supporting educators and enhancing classroom materials. Together, they brainstorm possible fixes, like collaborating with other departments or making a request for greater funding. Ms. Rodriguez is a wonderful example of servant leadership since she prioritizes others' needs over her own by taking initiative and showing empathy.

Module 2 – Handouts

Module 2: Handout 1
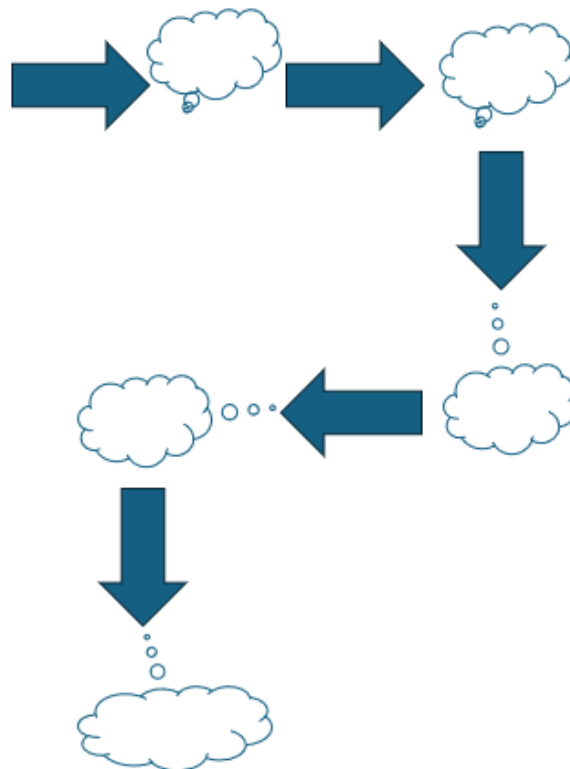
5 Stages of Effective Listening

Give a specific example of how learning the 5 steps of effective listening
have helped you since learning about them in module 1.

Module 2: Handout 2

Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders

Larry C. Spears
The Spears Center

We are experiencing a rapid shift in many businesses and not-for-profit organizations— away from the more traditional autocratic and hierarchical models of leadership and toward servant leadership as a way of being in relationship with others. Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life. This article examines a set of ten characteristics of the servant leader that are of critical importance. They are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. This piece was originally published in 2000 in Volume 8, Issue 3 of *Concepts and Connections,* the newsletter of the National Clearinghouse for Leadership Programs. It is reprinted here with permission.

Our fundamental understanding of character has much to do with the essential traits exhibited by a person. In recent years there has been a growing interest in the nature of character and character education, based upon a belief that positive character traits can be both taught and learned. Many people today are familiar with the *Character Counts!(sm)* program of the Josephson Institute of Ethics. That program has been adopted by a number of schools and communities nationwide and teaches core values which they call "Six Pillars of Character." Those six

particular character values are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The nature of character and its relationship to leaders has also taken on increased significance in recent years. A number of noted leadership authors have looked at issues of a leader's character. James Hillman (1996), in *The Soul's Code: In Search of Character and Calling*, describes the "invisible source of personal consistency, for which I am using the word `habit,' psychology today calls character. Character refers to deep structures of personality that are particularly resistant to change" (p. 260).

The literature on leadership includes a number of different listings of character traits as practiced by leaders. I particularly like Warren Bennis's (1989) short list as contained in his book, *On Becoming a Leader*, in which he identifies, "vision, inspiration, empathy and trustworthiness" as key characteristics of effective leaders (p. 140). Much of the leadership literature includes as an implicit assumption the belief that positive characteristics can-and-should be encouraged and practiced by leaders. Robert K. Greenleaf, the originator of the term, *servant leadership*, is someone who thought and wrote a great deal about the nature of servant leadership and character.

Servant Leadership and Character

> The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1977/2002, p. 27)

With that definition in 1970, retired AT&T executive Robert K. Greenleaf (1904-1990) coined the term servant leadership and launched a quiet revolution in the way in which we view and practice leadership. Three decades later the concept of servant leadership is increasingly viewed as an ideal leadership form to which untold numbers of people and organizations aspire. In fact, we are witnessing today an unparalleled explosion of interest in, and practice of, servant leadership.

We are experiencing a rapid shift in many businesses and not-for-profit organizations—away from the more traditional autocratic and hierarchical models of leadership and toward servant leadership as a way of being in relationship with others. Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life.

The words *servant* and *leader* are usually thought of as being opposites. In deliberately bringing those words together in a meaningful way, Robert Greenleaf

gave birth to the paradoxical term servant leadership. In the years since then, many of today's most creative thinkers are writing and speaking about servant leadership as an emerging leadership paradigm for the 21st century. The list is long and includes: James Autry, Warren Bennis, Peter Block, John Carver, Stephen Covey, Max DePree, Joseph Jaworski, James Kouzes, Larraine Matusak, Parker Palmer, M. Scott Peck, Peter Senge, Peter Vaill, Margaret Wheatley, and Danah Zohar, to name but a few of today's cutting-edge leadership authors and advocates of servant leadership. In her groundbreaking book on quantum sciences and leadership, *Rewiring the Corporate Brain* (1997), Zohar goes so far as to state that, "Servant-leadership is the essence of quantum thinking and quantum leadership" (p. 146).

Ten Characteristics of a Servant Leader

After some years of carefully considering Greenleaf's original writings, I have identified a set of ten characteristics of the servant leader that I view as being of critical importance—central to the development of servant-leaders. My own work currently involves a deepening understanding of the following characteristics and how they contribute to the meaningful practice of servant leadership. These ten characteristics include:

Listening

Leaders have traditionally been valued for their communication and decision- making skills. Although these are also important skills for the servant leader, they need to be reinforced by a deep commitment to listening intently to others. The servant leader seeks to identify the will of a group and helps to clarify that will. He or she listens receptively to what is being said and unsaid. Listening also encompasses hearing one's own inner voice. Listening, coupled with periods of reflection, is essential to the growth and well-being of the servant leader.

Empathy

The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performance. The most successful servant leaders are those who have become skilled empathetic listeners.

Healing

The healing of relationships is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for healing one's self and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant leaders recognize that they have an opportunity to help make whole those with whom they come in contact. In his essay, *The Servant as Leader*, Greenleaf (1977/2002) writes, "There is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share" (p. 50).

Awareness

General awareness, and especially self-awareness, strengthens the servant-leader. Awareness helps one in understanding issues involving ethics, power, and values. It lends itself to being able to view most situations from a more integrated, holistic position. As Greenleaf (1977/2002) observed: "Awareness is not a giver of solace—it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity" (p. 41).

Persuasion

Another characteristic of servant leaders is reliance on persuasion, rather than on one's positional authority, in making decisions within an organization. The servant leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant leader is effective at building consensus within groups.
This emphasis on persuasion over coercion finds its roots in the beliefs of the Religious Society of Friends (Quakers)—the denominational body to which Robert Greenleaf belonged.

Conceptualization

Servant leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals. The leader who

wishes to also be a servant leader must stretch his or her thinking to encompass broader-based conceptual thinking. Within organizations, conceptualization is, by its very nature, a key role of boards of trustees or directors. Unfortunately, boards can sometimes become involved in the day-to-day operations—something that should be discouraged—and, thus, fail to provide the visionary concept for an institution. Trustees need to be mostly conceptual in their orientation, staffs need to be mostly operational in their perspective, and the most effective executive leaders probably need to develop both perspectives within themselves. Servant leaders are called to seek a delicate balance between conceptual thinking and a day-to-day operational approach.

Foresight

Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easier to identify. One knows foresight when one experiences it. Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. Foresight remains a largely unexplored area in leadership studies, but one most deserving of careful attention.

Stewardship

Peter Block (1993)—author of *Stewardship* and *The Empowered Manager*—has defined stewardship as "holding something in trust for another" (p. xx). Robert Greenleaf's view of all institutions was one in which CEO's, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society. Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.

Commitment to the Growth of People

Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization. The servant leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find

other positions.
Building Community

The servant leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and other institutions. Greenleaf (1977/2002) said:

> All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her unlimited liability for a quite specific community-related group. (p. 53)

Conclusion

These ten characteristics of servant leadership are by no means exhaustive. However, they do serve to communicate the power and promise that this concept offers to those who are open to its invitation and challenge.

Interest in the meaning and practice of servant leadership continues to grow. Hundreds of books, articles, and papers on the subject have now been published. Many of the companies named to *Fortune* Magazine's annual listing of "The 100 Best Companies to Work For" espouse servant leadership and have integrated it into their corporate cultures. As more and more organizations and people have sought to put servant leadership into practice, the work of The Spears Center for Servant-Leadership continues to expand in order to help meet that need.

Servant leadership characteristics often occur naturally within many individuals; and, like many natural tendencies, they can be enhanced through learning and practice. Servant leadership offers great hope for the future in creating better, more caring, institutions.

About the Author

Larry C. Spears is the president and CEO of The Larry C. Spears Center for Servant-Leadership (www.spearscenter.org). He served as the president and CEO of The Robert K. Greenleaf Center for Servant-Leadership from 1990-2007. He is also a writer and editor who has published hundreds of articles, essays, newsletters, books, and other publications on servant leadership.
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Module 2: Handout 3

Empower	**Definition**
In the space below, write descriptive words that come to mind when thinking of the term empower.	In the space below, use the words and thoughts from the column on the left to aid you in writing your definition of empower.

Module 2: Handout 4

7 Ways to EMPOWER

1. **Delegating Authority**- Effective leaders recognize they can't do everything.

2. **Providing Resources and Support**- Effective leaders put others needs first.

3. **Encouraging Creativity and Innovation**- Effective leaders increase employee engagement.

4. **Offer Feedback and Recognition**- Effective leaders celebrate wins and give feedback.

5. **Promoting Personal and Professional Development**- Effective employees mentor and train to develop better employees who will one day lead themselves. Leaders build Leaders!

6. **Creating a Culture of Trust and Transparency**- Effective leaders are transparent which in turn builds trust.

7. **Leading by Example**- effective leaders are the hardest workers in the building.

Module 2: Handout 5

Scenarios on How Servant Leaders Empower

<u>Student</u>

Mr. Smith, the school administrator, exemplifies servant leadership during a student council meeting by allowing a quiet and reserved student named Lily to lead the planning of an event for the school. Mr. Smith, who sees Lily's potential, invites her to offer her suggestions for boosting school spirit. Lily hesitates a little before hesitantly proposing a talent exhibition to highlight the variety of talents and interests among the pupils. Mr. Smith acknowledges Lily's suggestion and commends her drive and inventiveness while listening intently. He then gives Lily direction and encouragement, assisting her in creating a strategy and providing the tools she needs to realize her idea. Mr. Smith exhibits servant leadership by believing in Lily's potential and being willing to help her; this helps children like Lily grow into self-assured leaders and engaged members of their school community.

<u>Parent</u>

In the course of a parent-teacher meeting, Mrs. Adams, the administrator of the school, demonstrates servant leadership by enabling Mrs. Ramirez, a worried parent, to take an active role in her child's education. Mrs. Adams extends a kind greeting to Mrs. Ramirez, recognizing her nervousness and inviting her to voice any concerns or questions. At first apprehensive, Mrs. Ramirez says she wants to help her child learn, but she's unsure how to handle some situations at home. Mrs. Adams affirms and nods, realizing that Mrs. Ramirez is an important partner in her child's education. She then gives Mrs. Ramirez access to tools and techniques specifically designed to meet her needs, enabling her to establish a nurturing learning environment at home. Mrs. Adams exemplifies servant leadership by providing helpful advice and listening with empathy, which empowers parents such as Mrs.

Ramirez. Mrs. Adams exemplifies servant leadership by encouraging a collaborative collaboration between the school and home and enabling parents such as Mrs. Ramirez to take part in the education of their kids through her empathic listening and helpful direction.

Teacher

The administrator of the school, Mr. Brown, demonstrates servant leadership in a faculty meeting by giving Ms. Taylor, a committed teacher, the authority to manage the implementation of a new teaching program. Mr. Brown extends an invitation to Ms. Taylor to lead a project that will include technology in the curriculum since he knows how passionate she is about creative teaching techniques. Ms. Taylor reluctantly accepts the task after being taken aback by the chance. Mr. Brown pays close attention to her ideas and provides tools and support to enable her to realize her goal. He urges her to take charge of the project and reassures her that he has faith in her skills. By way of his conviction in Ms. Taylor's abilities and dedication to her career development, Mr. Brown exemplifies servant leadership, enabling educators such as Ms. Taylor by believing in her potential and dedicating himself to her professional development.

Module 3 – Handouts

Module 3: Handout 1

Internal/External Exercise

5. <u>Close your eyes and focus on your breathing.</u>
    a. Before being told to close your eyes and focus on your breathing did you realize every breath that you were taking?
    b. How does this relate to internal awareness in leadership?

6. <u>Body Scan.</u>
    a. Before being told to scan your body. did you think of every body part?
    b. Did you notice anything as you completed the body scan?
    c. How can leadership relate to the body scan exercise? Do we do things that have problems that we do not notice?

7. <u>Listen to the sounds around you.</u>
    a. What did you notice when asked to shift your focus to the sounds around you?
    b. Did you hear, feel, or smell as intentionally while you focused on your internal being?

8. How might this exercise relate to leadership?

Module 3: Handout 2

The article: "What Self-Awareness Really Is (and How to Cultivate It)" by Tasha Eurich in Harvard Business Review, January 4, 2018.

In this Harvard Business Review article, organizational psychologist Tasha Eurich says that people with good self-awareness are more confident and creative, communicate more effectively, build stronger relationships, make sounder decisions, and are less likely to lie, cheat, and steal. These insights came from four years of research with almost 5,000 subjects. An initial takeaway: although most people believe they are self-aware, only 10-15 percent really are. This led the researchers to look more closely at the whole subject. Three major findings:

There are two ways of knowing ourselves. The first is internal self-awareness – how clearly we see our own values, passions, aspirations, fit with our environment, reactions (thoughts, feelings, behaviors, strengths, weaknesses), and impact on others. People with good internal self-awareness have higher job and relationship satisfaction, personal and social control, and happiness. Those with poor internal self-awareness are more prone to anxiety, stress, and depression.

The second is external self-awareness – understanding how other people view us on the dimensions above. Those with good external self-awareness are better at showing empathy and taking the perspective of others, and their colleagues have better relationships with them, feel more satisfied with them, and see them as more effective.

Surprisingly, the researchers found virtually no relationship between internal and external self-awareness. Teasing out the permutations, they defined four types of leaders:

- Seekers (low internal and low external self-awareness) – They don't yet know who they are, what they stand for, or how their teams see them, and may feel stuck or frustrated with their performance and relationships.

- Pleasers (low internal and high external self-awareness) – They can be so focused on appearing a certain way to others that they could be overlooking what

matters to them, and over time make choices that don't serve their own success and fulfillment.

- Introspectors (high internal and low external self-awareness) – They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others.

- Aware (high internal and high external self-awareness) – They know who they are, what they want to accomplish, and seek out and value others' opinions. "The bottom line," says Eurich, "is that self-awareness isn't one truth. It's a delicate balance of two distinct, even competing, viewpoints." The most effective leaders consciously cultivate both types.

Experience doesn't improve self-awareness. Quite the contrary, as leaders became more experienced and powerful, their self-awareness became less and less accurate. "Contrary to popular belief," says Eurich, "studies have shown that people do not always learn from experience, that expertise does not help people root out false information, and that seeing ourselves as highly experienced can keep us from doing our homework, seeking disconfirming evidence, and questioning our assumptions."

Why does this happen? First, as people rise in the hierarchy there are fewer people above them who can provide candid feedback. Second, the more powerful a leader is, the less comfortable people are giving critical feedback (for fear of their own status). And third, as one's power increases, one's willingness to seek out and listen to feedback shrinks.

"But this doesn't have to be the case," says Eurich. The most successful leaders in the study pushed back on all three tendencies: they actively sought feedback, encouraged those around them to speak honestly (they actually loved their critics!), listened, checked in with others when they got critical feedback, and continuously improved their internal and external self-awareness.

Introspection doesn't always lead to self-awareness. It turns out that navel-gazers "are less self-aware and report worse job satisfaction and well-being," says

Eurich. But the problem isn't with introspection itself; it's that most people are doing it wrong. A prime example: asking "why" to understand our emotions:

- Why don't I like this person?

- Why did I fly off the handle?

- Why am I so against this idea?

"As it turns out," says Eurich, "'why' is a surprisingly ineffective self-awareness question. Research has shown that we simply do not have access to many of the unconscious thoughts, feelings, and motives we're searching for. And because so much is trapped outside our conscious awareness, we tend to invent answers that feel true but are often wrong… We tend to pounce on whatever 'insights' we find without questioning their validity or value, we ignore contradictory evidence, and we force our thoughts to conform to our initial explanation." Sometimes anger or self-doubt is the result of something as simple as low blood sugar, but people caught in a self-awareness loop may obsess about their fears, shortcomings, and insecurities.

A better self-awareness question than Why? is What? "'What' questions help us stay objective, future-focused, and empowered to act on our new insights," says Eurich. A manager who hated his job didn't ask himself, "Why do I feel so terrible?" Rather, he asked, "What are the situations that make me feel terrible, and what do they have in common?" The answers led him to quit his job and pursue a far more fulfilling career in another field.

Eurich's conclusion: "Leaders who focus on building both internal and external self-awareness, who seek honest feedback from loving critics, and who ask what instead of why, can learn to see themselves more clearly – and reap the many rewards that increased self-knowledge delivers. And no matter how much progress we make, there's always more to learn. That's one of the things that makes the journey to self-awareness so exciting."

Source:
Marshall, K. (2 C.E.). *Self-Awareness 101* [Review of *Self-Awareness 101*, by T. Eurich]. https://www.tieonline.com/article/2283/self-awareness-101

Module 3: Handout 3

What Self-Awareness Really Is
(and How to Cultivate It)

It's not just about introspection.
by Tasha Eurich
January 04, 2018

Paloma Rincon Studio/Getty Images

Summary.   Although most people believe that they are self-aware, true self-awareness is a rare quality. In this piece, the author describes a recent large-scale investigation that shed light on some of the biggest roadblocks, myths, and truths about what self-awareness really is —...

Self-awareness seems to have become the latest management buzzword — and for good reason. Research suggests that when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better workers who get more promotions. And we're more-effective leaders with more-satisfied employees and more-profitable companies.

As an organizational psychologist and executive coach, I've had a ringside seat to the power of leadership self-awareness for nearly 15 years. I've also seen how attainable this skill is. Yet, when I first began to delve into the research on self-awareness, I was surprised by the striking gap between the science and the practice of self-awareness. All things considered, we knew surprisingly little about improving this critical skill.

About Our Research

The major components of our research included: Analyzing the results of nearly 800 existing scientific studies to ...

Four years ago, my team of researchers and I embarked on a large-scale scientific study of self-awareness. In 10 separate investigations with nearly 5,000 participants, we examined what self-awareness really is, why we need it, and how we can increase it. (We are currently writing up our results for submission to an academic journal.)

Our research revealed many surprising roadblocks, myths, and truths about what self-awareness is and what it takes to improve it. We've found that even though most people *believe* they are self-aware, self-awareness is a truly rare quality: We estimate that only 10%–15% of the people we studied actually fit the criteria. Three findings in particular stood out, and they are helping us develop practical guidance for how leaders can learn to see themselves more clearly.

[1]

There Are Two Types of Self-Awareness

For the last 50 years, researchers have used varying definitions of self-awareness. For example, some see it as the ability to monitor our inner world, whereas others label it as a temporary state of self-consciousness. Still others describe it as the difference between how we see ourselves and how others see us.

So before we could focus on how to improve self-awareness, we needed to synthesize these findings and create an overarching definition.

Across the studies we examined, two broad categories of self-awareness kept emerging. The first, which we dubbed *internal self-awareness*, represents how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others. We've found that internal self-awareness is associated with higher job and

relationship satisfaction, personal and social control, and happiness; it is negatively related to anxiety, stress, and depression.

The second category, *external self-awareness*, means understanding how other people view us, in terms of those same factors listed above. Our research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives. For leaders who see themselves as their employees do, their employees tend to have a better relationship with them, feel more satisfied with them, and see them as more effective in general.

It's easy to assume that being high on one type of awareness would mean being high on the other. But our research has found virtually no relationship between them. As a result, we identify four leadership archetypes, each with a different set of opportunities to improve:

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

HIGH

INTERNAL SELF-AWARENESS

Introspectors

They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.

Aware

They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.

Seekers

They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.

Pleasers

They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

LOW

LOW ← **EXTERNAL SELF-AWARENESS** → HIGH

HBR

When it comes to internal and external self-awareness, it's tempting to value one over the other. But leaders must actively work on both seeing themselves clearly *and* getting feedback to understand how others see them. The highly self-aware people we interviewed were actively focused on balancing the scale.

Take Jeremiah, a marketing manager. Early in his career, he focused primarily on internal self-awareness — for example, deciding to leave his career in accounting to pursue his passion for marketing. But when he had the chance to get candid feedback during a company training, he realized that he wasn't focused enough on how he was showing up. Jeremiah has since placed an equal importance on both types of self-awareness, which he believes has helped him reach a new level of success and fulfillment.

The bottom line is that self-awareness isn't one truth. It's a delicate balance of two distinct, even competing, viewpoints. (If you're interested in learning where you stand in each category, a free shortened version of our multi-rater self-awareness assessment is available at https://www.insight-book.com/quiz.)

[2]

Experience and Power Hinder Self-Awareness

Contrary to popular belief, studies have shown that people do not always learn from experience, that expertise does not help people root out false information, and that seeing ourselves as highly experienced can keep us from doing our homework, seeking disconfirming evidence, and questioning our assumptions.

And just as experience can lead to a false sense of confidence about our performance, it can also make us overconfident about our level of self-knowledge. For example, one study found that more-experienced managers were less accurate in assessing their leadership effectiveness compared with less experienced managers.

Similarly, the more power a leader holds, the more likely they are to overestimate their skills and abilities. One study of more than 3,600 leaders across a variety of roles and industries found that, relative to lower-level leaders, higher-level leaders more significantly overvalued their skills (compared with others' perceptions). In fact, this pattern existed for 19 out of the 20 competencies the researchers measured, including emotional self-awareness, accurate self-assessment, empathy, trustworthiness, and leadership performance.

Even though most people *believe* they are self-aware, only 10%—15% of the people we studied actually fit the criteria.

Researchers have proposed two primary explanations for this phenomenon. First, by virtue of their level, senior leaders simply have fewer people above them who can provide candid feedback. Second, the more power a leader wields, the less comfortable people will be to give them constructive feedback, for fear it will hurt their careers. Business professor James O'Toole has added that, as a leader's power grows, their willingness to listen shrinks, either because they think they know more than their employees or because seeking feedback will come at a cost.

But this doesn't have to be the case. One analysis showed that the most successful leaders, as rated by 360-degree reviews of leadership effectiveness, counteract this tendency by seeking frequent critical feedback (from bosses, peers, employees, their board, and so on). They become more self-aware in the process and come to be seen as more effective by others.

Likewise, in our interviews, we found that people who improved their external self-awareness did so by seeking out feedback from *loving critics* — that is, people who have their best interests in mind *and* are willing to tell them the truth. To ensure they don't overreact or overcorrect based on one person's opinion, they also gut-check difficult or surprising feedback with others.

[3]

Introspection Doesn't Always Improve Self-Awareness

It is also widely assumed that introspection — examining the causes of our own thoughts, feelings, and behaviors — improves self-awareness. After all, what better way to know ourselves than by reflecting on why we are the way we are?

Yet one of the most surprising findings of our research is that people who introspect are *less* self-aware and report worse job satisfaction and well-being. Other research has shown similar patterns.

The problem with introspection isn't that it is categorically ineffective — it's that most people are doing it incorrectly. To understand this, let's look at arguably the most common introspective question: "Why?" We ask this when trying to understand our emotions (*Why do I like employee A so much more than employee B?*), or our

behavior (*Why did I fly off the handle with that employee?*), or our attitudes (*Why am I so against this deal?*).

As it turns out, "why" is a surprisingly ineffective self-awareness question. Research has shown that we simply do not have access to many of the unconscious thoughts, feelings, and motives we're searching for. And because so much is trapped outside of our conscious awareness, we tend to invent answers that *feel* true but are often wrong. For example, after an uncharacteristic outburst at an employee, a new manager may jump to the conclusion that it happened because she isn't cut out for management, when the real reason was a bad case of low blood sugar.

Consequently, the problem with asking *why* isn't just how wrong we are, but how confident we are that we are right. The human mind rarely operates in a rational fashion, and our judgments are seldom free from bias. We tend to pounce on whatever "insights" we find without questioning their validity or value, we ignore contradictory evidence, and we force our thoughts to conform to our initial explanations.

The problem with introspection isn't that it is ineffective—it's that most people are doing it incorrectly.

Another negative consequence of asking *why* — especially when trying to explain an undesired outcome — is that it invites unproductive negative thoughts. In our research, we've found that people who are very introspective are also more likely to get caught in ruminative patterns. For example, if an employee who receives a bad performance review asks *Why did I get such a bad rating?*, they're likely to land on an explanation focused on their fears, shortcomings, or insecurities, rather than a rational assessment of their strengths and weaknesses. (For this reason, frequent self-analyzers are more depressed and anxious and experience poorer well-being.)

So if *why* isn't the right introspective question, is there a better one? My research team scoured hundreds of pages of interview transcripts with highly self-aware people to see if they approached introspection differently. Indeed, there was a clear pattern: Although the word "why" appeared fewer than 150 times, the word "what" appeared more than 1,000 times.

Therefore, to increase productive self-insight and decrease unproductive rumination, we should ask *what*, not *why*. "What" questions help us stay objective, future-focused, and empowered to act on our new insights.

For example, consider Jose, an entertainment industry veteran we interviewed, who hated his job. Where many would have gotten stuck thinking "Why do I feel so

terrible?," he asked, "What are the situations that make me feel terrible, and what do they have in common?" He realized that he'd never be happy in that career, and it gave him the courage to pursue a new and far more fulfilling one in wealth management.

Similarly, Robin, a customer service leader who was new to her job, needed to understand a piece of negative feedback she'd gotten from an employee. Instead of asking "Why did you say this about me?," Robin inquired, "What are the steps I need to take in the future to do a better job?" This helped them move to solutions rather than focusing on the unproductive patterns of the past.

A final case is Paul, who told us about learning that the business he'd recently purchased was no longer profitable. At first, all he could ask himself was "Why wasn't I able to turn things around?" But he quickly realized that he didn't have the time or energy to beat himself up — he had to figure out what to do next. He started asking, "What do I need to do to move forward in a way that minimizes the impact to our customers and employees?" He created a plan and was able to find creative ways to do as much good for others as possible while winding down the business. When all that was over, he challenged himself to articulate what he learned from the experience — his answer both helped him avoid similar mistakes in the future and helped others learn from them, too.

These qualitative findings have been bolstered by others' quantitative research. In one study, psychologists J. Gregory Hixon and William Swann gave a group of undergraduates negative feedback on a test of their "sociability, likability and interestingness." Some were given time to think about *why* they were the kind of person they were, while others were asked to think about *what* kind of person they were. When the researchers had them evaluate the accuracy of the feedback, the "why" students spent their energy rationalizing and denying what they'd learned, and the "what" students were more open to this new information and how they might learn from it. Hixon and Swann's rather bold conclusion was that "Thinking about why one is the way one is may be no better than not thinking about one's self at all."

All of this brings us to conclude: Leaders who focus on building both internal and external self-awareness, who seek honest feedback from loving critics, and who ask *what* instead of *why* can learn to see themselves more clearly — and reap the many rewards that increased self-knowledge delivers. And no matter how much progress we make, there's always more to learn. That's one of the things that makes the journey to self-awareness so exciting.

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Source:
Eurich, T. (2018, January 4). *What self-awareness really is (and how to cultivate It)*. Harvard Business Review. https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

Module 3: Handout 4

Stoplight Reflection

Stop Doing	Continue Doing	Start Doing

Module 3: Handout 5

Sample Survey Questions

Employee satisfaction survey questions
- Does your school leader value your feedback?
- Do you feel valued for your contributions?
- Do you get school news promptly?
- Do school leaders seem invested in you and your success?
- How transparent are school leaders from your perspective?
- Do you feel work is distributed equally across your team in your school?
- Do you find meaning in your work?
- Do you see an opportunity for personal advancement in your career?
- Do you have the necessary resources to do your job effectively?
- Are your job responsibilities defined clearly?
- Are your skills being used to their greatest extent?
- How happy are you at work?

Employee engagement survey questions

- How do you feel about your day-to-day work?
- Would you recommend working at this school to your friends for employment?
- Are you excited to come to work at your school each day?
- Do you feel pride in your work?
- Are your benefits and pay satisfactory?
- Do you find enjoyment in your co-workers?
- Do you feel inspired by our school district's vision and values?
- Do you feel adequately recognized for your accomplishments?
- Do you see yourself working here in a year?
- Is your work challenging and engaging for your personal development?
- Have you considered leaving our school or district recently?
- Has anyone in our school/district expressed support for your career goals?
- What changes can the school/district implement to keep you more engaged?

Workplace culture survey questions

- Do you feel comfortable sharing your ideas at school with peers and school leaders?
- Do you feel as if teamwork and collaboration are championed in our district?
- How would you describe the workplace culture?
- Do you feel you can be yourself at work?
- Do you feel you can be creative at work?
- Have you been rewarded for taking risks at work?
- Are you able to maintain a healthy work/life balance?
- Do you get timely feedback about your work and performance?
- Have your ideas been implemented often?
- In a few words, how would you describe the school/district team leaders?
- Do you feel as if this district is dedicated to diversity and inclusion?

Module 3: Handout 6

Scenarios of how Servant Leaders are Aware

<u>Student</u>

Every morning, the principal of the high school greets students as they come to the entryway. He makes meaningful eye contact and notices minor changes in expression and manner instead of the customary brief greeting. He walks around the tables during lunch breaks, striking up informal discussions while keeping a close eye on people and seeing any indications of discomfort or marginalization. He pushes educators to talk about their observations of kids' mental health at faculty meetings, highlighting the value of fostering a supportive environment. The principal fosters an awareness culture where kids feel seen, heard, and appreciated by listening effectively, monitoring, and encouraging open communication. This, in turn, leads to a more productive and cohesive school community.

<u>Parent</u>

Regular parent engagement events, like football tailgating and parent-teacher conferences, are organized by the high school principal to allow parents to freely express their worries and points of view. The principal attentively listens to the experiences and viewpoints of the parents during these meetings, appreciating their special knowledge of their children's lives. The administration also regularly updates families on school-related events, progress in school, and resources available to support their students through digital communication platforms. The principal fortifies the relationship between the school and parents by encouraging open and compassionate lines of communication, making sure that parents are made to feel appreciated, heard, and invested in their kids' education.

<u>Teacher</u>

After a difficult day at school, Mrs. Martinez, the principal, practices self-awareness during a time of reflection. Self-awareness is a fundamental component of good leadership. Kicking back in silence in her office, Mrs. Martinez examines her feelings and responses to the day's events. She examines the underlying causes of her feelings of tension and frustration after identifying such occasions. Mrs. Martinez learns about her leadership strengths and opportunities for improvement through this process. She vows to put self-care first and ask for input from coworkers to improve her effectiveness as a leader. By developing self-awareness, Mrs. Martinez shows her commitment to both professional and personal development, which ultimately equips her to lead the school community with more authenticity and effect.

Module 4 – Handouts

Module 4: Handout 1

Servant leadership emphasizes the leader's responsibility to serve the needs of their followers, empowering them to grow and reach their full potential. Here are three ways a servant leader may provide teachers with learning opportunities in the school:

Professional Development Opportunities: Teaching, pedagogy, classroom management, and personal development are among the topics covered in these frequent workshops and seminars that a servant leader could provide. Experts in related subjects, seasoned educators, or even other instructors who are particularly strong in a certain area could conduct these seminars. By providing their teachers with these learning opportunities, the leader shows that they are dedicated to their professional development and equip them with essential knowledge and abilities that will improve their efficiency in the classroom.

Peer Learning Communities: Creating these groups inside the school enables educators to work together, exchange stories, and gain knowledge from one another. By giving teachers regular time and space to gather, promoting open communication and idea sharing, and cultivating a climate of respect and cooperation, a servant leader may help these communities come into being. Peer learning communities allow teachers to delve further into subjects that are in line with their interests and professional goals by focusing on certain themes or areas of interest, such as technology integration, differentiated instruction, or assessment techniques.

Individualized Coaching and Mentoring: A servant leader may provide opportunities for individualized coaching and mentoring because they understand that every teacher has different skills, problems, and learning requirements. A teacher's professional development path can be catered to with specific assistance and guidance from the leader through one-on-one meetings, observations, and feedback sessions. This might be establishing objectives and goals, coming up with plans of action, and giving instructors support and tools to help them get over challenges and accomplish their goals. A servant leader shows that they genuinely care about the success and well-being of their teachers by devoting time and energy to their progress.

Module 4: Handout 2

An Example of Modeling the Way

The conduct that servant leaders demand of others is modeled by them. Examine this instance of Ulysses S. Grant's leadership as the U.S. president and the Northern Army's general during the American Civil War. Grant was a normal army officer before holding these prominent roles. "He was in charge of a team of men who had the difficult but routine duty of removing obstructions and cleaning oyster beds to allow vessels to pass across a river. Grant made an effort to guide the men through his remarks, but the point was not being understood. He then dove waist-deep into the water and started assisting his soldiers one on one. This gave him the drive and direction he was looking for. High and dry on the shore, the other officers made fun of his actions and said. The general let them know that he wished he had more commanding officers like Grant (Laub, 2017).

Source:
Laub, J. A. (2017). *40 days toward a servant leader mindset.* Servant Leader
        Performance.

Module 4: Handout 3

Servant leadership emphasizes the leader's responsibility to model the way for their followers. Here are three ways a servant leader may model the way for their followers:

Constant Learning and Development: Servant leaders seek out chances for ongoing learning and personal development because they understand the value of these pursuits. They are receptive to criticism, self-aware enough to see their shortcomings, and proactive in their pursuit of fresh insights. Servant leaders encourage others to adopt a growth mindset and make personal investments in their development by exhibiting a commitment to ongoing learning and development. This, in turn, promotes an innovative, flexible, and high-achieving culture inside the organization.

Moral Conduct and Honesty: In all facets of their work and relationships, servant leaders place a high value on moral conduct and honesty. Despite obstacles or temptations, they uphold the highest moral and ethical standards in their behavior, acting with integrity, openness, and consistency. A culture of integrity and accountability is fostered within the organization by servant leaders who continuously demonstrate ethical behavior. This builds followers' trust and confidence.

Empathy and Service Commitment: Servant leaders provide an exemplary example for others by consistently providing for their needs and exhibiting compassion and empathy in all of their dealings. They actively work to comprehend the wants, needs, and viewpoints of the people they manage, and they make an effort to meaningfully support and encourage others. Servant leaders always demonstrate the value of service and empathy, encouraging others to follow suit and make meaningful contributions to the community through deeds of kindness, attentive listening, or sincere care and concern for their well-being.

Module 4: Handout 4

Servant Leaders Encourage Others

In several ways, servant leaders empower and help others. The following are the three techniques they employ to offer encouragement:

Mentoring and Coaching: To assist their followers in developing, servant leaders provide positive advice and assistance. They operate as coaches and mentors, encouraging people to overcome challenges and realize their goals by effectively listening to their worries, and giving helpful advice. Servant leaders enable their followers to reach their full potential, develop self-assurance, and overcome obstacles with resiliency and resolve through coaching interactions and mentoring connections.

Building a Culture of Trust: Servant leaders foster a climate of optimism, belief, and trust in their schools. They express this idea by their words and actions, believing that their followers are capable and have potential. Servant leaders inspire others to step outside of their comfort zones and take on new challenges. Servant leaders instill a sense of purpose, ownership, and dedication in their followers by creating an atmosphere that encourages them to take chances and be creative. This leads to the success and fulfillment of the group as a whole.

Positive Feedback and Recognition: Servant leaders understand the importance of acknowledging the efforts and achievements of their followers. They provide regular positive feedback, recognizing individuals for their contributions, progress, and accomplishments. Whether it's a simple word of praise, a handwritten note of appreciation, or public recognition in team meetings or newsletters, servant leaders ensure that their followers feel valued and affirmed. This positive reinforcement not only boosts morale but also reinforces desired behaviors and motivates individuals to continue striving for excellence.

Module 4: Handout 5
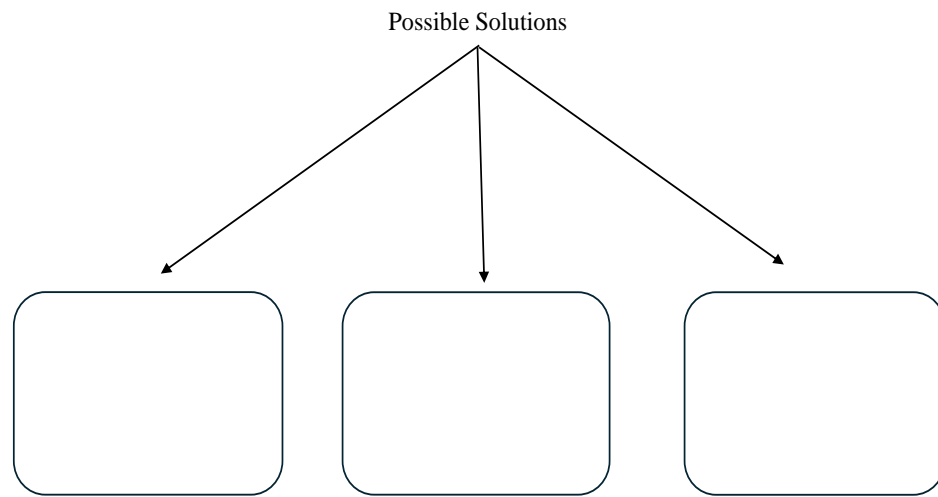
Problem: Teachers are underdeveloped.

Possible Solutions

The best solution

Module 4: Handout 6

Scenarios about how the Servant Leader Develops

Students:

      As a servant leader, Mr. Harold, the principal of the school, cultivates an environment of support and empowerment for students to apply a comprehensive approach to their growth. Mr. Harold announces the start of a student mentorship program, which aims to develop peer support networks and leadership abilities, during a school-wide assembly. This program pairs older students with younger students to offer mentorship, support, and academic help. Mr. Harold empowers students to grow their leadership skills, make essential connections, and succeed both academically and personally by encouraging them to take charge of their learning experiences and actively participate in the mentorship program.

Parents:

      As a servant leader, Mrs. Garcia, the principal of the school, understands the value of involving parents as collaborators in the education of their kids. Mrs. Garcia conducts a series of parent seminars on subjects like academic support techniques, effective communication, and understanding the school system to increase family involvement and support. By giving parents useful tools, resources, and chances to interact with other parents and school personnel, these seminars promote cooperation and a feeling of community. Mrs. Garcia increases parents' ability to speak out for their kids, engage actively in their education, and make a good impact on the school community by providing them with information and skills.

<u>Teachers</u>:

      The principal of the school, Mr. Johnson, is a servant leader who is dedicated to creating a collaborative and growth-oriented culture. To that end, he customizes a professional development program for teachers based on their requirements. Mr. Johnson works with teachers to find areas for growth and development because he understands the need for ongoing training and assistance. To promote student-centered learning, technological integration, and best practices in education, he regularly plans workshops, seminars, and peer mentoring sessions. Mr. Johnson also encourages educators to take advantage of conferences, workshops, and other professional development opportunities to increase their knowledge and abilities. Mr. Johnson enables educators to thrive in their positions, have a good influence on students' learning outcomes, and make contributions by giving them access to pertinent materials and encouraging continual development.

Module 4 Handout 7

5 Ways to help Develop new teachers.

6. Blueprint of Operations
Every school has different procedures. If possible, hold an orientation with every new teacher. Please provide them with a school-specific handbook. This packet should include the school calendar, bell schedules, duty rosters, school policies, professional expectations, and district contacts.

7. To-do list
Please give them a plan of how you and the staff will help them succeed. You may create a calendar of monthly tips to help support them. Gain insight from new teachers to help build this list.

8. Mentor
Studies show that new teachers who are paired with mentors are much more likely to return to the classroom.

9. Expectation lists for professionalism
Please provide a list of professionalism tips and expectations for them inside and outside of the classroom. Some examples may include dress code expectations, social media etiquette, etc.

10. Feedback
Effective and meaningful feedback is imperative for new teachers. During your feedback, it is crucial to lace it with positives.

Module 4: Handout 8

Helping teachers master the four domains.	
Domain 1- Planning and Preparation	**Domain 2- Classroom Environment**
Domain 3- Instruction	**Domain 4- Professional Responsibilities**

1. Blueprint of operations- School specific handbook of procedures.
2. To-do list- A written plan of how leaders will help them succeed.
3. Mentor-Provide a school-based mentor.
4. Expectation list of professionalism-In/out of school list of professional expectations.
5. Feedback- Effective feedback grows successful teachers and helps with staff retention.

In the boxes above write down every number that will aid the teacher in mastering each domain. Why do you think this is the case?

Module 4: Handout 9

7 Tools for Developing Teachers & Teaching

Introduction

Seven Tools for Developing Teachers and Teaching is a set of practices for providing growth evoking, non-evaluative feedback and coaching to teachers. *Seven Tools* is designed to be used by administrators, instructional coaches, consultants, peers, or anyone who seeks to develop teachers and teaching. Think of *Seven Tools* as a toolbox, with each tool uniquely designed for a specific situation, but not useful for all situations. Job-embedded professional development featuring training in *Seven Tools* is available as a part of the *Skillful Observation and Coaching Laboratory* (SOCL).

The Seven Tools

1. 30 Second Feedback
2. 5 Minute Feedback
3. Reflective Planning
4. Positive Reinforcement Coaching
5. Instructional Coaching
6. Small Group Coaching
7. Teaching Studies

Tool 1: 30 Second Feedback

1

Quick Description… A short burst of positive reinforcement that links a specific teaching practice to a specific learning outcome.

Purpose/Rationale: 30 second feedback seeks to deliver a short, but meaningful, bit of positive reinforcement based on a walk-through or short observation. This tool's effectiveness is based on the observer's ability to be specific in describing the short episode of teaching and the subsequent learning effect. 30 second feedback is often delivered in an informal fashion– in the hallway, on the way to the cafeteria, etc.

Intended Effect: 30 second feedback serves as a quick affirmation of a specific aspect of a teacher's practice. It is a professional compliment. It focuses attention on the "nuts and bolts" of teaching. It portrays the provider as a keen observer of the teaching-learning process.

When to and when not to: Use 30 second feedback for positive messages only, not for critique or correction. This tool is best used with brief observations, not lengthy ones.

Notes: 30 Second Feedback is also very effective when provided in written form. Avoid complimenting the teacher personally ("you're such a good teacher…") or offering personal affirmation ("I really like it when you…"). Instead affirm the teaching decision and it's positive effect on learning ("When you did this… the effect was this…").
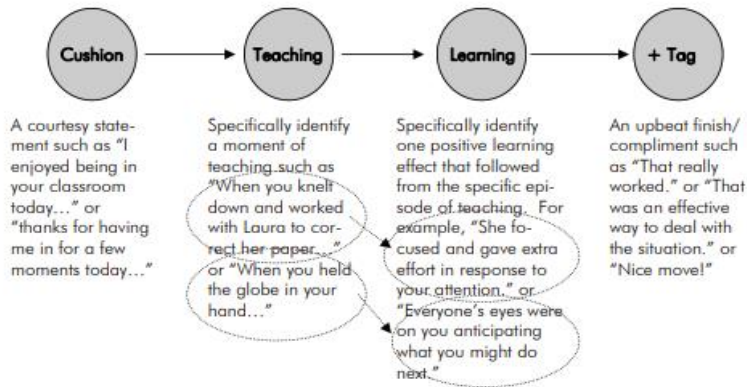
7 Tools for Developing Teachers & Teaching

Tool 1: 30 Second Feedback, cont'd.

Outline: Cushion → Teaching → Learning → + Tag

Cushion → Teaching → Learning → + Tag

A courtesy statement such as "I enjoyed being in your classroom today…" or "thanks for having me in for a few moments today…"

Specifically identify a moment of teaching such as "When you knelt down and worked with Laura to correct her paper…" or "When you held the globe in your hand…"

Specifically identify one positive learning effect that followed from the specific episode of teaching. For example, "She focused and gave extra effort in response to your attention." or "Everyone's eyes were on you anticipating what you might do next."

An upbeat finish/ compliment such as "That really worked." or "That was an effective way to deal with the situation." or "Nice move!"

2

Tool 2: 5 Minute Feedback

Quick Description… A brief feedback conversation that identifies a specific teaching practice, links the practice to a principle of learning, describes the effect on learning and learners, and engages the teacher is a short dialog affirming the feedback.

Purpose/Rationale: 5 Minute Feedback seeks to engage the teacher in a short, interactive analysis of a specific episode of instruction. 5 minute feedback supports the teacher's ability to see relevant patterns of effective practice, not just individual episodes of effective practice. 5 Minute Feedback is designed to follow a brief observation or walk through. This tool's effectiveness is based on the observer's ability to link an episode of teaching, a principle of learning (a pattern), and the subsequent learning effect. 5 Minute Feedback is often delivered in an informal fashion— in the hallway, sitting in the workroom, at the whiteboard, etc.

Intended Effect: 5 Minute Feedback should recognize an effective practice and link it to a broader pattern (principle of learning). It serves as a link between theory and practice. It focuses attention not only on the "nuts and bolts" of a teaching episode, but also on the "theory at work." It portrays the provider as a keen observer of teaching-learning and an able recognizer of effective instructional patterns.

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Developing the Artisan Teacher / 7 Tools
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Developing
The**Artisan**
teacher

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        https://www.rutherfordlg.com/wp/wpcontent/uploads/2014/04/7toolsfordevelo
        pingteachersandteaching.pdf

Module 5 – Handouts

Module 5: Handout 1

Scenario about how the Servant Leader Reflects and Refines

Green River High School's principal, Mrs. Frith, has always upheld the idea of servant leadership. She was sitting in her quiet office one Friday afternoon, thinking back on her week after the staff and kids had left for the weekend.

Mrs. Frith, to make sure she adhered to her moral principles, opened her journal. She began by describing her experiences interacting with the students. She had visited with a group of instructors who were having trouble adjusting to a new curriculum on Monday. Instead of giving them orders, she carefully listened to their worries and led a brainstorming session where the instructors were able to offer answers. In addition to resolving the problems, the cooperative strategy gave the teachers more authority and confidence.

Mrs. Frith spoke with Sam, a difficult student, in the middle of the week. Rather than criticizing him for his recent absences, she made an effort to ascertain the underlying problems. She got to know Sam's home struggles via their talk, and she helped him get in touch with the school counselor and neighborhood resources. As she gave this some thought, she realized how fulfilling it was to have contributed to treating the cause of the issue rather than merely its symptoms.

She had lunch with the custodial staff on Thursday. They talked about how much work they had, and she recognized that even though they were vital to keeping the educational environment intact, they felt underappreciated. Mrs. Frith decided to put in place a program of appreciation to emphasize their accomplishments and make sure they were noticed and valued.

Mrs. Frith considered how these deeds matched her dedication to servant leadership as she shut her journal. She took pride in creating a welcoming and encouraging school climate. Her introspection served as a reminder to her that true leadership is about serving others, fostering their development, and fostering an atmosphere in which everyone can flourish rather than just being in charge.

Moving forward, Mrs. Frith intended to keep asking for input and coming up with fresh ideas for how she might better support her school community. She was aware that being a servant leader required constant introspection and an unwavering dedication to the welfare of those under her direction.

Module 5: Handout 2

Reflecting and Refining To-Do's

"Reflection is essential for the growth and well-being of the servant leader!"

5. **Reflect consistently**- Schedule 10 minutes a day to reflect and write.
    Examples:

    - *Write about a meeting…. What went well? What would you do differently? What did you learn?*
    - *A review of the week…What went well? What would you do differently and why?*

6. **Reflect with a core member of your team**- Once a week, reflect for 15-20 minutes with a core member of your team about the week.
    Examples:

    - *What went well this week at the advisory and steering committee meetings? How can I plan differently to be more effective? How did the teachers/staff benefit?*
    - *How well was my communication with the admin team this week? What would you like to see me do differently?*

7. **Be honest with yourself**- focus on solutions and fix them. Learn from the failures and improve on them.

    - *Start with a positive…What went well?*
    - *Learn from the failures and improve on them.*
    - *What are the effects of what I did and didn't do?*

8. **Refine-** take the feedback and make adjustments as needed.

Module 5: Handout 2 continued

Reflect and Refine To Do's

Below are scenarios that relate to each of the 5 modules. Please look at the scenarios and answer the questions as if you are the principal.

L- How might I be a better effective listener as a servant leader?

Scenario: During the parent meeting, was I controlling the meeting, or did I take a step back and listen to the ideas of the parents as they took the floor? What could I have done better to listen to their concerns?

E- How might I empower more effectively as a servant leader?

Scenario: During the "Winter Showcase," teachers and students showcase the work that they completed in the fall semester. Parents, community members, and business and industry come into the school and see student work. How did I empower my teachers to lead the showcase? Could I have let go so that the teachers and students were in control?

A- How might I be more aware as a servant leader?

Scenario: Teacher absences have increased a great deal this year. Why is this? Am I aware of both their professional and personal lives? How can I be more aware of this issue?

D- How can I develop teachers more effectively as a servant leader?

Scenario: At the last two new teacher meetings there's been very little participation by the new teachers who are attending. Why are they not participating? Are the strategies that I am sharing relevant? Do the new teachers have an educational foundation that allows them to understand the strategies?

R- As a servant leader how can I reflect more effectively and efficiently?

Scenario: At the last admin meeting I asked my assistant principal afterwards their thoughts on the meeting. The response was, "You ask me every week but nothing changes." Why might the assistant respond in this way?

Module 5: Handout 3

LEADR

LEADR	Great...	Not so great...
L		
E		
A		
D		
R		

Module 5: Handout 4

The Servant Leadership Questionnaire (SLQ)

The Servant Leadership Questionnaire (SLQ) by (Liden, et al., 2008) is a 28-item scale that measures seven major dimensions of servant leadership: conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. Using exploratory and confirmatory factor analysis, Liden et al. established the multiple dimensions of this scale and described how it is uniquely different from other leadership measures. By completing the SLQ you will gain an understanding of how servant leadership is measured and explore where you stand on the different dimensions of servant leadership. Servant leadership is a complex process, and taking the SLQ is one way to discover the dynamics of how it works.

Instructions: Select two people who know you in a leadership capacity such as a coworker, fellow group member, or follower. Make two copies of this questionnaire and give a copy to each individual you have chosen or email it to them. Using the following 7-point scale, ask them to indicate the extent to which they agree or disagree with the following statements as they pertain to your leadership. "He/She" is referring to you in a leadership capacity.

Key: 1 = Strongly disagree 2 = Disagree somewhat 3 = Disagree 4 = Undecided

5 = Agree somewhat 6 = Agree 7 = Strongly agree

	1	2	3	4	5	6	7
1. Others would seek help from him/her if they had a personal problem.							
2. He/She emphasizes the importance of giving back to the community.							
3. He/She can tell if something work related is going wrong.							
4. He/She gives others the responsibility to make important decisions about their own jobs.							
5. He/She makes others' career development a priority.							
6. He/She cares more about others' success than his/her own.							
7. He/She holds high ethical standards.							
8. He/She cares about others' personal well-being.							
9. He/She is always interested in helping people in the community.							
10. He/She is able to think through complex problems.							
11. He/She encourages others to handle important work decisions on their own.							
12. He/She is interested in making sure others reach their career goals.							
13. He/She puts others' best interests above his/her own.							
14. He/She is always honest.							
15. He/She takes time to talk to others on a personal level.							
16. He/She is involved in community activities.							
17. He/She has a thorough understanding of the organization and its goals.							

	1	2	3	4	5	6	7
18. He/She gives others the freedom to handle difficult situations in the way they feel is best.	☐	☐	☐	☐	☐	☐	☐
19. He/She provides others with work experiences that enables them to develop new skills.	☐	☐	☐	☐	☐	☐	☐
20. He/She sacrifices his/her own interests to meet others' needs.	☐	☐	☐	☐	☐	☐	☐
21. He/She would not compromise ethical principles in order to meet success.	☐	☐	☐	☐	☐	☐	☐
22. He/She can recognize when others are feeling down without asking them.	☐	☐	☐	☐	☐	☐	☐
23. He/She encourages others to volunteer in the community.	☐	☐	☐	☐	☐	☐	☐
24. He/She can solve work problems with new or creative ideas.	☐	☐	☐	☐	☐	☐	☐
25. If others need to make important decisions at work, they do no need to consult him/her.	☐	☐	☐	☐	☐	☐	☐
26. He/She wants to know about others' career goals.	☐	☐	☐	☐	☐	☐	☐
27. He/She does what he/she can to make others' jobs easier.	☐	☐	☐	☐	☐	☐	☐
28. He/She values honesty more than profits.	☐	☐	☐	☐	☐	☐	☐

Scoring

Using the questionnaires on which others assessed you leadership, take the separate scores for each item, add them together, and divide that sum by two. This will give you the average score for that item. For example, if Person A assessed you at 4 for Item 2, and Person B marked you as a 6, you score for Item 2 would be 5. Once you have averaged each item's scores, use the following steps to complete the scoring of the questionnaire.

1. Add up the scores on 1, 8, 15, and 22. This is your score for emotional healing.
2. Add up the scores for 2, 9, 16, and 23. This is your score for creating value for the community.
3. Add up the scores for 3, 10, 17, and 24. This is your score for conceptual skills.
4. Add up the scores for 4, 11, 18, and 25. This is your score for empowering.
5. Add up the scores for 5, 12, 19, and 26. This is your score for helping subordinates grow and succeed.
6. Add up the scores for 6, 13, 19, and 27. This is your score for putting subordinates first.
7. Add up the scores for 7, 14, 20, and 28. This is your score for behaving ethically.

Liden, R.C., Wayne, S.J. Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly*, 19, 161-177.

Scoring Worksheet

Person 1:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Person 2:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Average Score:

Emotional healing	Creating value for the community	Conceptual skills	Empowering	Helping subordinates grow and succeed	Putting subordinates first	Behaving ethically
1. 0	2. 0	3. 0	4. 0	5. 0	6. 0	7. 0
8. 0	9. 0	10. 0	11. 0	12. 0	13. 0	14. 0
15. 0	16. 0	17. 0	18. 0	19. 0	20. 0	21. 0
22. 0	23. 0	24. 0	25. 0	26. 0	27. 0	28. 0
Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0	Total: 0

Module 5: Handout 5

Wrap-up Questions

1. How does the R in the LEADR acronym relate to servant leadership?

2. In Module 5 we learned the importance of reflecting and refining in servant leadership. List 2 examples of how a servant leader can reflect and refine.

CERTIFICATE
O F A C H I E V E M E N T

THIS CERTIFICATE IS PROUDLY PRESENTED TO

SERVANT LEADERSHIP–LEADR TRAINING FOR SCHOOL ADMINISTRATORS

Date

Jeremy Todd
PRESENTER

Appendix B

Survey Approval Letter

From: Robert Liden <bobliden@uic.edu>
Sent: Saturday, February 17, 2024 4:27 PM
To: Todd, Jeremy <jeremy.todd@lincoln.kyschools.us>
Subject: Re: Request to use the SLQ in my doctorate work

Dear Jeremy,
You may use our scale and it is attached. This scale is intended to be completed by followers of the leader being rated. It sounds as though you may be interested in leaders' self-ratings. If that is the case, I have also attached our self-report version. A note of caution, however, the self-report version did not undergo the same level of psychometric testing as the original version.
Best of luck with your dissertation,
Bob Liden

On Sat, Feb 17, 2024 at 7:43 AM Todd, Jeremy <jeremy.todd@lincoln.kyschools.us> wrote:

Good morning, Dr. Liden,

My name is Jeremy Todd. I am currently completing my doctorate work at Morehead State University in Kentucky. I am designing a professional development series on Servant Leadership. As part of this, I would like to ask your permission to use the Servant Leadership Questionnaire. Would you allow me to do so? I plan to use the SLQ to introduce participants to the theory as well as for them to see how they rate as servant leaders. I look forward to hearing back from you. Thanks for all that you do!

Regards,

Jeremy Todd

LC Area Technology Center Principal

Lincoln County Area Technology Center

422 Education Way, Stanford, KY 40484

p: (606) 365-8500

VITA

JEREMY P. TODD

EDUCATION

May, 2005   Bachelor of Science
                   Eastern Kentucky University
                   Richmond, Kentucky

May, 2008   Master of Arts
                   Eastern Kentucky University
                   Richmond, Kentucky

Pending   Doctor of Education
                   Morehead State University
                   Morehead, Kentucky

PROFESSIONAL EXPERIENCES

November 2022-   Principal, Lincoln County Area Technology Center
Present   Kentucky Tech, Lincoln County
                   Stanford, Kentucky

December 2019-   Principal, Casey County Area Technology Center
November 2022   Kentucky Tech Casey County
                   Liberty, Kentucky

September 2016-   Assistant Principal, Garrard County High School
December 2019   Garrard County Board of Education
                   Lancaster, Kentucky

July 2005-June 2016 Engineering Technology Teacher
                     Lincoln County High School
                     Stanford, Kentucky

HONORS

April 2023   Kentucky Tech Area Technology Center
                    Distinguished Service Award for Leadership Excellence
                    Kentucky Tech
                    Frankfort, Kentucky

August 2023   Lincoln County Patriot Award
                    Lincoln County Board of Education
                    Stanford, Kentucky