

Servant Leadership Theory and the Emergency Services Student

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This present case study explores the influence a servant leadership class had on a group of emergency service students' understanding of the roles and characteristics of a leader. The setting for the study was a state university in the Western United States. The six participants were undergraduate emergency services majors that underwent a 15-week servant leadership class. After completing the 15-week class, the six participants demonstrated a shift in their understanding of leadership based on their responses collected from pre-tests and post-tests. The findings of the study demonstrated that the students' understanding of the roles and characteristics of a leader was more aligned with servant leadership attributes after the 15-week class. As such, this study's findings add to the existing body of knowledge associated with servant leadership pedagogy within emergency service academia.

This qualitative case study explores how participating in a 15-week undergraduate class on servant leadership influenced the emergency services students' understanding of the roles and characteristics of a leader. The central question that guided this study asked how a course on servant leadership could influence student understanding of leadership; specifically, would their understanding align more with servant leadership? The dialogue that drove such a desire to understand this phenomenon was that the emergency services student might be an emergency services leader in the future (Kirschman, 2004; Sargent, 2006). Many emergency services professionals come to their careers through academic training and education; therefore, what they experience within their academic journey will likely go with them into their career.

The purpose of this study was to explore whether servant leadership coursework could influence student understanding and thus shape their worldview regarding leadership (Lueddeke, 2003). This study involved researching the writings of six emergency services students that participated in an independent study special topics course focusing on servant leadership. Each student that enrolled in this special topics course learned independently. They

were not in contact with one another, nor did they attend a physical or virtual class. The course was offered as a three-credit emergency service elective for emergency services majors needing upper-division credits. Seven students needing upper division credits enrolled in the course before the semester began. By the end of the course, six students completed the coursework; the seventh never contacted the instructor and did not pass the course.

The course itself was designed as an independent study servant leadership course, modeled after Palmer's (1993) argument of immersing learners into a theory or subject so they can discover knowledge on their own. Learners read required materials pertaining to servant leadership and were encouraged to explore the theory on their own, keeping an electronic journal throughout the course. At the beginning of the course, students were asked to complete a questionnaire designed to glean their understanding of the roles and characteristics of a leader. The instructor sent the questionnaires via email to each student; their answers to the questionnaires became their first journal entry. Throughout the course, each student read from servant leadership works such as *Servant-Leadership: A Journey into the Nature of Legitimate Power and Greatness*

by Greenleaf (1977/2002). In week 15 of the course, the students answered a post-course questionnaire that asked the same questions as the pre-course questionnaire. The post-hoc questionnaires became the data used to build this case study.

BACKGROUND

Servant leadership derived from the work of Greenleaf (1970), who argued that the true leader is one who seeks to serve and who works to ensure the needs of others within an organization, regardless of type or size, are met. Neuschel (1998) described this idea as a leader's attempt to become the leader that they wished to follow, one who inspires (De Pree, 1997) and is a person others trust (Bennis & Townsend, 1997; Greenleaf, 1970). The idea of the servant leader comes from within one's self. It includes the desire to be an effective leader that lives one's life the same as one leads, as an ethical servant to others (McGee-Cooper, Trammell, & Lau, 1990). Greenleaf (1977/2002) argued that a leader is most effective when the desire to serve is the highest.

SERVANT LEADERSHIP

For more than two decades, servant leadership remained an untested theory that lacked empirical evidence and research. Writing on the subject of servant leadership was primarily anecdotal. However, as Wheatley (2006) noted, leadership is in fact a science and therefore demands study. Farling, Stone, and Winston (1999) agreed and put forth the argument that this situation needed to change and called for servant leadership-focused research.

Qualitative and quantitative research on servant leadership emerged around the time Farling et al. (1999) published their work. Page and Wong (2000) saw the need for empirical work on the subject as did Russell and Stone (2002), who argued that there was a lack of empirical servant leadership research, and established, through secondary research, a qualitative measurement model. The field of servant leadership research was beginning to grow and groundbreaking works involving the characteristics of the servant leader (Spears, 2010) and the constructs of servant leadership (Patterson, 2003) would develop the foundation on which future studies could build upon.

With a call for more research from Farling et al. (1999), Page and Wong (2000), Russell and Stone

(2002), as well as other authors, the research pertaining to servant leadership began to focus on the development of research models and instruments. Laub (1999) created one of the first research tools to study servant leadership known as the Organizational Leadership Assessment Instrument (OLA). Developed through a Delphi study, the OLA became a sought after instrument to assess the presence and amount of servant leadership in organizations (Laub, 1999). Since publication, the OLA has led to dozens of published dissertations and theses (Laub, 2011).

Although the field of servant leadership research continues to grow, there is a limited amount of existing qualitative research in this area of study, as the majority of studies on the topic have been quantitative in nature (Winston, 2010). Though quantitative studies are beneficial, Winston (2010) iterated that more qualitative studies are needed to develop a detailed understanding of the specific elements pertaining to servant leaders and leadership. The use of a qualitative methodology in servant leadership research can give insight into what servant leadership means (Winston, 2010). Because of this reason, qualitative methodology gives a voice to the participant's experience (Camic, Rhodes, & Yardley, 2003).

SERVANT LEADERSHIP RESEARCH IN EDUCATION

The role of the teacher is the embodiment of servant leadership (Bowman, 2005; Crippen, 2006; Hays, 2008; Herman & Marlow, 2005). Herman and Marlowe (2005) discussed the importance of this concept in the educational setting and that the practice of servant leadership leads to greater academic achievement. Furthermore, Bowman (2005) discussed the role of teacher-servant leader being one that removes roadblocks in order to ensure that learning is taking place in its fullest capacity. This role emerges from Greenleaf's (1970) idea that the whole is more than simply the combination of the parts.

Writing specifically on education and the practice of servant leadership, Greenleaf (1977/ 2002) discussed the idea that educational institutions, faculty, and administrators need to be servants to academia, as well as to those that seek an education. Greenleaf (1977/2002) considered both teaching and learning to be important art forms where the servant leader can only enhance outcomes and satisfaction. This argument was empirically tested

in Anderson's (2006) research, which found that a servant leader had a positive impact on the academic environment. The reason for this, as Ren (2010) noted, is that "Servant leadership definitely reduces the distance between us as leaders and those we desire to influence, our students" (p. 10).

Empirical research pertaining to servant leadership exists in academia; however, it is somewhat limited and often focuses on the academic institution. According to Crippen (2006), there is a need for more servant leadership research involving education. Crippen (2006) argued, "The body of research related to servant-leadership in educational organizations is small, much of the proceeding information about servant-leadership has come from the world of business" (p. 17). In the last decade, studies emerged regarding servant leadership and academia, but these studies mostly focus on the same issues in terms of the leadership of the institution.

In a study involving school climate and culture, Lambert (2004) studied the correlation between servant leadership practices of school principals and school success. Lambert (2004) concluded a direct relationship between servant leadership qualities, a positive learning environment, and the overall success of schools. Lambert's (2004) research found that servant leaders had the ability to create positive learning cultures, regardless of cultural factors. Miars's (2004) research involved the relationship between servant leadership and overall job satisfaction within an academic organization. The work revealed a direct relationship between the perception of servant leadership and the retention of teachers; the higher perception of servant leadership correlated to higher satisfaction of faculty.

Similar studies such as Hannigan (2008) researched servant leadership within a community college system and found a relationship between a lack of servant leadership traits and institutional achievement. Coincidentally, the finding revealed this same institution was not reaching its abilities and faltering in its role thus supporting earlier empirical findings of Lambert (2004) and Miars (2004). Murray (2008) researched the possibilities that servant leadership practices can enact change in an educational environment and improve relationships. The work found that service before self, an ability to persuade, and belief in mentoring led to positive changes and outcomes in academia. Black

(2010) researched servant leadership and its ability to change an academic environment and revealed that the practice of servant leadership leads to positive changes within an educational institution.

In order for servant leadership to be valid in academia, there is a need for empirical studies to validate its effect. The desire to serve exists within an individual's core (Greenleaf, 1970); however, one cannot simply go forth and practice servant leadership without understanding the theory and what it means to be a servant leader (Quay, 1997). It is a pitfall to assume an understanding exists because one possesses an innate desire to serve others (Frick, 2009). That innate desire to serve needs to be cultivated. To avoid such an assumption, there is a need to understand through research how individuals perceive leaders and leadership in general. Furthermore, there is a need to know whether exposing individuals to servant leadership theory can change their perception of leaders and leadership. The desire to serve does not qualify an individual as a servant leader, but rather, establishes a pathway for an individual to receive an education on the subject matter, thus developing the individual into a servant leader.

Research exists pertaining to the impact a servant leader has on learners in terms of how a teacher identified as a servant leader can affect learning outcomes (Anderson, 2008); however, existing research does not address whether students understand what a servant leader is. Barnabas, Anbarasu, and Clifford (2010) argued for a student awareness of servant leadership theory. Nevertheless, if academia desires students to become servant leaders, then there is a need for more than a simple awareness of the subject matter. To cultivate servant leaders in academia, servant leadership needs to grow into an academic discipline.

Academic disciplines influence students' worldviews and drive a specific approach towards society. These disciplines develop based upon research (Lueddeke, 2003). A power exists in academic disciplines and disciplinary functions that possess the ability to construct specific thinking and approaches (Downing, 2004). For example, in the case of women's studies, the expansion of the discipline through research fostered an angle associated with specific traits, driving the field of study into a powerful academic practice (Brown, 2003). This was also the case with Black studies

as Rojas (2007) discussed. This is the reason for exploring servant leadership's influence on an individual's understanding of the roles and characteristics of a leader, thus, persuading learners towards the practice of servant leadership by influencing their worldview (Lueddeke, 2003). Understanding how servant leadership coursework influences a person's understanding creates the possibility of changing the approach and practices of developing future leaders within emergency service academia.

METHODS

This research study took place at a state university located in a Western state. The sample consisted of six undergraduate emergency services majors that took part in the servant leadership course; all six consented to being a part of this study. The participant's age ranged from 20-45 with four being female and two being male. The level of education of the participants ranged from college sophomore to college senior. To protect the identity of the participants, each were designated with the letter P and then a correlating number, 1-6. The pre-course questionnaires were designated PreCQ and the post-course questionnaires were designated PostCQ and then a correlating number to the specific question.

To conduct this qualitative case study, the researcher utilized a pattern matching analytic technique based upon the pre- and post-coursework answers of the study's participants (Yin, 2009). To analyze the data, the researcher developed a pre- and post-coursework comparison utilizing a systematic, hierarchical approach (Stake, 1995). The data analysis began with the researcher organizing and preparing the data for analysis, removing any personal identifiers of each of the participants, and then reading the student's pre- and post-coursework questionnaires to become familiar with the data. Next, the researcher organized six predetermined themes based upon Laub's (1999) work, The Servant Leader. Within each of the six definitions of a servant leader, Laub (1999) created three statements that made up each theme; see Table 1.

Table 1: Pre- and Post-Coursework Comparison: Themes and Theme Descriptions

Theme	Theme Description
Values people	By believing in people By serving others' needs before his or her own By receptive, non-judgmental listening
Develops people	By providing opportunities for learning and growth By modeling appropriate behavior By building up others through encouragement and affirmation
Builds community	By building strong personal relationships By working collaboratively with others By valuing the differences of others
Displays authenticity	By being open and accountable to others By a willingness to learn from others By maintaining integrity and trust
Provides leadership	By envisioning the future By taking initiative By clarifying goals
Shares leadership	By facilitating a shared vision By sharing power and releasing control By sharing status and promoting others

Note: Derived from Laub (1999).

The researcher, using a hand-coding process, color-coded the answers in each participant's pre- and post-coursework questionnaires to the six predetermined themes based upon Laub's (1999) work. In this step, the researcher analyzed the participant's pre- and post-coursework questionnaires, color-coding specific writings that matched the themes. Finally, the researcher developed a pre- and post-coursework comparable based upon the six individual themes in order to present and interpret the findings.

RESULTS

The participants of the study answered pre- and post-course questionnaires regarding the roles and characteristics of a leader. The specific questions asked in the pre-course questionnaire and post-course questionnaire included, "What is the role of a leader?" and "What characteristics do great leaders have?" For example, P1 understood the role of a leader pre coursework as "helps others recognize the strength they have inside, and how to use that strength." However, post coursework, P1 understood the role of a leader as one who will "fulfill the needs of those they serve." Another example would be, when writing on the characteristics of a leader pre coursework, P4 stated that a leader "will do whatever they have to do to succeed." This understanding of the characteristics of

a leader changed when P4 wrote post coursework, “When a leader can love those he serves, then there is the ability to become a great leader.” The pre- and post-coursework comparatives are presented as individual themes, each with specific examples from the participants’ questionnaires.

VALUES PEOPLE

This is the first of the six comparative themes for the pre- and post-coursework comparison. Within the theme of values people, there were three areas. The three areas were “by believing in people,” “by serving others needs before his or her own,” and “by receptive, non-judgmental listening” (Laub, 1999, p. 49).

In the pre-coursework questionnaire, five of the six participants (P1, P2, P3, P4, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub’s (1999) concept of values people. In each of their pre-coursework writings, P1, P2, P3, P4, and P6 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: “needs of others” (P1); “sensitive to the needs of others” (P1); “provide relief where it is needed (P1); “happiness comes when they help other people” (P1); “dedication to service” (P2); “leaders should serve more than they are served” (P3); “no better way to be a leader or set an example than serving” (P3); “constant service to themselves and others” (P6); “listen to others” (P1); “listen to their peers” (P2); “being able to communicate effectively is key” (P3); “know how to TRULY listen” (P3); “good communicator” (P4); and “listens to what others have to say” (P4).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub’s (1999) concept of values people. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were phrases used by each participant post-coursework: “fulfill the needs of those they serve” (P1); “an aspect of charity involves a lenient judgment of others (P1); “be a servant and a guide” (P2); “listener” (P2); “recognize the needs of others” (P2); “excellent listening and communication skills” (P2); “listens to the comments and concerns” (P2); “is a servant leader” (P3); “does extraordinary service” (P3); “listening is

an active process where you engage and care about the concerns of others” (P3); “taking time for others along with investing real concern” (P3); “serves and puts himself last, others first” (P4); “listening skills and communication skills” (P4); “take others with him” (P5); “ability to communicate” (P5); and “lead through service (P6).

DEVELOPS PEOPLE

This is the second of the six comparative themes for the pre- and post-coursework comparison. Within the theme of develops people, there were three areas. The three areas were “by providing opportunities for learning and growth,” “by modeling appropriate behavior,” and “by building up others through encouragement and affirmation” (Laub, 1999, p. 49).

In the pre-coursework questionnaire, two participants (P1 and P2) when asked about the roles and characteristics of a leader had comparative writings to Laub’s (1999) notion of develops people. In each of their pre-coursework writings, P1 and P2 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: “teaching those that they lead” (P1); “enables individuals to become successful” (P1); “teach by example” (P1); “teach others how to do things for themselves” (P1); “teach, support, and encourage” (P2); “offer council and encouragement” (P2); “promotes growth, encouragement, and confidence” (P2); and teaching by example” (P2).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub’s (1999) concept of develops people. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were phrases used by each participant post coursework: “helping followers to learn and grow” (P1); “serving people so they can grow, serving an organization so it can be more effective” (P1); “encourage, support and care” (P2); “great concern for others” (P3); “followers to be all that they can be” (P4); “leads by example” (P4); “a person who has morals and values” (P4); “to teach” (P5); “offers freedoms; freedom to be creative, freedom to express concerns without the fear of being reprimanded” (P5); and “driving attributes” (P6).

BUILDS COMMUNITY

Laub's (1999) concept of builds community is the third of the six comparative themes for the pre- and post-coursework comparison. Within the theme of building community, there were three areas. The three areas were "by building strong personal relationships," "by working collaboratively with others," and "by valuing the differences of others" (Laub, 1999, p. 50). In the pre-coursework questionnaire, three participants (P1, P2, and P4), when asked about the roles and characteristics of a leader, had comparative writings to Laub's (1999) notion of builds community. In each of their pre-coursework writings, P1, P2, and P4 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: "different people have different challenges" (P1); "understands that an organization is stronger when everyone works together" (P2); and "creating a team atmosphere" (P4).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub's (1999) builds community. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were phrases used by each participant post coursework: "success of the organization is dependent upon the success of those within that organization" (P1); "improving community and business relations is to improve the lives of the people" (P2); "time, effort, and dedication into their organization and those within it and around it" (P2); "make a difference in helping" (P3); "know the people that they work with" (P4); "include everyone and give everyone in a group chances to be a part of things" (P4); "create a solid foundation not for themselves but for the whole community" (P5); and "be their servant and empowering the party" (P6).

DEVELOPS AUTHENTICITY

This is the fourth of the six comparative themes for the pre- and post-coursework comparison. Within the theme of develops authenticity, there were three areas. The three areas include "by being open and accountable to others," "by a willingness to learn from others," and "by maintaining integrity and trust" (Laub, 1999, p. 50).

In the pre-coursework questionnaire, four participants (P1, P2, P4, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub's (1999) displays authenticity. In each of their pre-coursework writings, P1, P2, P4, and P6 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: "learn to take advice" (P1); "integrity is especially important as it builds trust" (P2); "mutual trust" (P2); "take constructive criticism" (P2); "high values and integrity" (P4); "trusted and trusts others" (P4); "honesty and trustworthy" (P4); and "integrity with themselves" (P6).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6), when asked about the roles and characteristics of a leader, had comparative writings to Laub's (1999) theme of displays authenticity. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were phrases used by each participant post coursework: "genuinely care about their well-being" (P1); "respectful to all those they come into contact with" (P2); "welfare of those around" (P2); "trust and rely on" (P3); "trusted and trusts others" (P4); "trustworthy individuals" (P5); "has personal responsibility" (P6); and "along with trust" (P6).

PROVIDES LEADERSHIP

Provides leadership is the fifth of the six comparative themes for the pre- and post-coursework comparison. Within the theme of provides leadership, there were three areas. The three areas were "by envisioning the future," "by taking initiative," and "by clarifying goals" (Laub, 1999, p. 51).

In the pre-coursework questionnaire, two participants (P2 and P4) when asked about the roles and characteristics of a leader had comparative writings to Laub's (1999) provides leadership. In each of their pre-coursework writings, P2 and P4 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: "believe in the goals and the mission the organization is trying to promote" (P2); "a successful leader is creative" (P4); and "set goals and knows how to facilitate bringing those goals to completion" (P4).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6) when asked about the roles and characteristics of a leader

had comparative writings to Laub's (1999) provides leadership. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were phrases used by each participant post coursework: "help their followers see that potential in themselves" (P1); "recognizes opportunities" (P2); "more than just taking control of a situation or ordering people around" (P3); "provide a vision" (P4); "knows how to set goals and has the ability and creativity to achieve them" (P4); "provide ideas" (P5); and "visionary for the followers" (P6).

SHARES LEADERSHIP

Shares leadership is the sixth and final comparative theme for the pre- and post-coursework comparison. Within the theme of shares leadership, there were three areas. The three areas were "by facilitating a shared vision," "by sharing power and releasing control," and "by sharing status and promoting others" (Laub, 1999, p. 51).

In the pre-coursework questionnaire, two participants (P2 and P4) when asked about the roles and characteristics of a leader had comparative writings to Laub's (1999) shares leadership. In each of their pre-coursework writings, P2 and P4 had comparative phrases in this theme. The following were phrases used by each participant pre coursework: "share the knowledge" (P2); "empowers, inspires, and energizes" (P4); "has a vision of where they see their company going and has the ability to share that vision with others" (P4); "knows how to prioritize and delegate responsibility when needed and gives others an opportunity to be leaders and take responsibility" (P4); and "want to hear what others have to say" (P4).

In the post-coursework questionnaire, all six participants (P1, P2, P3, P4, P5, and P6) when asked about the roles and characteristics of a leader had comparative writings to Laub's (1999) shares leadership. In each of their post-coursework writings, all six participants had comparative phrases in this theme. The following were words and phrases used by each participant post coursework: "see their potential" (P1); "shares the knowledge" (P2); "delegation" (P3); "geared at making their lives better" (P3); "help others see that vision" (P4); "visionary, creative, and innovative" (P4); "listens to input from others and takes everything into consideration" (P4); "never lonely at the top" (P5); "make

sure that the path to success is always wide and straight enough for others to follow" (P5); and "empowering those whom are being served" (P6).

DISCUSSION

Participants in this case study underwent a 15-week independent study course that focused on servant leadership. The results of the data analysis converged to answer the central question that asked how a course on servant leadership might influence student understanding of leadership; specifically, would their understanding align more with servant leadership? At the beginning of the class, each participant completed a pre-course questionnaire in which they were asked to write regarding the roles of a leader. Each student had various interpretations of the roles of a leader. There was one commonality of the role of a leader across all participants that compared to servant leadership, which was to meet the needs of others, a specific theme description within Laub's (1999) concept of develops people. When asked at the beginning of the course, what characteristics great leaders have, again, each participant had multiple interpretations. A common pre-coursework characteristic that every participant listed was serves others; a specific theme description within Laub's (1999) notion of values people. Each participant demonstrated some pre-coursework similarities to the different themes; however, only P2 showed pre-coursework similarities to all six of the themes derived from Laub's (1999) work.

At the end of the class, students again completed a questionnaire that explored the same questions. In the post-coursework writings, there were similarities in each of the six participant's writings to all six themes within Laub's (1999) work. P2's definitions were aligned with Laub's (1999) work from the outset, and P1 and P4 were moderately aligned as well. This demonstrates that these three participants came to the course with a paradigm of service consistent with Greenleaf's (1970) desire to serve. Each participant's post-coursework writings on the roles and characteristics of a leader reflected similar characteristics to all six of the themes derived from Laub's (1999) work. This implication seems to support Lueddeke's (2003) claim that academia can shape worldview. For this study, it is one's worldview of leadership.

The findings of this study seem to demonstrate that undergoing a course on servant leadership influenced student understanding of leadership to align more with servant leadership. Introducing future emergency service responders to the theory of servant leadership while they are still students may be a way of overcoming the bureaucratic management practices within the emergency services (Kirschman, 2004). This is because an emergency services student may one day become an emergency services leader (Sargent, 2006; Smoke, 2010). Thus, this study suggests that servant leadership coursework can influence an emergency services students' understanding of the roles and characteristics of a leader. This implication matters because it is common practice within the emergency services to approach leadership not as a leader, but rather, as a bureaucratic manager. As Mills (1959/2002) argued, the bureaucrat is destructive. Within the emergency services, the bureaucratic manager has a negative impact on followers (Kirschman, 2004). Therefore, it is possible that the practice of servant leadership within the emergency services could overcome the destructive nature of the bureaucracy (Greenleaf, 1977/2002). Carter (2007) argued that the theory of servant leadership offers promise for the emergency services; moreover, there seems to be a relationship between servant leadership and the emergency services.

The limitations of this study were the sample size, and that the participants were full-time undergraduate college students majoring in emergency services who had never served as emergency services professionals. Therefore, none of the participants overtly connected servant leadership with the emergency services, thus the need for future studies. A future recommendation for research involves repeating this study with agency-affiliated emergency services professionals to explore how they connect servant leadership to the emergency services leader. Another recommendation is a longitudinal study involving the participants once they have graduated the program and entered into the career field.

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Dr. Eric James Russell is an assistant professor with Utah Valley University's Department of Emergency Services. Eric retired early from the Department of the Air Force Fire and Emergency Services as a Captain, his service consisted of both active duty military and civil service as a Crash-Rescue-Firefighter. Eric holds a Doctorate of Education in Organizational Leadership and a Master of Science in Executive Fire Service Leadership from Grand Canyon University. Eric's research and writing involves servant leadership within the fire and emergency services. Eric also serves as a consultant to Aircraft Rescue Fire Fighting (ARFF) organizations and also writes and speaks on aviation fire and emergency services leadership and operational issues. Eric and his wife Jamie live in Salt Lake City, UT.