

THE VALUE OF SERVANT LEADERSHIP ON PRIVATE MIDWESTERN
UNIVERSITIES ADMISSION TEAMS PERFORMANCE

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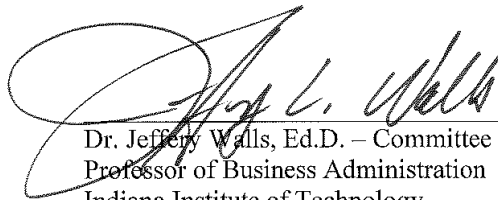
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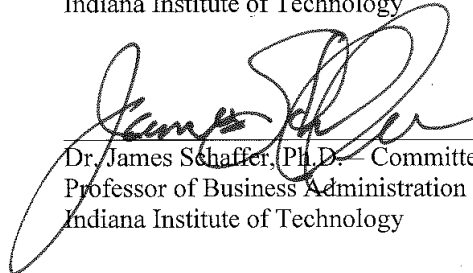
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ABSTRACT

This study considered the correlative value of servant leadership on admission team success at private universities in the midwestern United States. The study examined university admission teams at several institutions. Participants completed questionnaires that helped to determine what, if any, servant leadership traits and attributes they display. These traits were cross-referenced with admissions individuals and team success ratios. As private universities in the Midwest strive to gain market position, an understanding of how servant leadership can enhance their admission teams is beneficial.

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Chapter 1

Introduction of Problem

As the business and educational worlds become global in technologies and resources, university admission teams and sales forces strive to create a competitive edge in capturing new business. Global teams create opportunities for collaboration, and this collaboration of resources reminds service and product-based organizations that their human capital is the foundation of organizational success (Yukl, 2010). Retention of human capital can be fostered by creating a positive environment that fosters learning (Yukl, 2010). Leaders need to create an atmosphere that is conducive to both personal and organizational growth and expansion (Yukl, 2010). To expand leadership knowledge, the importance of leadership in the current cross-cultural environments of today's business and educational workplaces must be understood.

Leadership may provide a pivotal link in today's multi-cultural work environment. Leadership is described as an effort to motivate and influence individuals or groups of people toward a common goal or outcome (Bolman & Deal, 2001; Covey, 1989; Yukl, 2010). The leadership style exhibited in the working environment sets the tone for the leadership climate (Bolman & Deal, 2001; Covey, 1989, Yukl, 2010). Organizations depend on leadership to meet goals, gain revenue, and increase productivity. According to Dixon (2009), "Leadership is not focused on leaders only; rather, leadership considers both leaders and followers. This is a new paradigm for leadership development that has great potential and little exploration" (p. 34). Universities look to both admission leaders and sales forces to generate revenue for the organization.

University admission teams are comprised of individuals from various cultures, backgrounds, norms, sanctions, and values (Gibson et al., 2009). Effective leadership tools and sales practices may help university admission teams be competitive. “This task becomes increasingly important when these organizations are held accountable for demonstrating that success, whether it is measured by a growth in profit, organizational growth or by an increase in achievement scores” (Sendjaya et al., 2008, p. 402). Successful teams could perhaps utilize a leadership style that fostered relationships and citizenship behaviors within a multicultural marketplace.

Admissions staff members often come into contact with potential students from various cultures and need an approach that has the potential to transcend these differences. Perhaps servant leadership theory offers this link. Can effective admission leaders utilize servant leadership within their teams and sales forces to capture new business relationships both internally and externally? “Servant leaders transcend individual self-interest, serving others by helping them grow both professionally and personally” (Greenleaf, 1977; Lussier and Achua, 2007). “Servant leaders encourage people to go above and beyond their own immediate interests by performing organizational citizenship behaviors” (Ebener & O’Connell, 2010, p. 315). These citizenship behaviors may help foster new business and customer relationships for admissions’ sales team members.

Statement of Problem

Universities are constantly searching for more revenue to help sustain financial security and increase student enrollment numbers in a highly competitive recruitment environment. Higher education recruitment and funding is driven by admission teams

that are comprised of highly effective salespeople. Admission team members are ambassadors for their universities. These individuals communicate with potential students from a variety of cultural backgrounds to inform, educate, and persuade them to attend their institution. These admission members represent the university at high schools, other academic institutions, and college fairs.

As admission team members come into contact with potential students, they need to embrace a wide variety of potential candidates to help create a diverse and innovative student body. As technology allows admissions representatives to send information to various geographical and cultural areas, how can these institutions create a personal selling environment that will appeal to a wide variety of students? According to Homburg et al. (2011), the ability of salespeople to increase sales numbers is dependent on the ability to adapt to customer oriented behaviors. These behaviors lead customers to appreciate salespeople (Homburg et al., 2011). According to Homburg et al., (2011) “customer-oriented salesperson behaviors are important for building lasting buyer-seller relationships” (p. 67).

Adaptation to various situations is a characteristic of successful sales people. University admissions representatives must be able to adapt to students from various cultures and backgrounds. Therefore, what type of leadership will help motivate individuals who are responsible for drawing potential students to the university?

Admission team actions may allow universities to acquire a diverse new student population and remain competitive within the market. Bolman and Deal (1995) and Blanchard (1998) have indicated through research that leadership begins with leaders acting as servants to their organization. These leaders focus on creating value for their

peers, employers, and clients. These servant leaders maintain a focus on the needs of their followers and counterparts and maintain a vision that is spread throughout their sales teams and organizations (Bolman & Deal, 1995; Blanchard, 1998). Could recruitment success stem from these servant leaders?

The specific market that will be addressed in this study is private universities in the midwestern United States. Private midwestern universities were chosen due to the diverse population of the students and admission representatives. These universities will be evaluated in terms of their admission teams' servant leadership abilities. Some servant leadership research may suggest that having a shared common goal and trust are components found within this leadership style (Russell and Stone, 2002). Kotter (1996) indicated that "the combination of trust and a common goal shared by people with the right characteristics can make for a powerful team" (p. 65). "The demand for effective organizational leadership coupled with the fact that servant leadership is attracting a broader audience throughout a wide variety of organizations has necessitated a study of this emerging leadership style" (Ebener & O'Connell, 2010, p. 315).

Rationale for the Study

During the 2010–2011 academic school year, the number of international students in the United States increased five percent to 723,277 students (www.iie.org). During the 2011–2012 academic year the number of international students increased six percent to 764,495 (www.iie.org). For the 2011–2012 school year, the Association of International Educators estimate that international students and their dependents contributed approximately \$21.81 billion to the U.S. economy (www.iie.org). Over the past ten years the number of international students has increased by 32 percent (www.iie.org).

This growing trend in capturing international student talent reveals an expanding global marketplace for today's collegiate admission representatives.

These team members can help to create a public image for the university. Their interactions directly impact the financial balance sheet and the image of the university. These university sales team members must understand that it takes years to build a positive reputation, but only days to tarnish this perception. Presenting materials to multicultural audiences requires specific attention to cultural norms, practices, sanctions, and context. University admission team members must make a conscious effort to exhibit proper etiquette and leadership traits.

As admission teams search for talented students they often cross into various cultures and locations. The admission representatives can recruit from both local and international students to stay competitive. A diverse population can help to foster innovation and learning (Yukl, 2010). Universities may benefit from determining whether these admission representatives can drive successful sales interactions utilizing servant leadership to help increase revenue.

Purpose of Study

There has been much research on the importance of focusing on customers and sales practices in organizations and universities (Blanchard, 1998; Jaramillo et al., 2009; Sendjaya et al., 2008). "Salesperson perceptions of servant leadership empirically relates to salesperson customer orientation, in turn driving adaptive selling behaviors, customer-directed extra-role behaviors, and sales performance outcomes" (Jaramillo et al., 2009, p. 257). Perhaps servant leadership in admission teams and sales teams could involve

ethics, personal versus organizational fit, organizational commitment, and cross-cultural communication.

Sales research has suggested that valuing people and a sense of being wanted and needed is often paramount to sales success (Jaramillo et al., 2009). Individuals are motivated by positive interactions and rewards (Jaramillo et al., 2009). Sales success comes from creating a value for the customer and delivering a positive customer service experience. Could these positive traits be learned from servant leaders? “The theory behind servant leadership is that such leadership helps create a positive work environment in which salespeople develop feelings of attachment and loyalty to the organization” (Jaramillo et al., 2009, p. 352). According to Sendjaya (2008), “servant leaders encourage followers to demonstrate consistency between what they say and do, transparency about their limitations, and engagement in moral reasoning” (p. 404).

The purpose of this study is to examine the correlative value of servant leadership on admissions teams’ performance at a selection of private midwestern universities. There have been various studies of servant leadership in various organizations; however research involving servant leadership and educational admission teams is lacking (Crippen, 2005; Jaramillo et al., 2009). Crippen (2005) explored servant leadership and education. The current study will branch into the sales aspect of educational recruitment and build from this earlier research. “In today’s age of relational selling, a key challenge for salespeople is to determine the degree to which their customer-oriented behaviors drive sales performance” (Homburg et al., 2011, p. 57). Therefore, this study analyzes whether servant leadership is associated with the performance of university admission teams.

The research will also look to discover if servant leadership is present in these admission representatives, do they display a high number of closed sales leads? Research was also conducted to correlate customer orientation abilities: Can customer orientation lead to increased sales adaptation skills? As recruiters increasingly expand into international territories or new geographic regions, an ability to adapt is crucial to connect with prospective students.

Chapter 2

Review of Literature

Servant Leadership

A working understanding of servant leadership is needed to comprehend the qualities that will be measured in this study. Servant leadership has multiple proposed definitions and components (a list of definitions is available in appendix E). Scholars have presented definitions of servant leadership in order to define the qualities that comprise servant leadership style. Greenleaf (1970) coined the term servant leadership, “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’ (p. 13). Page and Wong (1998) contended that the world is crying out for such an ethical and effective leadership that serves others” (Taylor et al., 2007, p. 402). Servant leaders look to bolster the position of those around them through positive interactions.

Servant leaders employ ethical, moral, sound and unselfish practices to help followers excel in their performance (Taylor et al., 2007) and lead by example (Yukl, 2010). Universities offer bonus incentives, commission, employment longevity and continuation based upon admission representatives’ numbers. Admission representatives need to base their recruitment efforts and decisions on what is best for the recruit and the organization. Incentives for individual recruiters should never interfere with conducting ethical practices.

Recruiters for universities must follow organizational norms while interacting within their institutions. Servant leaders typically lead organizations that are nonhierarchical (Taylor et al., 2007). These organizations have a structure; however

servant leaders interact and comingle with various individuals throughout the university. This interaction can be top-down, bottom-up, horizontal or any mixture of communication and interaction flow (Crippen, 2005).

Constructs

Establishing constructs for servant leadership involves a number of authors' opinions. No firm set of constructs have been accepted. Listening, vision, loyalty, honesty, and credibility comprise a small sample of the various constructs that have been associated with servant leadership. Servant leaders convince others to push their limits and explore new paradigms (Yukl, 2010). Servant leadership allows individuals and teams to explore new options with positive leaders. Innovation from servant leadership creates a positive corporate or team environment (Taylor et al., 2007). Jaworski (1996) stated that "this new leadership approach attempts to enhance the personal growth of workers and improve the quality of the organization through a combination of teamwork, shared decision-making and ethical, caring behavior" (Taylor et al., 2007, p. 405).

Organizations may seek to enhance both employee and customer growth. Leaders and members of admission teams should work for the best interest of the prospective student. The organization will flourish as members of the admissions team focus on service for others. This focus could be on students, leaders, the organization, or other admissions team members (Taylor et al., 2007). "Blanchard (1998) supported the sentiments of Bolman and Deal by suggesting that leadership begins on the inside, with a focus on the heart. Leaders must first be servants to their organizations. They must have a clear vision, respond to their followers' needs, serve as a performance coach and focus on spiritual significance" (Taylor et al., 2007, p. 404). Admission team duties and

responsibilities include servicing both the university and student to create an ideal partnership for all parties involved.

Servant leadership builds upon a paradigm of caring and relationship development (Taylor et al., 2007; Yukl, 2010). Servant leadership also includes authenticity which may be leveraged in successfully connecting with prospective students and increased enrollments. Whether locally or globally recruiting students, admission representatives must exhibit a genuine caring for the students' best interest to gain their loyalty and trust. Servant leadership in admission teams works toward a common goal of increasing enrollment numbers while creating a shared vision that honors a pursuit of superior, unselfish, and unbiased work. Admission representatives and leaders will demonstrate proficiency in creating a caring and nurturing sales environment in both local and international business dealings. Admission team members can utilize common goals and caring to help facilitate global relationship building and intercultural recruiting. Multicultural recruiting practices involve maintaining a functional team.

Functional teams and organizations may incorporate a variety of leadership tactics to enhance growth and sustainability. "There are a wide variety of factors that have been identified as potential influences on sales forces morale and motivation. These potential influences include factors such as compensation level and method, benefits, sales territory, control systems, training, supervision, and communication" (Skinner & Kelley, 2006, p. 87). Refocusing the sales force can create better sales and sustained growth. Both appreciative inquiry and servant leadership influence sales forces to be more customer and service oriented, rather than just numbers driven. This focus allows salespeople to concentrate on their customers. An effective sales force comes from

constructing and managing a functioning team. Skinner and Kelley's 2006 study indicates a need to look for the correlation of these traits in various selling contexts. Focusing on university admission team morale and motivation may lead to enhanced admission numbers.

Servant Leadership and Admissions

To examine these correlations within admission teams, the term "servant leader" must be understood. 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 (1970) discussed the difference between a leader and a servant leader, he said:

"That person is sharply different from one who is *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 there are shadings and blends that are part of the infinite variety of human nature." (p. 12)

Crippen (2005), discussed the importance of servant leadership on educational facilities. Servant leadership was introduced in 1970 by Robert Greenleaf.

Crippen (2005) noted that Greenleaf (1991b) states in the first essay he wrote, "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 difference manifests itself in the care taken by the servant: - first, to make sure that other people's highest priority needs are being served. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And

what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived?" (p. 12)

Crippen utilized this concept of servant leadership in numerous works.

Education and Servant Leadership

Research conducted by Crippen (2005) states that "servant-leadership requires further investigation as a viable model for schools and institutions of higher education" (p. 15). Servant leadership and education were examined by Crippen (2005):

During two Summer Leadership Institutes sponsored by the Manitoba Council for Leadership in Education (MCLE) 200 educators from across the province learned about the concept of servant leadership and its application into their schools. The Manitoba Teachers Society (MTS) sponsored a half-day session to introduce servant-leadership to 65 teachers aspiring to school administration (pp. 14-15).

Crippen examined a set of 300 survey responses and servant leadership perceptions presented by Greenleaf. These surveys indicated the general perceptions regarding what a servant leader represents.

Crippen's research study of the questions posed by Greenleaf indicated a set of perceptions and assumptions exhibited by the survey participants. According to Crippen's (2005) research a servant-leader is "a true humanitarian; puts others before self; caring and compassionate; balanced; one who empowers others; a servant first, then a leader; transformational" (p. 15). Crippen's 2005 study also revealed that in the work environment (school) the leaders would institute servant leadership by: "modeling/ my actions/ example; serving my colleagues and students; providing in-service/ acting as a

speaker; interpersonal group activities; e-mailing Greenleaf quotes; discussion at staff meetings” (p. 15).

Crippen’s research indicates that servant leadership can boost enrollment numbers, create a positive work environment, and enhance university learning (2005). Crippen (2005) noted that “Autry (2001) states that the transition to a culture of servant-leadership requires time for the development of necessary features or qualities for a servant-leader” (p. 13). Crippen’s (2005) discussion of servant leadership traits correlates with the traits indentified by the Robert K. Greenleaf Center.

Various studies conducted by Crippen (2005) have revealed that educational facilities need to research existing servant leadership practices within their institutions. “In 1997 the concept of servant leadership was introduced to educators in central Manitoba at the Parkland Leadership Academy. Over the past seven years, well over 1200 people in Manitoba have learned and/or studied the writings of Greenleaf and his philosophy of servant leadership” (Crippen, 2010, p. 34). The educators in this area have implemented programs that include servant leadership in faculty teaching and training. This training has helped to enhance the experiences of both students and educational leaders (Crippen, 2005).

Crippen has become an advocate for servant leadership. “During the 1980s as a class room teacher and later as a consultant with the Carleton Board of Education (Ottawa, Ontario), I became acquainted with the writing of Robert Keifer Greenleaf (1904-1990) and his philosophy of servant leadership” (Crippen, 2010, p. 28). Crippen resonated with the teachings of Greenleaf. Crippen indentified a connection between education, caring,

effectiveness, and moral leaders through servant leadership actions (Crippen, 2010). This connection enabled her to introduce servant leadership to her peers. The research offered by Crippen (2010) delves into an under-researched area of servant leadership and education.

Manitoba Studies

Educators in Manitoba have embraced servant leadership in their educational dealings (Crippen, 2010). In 2002 the Manitoba Association of School Trustees introduced servant leadership to over 400 trustees at their annual conference (Crippen, 2010). In 2003 the “Canadian School Board Association Congress was held in Winnipeg, and two sessions were presented on servant leadership to sixty board trustees and superintendents from across Canada” (Crippen, 2010, p. 34). These trustees and superintendents embraced servant leadership and continue to study this practice.

For the past seven years Crippen (2010) has researched servant leadership in education at the University of Manitoba. She has compiled numerous articles that specifically deal with education and servant leadership. “Today there is an emphasis on the development of democratic learning environments within educational organizations where teacher-leaders reflect an authentic attitude in their professional behavior” (Crippen, 2010, p. 27). Crippen (2010) has highlighted the emerging significance of servant leadership in education. “As our schools move toward a more democratic way of working, it seems logical that a positive mindset toward service, leadership, and followership in teacher education would be a starting point” (Crippen, 2010, p. 28).

Crippen (2010) indicated that there are eleven characteristics that directly relate to the learning communities and servant leadership; “listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, building community, and calling” (p. 29). These attributes were studied by Crippen (2005) to help facilitate learning and growth within her career field. “Working with education, business, and industrial organizations, Greenleaf’s goal was to develop strong, effective, caring communities in all segments of society—a goal that is consistent with a commitment to effective schools, but one that requires time in which to develop the necessary servant-leader qualities” (Crippen, 2010, p. 29). Research conducted and presented by Crippen (2010) has caused “networks of teachers and administrators to propose Greenleaf study groups; three novice teachers have applied successfully for funding to initiate in-depth, long-term implementation of the Greenleaf philosophy into their middle schools” (p. 34).

To measure servant leadership, a strong understanding of the traits and characteristics associated with this practice should be understood. “The servant leader paradigm is one way to create a secondary faculty in our colleges and universities. Servant leadership situates itself comfortably within the scholarship of teaching and learning as well as serving and leading” (Crippen, 2010, p. 34). According to Sendjaya et al. (2008), understanding leadership practices enhances our ability to change our own habits through self discovery. Servant leadership has been linked to group effectiveness in operations and selling (Sendjaya et al., 2008; Whetstone, 2002; Yukl 2010). This group effectiveness can also be seen when examining university admission teams (Taylor et al., 2007).

Educational Working Definition of Servant Leadership

In the article “Examination of Leadership Practices of Principals Identified as Servant Leaders” (2007), Taylor et al. examined the specific leadership practices of school principals who self identified as servant leaders. This data was utilized to discover how prevalent servant leadership is in principals and their success. The intended audience consists of higher education administrators, scholars, and principals of both private and public schools. Admission teams could possibly correlate the student centered skill sets utilized by these professionals in their recruitment techniques. Taylor et al. (2007) utilized the following working definition of servant leadership while examining educational facilities:

This new leadership approach attempts to enhance the personal growth of workers and improve the quality of the organization through a combination of teamwork, shared decision-making and ethical, caring behavior (Jaworski 1996). Thus, servant leadership is applied as both a philosophy and working model (Spears 2001). It is a detour from commonly accepted and historical practices, where the focus tended to be based upon rationale processes. As described by Greenleaf (1970, 1995), “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” (p. 13). Page and Wong (1998) contended that the world is crying out for such an ethical and effective leadership that serves others. (p. 404)

Crippen (2005) introduced the idea of servant leadership to key educational institutions and universities in Manitoba over five years. Crippen (2005) has defined a servant leader in her educational studies as “a true humanitarian, puts others before self, caring and compassionate, balanced, one who empowers others, a servant first, then a leader, transformational, leading by example and consistent” (p. 16).

Definition of Servant Leadership

There have been various definitions of servant leadership presented within this study. This study will utilize a hybrid of these definitions. Table 1.1 represents a breakdown of the various traits and attributes attributed to servant leadership from a variety of authors. This study uses a working definition of a servant leader, utilized by Jaramillo et al. (2009) and Ehrhart (2004), that includes being a servant first, creating relationships with subordinates, empowering subordinates, promoting growth and success, acting ethically and morally, possessing theoretical skills, and creating value for all parties involved (Blanchard, 1998; Crippen, 2005; Greenleaf, 1970; Jaramillo et al., 2009; Taylor et al., 2007; Whetstone, 2002).

These leaders practice stewardship while working within their organizations and community. These servant leaders place others’ needs before their own. These attributes will correlate with the survey instrument to create a solid understanding of what traits will be measured in admission teams.

Table 2.1
Servant Leadership Comparison

Greenleaf (1970)	Servant First, Desire to Serve, Helps Others Grow, Listens, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to Growth
Spears (1995a, 1995b, 1996)	Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment, Community Building
Blanchard (1998)	Leadership Begins on the Inside, Focus on Heart, Servants First, Vision
Laub (1999)	Valuing People, Developing People, Building Community, Displaying Authenticity, Provides Leadership, Shares Leadership
Russell (2001)	Vision, Credibility, Trust, Service, Modeling, Pioneering, Appreciation of Others, Empowerment
Russell and Stone (2002)	Vision, Honesty, Integrity, Trust, Service, Modeling, Pioneering, Appreciation of Others, Empowerment, Communication, Credibility, Competence, Stewardship, Visibility, Influence, Persuasion, Listening, Encouragement, Teaching, Delegation
Whetstone (2002)	Visionary, Path Finder, Focus on Service to Others, Listens to Others, Others Define Their Own Needs
Sendjaya (2003, Sendjaya, et al., 2008)	Voluntary Subordination, Authentic Self, Covenantal Relationship, Responsible Morality, Transcendent Spirituality, Transforming Influence
Crippen (2005, 2009, 2010)	Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to Others Growth, Building Community, Caring
Taylor et al. (2007)	Ethical, Sound, Unselfish, Lead by Example, Positive, Moral
Jaramillo et al. (2009)	Valuing People, Attachment, Loyalty, Service the Needs of Others, Honesty, Integrity, Ethics

Homburg (2011)	Listening, Trust, Servant First, Customer Oriented Behaviors,
Yukl (2010, 2011)	Vision
	Spirituality, Trust, Caring, Explore New Paradigms, Morals,
	Ethics, Leading by Example, Unselfish

Note: Adapted from Rauch, 2007, p. 42

Significance of Servant Leadership

Servant leadership was chosen for this study over transformational leadership, positive psychology, psychological capital, and high performing workforce studies due to the inclusive nature of servant leadership and the qualities that relate to sales and team development. Servant leadership entails creating a focus on organizational goals and merits while enhancing the position of those receiving the benefits of the leadership practice.

Senge (1990) reminds us that systems that change require a variety of leadership types at different times in organizational development. It appears that servant leadership may be one vehicle for possible systems change within educational organizations. Servant leadership is not a panacea. It is a transformational, democratic form of leadership that requires time to implement and abundant opportunities to involve all members of the learning community. (Crippen, 2005, p. 13)

Servant leaders have been associated with being a servant first, transformational, leading aspirations, sound ethics, solid morals, unselfish actions, leading by example, comingling with all hierarchical levels, creating a positive work environment, fair and equitable treatment of all prospects, and being a servant first (Andrews & Chompsuri, 2001; Jaramillo et al., 2009; Kotter, 1996; Mendenhall et al., 2008; Taylor et al., 2007; Ungson

& Wong, 2008; Yukl, 2010). Servant leadership focuses on a multidimensional view of helping others while obtaining organizational goals simultaneously.

Servant leadership was focused on because servant leaders are transformational. Servant leadership includes transforming individuals (Taylor et al., 2007). “The goal of transformational leadership as articulated by researchers is to transform people, in a literal sense, to change them in mind” (Taylor et al., 2007, p. 404). Transformational leaders help others for the good of the organization or society (Yukl, 2010). Taylor et al. (2007) indicated “that servant leaders ‘select the needs of others as [their highest] priority” (Taylor et al., p. 404).

Servant leadership also shares traits with positive psychology and psychological capital.

Positive psychology is defined on the Positive Psychology Center website as “the scientific study of positive characteristics and strengths that enable individuals to thrive.” Additionally, it is thought to be based on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play. (Bar-On, 2010, p. 56)

Positive psychology and servant leadership share the common goal of helping others achieve. According to Bar-On (2010) positive psychologists often focus on “self-regard” and “self-acceptance” (56). Servant leadership examines leaders who look to cultivate their experiences and those of their peers in a positive manner (Yukl, 2010). Servant leadership incorporates positive interactions and leading others. Positive interactions and leading others ties into the concept of psychological capital.

Servant leadership was also chosen over the idea of psychological capital. Psychological capital is incorporated into the values of servant leadership (Peterson et al., 2011). Both psychological capital and servant leadership help to redirect goals, optimism, and being resilient.

Psychological capital has been defined as “an individual’s positive psychological state of development that is characterized by (a) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; (c) making a positive attribution (optimism) about succeeding now and in the future; and (d) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success. (Peterson et al., 2011, p. 428)

Personalism and Servant Leadership

J. Thomas Whetstone (2002) created a correlative link between personalism and servant leadership. Both personalism and servant leadership involve shaping leader actions to those needs that have been expressed by followers or coworkers. Personalism indicated that “every person has his or her vocation in life in response to subjectively recognized values, but this coactions recognizes that the objective world or their personas and relations among and between them” (Whetstone, 2002, p. 385). According to Whetstone (2002) servant leadership is useful in incorporating personalism into the workplace: “The servant leader needs to abandon his own preconceptions of how best to serve, then wait and listen until others define their own needs and can state them clearly” (p. 398).

Servant leadership can direct the path and vision of the followers to an end goal (Whetstone, 2002). Teams and individuals needing guidance to a specific goal can rely on servant leadership. Servant leadership ties into personalism in that “the servant leader focuses on himself as a person and how he can beneficially serve others, whom he values for their dignity as person, helping them to exercise freely their personal subjectivity and autonomy in a morally responsible manner. He seeks to build true community, one involving full participation and solidarity” (Whetstone, 2002, p. 390). Servant leaders in the admission team setting should also possess a vision that will lead to the benefit of the organization and students involved. This will enable the admission team member to recruit with the best interests of both the university and the student in mind.

Servant Leadership and Sales

As servant leaders identify their followers’ values and needs, they can help them attain the same servant leadership traits. Servant leadership traits have been positively correlated to effective and increased sales performance (Whetstone, 2002). As sales teams create positive interactions utilizing servant leadership, their productivity and success ratios should increase. Once these admissions team traits are identified, a measure of servant leadership needs to be chosen. Positive interactions boost servant leadership followers’ abilities to adapt to this leadership style.

Skinner and Kelley (2006) exerted that the effect of positive individual and organizational change can be attained “most effectively through a dialogue focusing on strengths and positive circumstances” (p. 77). Skinner and Kelley (2006) have indicated that sales forces and sales organizations thrive on positive sales force interactions and

moods. “Clearly, sales researchers have demonstrated an interest in investigating positive aspects of the sales profession” (Skinner & Kelley, 2006, p. 79).

Both servant leadership and appreciative inquiry have been linked to positive sales performance in a variety of settings, including university sales admission teams (Skinner & Kelley, 2006). While this study does not utilize appreciative inquiry within the research method, a brief mention of this topic will further our understanding of positive sales force interactions. “Appreciative Inquiry is based on the assumptions that positive individual and organizational change can most effectively be achieved through questions and dialogue focusing on organizational strengths and successes, as opposed to its weaknesses and failures” (Skinner & Kelley, 2006, p. 79). Researchers are now looking into positive sales motivation techniques. Appreciative inquiry focuses on what is working and what is right in the organization, not what is wrong. Servant leadership also focuses on creating positive experiences within an organization. Positive sales interactions drive motivation in employees (Yukl, 2010).

Sendjaya et al. (2008) attempted to create a measure of servant leadership. According to Sendjaya et al. (2008), “servant leaders encourage followers to demonstrate consistency between what they say and do, transparency about their limitations, and engagement in moral reasoning” (p 404). Such leaders have a well defined vision that they hope to incorporate within their organization. The literature by Sendjaya (2008) suggests that servant leaders lead ethically because “the personal transformation that servant leaders bring about in others occurs collectively and repeatedly, and in turn, stimulates positive changes in organizations and societies” (Sendjaya et al., 2008, p. 408).

The authors “conducted two empirical studies to triangulate the findings from the literature and to help establish the psychometric properties of the measure” (Sendjaya et al., 2008, p. 405). The study created a 35-item assessment of servant leadership. The study showed that effective servant leaders create followers who “engage in discretionary behaviors directed toward other individuals and organizations” (Sendjaya et al., 2008, p. 419). The study also indicated a need for research that examined various cultural settings to create effectiveness within servant-leadership-oriented organizations.

Human Capital and Servant Leadership

Creating a fluid plan of execution is key to developing effective university admission teams. Human capital training and retention are important to admission team success. Jaramillo et al. (2009) explores the relationship between servant leadership and turnover of sales forces in various industries. “Voluntary turnover is one aspect of retention that has a pervasive effect on the organization because it disrupts the ability to sustain and develop mutually beneficial relationships with revenue-producing customers, while simultaneously burdening the organization with additional costs” (Jaramillo et al., 2009, pg. 351). The loss of a sales person equals lost sales, leads left uncalled, potential clients with no point of contact, high replacement costs, and lost revenue (Jaramillo et al., 2009).

The loss of sales people creates various obstacles for organizations. Universities and organizations should look for ways to retain their sales forces. According to Jaramillo et al. (2009), the key retention factor of sales people is the direct relationships with supervisors and managers. The leadership style exhibited by the leader has a direct correlation on sales force retention. Leaders need to maintain an employee centered

mentality and attitude. Servant leadership styles have indicated valuing people and a sense of being valued is often paramount to sales success. “The theory behind servant leadership is that such leadership helps create a positive work environment in which salespeople develop feelings of attachment and loyalty to the organization” (Jaramillo et al., 2009, p. 352).

Jaramillo et al. (2009) pointed out that servant leadership has two main points to create a winning sales force: (1) “servicing the needs of others” and (2) “the leaders actions are driven by core personal values of honesty and integrity” (p. 352). Servant leaders in sales forces practice and preach positive ethics in organization and sales dealings. These subordinates operate more ethically because they have positive role models (Jaramillo et al., 2009). These points can directly correlate to university admission teams’ members in that they must service the needs of others while maintaining organizational ethics.

Justice and Servant Leadership

According to Mayer et al. (2008), justice is an essential part of servant leadership. “Servant leaders are sensitive to the ‘needs and desires’ of followers, it is likely that they will treat employees in an interpersonally sensitive manner thus improving followers sense of justice” (Mayer et al., 2008, p. 182–183). As university admission teams look to attract students from various cultures and localities, attention should shift to creating a level playing field for admission representatives when obtaining their recruitment goals. Whether recruiting or obtaining prospects from local sources or overseas, admission teams should have global competencies that enable cultural assimilation, justice, and sensitivity.

“Consistent with the proposed theoretical model, the relationship between servant-leadership and follower job satisfaction was mediated by justice perceptions and need satisfaction” (Mayer, 2008, p. 192). Admission or sales representatives who are led by servant leadership should exhibit traits that indicate fair and equitable treatment of prospects and should increase satisfaction of potential entrants into their schools (Bell & Hable, 2009; Mayer, 2008; Rieke et al., 2008). “Servant leadership has commonalities with other models of leader behavior with ethical components, such as transformational leadership, the explicit focus on a leader’s ethical responsibility to be concerned with follower needs distinguishes it from related types of leadership” (Mayer et al., 2008, p. 181).

Research has suggested that “while justice does partially mediate the relationship, there is also a direct relationship between servant-leadership and follower need satisfaction. These empirical findings support theoretical work on servant-leadership which suggested that leaders play an important role in satisfying follower needs and ultimately improving job satisfaction” (Mayer, 2008, p. 192).

Organizational Fit

Person-organization fit is key to managing organizational ethics. As Jaramillo et al. (2009) discovered:

When organizations set high standards of ethical conduct, sales people can better cope with the ethical dilemmas that the selling job brings and develop trust and a psychological attachment style to the organization. Research has provided significant evidence that salespeople report higher levels of organization

commitment when they think their organization is ethical. (Jaramillo et al., 2009, p. 355)

Servant leaders lead in an ethical and fair manner (Jaramillo et al., 2009). These individuals look to create opportunity and a cohesive work environment.

Admission sales team members who have a negative view of the institution they work for will benefit greatly from servant leaders (Jaramillo et al., 2009). Sales team members who have negative attitudes benefit from a servant leaders attitude, perceptions, and goodwill. If universities have a negative sales force, servant leadership can help increase the admissions team's productivity and workplace atmosphere. Jaramillo et al. (2009) stated, "Specifically, we pose that the impact of an ethically oriented servant leader is more important when the organization is viewed by salespeople as having lower ethical standards.... Without clear organizational ethical policies, the beliefs and actions of leaders who are honest and credible can bring clarity to the salesperson" (p. 354).

In their 2009 study, Jaramillo et al.'s methodology utilized a sample of sales people from various sales organization settings. These individuals were assessed with 14 sales-driven questions and seven dimensions of servant leadership.

Not only may servant leaders help mitigate negative fallout by helping to directly induce more ethical concern into organizations, but it also suggests that servant leaders help to create an employee-focused culture in which salespeople can feel more comfortable seeking counsel and engaging in dialogue about appropriate solutions to problems- a significant undertaking to be sure in business environments where pressures for higher revenues, margins, and profits could otherwise diminish such interactions. (Jaramillo et al., 2009, p. 359)

This study indicated a need for future research on servant leadership's impact on objective sales measures within an organization.

As traits of effective sales teams are examined, the need for understanding the strategies that work with servant leadership is also needed. "Let Marketers Reclaim Corporate Strategy" by Mattsson et al. (2006) examined "enacting strategy through supporting competent managers who practice 'servant leadership' as key to both strategy formulation and implementation" (p. 165). Their research analyzed the notion that strategy boosts marketing and a grand strategy boosts employees and customers. The authors argued that a bottom-up view of strategy allows for a realistic view of what happens with customers, a better understanding of goal attainment, and realistic meaningful employee interactions. Servant leadership entails creating a reversed corporate hierarchy (Mattsson et al., 2006), and servant leaders in admission teams create innovation and a revised corporate agenda.

Marketing builds upon long-term strategy by empowering leaders "or managers who can make holistic abstraction out of complex interactions. Ideally, servant leadership is a fitting description of managers who participate directly in the interface and who help us construct these models" (Mattsson et al., 2006, p. 171). Managers need to be able to organize and run an organization and interact with customers. Servant leadership managers, leaders, and sales teams need to be able to construct models to follow that are fluid and easy to understand (Mattsson et al., 2006). These models act as blue prints for individuals to follow in various settings and cultures.

Jaramillo et al. (2009) indicated that "salesperson perceptions of managers' servant leadership empirically relate to salesperson customer orientation, in turn driving

adaptive selling behaviors, customer-directed extra-role behaviors, and sales performance outcomes” (p. 257). The research showed that salespeople need to create and adopt a customer-centric mindset. Sales leaders and managers are responsible for creating and maintaining sales force culture and motivation. These leaders acknowledge diversity and culture in their daily routines and allow for adaptation to create a culturally diverse workforce.

Altruism in Admissions

Servant leaders in admission teams need to maintain compassion and consideration for their teams and student recruits, and “sales leadership styles that reach and model genuine care for others should be particularly effective in developing a sincere focus on customer wants and needs” (Jaramillo et al., 2009, p. 257). Jaramillo et al. indicated in their work that further research on the impact of servant leaders on sales force customer orientation is needed.

Jaramillo et al. (2009) indicated that managers and leaders have a direct effect on a salesperson’s interactions with customers and potential leads. Jaramillo et al. (2009) highlighted “a specific instance of this connection between sales leadership and sales force performance: servant leaders help the firm create a culture in which serving the customer becomes the central organizational principle, which in turn produces desired performance outcomes” (p. 258).

Schein (1985) argues that organizational leaders are primarily responsible for creating and managing organizational culture, defined as the shared set of assumptions, values and beliefs that employees hold. Company leaders therefore must be the focal point in implementing an organizational

culture that focuses on responding to customer expectations (Bowen, Siehl, and Schneider 1989). Servant leadership should be especially helpful in implementing a market-oriented culture. As Greenleaf asserts, managers who possess servant leadership qualities believe that firms have a moral obligation to “serve those who produce and those who use” (2002, p. 155). (Jaramillo et al., 2009, p. 258)

The researchers pointed out that empirical research that examines whether servant leader actions impact the degree to which sales people succeed in various settings is needed. Jaramillo et al. (2009) discussed the need for more research regarding servant leadership and sales teams and individuals, suggesting that more research is needed to discover whether there is a leadership-to-performance link. The proposed survey instrument will also measure this link.

Servant leadership differs from other various leadership styles examined because it focuses on followers and establishing positive relationships with them. “Servant leadership values held by sales managers have a significant effect on salesperson values about customer interactions, ultimately affecting salesperson performance” (Jaramillo et al, 2009, p. 260). To enable servant leadership to exist in admission teams the leaders must be able to create this type of environment.

Jaramillo et al. (2009) indicated that the servant leadership skills and transformations can make salespeople genuinely want to help customers. This in turn produces higher close ratios for admission teams. Their research suggests that looking at sales experience, customer orientation, and adaptive selling all play into a salesperson’s willingness to practice servant leadership as demonstrated by their leaders.

The research from Jaramillo et al. (2009) was drawn from a large market research company with around 1 million employees. The sample size was 501 salespeople with an average of 10.3 years of experience. The respondents worked in a variety of industries. An ANOVA and confirmatory factor analysis were run to correlate the responses from a survey. This research proved that servant leadership has a positive impact on sales teams' and individual's performance. The instrument indicated an alpha of 0.01 for the survey items utilized to represent the constructs of the study. "Reliability was assessed with Cronbach's alpha and the composite reliability. Both statistics produced results above .07, which provides evidence of adequate reliability" (Jaramillo et al., 2009, p. 264). The average variance extracted from the results ranged above the 0.6 level. The primary survey has been proven to be valid because it has proven to measure the expected variables.

Specifically, the research indicated that less experienced salespeople who have a servant-leadership-oriented manager exhibit these tendencies more due to their willingness to adapt to the different style (Jaramillo et al., 2009). The limitations of the study were a lack of comparison with other leadership styles to measure effectiveness against them. Jaramillo et al. (2009) indicated that looking at the length of time sales people have been in admissions may have an effect on their numbers as well as servant leadership.

Admissions and Globalization

Admission representatives have the responsibility to recruit top students from both local and global areas. According to a report published in 2011 by the Institute of International Education (IIE):

The number of international students at colleges and universities in the United States increased by five percent to 723,277 during the 2010/11 academic year, according to the Open Doors report, which is published annually by the Institute of International Education (IIE) in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs. This represents a record high number of international students in the United States. This is the fifth consecutive year that Open Doors figures show growth in the total number of international students, and there are now 32 percent more international students studying at U.S. colleges and universities than there were a decade ago. The 2010/11 rate of growth is stronger than the three percent increase in total international enrollment reported the previous year, and the six percent increase in new international student enrollment this past year shows more robust new growth than the one percent increase the prior year. (www.iie.org)

During the 2011/12 academic year, the number of international students increased 5.7 percent to 764,495 (www.iie.org). According to another report published during the 2011–2012 school year, the “Association of International Educators estimates that international students and their dependents contributed approximately \$21.81 billion to the U.S. economy during the 2011/2012 academic year” (www.iie.org). Table 2.2 shows

the increased enrollment numbers in the United States for both international and domestic students as compiled from the National Center of Education Statistics. The continued increase in international students deserves attention from our university admission representatives.

During the 2011–2012 school year 228,464 new international students began classes in the United States. The 115,877 international students in the Midwest generated \$3,305,000,000 in revenue during the 2011–2012 school year (iie.com). Adaptation to recruitment of these global prospects could produce more revenue, higher enrollment numbers, and increased diversity for universities in the United States. Admission representatives and leaders should not only focus on local, but also on global prospects for admission to help capture a piece of this steadily growing demographic. Using data from the National Center of Education Statistics, table 2.3 depicts the number of new international students reported each year. Figures 2.1 and 2.2 illustrate the growing number of international students in the Midwest and the financial impact of those students.

Table 2.2

Student Enrollment Trends – United States

Year	Int'l Students	Annual Change %	Total Enrollment	International Change %
2000/01	547,867	6.4	15,312,000	3.6
2001/02	582,996	6.4	15,928,000	3.7
2002/03	586,323	0.6	16,612,000	3.5
2003/04	572,509	-2.4	16,911,000	3.4
2004/05	565,039	-1.3	17,272,000	3.3
2005/06	564,766	-0.05	17,487,000	3.2
2006/07	582,984	3.2	17,759,000	3.3
2007/08	623,805	7.0	18,248,000	3.4
2008/09	671,616	7.7	19,103,000	3.5
2009/10	690,923	2.9	20,428,000	3.4
2010/11	723,277	4.7	20,550,000	3.5
2011/12	764,495	5.7	20,625,000	3.7

Table 2.3

New International Student Enrollment

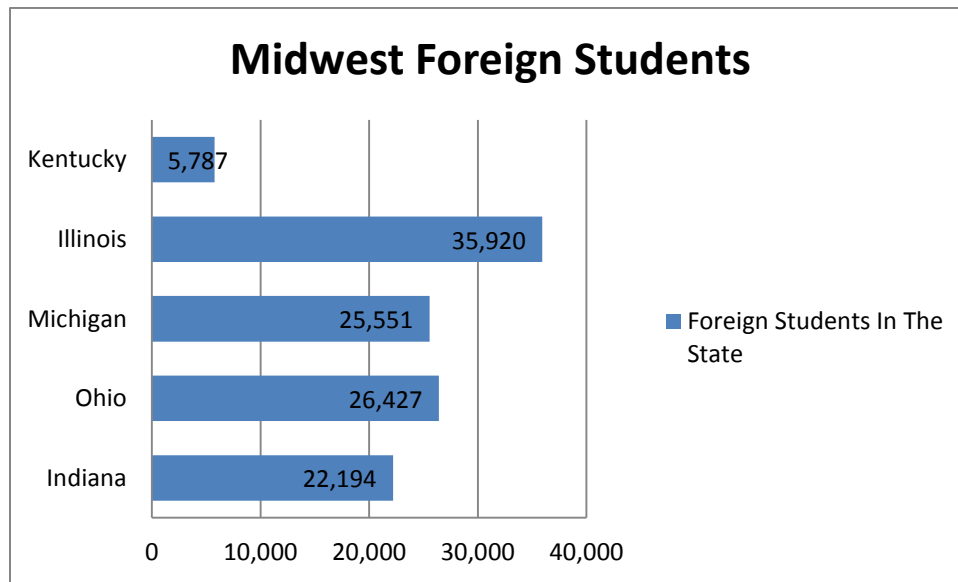
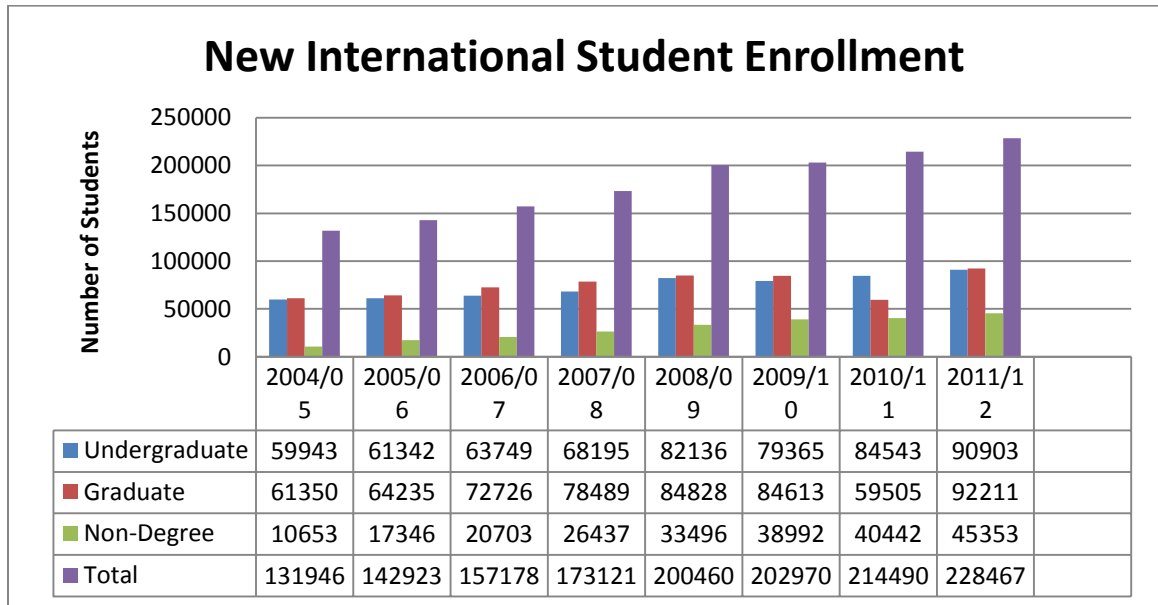


Figure 2.1. Number of foreign students in the U.S. Midwest by state.

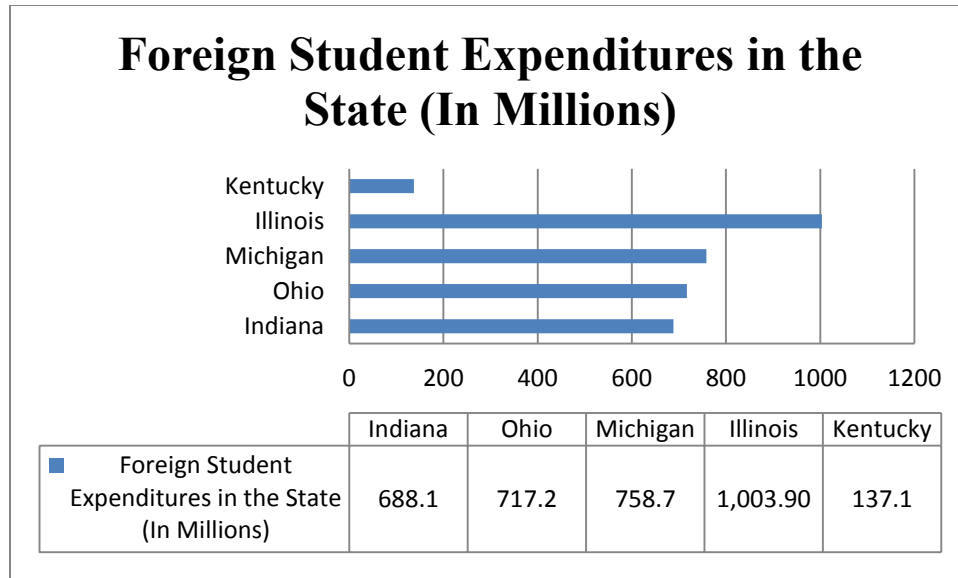


Figure 2.2 Foreign student expenditures in U.S. dollars.

As colleges compete for top talent locally and internationally recruiters need to focus on concepts and skills that will help obtain higher student enrollment. “It is positive news that our higher education institutions continue to excel in attracting students from all over the world, and in preparing American students to succeed in an increasingly global environment,” said Allan Goodman, President and CEO of the Institute of International Education (www.iie.org). These international students bring revenue to both universities and the communities that surround them. “Educational exchange in both directions furthers business and cultural ties between the United States and other countries” (www.iie.org).

Globalization Research

Universities recruit potential students from diverse backgrounds and cultures. The purpose of this study is to examine the correlative value of servant leadership on private Midwestern universities admissions teams’ performance. These universities

recruit students from various cultures and localities. Globalization has created organizational melting pots filled with various cultures, ideas, norms and values. “While the design of structures and processes holds a central position in strategy implementation, the cultivation of a global mindset might prove to be as consequential in practice” (Ungson & Wong, 2008, p. 418). A global mindset has been defined as “a set of deeply held internal mental images and assumptions, which individuals develop through continuous process of learning from experience” (Ungson & Wong, 2008, p. 418). Each individual employee has his or her own global mindset. Collectively the organizational mindset represents the collection of its human capitals global mindsets.

Ungson and Wong (2008) stated, “In relating cultural differences to strategic implementation, what matters is *why* individuals from different cultures think differently, and what the consequences are for implementation. Learning to understand why cultural differences exist and to act in a manner that reflects this understanding is what we refer to as ‘cultivating a global mindset’” (p. 419). University admissions teams need to establish a clear understanding of the cultures represented in their population, including but not limited to students, employees, customers, business associates, and suppliers. Identification of key cultural clues will enable a formulation of global strategy and mindset.

As universities recruit students from various countries and cultures, an understanding of what implications and strategies work best when servant leadership is utilized by admissions teams managers may be beneficial. How can utilizing servant leadership within a sales team that is interacting with a variety of cultures be helpful? Is there an impact on the admissions team’s success as they utilize their skills in varied

settings? These are questions admissions team managers need to answer before achieving a global presence while utilizing this management practice.

In the competitive environment of student recruitment, universities may benefit from identifying and understanding the internal and external actions taken by their customers, partners, and employees. “In order to avoid behavior pattern reversion, companies seeking long-term change have recognized that culture modification is not just an outcome of a transformation program but its driving engine” (Andrews & Chompsuri, 2001, p. 79). Revision of corporate culture requires various paradigm shifts and attitude changes. The group think mentality will need to be shelved, and innovation will become prevalent within these organizations.

Managers and leaders would likely benefit from embracing cultural differences and learning to work within the parameters of their assigned geographic and cultural areas. “With continuous exposure to foreign cultures, taken in tandem with a genuine desire to understand any differences, subsequent patterns of decisions and actions will define an individual’s global perspective and his propensity to accept and accommodate attitudes and behavior that might be different from his own” (Ungson & Wong, 2008, p. 429). Acquiring a global mindset is a continual process. This approach involves constant checks and balances to ensure a nonbiased opinion and strategy is formulated. As employees and universities expand globally to acquire talent for the programs they need to create an awareness of whether or not servant leadership will be appropriate for their global partner’s values and norms.

Intercultural Leadership

Globalization is a growing topic for various organizations (Yukl, 2010). As technology increases university admission teams and leaders will need to communicate and function in various cultures and settings (Mendenhall et al., 2008). Assessing global leadership competencies will require strategic planning and various methodologies due to the various cultures represented in a global marketplace (Mendenhall et al., 2008; Kotter, 1996). According to Drew and Bensley (2001), “diversity is a fundamental determinant of optimal and effective service delivery in a global context. It is an imperative of globalization and, concomitant with staff capability and caliber; it creates a sustainable and viable organizational culture” (p. 62).

Universities must send admissions representatives and leaders to an assortment of locations to begin business operations in various vicinities and cultures to gain market support and increase recruitment in various localities. These universities need to develop a plan to evaluate, review, and critique their admission leaders, teams, and individuals in various cultures and locations. While examination of the outcome of globalization research is important, the ability to identify the key components exhibited by admission teams, leaders, innovators, and cultural change agents will help create a solid foundation for training and cultural cohesiveness in admission representative selection. Examination of admission team performance characteristics, competencies, and feedback will enable global leaders to develop a plan to implement global practices in their universities.

Intercultural Competencies

Globalization requires admission team leaders and innovators to understand competencies in intercultural communication and leadership. “The pioneering work on

competency as a concept in the workplace was carried out by McClelland, who defined it as a set of underlying characteristics that an individual or team possesses which have been demonstrated to predict superior or effective performance in a job” (Mendenhall et al., 2008, p. 64). Through exploration of these competencies organizations can evaluate their global leaders’ skill sets and innovative qualities.

“Because effective interaction with culturally different others is a critical aspect of effective global leadership in most contexts, the assessment of intercultural competence is highly appropriate” (Mendenhall et al., 2008, p. 67). Organizations are comprised of individuals from various cultures and localities. These individuals exhibit various traits, norms, role expectations, and characteristics (Yukl, 2010). As organizations expand into ‘blue oceans’ these individuals need to tailor their individual characteristics to match their global skill set needed for their specific situation (Mendenhall et al., 2008; Yukl, 2010).

Effective global leaders are a vital asset for organizations today (Van Dyne & Ang, 2006). In the current milieu of diversity, complexities, and international competition, having leaders who are capable of understanding, functioning, and managing in the global environment is a valuable, rare, and inimitable resource that can offer firms a competitive advantage (Ang & Inkpen, 2008; Barney, 1992). It is, therefore, of little surprise that training and development of global leader competencies is one of the top-five organizational practices that significantly influence effectiveness of multinational companies (Stroh & Caligiuri, 1998). (Kok-Yee et al., 2009, p. 511)

Scholars and universities have developed various methods of evaluating performance through intercultural competence. These assessments range from standard performance reviews to 360 degree feedback assessments. These assessments and critiques examine various traits, characteristics, and learning abilities. “It is appropriate to recognize that practitioners and scholars have developed a variety of assessments and survey instruments for identifying variations in national cultural values across a range of dimensions, although these are not directly focused on assessing global leader competencies” (Mendenhall et al., 2008, p. 66). Intercultural adaptability includes flexibility, openness, emotional resilience, perceptual acuity, and personal autonomy (Mendenhall et al., 2008). These traits are important when entering into a new culture.

Cultural Adaptation

Entering into a new location or culture requires an ability to adapt and interpret new data (Eckert et al., 2010). According to Mendenhall et al. (2008), individuals pass through five stages when adapting to a new locality and culture. The first step is denial (Mendenhall et al., 2008). This stage is exhibited when an individual has an ethnocentric viewpoint. The culture that the admission representative, team, or global innovator is accustomed to is viewed as the correct custom.

Stage two represents the individual’s defense of stage one. In stage two individuals view their culture as the only acceptable and local choice to follow (Mendenhall et al., 2008). Leaders and managers in stage two refuse to acknowledge the validity and probable importance of cultural aspects from another culture. This lack of acceptance can be detrimental to an organization’s growth (Yukl, 2010).

The third stage, according to Mendenhall et al. (2008), involves minimization of differences. This stage allows individuals to view their culture on a larger scale. Once this enhanced view is obtained, acceptance (step four) can occur. “Acceptance is your understanding that there are other cultures out there besides yours, you may not agree with it, but you know it’s out there” (Mendenhall et al., 2008, p. 69).

The fifth stage involves integration of cultures (Mendenhall et al., 2008). “Acceptance of another culture yields both perception and behaviors appropriate for effective functioning in that culture as well as an ability to see the larger world in new ways” (Mendenhall et al., 2008, p. 69). Once individuals have obtained a global mindset stage five is easier to attain. Individuals can embrace foreign ideas and cultures while remaining aware of stereotypes, biases, and predisposition notions.

Intercultural Immersion

Once admission representatives understand the performance cues, causes, and outcomes, they can become engaged, active participants in intercultural immersion (Arasaratnam et al., 2010). Some leaders, innovators, and high sensation seekers will become engaged participants in the intercultural communication and integration process. “It appears that, when interacting with someone from a different culture, high sensation seekers are able to be engaged listeners” (Arasaratnam et al., 2010, p. 77). Engaged listeners allow for communication to be a continual flowing process (Yukl, 2010).

“Despite their propensity for boredom, it appears that, when interacting with someone from a different culture, high sensation seekers are able to be engaged listeners” (Arasaratnam et al., 2010, p. 77). Intercultural communication requires both the sender and receiver of messages, both verbal and nonverbal, to become actively engaged in the

dialog (Yukl, 2010). Effective cultural immersion will enable leaders to decode messages in the appropriate context. This will allow for less ambiguity in message communication. Clear communication channels will benefit admission representatives sending messages to various recipients.

In order for global leaders and admission representatives to be effective, it is essential that they understand that effective leadership styles vary across cultures. “People are sensitive to the values and attributes explicitly and implicitly displayed by leaders” (Campbell & Dardis, 2004, p. 25). Through examination of global leader characteristics, competencies, and feedback, university personnel will be able to create training programs and standards that can lead to enhanced global practices for admission representatives and teams. Competencies should be able to be utilized cross-culturally and adapted to various cultural settings.

Global leaders and admission representatives need to have adequate job comprehension and cultural knowledge before entering into their new position to establish credibility within their new business surroundings. When assessing a global leader’s competencies, various instruments and measures can be utilized. “Broadly classified, assessment instruments used in developing global leaders fall into one of three categories: cultural difference assessments, intercultural adaptability assessments, and global leadership competency assessments” (Mendenhall et al., 2008, p. 66).

Mendenhall et al. (2008) defined cultural assessments as those instruments that measure various traits and attributes gained from a particular upbringing or surroundings. Intercultural adaptability assessments measure how quickly and easily global leaders and innovators can change and adapt to various cultural settings and situations (Mendenhall et

al., 2008). Global leadership competency measures how well an individual is versed in the culture and actions of various cultures and locations (Mendenhall et al., 2008).

As innovators emerge in the global marketplace the multicultural personality questionnaire helps construct a picture of what traits and attributes to look for in intercultural leaders. The multicultural personality questionnaire developed by Karen van der Zee and Jan-Pieter van Oudenhoven (2000) measures five personality dimensions that affect the success of expatriate managers and leaders (Mendenhall et al., 2008). The five dimensions that correlate to success for global leaders are cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility (Mendenhall et al., 2008).

Cultural empathy is an individual's ability to relate to emotions and positions. This dimension helps measure an individual's skills relating to other cultures. Another dimension that is important for performance review according to Mendenhall et al. (2008) is open-mindedness. This attribute illustrates the ability to think outside one's comfort zone. This allows for adaptation in new cultures. When individuals are able to accept and question all the actions for both their culture and the new culture they are engaging in, they have achieved open-mindedness.

Social initiative relates to global leaders' abilities and skills in creating and facilitating change (Mendenhall et al., 2008). Performance of global leaders can also be judged on their emotional stability (Mendenhall et al., 2009). Emotional stability refers to leaders' competence in maintaining composure. A strong cultural base and an understanding will help maintain this stability (Yukl, 2010). Once a global foundation

has been established, flexibility is needed to change with organizational and cultural shifts (Mendenhall et al., 2008).

Expatriate Leaders

While examining the outcome of various organizational intercultural dealings may help decide where to move individuals, a solid understanding to the core competencies needed to survive in an intercultural environment will present greater benefits to expatriate leaders (Kok-Yee et al., 2009; Yukl, 2010). Admission representatives and universities may benefit from acquiring solid intercultural competencies. Global leaders and travelers have identified personal traits and skills as the foundation for outcomes of intercultural situations (Templer, 2010). Individuals enter into situations with predispositions, judgments, various skills, and competencies. These personal attributes help to construct the social reality of the intercultural participants.

“However, when Arthur and Bennett (1995) asked expatriates from various countries to rate the importance of several personal attributes for expatriate success, they found the following importance factors (in descending order): family situation, flexibility/adaptability, job knowledge and motivation, relational skills, and extra-cultural openness” (Templer, 2010, p 1755). These international leaders also indicated that there is a strong need for individuals to have a vision (Kotter, 1996). “Vision refers to a picture of the future with some implicit or explicit commentary on why people should strive to create that future” (Kotter, 1996, p. 68).

A strong vision may benefit admission teams by creating a direction to aspire toward. According to Kotter (1996), a soundly constructed vision is comprised of three steps. The first step is “clarifying the general direction for change, by saying the

corporate equivalent of we need to be south of here in a few years instead of where we are today,” it simplifies hundreds or thousands of more detailed decisions” (Kotter, 1996, p. 68). This step helps participants identify where they are in the change progression versus where they should be in the process.

The second step involved in creating a vision is motivating individuals to act in the right direction (Kotter, 1996). This second step aids individuals in creating new and innovative ideas and ways to gain acceptance and compliance with new rules, sanctions, notions, and processes (Kotter, 1996). Change is not always easy, but sometimes it is necessary. By examining the leaders’ or admissions representatives’ performance during intercultural assignments organizations can understand how to implement change within a given culture or organization (Templer, 2010).

The third step “helps coordinate the actions of different people, even thousands and thousands of individuals, in a remarkably fast and efficient way” (Kotter, 1996, p. 69). This final stage of creating a vision allows for the vision to spread. Understanding individuals’ personal attributes and performance will allow trainers and mentors to cognitively create meaningful training courses and curriculum.

By integrating research from individual experiences and circumstances, universities can develop a concrete understanding of who to send cross-culturally and how to train these individuals. “We aim to develop a better understanding of how and why global leaders learn from their international assignments to become better global leaders” (Kok-Yee et al., 2009, p. 523). “We recommend that researchers adopt a developmental perspective when studying expatriates and short-term travelers, so that the

developmental benefits of international assignments can be maximized for both organizations and individuals” (Kok-Yee et al., 2009, p. 523).

Organizational Change

Change takes time to transform an organization. Getting all the key players on the same thought process can be a tedious and egregious task. “Many forces can stall the process far short of the finish line: turnover of key change agents, sheer exhaustion on the part of leaders, bad luck, inaccurate findings and data” (Kotter, 1996, p. 132).

Globalization will require accurate and conscience data.

Examining global intercultural competencies, cause and effects, and performance has exposed a direct link to global innovation and corporate success (Arasaratnam et al., 2010). Universities may also benefit from examining their global competencies.

Globalization has allowed universities to acquire students from diverse backgrounds and experiences. Technology has leveled the corporate battlefield, creating a global market that requires intercultural competence (Yukl, 2010). Leaders who can embrace a multicultural competence intertwined with effective performance orientation will strategically place their organizations on the path to success.

Globalization is extremely important for organizations and universities in today’s vast business market. Strategies for globalizing personnel according to Mendenhall et al. (2008) include: “international business travel, international business seminars with in-company personnel; international business seminars with non-company personnel; international project teams/task force; international assignments (both expatriation and impartation)” (p. 167). The key to extracting useful information from these dealings is to

focus primarily on leaders' performance during international assignments (Mendenhall et al., 2008; Robertson & Webber, 2000).

Performance during global and intercultural dealings helps to understand what attributes, traits, competencies, and skills are needed to function and succeed in today's global marketplace (Mendenhall et al., 2008). Once these key attributes are extracted, organizations can fit appropriate evaluative tools into the corporate agenda to develop, hire, and train cross-cultural leaders and innovators. Leadership development models can include: 360-degree feedback, executive coaching, job assignment, mentoring, networking, reflection, action learning, and outdoor experiences (Mendenhall et al., 2008). However, individuals must always be aware of the cultural differences involving each type of assessment.

As universities and admission representatives develop interculturally and internationally, a wide-variety of skills, attributes, competencies, and attitudes are needed to function effectively. Organizations and universities who study individual performance will be able to identify those leaders and potential innovations that will be able to put their firm on the global map.

Chapter 3

Methodology

The purpose of this study is to uncover whether servant leadership affects admissions team performance at private universities in the midwestern United States. This study incorporates a collection of data compiled from admission teams and their representatives at the private collegiate level. The research method selected for this study amalgamates data collected from an investigation of dependent and independent research variables. Validity and reliability of the selected research instrument was analyzed. Finally, a discussion of data collection and analysis procedures will demonstrate ethical compliance of institutional review board standards.

Research Method and Design

This research studied admission teams and admission team leaders at private midwestern universities. The geographic areas represented by the term “midwestern” will include a 75 mile radius from Fort Wayne, Indiana (Appendix E). This area includes parts of northern Indiana, northwestern Ohio, and southern Michigan. The study includes 12 private midwestern universities. The researcher selected this area due to a lack of research found on admission teams in the Midwest involving servant leadership. The researcher also chose this particular region due to its proximity to the researchers’ base location. The sample population includes individuals who are admission team members and admission team leaders at private universities located within the midwestern United States. Private universities were utilized due to the availability of the admission representatives to the researcher.

The research sampling consists of a random selection of admission team representatives and admission team leaders from the universities participating in the

study. The names of the individuals and universities are anonymous to maintain the privacy of each university's financial information and to protect each university's proprietary recruitment information and practices. Each participant was given survey instruments to complete that assess servant leadership skills and abilities.

The servant leadership/sales measure utilized in this study is from Ehrhart and adapted by Jaramillo et al. (Appendix A). The survey instruments utilized for this study were replicated with the permission of Ehrhart, who created the original survey, and Jaramillo et al., who adapted Ehrhart's instrument. Both surveys have a proven track record of success. The servant leadership/sales measure utilized from Ehrhart (2004) adapted by Jaramillo et al. (2009) has been utilized within a sales environment in the area of sales research. Ehrhart (2004) utilized the instrument originally in servant leadership studies involving private corporate sales environments. The survey questions align with those servant leadership qualities suggested by Crippen (2010) that apply to educational facilities. The survey used in the current study will also include contact to close ratios, time with organization, and geographic areas covered for prospect recruitment. The additional survey questions allowed the researcher to gather background information on the participants. The geographic data helped the researcher examine the correlation, and cultural and global impact on admissions teams' success ratios.

Participant Setting and Subjects

Both admissions team leaders and members were examined together in the administration of this survey to gain a better overall understanding of the link between servant leadership and multiple dimensions of the admissions function. Both admissions team leaders and members were examined to look at the overall admissions process.

Participants will include both male and female admissions representatives of varying ages and cultures. Cultures comprised of a variance of regional, social, religious, ethical, and moral backgrounds will be examined. Respondent experience and length of employment in collegiate recruitment varied. Responses included salaried, hourly, and commission employees' opinions.

Participants were surveyed at their workplace. Participants responded to a questionnaire regarding their experiences within their respective organization. Each respondent is employed in the midwestern geographical region. In this study the term "midwestern" refers to the areas of located within 75 miles of Fort Wayne, Indiana (northern Indiana, western Ohio, and southern Michigan). These areas were used due to the proximity of the locations to the researcher's base and a lack of research in this geographic region on this topic.

Variables

The variables in the study are servant leadership and the admissions representatives' performance, customer orientation, and adaptive selling. Servant leadership represents the independent variable in this study. In correlative studies of this type, the independent variable servant leadership is selected to determine its relationship to the dependent variable, university admissions offices' performance. Thus this study seeks to find evidence that values of the independent variable, servant leadership, influence values of the dependent variable, university admissions officers' performance.

Admissions performance represents the dependent variable that was measured through self-reporting. As stated previously, values on the independent variable, servant leadership, were evaluated in conjunction with values on the dependent variable,

admission performance. Can admissions performance be measured to identify or suppress a correlation of servant leadership and performance on these admission teams?

The admissions teams were evaluated on the effectiveness on their prospect to close ratio, the number of closed leads as measured per month. These measures examined the number of closed leads, adaptive selling orientation, and the salesperson's customer orientation style. The number of closed leads is measured by the number of individuals who are admitted to a university by each admissions member. The salesperson's customer orientation style and adaptive selling orientation was measured through the servant leadership instrument from Jaramillo et al (2009). Individual admissions representatives self-reported findings for the closed leads and contact to admit ratios.

Demographic information was collected from participants through self-reporting. The demographic information questions prompted the participants to identify experience level with international students, geographic recruitment areas, length of collegiate recruitment in months and years, number of students enrolled per month, and length of time from initial contact to enrollment in the university.

Results were coded and cross-referenced utilizing statistical software. The statistical software package (SPSS) and Mini Tab were utilized to generate links between data points and create histograms and charts. The study will look to uncover the correlation between servant leadership and admission team performance. This study will also seek to understand the impact on admissions teams' success as they utilized their skills in various cultural settings through statistical correlations.

Research Questions

The research questions for this study examined the correlative value of servant leadership on private midwestern universities admissions team's performance. The study sought to understand the relevance of servant leadership on admission teams and leaders in the private midwestern collegiate demographic. Does servant leadership play a role in admissions team performance?

Once the determination was made about whether servant leadership has an association with private midwestern universities admissions teams, the study then addressed contact to admit ratios to determine whether instances of servant leadership increased admission teams' close ratios? The study also examined whether instances of servant leadership produced a change in admission representatives' and leaders' customer orientation level. The study then looked at whether servant leadership and customer orientation are connected to adaptive selling at these universities.

The study followed an exploratory design. This study would look to examine an association between servant leadership and admissions team performance. The researcher collected data from the admissions representatives and scored the data using correlative statistical tests. These calculations included finding the mean, standard deviation, t-values, degrees of freedom, alpha, and Cronbach's alpha.

Parametric statistics were utilized with the data collected. A t-value calculation helped indicate the difference between the means of the groupings while accounting for the variation in scores. Also, to test for differences between the means an analysis of variance (ANOVA) was calculated.

Measures and Instrumentation

There was one primary instrument utilized in this study and a secondary informational questionnaire. The first instrument was obtained with permission to replicate free of cost from Ehrhart and Jaramillo et al. (2009). The survey measures various qualities that they have proven to be effective in servant leadership and sales measures (Appendices B and B2). The second questionnaire gathered basic background information on the participants. This information includes contact to close or admit ratios, sales volume, time with organization, and geographical areas covered for recruitment.

The author of this study describes the contact to close or admit ratio as the amount of time a sales representative takes to move a prospective student to admitted student status. The researcher also categorizes sales volume as the amount of revenue a sales individual typically contributes to the university through closed leads. Time with the organization is measured in months and only includes time as an admissions representative or admissions leader. The geographic areas covered indicate international contact with prospects to allow for a measure of global servant leadership. Information was collected utilizing participant self-reporting as they completed the survey instrument.

Primary Instrument Reliability and Validity

The survey questions have been proven to measure servant leadership qualities (Ehrhart, 2004). The instrument indicated an alpha of 0.01 for the survey items utilized to represent the constructs of the study. According to Jaramillo et al. (2009), “reliability was assessed with Cronbach’s alpha and the composite reliability. Both statistics produced results above .07, which provides evidence of adequate reliability” (p. 264).

The average variance extracted from the results ranged above the 0.6 level (Ehrhart, 2004).

The survey has been proven to be valid because it has proven to measure the expected variables. “Fornell and Larcker’s (1981) approach was used to assess discriminate validity. A test of confidence intervals of factor correlations showed that none of the 95 percent confidence intervals of the factor correlations included one. Also, the average variance extracted (AVE) for each of the factors is greater than squared correlations for all pairs of factors” (Jaramillo et al., 2009, p. 264). The survey has been proven to be reliable because the authors have consistently replicated the questions and results in multiple studies. Jaramillo et al. (2009) have utilized the same survey instrument in their study, “Examining the Impact of Servant Leadership on Salesperson’s Turnover Intention” (1999). The research consistently produced statistically valid alpha reliability results above .95 (Jaramillo et al., 2009).

Comparison of Survey Instruments

Various instruments were considered for utilization in this study. Table 3.1 illustrates the various instruments that were considered for the study and the possible disadvantage each presents to the researcher. Five instruments were considered for this study. The Organizational Leadership Assessment (OLA), Team Effectiveness Questionnaire (TEQ), Servant Leadership Assessment Instrument (SLAI), Servant Leadership Behavior Scale (SLBS), and Servant Leadership/Sales Measure were evaluated for utilizing in this study.

Table 3.1

Servant Leadership Assessment Tools Time Line

Tool Name	Author	Disadvantage
Organizational Leadership Assessment (OLA)	Laub (1999)	High cost for use and a focus on organizations not on both organizations and individuals.
Team Effectiveness Questionnaire (TEQ)	Larson & LaFast (2001)	Provides a measure of effective teams, but not servant leadership.
Servant Leadership Assessment Instrument (SLAI)	Dennis (2004)	High cost of use and a focus on individual leaders.
Servant Leadership Behavior Scale (SLBS)	Sendjaya et al. (2008)	A lack of research and validity uncovered on the correlation among servant leadership, sales, and team effectiveness with this model.
Servant Leadership/Sales Measure & Ehrhart's Model Adapted by Jaramillo et al.	Ehrhart (2004) Jaramillo et al. (2009)	Used with sales and servant leaders previously, not admissions teams.

Organizational Leadership Assessment

Laub (1999) created the Organizational Leadership Assessment (OLA), an instrument considered for utilization in this study. This assessment evaluates a participant's ability to lead in various styles. This assessment is able to measure servant leadership. Laub's (1999) assessment contains a lengthy electronic survey that can evaluate various traits and attitudes involving leadership styles on organizations as a whole.

The OLA instrument has exhibited a dependable validity and reliability by exhibiting a strong Cronbach-Alpha coefficient of .9802. This study has been replicated repeatedly and continually produces statistically valid and reliable data. The study was not chosen for utilization in the current study due to the cost of the instrument and length

of the questions. The OLA would assess the organization as a whole, but individual ratios would not be examined. At a minimum of \$300 per use or \$100 per organization surveyed, the costs to the researcher were prohibitive. The financial rationale behind this decision does not mean a less effective or viable instrument was chosen.

Servant Leadership Behavior Scale

Sendjaya et al. (2008) developed the Servant Leadership Behavior Scale (SLBS), which assesses six dimensions of servant leadership: voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendent spirituality, and transforming influence. The SLBS was constructed utilizing literature reviews, interviews, previous servant leadership measures, and various expert opinions. Sendjaya et al. (2008) posited that “both qualitative and quantitative studies are reported to establish preliminary psychometric properties for the new 35-item, six-dimension measure” (p. 402). The SLBS scale was not utilized due to the lack of research and validity uncovered regarding the correlation of servant leadership, sales, and team effectiveness with this model. The model offered by Jaramillo et al. (2009) and Ehrhart (2004) offered a model with a correlation to sales, teams, and servant leadership.

Team Effectiveness Questionnaire

The Team Effectiveness Questionnaire (TEQ) was created by Larson and LaFast in 2001 (Yukl, 2010). Irving explained that “based on Larson and LaFast’s (1989) grounded theory work identifying the essential characteristics of effective teams, the TEQ (Larson & LaFast, 2001) was developed as a short form providing a single-scale assessment of team effectiveness. The Cronbach alpha coefficient for the TEQ is .85” (p.

42). This instrument provides a measure of effective teams, however it lacks any measurement of servant leadership.

Servant Leadership Assessment Instrument

The Servant Leadership Assessment Instrument (SLAI) was created by Dennis (2004) to measure various servant leadership traits associated with an individual leader.

The SLAI measures the seven concepts found in Patterson's (2003) theory of servant leadership. According to Patterson, the servant leader (a) leads and serves with love (Winston, 2002), (b) acts with humility (Sandage & Wiens, 2001), (c) is altruistic (Kaplan, 2000), (d) is visionary for the followers (Tangney, 2000), (e) is trusting (Hauser and House, 2000), (f) is serving (Wis, 2002), and (g) empowers followers (Covey, 2002)." (Dennis & Bocarnea, 2004, p.1)

The assessment created by Dennis (2004) was not utilized by the author due to the focus on individual leaders and the cost for the instrument utilization.

Data Collection & Analysis Procedures

Data was collected through convenience sampling, which allowed the researcher to collect data in a quick and efficient manner. The participants surveyed are admissions team members or leaders in the Midwest. Convenience sampling can possibly alter the true representation of the population and over- or under-represent a particular group in the sample pool, "however, the sample can provide useful information for answering questions and hypothesis" (Creswell, 2008, p. 155). The researcher also visited private midwestern university admissions representatives on campus to complete the surveys.

Copies of the Jaramillo's instrument were emailed, mailed, or faxed to the appropriate university personnel prior to interviewing participants. Communication with

respondents prior to completing surveys confirmed that the results are confidential. The respondents were provided with pre-paid, pre-addressed secure return envelopes to ensure confidentiality. The surveys received by the researcher were inspected for accuracy and completeness before data calculation began.

The survey is measured on a 5 point scale. The respondents are asked to evaluate their responses from 1 to 5. “Respondents rated each of the items on a 5-point scale from 1 = to a very small extent to 5 = to a great extent. Based on department-level data, Cronbach’s (alpha) reliability for the overall scale was .98” (Ehrhart, 2004, p. 73). The scale has produced results that indicate a strong alpha reliability. The questions on the survey encompass two main areas of servant leadership: ethical behavior and prioritization of subordinate concerns (Ehrhart, 2004; Jaramillo et al., 2009). The results of the survey were gathered and entered into SPSS or Mini Tab. The SPSS program was utilized for calculations including finding the mean, standard deviation, t-values, degrees of freedom, alpha, and Cronbach’s alpha.

Population and Confidence Interval

The results were compared with the geographic location and sales experience of all participants in the admissions team sample pool. A sample size formula was utilized to acquire the sample size needed to achieve a 95% confidence level with a confidence interval of 4 ($ss = (Z^2 * (p) * (1-p)) / c^2$). Adding the confidence level and the confidence interval together allows the researcher to state that she is 95% certain that the true percentage of the population is between x% and y% (-/+ 4). To calculate the results at a 95% confidence level with a confidence interval of 4, there needs to be 72 surveys completed. The population of admissions team members that will be available to survey

equaled 83 and the sample size needed was 72 surveys. Samples were collected at various admissions team functions and concluded with personal follow-up at various private midwestern universities to collect the remainder of surveys needed. The results were then computed using statistical software and a discussion regarding the validity of the study followed.

Ethical Assurances and Permissions

Privacy was a key issue for the methodology of this study. Private universities compete for the top students; therefore strict precautions were followed to maintain anonymity for the universities and the admissions team members represented. Completed survey instruments are kept in a secured location to ensure anonymity of the subjects. Appropriate statistical correlations, charts, and graphs are embedded into the paper to demonstrate the validity of the results. These embedded items help validate claims within the paper.

The researcher obtained permission to conduct research involving human subjects and collect data from multiple entities: the universities within the sample range and the Indiana Tech Institutional Review Board (IRB).

An application was submitted to and approved by the Indiana Institute of Technology Review Board for the proposed survey instrument (Appendix C). The application includes an application for initial review of research using human subjects, an informed consent form, and a consent form to perform research in a specific location. Once this form was approved surveys were administered and the data collection process commenced.

Chapter 4

Analysis and Presentation of Findings

Chapter 4 discusses the findings from the data collection and computation of statistical methodologies as discussed in chapter 3. When admissions team members come in contact with potential domestic and international students, they must include a wide variety of potential candidates from various locations and backgrounds to help create a diverse and innovative student body. “NAFSA: Association of International Educators estimates that international students and their dependents contributed approximately \$21.81 billion to the U.S. economy during the 2011-2012 academic year” (www.iie.org). Admissions teams must embrace both domestic and international students. Presenting materials to multicultural audiences requires specific attention to cultural norms, practices, sanctions, and context. University admissions team members must make a conscious effort to exhibit proper etiquette and leadership traits. Servant leadership could allow for an adaptation of genuine caring, various sales techniques, and customer orientation for admissions departments.

The purpose of this study is to examine the correlative value of servant leadership on admissions teams’ performance at private Midwestern universities. There have been studies of servant leadership in various organizations; however research involving servant leadership and educational admissions teams is lacking (Crippen, 2005; Jaramillo et al., 2009). This study investigated whether there is a connection between servant leadership and admission teams performance. The study also endeavored to understand whether a correlation exists between admissions team members, the use of servant leadership, adaptive selling, and student enrollment numbers in both global and local recruitment.

Research Question

The research questions set out to understand the relevance of servant leadership on admissions teams and leaders in the study's private midwestern collegiate demographic. Is servant leadership present in admissions teams? If these admissions representatives employ servant leadership, do they display a high number of closed sale leads? Research was also conducted to correlate customer orientation abilities and adaptive selling. As admissions recruiters expand into international territories or various geographic regions, an ability to adapt is crucial to connect with prospective students. These customer-centered efforts fall into the parameters of the stated definition of servant leadership for the purposes of this study.

In the current study, the following research hypotheses were tested:

Hypothesis 1

- H1^{o1}: No significant relationship between admission representatives and servant leadership as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004), which encompasses two main areas of servant leadership: ethical behavior and prioritization of subordinate concerns.
- H1^{a1}: Significant relationship between admission representatives and servant leadership as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004), which encompasses two main areas of servant leadership: ethical behavior and prioritization of subordinate concerns.

Hypothesis 2

- H2^{o2}: No significant relationship between servant leadership as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004) and enrollment.

- H2^{a2}: Significant relationship between servant leadership as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004) and enrollment.

Hypothesis 3

- H3^{o3}: No significant relationship between servant leadership and customer orientation as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004).
- H3^{a3}: Significant relationship between servant leadership and customer orientation as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004).

Hypothesis 4

- H4^{o4}: No significant relationship between consumer orientation and adaptive selling as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004).
- H4^{a4}: Significant relationship between consumer orientation and adaptive selling as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004).

Construct Validity

Construct validity and the ability to measure service leadership have been established for this instrument by Ehrhart (2004). The survey questions have been proven to measure servant leadership qualities (Ehrhart, 2004). According to Jaramillo et al. (2009), “reliability was assessed with Cronbach’s alpha and the composite reliability. Both statistics produced results above .07, which provides evidence of adequate reliability” (p. 264). The average variance extracted from the results were above the 0.6 level (Ehrhart, 2004). “Consistently, the survey has exhibited validity by measuring the

expected variables. Also, the average variance extracted (AVE) for each of the factors is greater than squared correlations for all pairs of factors” (Jaramillo et al., 2009, p. 264).

Data Collection Processes

The sample for this study was drawn with the use of confidential questionnaires and a private online form of the survey instrument. “Data quality assurance processes included a separate e-mail invitation for each participant, security measures to ensure only pre-recruited members participated,” one answer per internet protocol address, and no reentry to the survey system (Jaramillo et al., 2009, p. 264). The respondents were not given incentives for participation in the research. The surveys were verified to look for “straight-line” answers to ensure respondents were not just “speeding through” the questionnaire. The data is kept in a locked location within the home of the researcher.

The parameters for accepting and utilizing surveys for this study are outlined below. The respondents’ answers were reviewed before inputting them into SPSS and Minitab. Both programs were utilized due to the availability of these resources to the researcher.

- Straight-line answers were checked for and removed from the survey sample. This data was viewed as faulty and discounted for purposes of data tabulation. Three surveys were discarded for this reason.
- Questions that were unanswered were coded as category 3 on the data, a neutral response on the Likert Scale. This value reflects the researcher’s assumption that the participant had no opinion about the particular question being answered.

- If the participant failed to answer more than 2 questions on the survey regarding their servant leadership orientation, the survey was discarded. Two surveys were disqualified for this purpose.

Population

Admission representatives from coeducational private midwestern universities were invited to participate in the survey. The universities were both nondenominational and denominational in religious orientation. The survey respondents were admissions leaders, admission representatives, and counselors who had direct contact with prospective students.

The available sample was 83 individuals from the 12 universities that participated in the study. Of those 83 respondents, 79 participated in the study. Using the prescribed guidelines, 72 of those surveys were usable. To calculate the results at a 95% confidence level with a confidence interval of 4, 72 surveys needed to be completed.

The admission representatives included in the sample population recruited students for both the graduate and undergraduate programs. The average length of time admission representatives had been active in their profession was 45 months. The admissions representatives surveyed reported working in recruitment for 3 to 180 months.

The recruiters self-reported that on average they enrolled 10 students per month. The responses to this question ranged from enrolling 2 students per month to 40. Fifty-nine percent of the respondents had international student recruitment exposure and experience. The level of experience in international student recruitment ranged from slight to extensive.

The data population was comprised of recruiters who reported from both international and domestic locations. Some universities have recruiters who specifically recruit from international student populations. Table 4.1 represents the geographic regions covered by the recruiters from the sample population. The table lists the locations from which students were recruited in alphabetical order. The geographical area's position on the chart does not indicate the number of instances of recruitment from those areas.

Table 4.1

Geographic Recruitment Area Responses

Domestic Regions	International Regions
Chicago	Africa
East Coast	Brazil
Evansville and Surrounding Areas	Canada
Grant, Wabash, Blackford Counties, Indiana	China
Huntington, Wells, Jay Adams Counties, Indiana	Germany
Illinois	India
Indianapolis	Ireland
Kentucky	Japan
Lake County Indiana	Mexico
Michigan	South America
Midwest	Various Regions in
Mississippi	France
New York	Worldwide (non
Ohio	descript)
Outside tri-state area	
Pennsylvania,	
Southern States	
Tennessee	
West Coast	
Western United States	
Wisconsin	

Measures and Measure Assessment

Participants completed a survey instrument that measures servant leadership in individuals who are in a sales type of role. As Jaramillo et al. (2009) explained, “servant leadership was measured with 14 items from Ehrhart (2004). As Ehrhart asserts, this scale captures seven key characteristics of servant leadership: (1) forming relationships with subordinates, (2) empowering subordinates, (3) helping subordinates grow and succeed, (4) behaving ethically, (5) having conceptual skills, (6) putting subordinates first, (7) creating value for those outside the organization.” (p. 264). Figure 4.1 depicts the statistical categories that emerged in this study.

Sales experience was measured with a single question: “How long have you been working in college recruiting? Please respond in months and years.” Participants self-reported international student recruitment experience was self-reported. Respondents also answered the question: “What is your experience level with international students?” They also were asked to identify the geographic boundaries of student recruitment in which they worked. Table 4.2 illustrates the correlation structure of the measures.

Table 4.2

Statistical Matrix Table

Trait	Mean	Standard Deviation	Cronbach's Alpha
Servant Leadership	3.931	.8757	.8427
Customer Orientation	4.42	.5919	.7760
Adaptive Selling	3.8758	.5788	.8417
Customer-Directed Extra Role Performance	4.44	.8258	.8761
Organizational Commitment	4.344	.7640	.7084
Students Enrolled per Month	10.37	.4795	

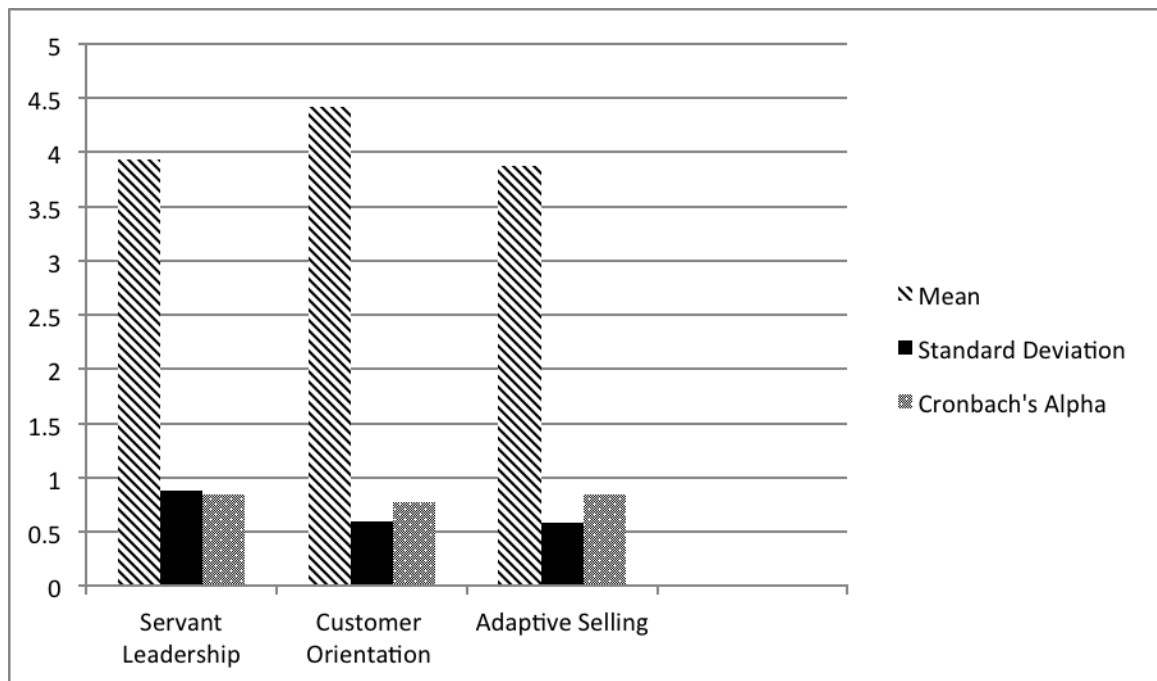


Figure 4.1. Correlation matrix

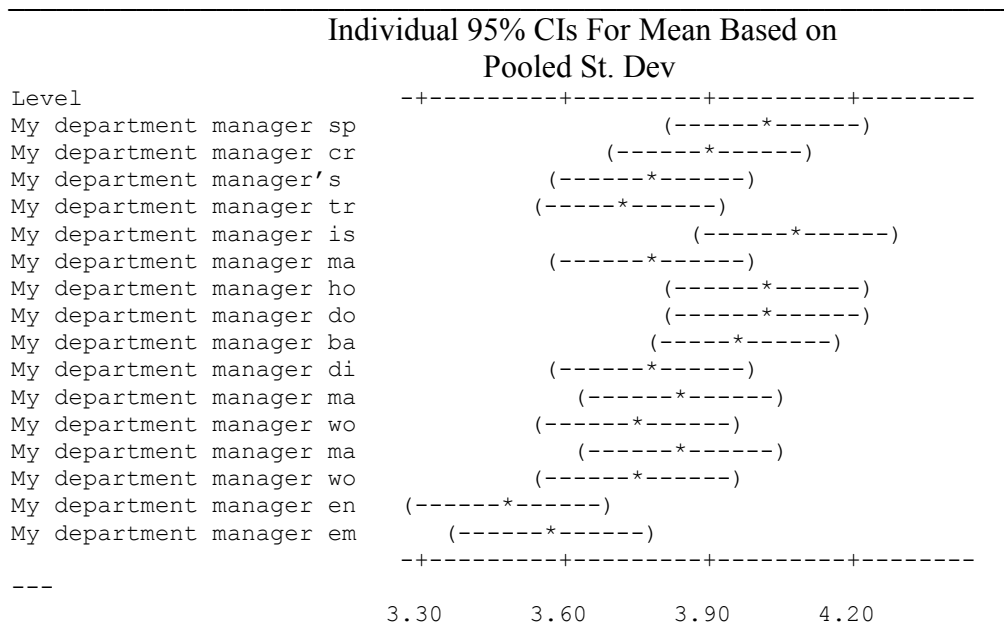
The data from the surveys indicated that the mean of data from the various categories of the survey fell between 3.8758 and 4.44. Admissions representatives and

leaders had the highest scores in the Customer-Directed Extra-Role Performance (4.44) category, followed by Organizational Commitment (4.344), Customer Orientation (4.42), Servant Leadership (3.931), and Adaptive Selling (3.875). These results are illustrated in Figure 4.2.

The confidence intervals for the data utilized for calculating servant leadership are depicted in Table 4.3.

Table 4.3

Confidence Intervals for the Mean



Green (2011) posited that “Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. A ‘high’ value of alpha is often used (along with substantive arguments and possibly other statistical measures) as evidence that the items measure an underlying (or latent) construct” (p. 56). Cronbach’s alpha for servant leadership (.8757), customer orientation (.7760), adaptive selling

(.8417), and organizational commitment (.7084) were all above .70. The closer the coefficient is to 1.0, the greater the internal consistency of the items (variables) in the scale. These results are consistent with the results Jaramillo et al. (2009) achieved in their study.

Graphs depicting the distribution scores for servant leadership, adaptive selling, and customer orientation were utilized to check for outlying data and normal distribution. The sample consisted of 72 participants. Figures 4.2, 4.3, and 4.4 show the frequencies for customer orientation, servant leadership, and adaptive selling.

Figure 4.2 presents the customer orientation distribution calculated in this study. Customer orientation was measured with three statements: (1) a good salesperson has to have the customer's best interests in mind, (2) I try to achieve my goals by satisfying customers, and (3) I try to find what kinds of products would be most helpful to a customer. The respondents evaluated the statements on a Likert Scale ranging from 1 to 5.

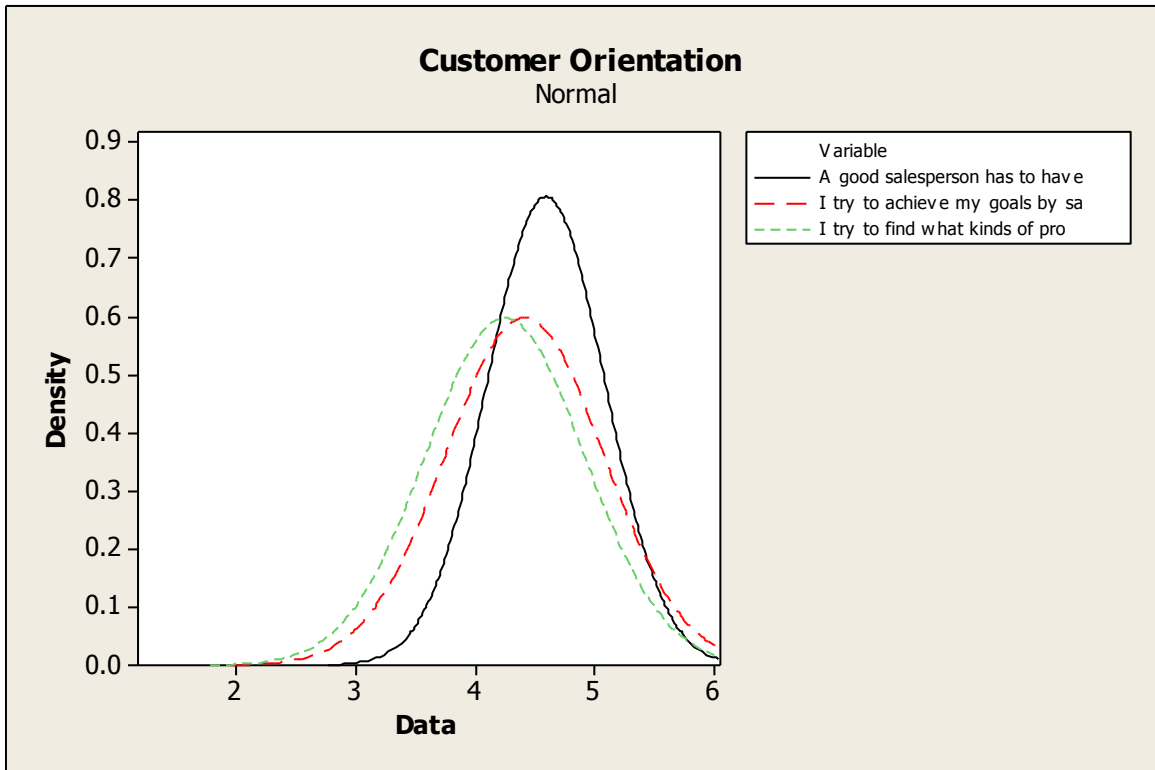


Figure 4.2. Customer orientation

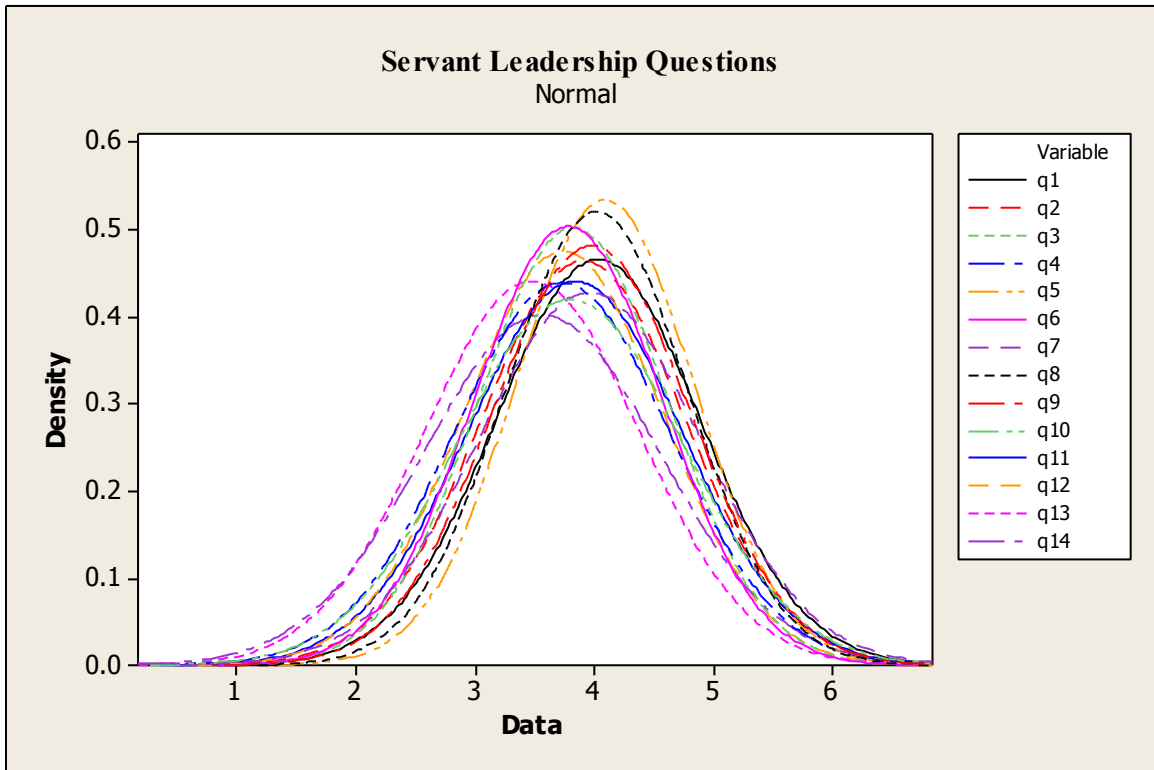


Figure 4.3. Servant leadership orientation

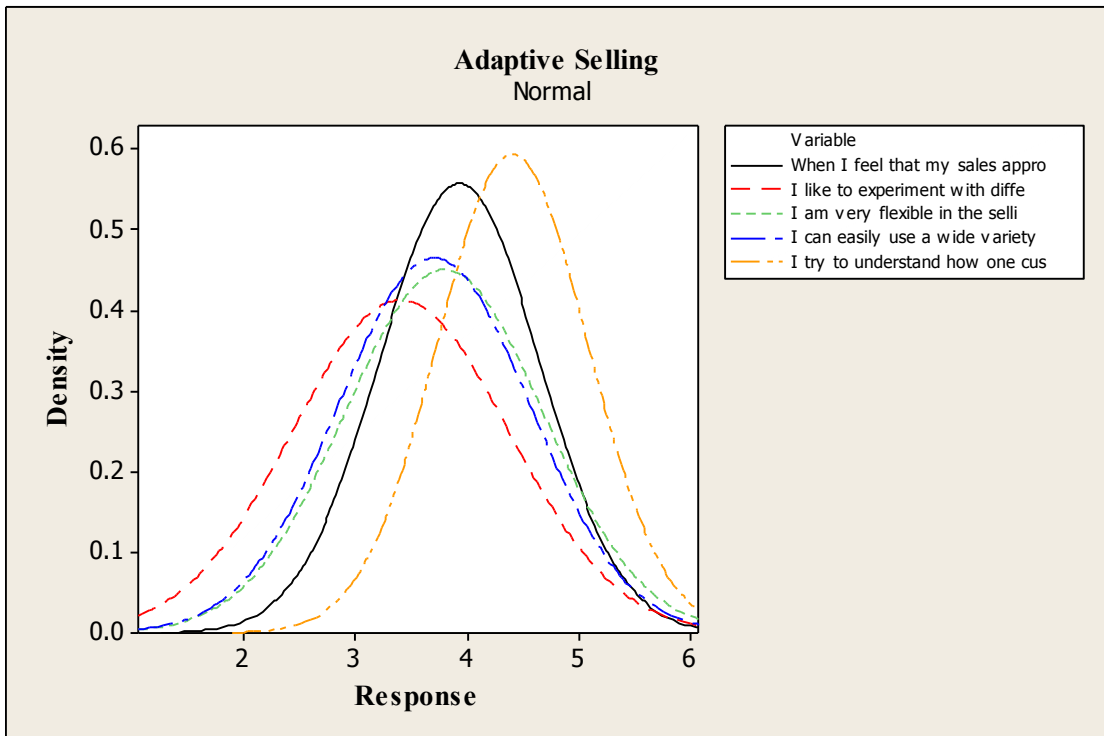


Figure 4.4. Adaptive selling

Figure 4.4 displays the adaptive selling distribution calculated in this study. Adaptive selling was measured with five statements: (1) when I feel that my sales approach is not working, I can easily change to another approach, (2) I like to experiment with different sales approaches, (3) I am very flexible in the selling approach I use, (4) I can easily use a wide variety of selling approaches, and (5) I try to understand how one customer differs from another. The respondents evaluated the statements on a Likert Scale ranking from 1 to 5.

Power

A power analysis was conducted to test and detect a difference if one exists. According to Minitab (2013), “The power of the test is the probability that you will correctly reject the null hypothesis, given that the null hypothesis is false. Use a power analysis to determine how much power a test has or to design a new test with adequate power” (p. I-20). The researcher hoped to find a β greater than or equal to 80% (power = $1-\beta$). With 72 observations, a standard deviation of 0.8757, and a α of 0.01, the power is .99. A higher power means a greater probability of detecting an error. However, this high of a power can also detect effects that may not be of practical interest.

Power and Sample Size

1-Sample T Test

Calculating power for mean = null + difference
 Alpha = 0.01 Assumed standard deviation = 0.8757

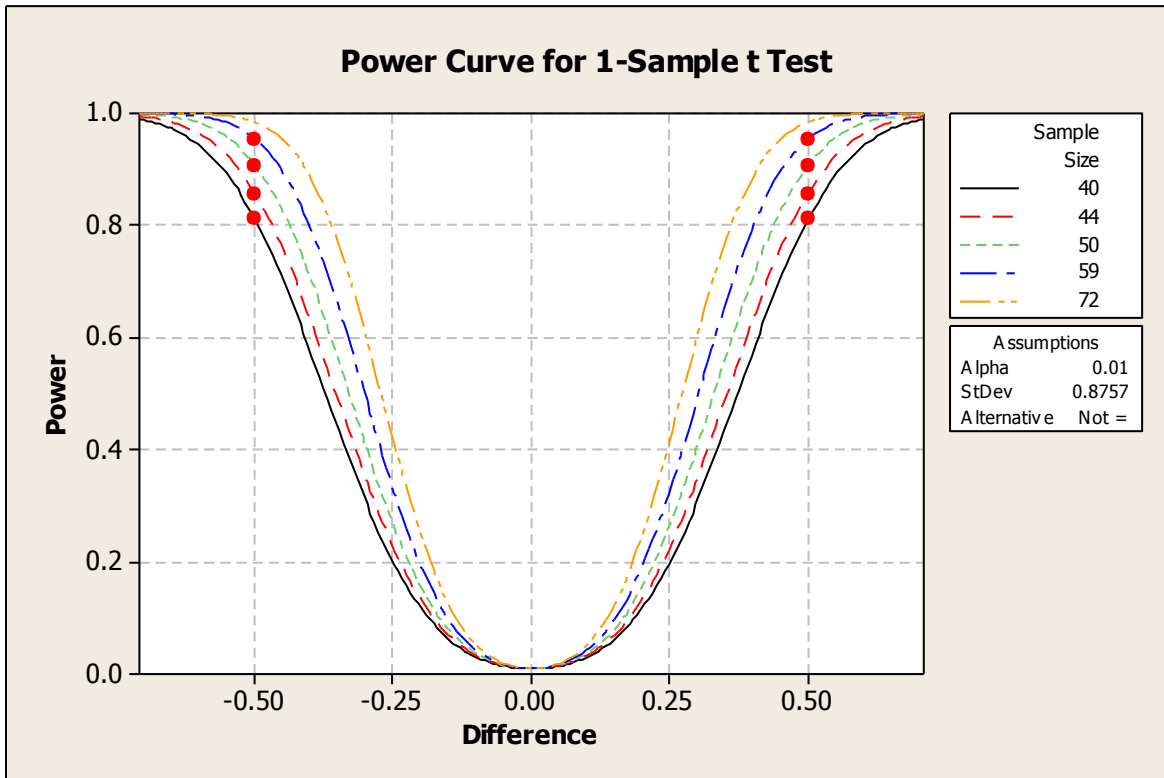


Figure 4.5. Power and sample size

T-Test

T-test calculations were utilized to determine a relationship between servant leadership and customer orientation. This test was utilized due to a normal distribution of data. The test helped to identify and indicate the difference between the means of the groupings while accounting for the variation in scores. The test revealed a T-value of 3.93 which indicates a lower possibility that the difference is random. The results of the T-Test are displayed in table 4.4.

Table 4.4

Customer Orientation and Servant Leadership

Customer Orientation and Servant Leadership

Sample	N	Mean	StDev	SE Mean
1	72	4.420	0.592	0.070
2	72	3.931	0.876	0.10

Difference = $\mu(1) - \mu(2)$

Estimate for difference: 0.489

95% CI for difference: (0.242, 0.736)

T-Value = 3.93 P-Value = 0.001 DF = 124

A t-test calculation was utilized to determine a relationship between servant leadership and self-reported enrollment numbers per month of each admissions representative or leader. The test helped to identify and indicate the difference between the means of the groupings while accounting for the variation in scores. The test revealed a t-value of -0.2889 which indicates a higher possibility that the difference is random. The observed difference (sample 1 – sample 2) is -0.034. The standard deviation of difference was 0.1177. P is larger than $\alpha = 0.05$ which indicated the difference is not significant at the .05 measure.

A final t-test and ANOVA calculation was utilized to determine a relationship between customer orientation and self-reported adaptive selling orientation. The test

helped to identify and indicate the difference between the means of the groupings. The test revealed $p < 0.05$ which indicated a higher possibility that the observation was less likely to appear just by chance.

Figure 4.6 illustrates a breakdown between customer orientation and adaptive selling for admission representatives who recruit local versus global/international students. Customer orientation (4.35) for admission representatives who did not recruit international students was 0.07 lower than the mean (4.42). Adaptive selling (3.76) was 0.11 lower than the mean (3.87).

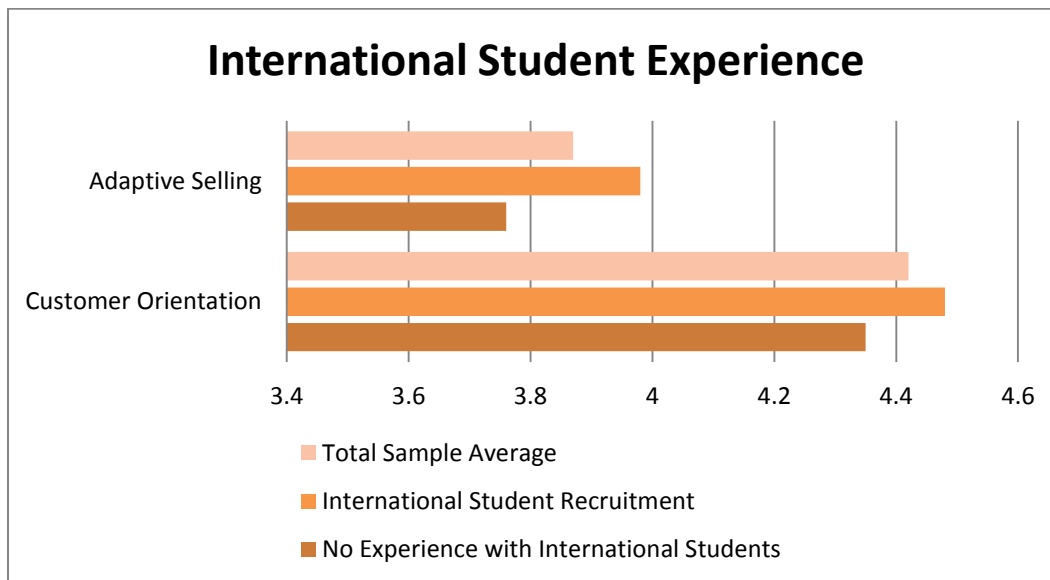


Figure 4.6. International student experience

Chapter 4 offered exploratory data analysis that revealed a significant relationship between servant leadership and admissions teams and leaders (H1). The research data also indicated a significant relationship between servant leadership and customer orientation (H3). Adaptive selling and customer orientation data revealed a significant relationship between the pair (H4). The research data failed to support the relationship

between servant leadership and increased enrollment numbers (H2). Chapter 5 will offer a summary, conclusion, and future implications for research utilizing the findings.

Chapter 5

Summary and Conclusion

This study examined the correlation between servant leadership and private midwestern university admissions teams performance. The study sought to identify whether servant leadership was used by the universities' admissions teams and leaders in their admissions and recruiting efforts. The study also examined whether servant leadership increased the effectiveness of the admission representatives from these universities. The study utilized a survey instrument and model created by Ehrhart (2004) and adapted by Jaramillo et al. (2009). Admission representatives and leaders were asked to rank the survey questions utilizing a five-point Likert scale. McLeod (2008) found that "Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling 1997, Burns & Grove 1997). These ordinal scales measure levels of agreement/disagreement" (p 1.).

The current study was initiated due to a lack of research on servant leadership and educational recruitment of international and domestic students. Sales teams and servant leadership have been researched in the consumer retail market, but there has not been any published data concerning servant leadership in private midwestern universities.

Educational recruiters could benefit from being able to employ servant leadership techniques to help foster increased customer/student orientation and increase the enrollment experience for all involved. As colleges continue to compete for top student talent, recruiters need to understand how to obtain talent from international and domestic areas. Chapter 5 offers a conclusion based on the findings from this study along with

implications for practice. Limitations, implications for future research, and a final summary will also be offered.

Summary and Conclusion of Findings

This study analyzed four questions in order to understand whether servant leadership is present in private midwestern admissions teams. The first question discussed the relationship between admission representatives and servant leadership as measured by seven key characteristics from Jaramillo et al. (2009) and Ehrhart (2004) that reflect the prioritization of subordinate concerns and ethics: “(1) forming relationships with subordinates, (2) empowering subordinates, (3) helping subordinates grow and succeed, (4) behaving ethically, (5) having conceptual skills, (6) putting subordinates first, (7) creating value for those outside the organization model” (p. 264). The research confirmed through utilizing an ANOVA and generating a p value of .001 that there was significance in the servant leadership link to admissions leaders and representatives. The researcher fails to reject the alternative hypothesis of a relationship between servant leadership and admission representatives that is supported within this sample population group.

The second research question explored whether a relationship between servant leadership and enrollment numbers existed in the sample as measured through the model from Jaramillo et al. (2009). P is larger than α at the 95% confidence level, which indicated that the difference is not significant. The results from the data that was gathered and reported failed to show a correlative link between servant leadership in admissions teams and monthly enrollment numbers.

Customer orientation and servant leadership were examined to test for a correlative relationship. T-test results indicated a correlation between servant leadership and customer orientation. The data fails to reject the null hypothesis. A significant relationship exists between servant leadership and customer orientation as measured by the model from Jaramillo et al. (2009) and Ehrhart (2004).

Customer orientation and adaptive selling were examined to test for a correlative relationship. Results indicate a correlation between customer orientation and adaptive selling. The data fails to reject the null hypothesis.

Implications for Practice

Adaptation to a situation is a strong characteristic of sales people. University admissions representatives need to have the ability to adapt to students from various cultures and backgrounds. What type of leadership will help motivate individuals who work to draw potential students to the university?

Per Jaramillo et al. (2009), “Servant leadership (Greenleaf 2002) is a style of leadership that uniquely relates to a core focus on the welfare of others, driven out of sincere, even selfless underlying motivation. Thus, servant leadership may be a particularly effective style of sales leadership to instill in and model for the sales force a genuine motivation to serve customers” (p. 257).

The findings outlined in chapter 4 revealed a significant relationship between servant leadership and admissions teams and leaders (research hypothesis H1). As university admissions teams attempt to create a welcoming environment for potential students, servant leadership can provide several tools to enhance the student and admissions counselor interaction. The ability to identify the key components exhibited

by admission teams, leaders, innovators, and cultural change agents will help create a solid foundation for training and cultural cohesiveness in admission representative selection.

Research data indicated a significant relationship between servant leadership and customer orientation (H3) in admission teams. Results from chapter 4 of this study indicate that servant leadership in admissions teams can be linked to customer oriented behaviors. Implementing an action plan that includes servant leadership behaviors indicated by Jaramillo et al., (2009) and Ehrhart, (2004) can help to foster servant leadership in an organization to enable the customer oriented behaviors to follow. Successful teams can utilize a leadership style that fosters relationships and citizenship behaviors within a multicultural marketplace. According to Homburg et al. (2011), these behaviors lead customers to appreciate salespeople” and “customer-oriented salesperson behaviors are important for building lasting buyer-seller relationships” (p. 67).

As recruiting or obtaining prospects from local sources or overseas, admission teams should have global competencies that enable cultural assimilation, justice, and sensitivity. Adaptive selling and customer orientation data revealed in chapter 4 indicated a significant relationship between the pair (H4). Admission or sales representatives who are led by servant leaders should exhibit traits that indicate fair and equitable treatment of prospects and should increase satisfaction of potential entrants into their schools from various cultures (Bell & Hable, 2009; Mayer, 2008; Rieke et al., 2008).

A comparison between admission representatives who recruit domestically opposed to those who seek additional prospects globally was conducted to test adaptive

selling and customer orientation levels. The findings indicated that admission recruiters and leaders who work with global admission candidates have a higher customer orientation and adaptive selling level as self-reported in the survey data. This finding highlights the need for adaptive selling and customer orientation in admission teams who seek to capture a piece of the global market to stay competitive.

The following recommended implications for practice are derived from the theme of prioritization of subordinate concerns and ethical behavior resulting from the writings of Jaramillo et al. (2009) and Ehrhart, (2004). The characteristics involve creating a relationship with subordinates that fosters ethical behavior and value creation for all parties involved in the interaction. The recommendation focuses on creating servant leadership within an educational organization that allows for heightened customer orientation and adaptive selling. Admission representatives and leaders should consider implementing the following characteristics of servant leadership as defined and utilized by Jaramillo et al. (2009) and Ehrhart, (2004) to increase university admission team servant leadership customer orientation for both international and domestic students:

- *Being a servant first.* Leaders put the needs of others first. Admissions representatives and leaders need to understand the potential needs and expectations of their followers/customers/students in order to place individuals in the correct educational setting.
- *Creating relationships with subordinates.* Leaders will demonstrate proficiency in creating a caring and nurturing sales environment in both local and international business dealings. Admissions team members can

utilize common goals and caring to help facilitate global relationship building and intercultural recruiting.

- *Empowering Subordinates.* Leaders who allow power sharing will enable others to learn to make informed decisions and create independence in decision making. Admissions team members create a culture that allows the barriers of a traditional power hierarchy to be diminished. A horizontal power structure is more effective in these types of organizations. Leaders need to allow for mistakes for growth.
- *Promoting growth and success.* Admissions teams and leaders should enable others to grow and reach their goals. Jack Welch once said, “Don’t manage, lead growth before you have to” (MIT Lecture Series, November 2012). Creating an organization that fosters growth will allow admissions representatives to have a more positive organizational outlook. This positive attitude will allow them to reflect those values onto the potential students.
- *Acting ethically and morally.* Leaders should have global competencies that enable cultural assimilation, justice, and sensitivity. Leaders should lead by example. Admissions or sales representatives who are led by servant leadership should exhibit traits that indicate fair and equitable treatment of prospects and should increase satisfaction of potential entrants into their schools (Bell & Hable, 2009; Mayer, 2008; Rieke et al., 2008).

- *Possess theoretical skills.* Critical thinking skills enable admissions representatives to effectively interact with students of various cultures. This skill set allows for adaptation and learning of diversity and cultural norms.
- *Creating value for all parties involved.* Leaders create an interaction that provides long-term growth and value for those parties involved. Placing students in the correct educational environment can help to increase their intellectual capacity and innovative drive. This innovation can benefit both the student and the university by increasing student engagement and lowering attrition rates.

Recruitment at midwestern universities takes place at various locations. The ability to adapt to various markets and customer cultures is needed to effectively connect with future students. Jaramillo et al. (2009) held that “market orientation is a central concept of marketing and ultimately reflects a firms’ concern for its customers (Gebhardt, Carpenter, and Sherry 2006). The practice of marketing concepts can also be conceptualized at the *salesperson level* as customer-oriented selling, the extent to which salespeople “help their customers make purchase decisions that will satisfy customer needs (Saxe and Weitz 1982, p. 344)” (p 261). Admissions team customer orientation can be enhanced through the institutional and personal application of servant leadership.

Customer orientation can help admissions representatives and leaders understand the norms, values, expectations, and roles that allow customers to come first (Guenzi et al., 2011). Recruiting students from international as well as domestic areas requires adaptability to another person’s goals. A fundamental understanding of its customers is

key to establishing a mutually beneficial relationship for both the prospective student and the university. Creating a servant leadership program could help boost customer orientation and servant leadership in private midwestern university settings. In their study, Homburg et al. (2011) illustrated that “in today’s age of relational selling, a key challenge for salespeople is to determine the degree to which their customer-oriented behaviors drive sales performance” (p. 57).

Guenzi et al. (2011) explained that “as pointed out by Schwepker, ‘the direction provided by the organization via its cultural control is likely to reduce salesperson ambiguity. Consequently, customer-focused values will likely drive salespeople’s use of customer-oriented selling behaviors’” (p. 272). In dealing with individuals and organizations, the servant leader carries a strong sense of accountability for those affected by their thoughts, words, and actions (Frick and Spears, 1996).

Universities need to view potential students as avenues for innovation and growth. Unfortunately, sometimes recruitment numbers are viewed as more important than finding a good fit for both the university and student. However, according to Greenleaf (1977), “In stark contrast to leaders who see people merely as units of production or expendable resources in a profit and loss statement, servant leaders empower followers to ‘grow healthier, wiser, freer, more autonomous, and more likely themselves to become servants’” (p. 13). The goal of servant leadership in admissions is to find a solution for students that benefits them.

Limitations

The research gathered in this study contained a few possible limitations. Participants were asked to complete a survey indicating their numerical ability to recruit

students without verifying their responses with the universities. The study was limited by the self reporting of data from participants. As McLeod (2008) explained, “Common method bias is a potential limitation in the current study due to respondents' tendency toward consistency in responses. Such a tendency in single-source reporting can result in construct ratings and effect sizes being overestimated”(p. 2). Participants may have inflated recruitment numbers or exaggerated tendencies or habits related to servant leadership or customer orientation due to social and professional pressures.

Another possible limitation for the study was to include individuals from all sizes of universities in a homogeneous group. The size of the university and student population could present a limitation of the study. A future study could be conducted utilizing measures that correlate admission rate responses with university size, average student enrollment, and the admissions members' recruitment area size.

A Likert scale was utilized to measure the participants' responses with a neutral point being neither agree nor disagree. This type of scale assumes that attitudes can be measured avoiding social desirability. Participants could have skewed their results due to influence from administrators and leaders/managers.

Another possible limitation of the study was a limited sample size and area of the data. A convenience sample of 12 universities and 72 admission representatives and leaders was utilized by the researcher to gather information from private midwestern universities within a 75 mile range of her home.

This study did not separate the admissions representatives and leaders who recruited from both traditional students and nontraditional adult students. The survey did

not take into account any behavioral, social, cultural, or recruiting differences between the two groups.

Implications for Future Research

Based on the literature review and the findings resulting from this study, several recommendations are offered. The study focused on admissions representatives in both the traditional day program and evening continuing educational programs for both graduate and undergraduate students. Future research should investigate servant leadership differences between recruitment personnel who work with traditional and nontraditional students.

The universities that were included in the sample were both religious and nondenominational. Does an institution's religious values impact the respondents of the surveys? Another avenue to explore is how religion impacts the servant leadership traits in collegiate admission counselors and leaders. Organizations can benefit from understanding how their philosophical roots impact their teams' performance, if in fact they do.

Although not hypothesized, adaptive selling was examined briefly during this study: "Salespeople who demonstrate higher levels of adaptive selling adjust their sales strategies in ways that better fit customers' needs and preferences" (Jaramillo et al., 2009, p. 262). Another avenue of future research should focus on increasing the use of adaptive selling by educational recruiters to better assist servicing of international and multicultural students. The average mean in this category was the lowest ranked skill/trait on the survey at 3.875. Leaders who exhibit servant leadership tendencies foster sales adaptability in their subordinates and peers (Jaramillo et al., 2009). As

university recruiters and leaders look to acquire top talent from various cultures, geographies, and backgrounds an understanding of how to adapt to the culture would be beneficial.

Future research would also benefit from the utilization of a larger sample of collegiate recruiters. The sample size limited the ability to employ sophisticated methodologies and further examine complex relationships. The recruiters could be categorized to better understand if age impacts the servant leadership abilities within collegiate adaptation of intercultural students.

Summary

Servant leadership has been shown to create a customer oriented atmosphere in private midwestern universities' admissions teams that fosters adaptive selling. While this study failed to show a correlative link between enrollment numbers, a positive correlation was made between admissions teams with servant leadership and customer orientation. This instance of servant leadership suggests that individuals who exhibit these traits tend to exhibit stronger customer orientation with international and domestic students. Universities can benefit from better understanding their admissions teams leadership traits to better understand how they will interact with others from various cultures and locations.

As universities move toward a more customer/student driven orientation, how do their administrations move admission leaders and representatives from a sales/reward driven mindset to a sincere, strong, long-term relationship building mindset? Perhaps servant leadership can foster this effective long-term relationship building between admissions representatives and new students.

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Appendix A
Survey Instrument (Adapted with permission from Jaramillo et al., 2009)

Questions	Please answer the following questions with 1=strongly disagree, 2=disagree, 3=not sure,4=agree, and 5=strongly agree
Servant Leadership (Ehrhart 2004)	
My department manager spends the time to form quality relationships with department employees	1 2 3 4 5
My department manager creates a sense of community among department employees.	1 2 3 4 5
My department manager's decisions are influenced by department employees' input.	1 2 3 4 5
My department manager tries to reach consensus among department employees on important decisions.	1 2 3 4 5
My department manager is sensitive to department employees' responsibilities outside the workplace.	1 2 3 4 5
My department manager makes the personal development of department employees a priority.	1 2 3 4 5
My department manager holds department employees to high ethical standards.	1 2 3 4 5
My department manager does what he or she promises to do.	1 2 3 4 5
My department manager balances concern for day-to-day details with projections for the future.	1 2 3 4 5
My department manager displays wide-ranging knowledge and interests in finding solutions to work problems.	1 2 3 4 5
My department manager makes me feel like I work with him or her, not for him or her.	1 2 3 4 5

My department manager works hard at finding ways to help others be the best they can be.	1 2 3 4 5
My department manager encourages department employees to be involved in community service and volunteer activities outside of work.	1 2 3 4 5
My department manager emphasizes the importance of giving back to the community.	1 2 3 4 5
Customer Orientation (Saxe and Weitz 1982)	
A good salesperson has to have the customer's best interests in mind	1 2 3 4 5
I try to achieve my goals by satisfying customers.	1 2 3 4 5
I try to find what kinds of products would be most helpful to a customer	1 2 3 4 5
Customer-Directed Extra-Role Performance (Netemeyer, Maxham, and Pullig 2005)	
I go above and beyond the "call of duty" when serving the customers.	1 2 3 4 5
I am willing to go out of my way to make a customer satisfied.	1 2 3 4 5
I voluntarily assist customers even if it means going beyond job requirements.	1 2 3 4 5
I often help customers with problems beyond what is expected or required.	1 2 3 4 5
Adaptive Selling (Robinson et al. 2002)	
When I feel that my sales approach is not working, I can easily change to another	1 2 3 4 5

approach.	
I like to experiment with different sales approaches.	1 2 3 4 5
I am very flexible in the selling approach I use.	1 2 3 4 5
I can easily use a wide variety of selling approaches.	1 2 3 4 5
I try to understand how one customer differs from another.	1 2 3 4 5
Job Satisfaction (Netemeyer, Brashear-Alejandro, and Boles 2004)	
All in all, are you satisfied with your present line of work?	1 2 3 4 5
All things considered (i.e., paid promotions, supervisors, coworkers, etc.), how satisfied are you with your present line of work?	1 2 3 4 5
I feel a great sense of personal satisfaction from my line of work.	1 2 3 4 5
Organizational Commitment (Speier and Venkatesh 2002)	
I am proud to tell others that I am a part of this organization	1 2 3 4 5
I talk up this organization to my friends as a great organization to work for.	1 2 3 4 5
I feel a sense of ownership for this organization rather than just being an employee.	1 2 3 4 5
Job Stress	
My job tends to directly affect my health	1 2 3 4 5
At the end of the day, my job leaves me "stressed out."	1 2 3 4 5
Problems associated with work have kept me awake at night	1 2 3 4 5

I feel fidgety or nervous because of my job.	1 2 3 4 5
--	-----------

Please answer the following questions regarding your recruitment practices honestly

How many meetings does it take you typically to move from contact of a prospect to close?

On average how many new students do you enroll per month?

How long have you been working in college recruiting? Please respond in months and years.

What geographic regions do you recruit from?

What is your experience level with international students?

Appendix B

From: Jaramillo, Jorge F [jaramillo@uta.edu]
Sent: Tuesday, November 01, 2011 3:04 PM
To: Kenefic, Crystal L
Subject: RE: Research on Servant Leadership

Hi Crystal,

Sure you can. Good luck with your research. Look forward to reading your dissertation.

Best regards,

Fernando

From: Kenefic, Crystal L [mailto:CLKarn01@indianatech.edu]
Sent: Tuesday, November 01, 2011 1:57 PM
To: Jaramillo, Jorge F
Subject: Research on Servant Leadership

Dr. Jaramillo,

Recently I read your article entitled "Examining the Impact of Servant Leadership on Sales Force Performance" and was quite intrigued by your research. I am a PhD student at Indiana Institute of Technology in Fort Wayne, Indiana and I am writing my dissertation on the correlative value of servant leadership on private Midwestern universities admissions teams success.

Your research on sales teams and servant leadership was eye opening. I was wondering if I could have permission to utilize your Appendix Table A1 "measure properties" questions in my dissertation. The questions asked under the measure section are spot on with some of the research I was conducting. I also would send you a copy of my dissertation if you would like when it is complete.

Thank you so much for your time regarding this matter,

Crystal Karn, MBA

PhD Candidate - Global Leadership

Indiana Institute of Technology

260-312-0362 Cell

CLKenefic01@indianatech.edu

Appendix B2

Re: Servant Leadership Research

markehrhart@gmail.com [markehrhart@gmail.com] on behalf of Mark Ehrhart
[mehrhart@sunstroke.sdsu.edu]

Sent: Sunday, November 13, 2011 11:13 PM

Hi Crystal,

Thanks for your interest in my research, and yes, you are welcome to use the measure. Best of luck on your dissertation!

- M.E.

Mark Ehrhart, Ph.D.

Associate Professor and Master's Program Co-Advisor

Department of Psychology

San Diego State University

5500 Campanile Drive

San Diego, CA 92182-4611

619-594-4439 (phone)

619-594-1332 (fax)

mehrhart@sunstroke.sdsu.edu

On Sat, Nov 12, 2011 at 6:37 PM, Kenefic, Crystal L <CLKarn01@indianatech.edu> wrote:

Recently I read your article entitled "LEADERSHIP AND PROCEDURAL JUSTICE CLIMATE AS ANTECEDENTS OF UNIT-LEVEL ORGANIZATIONAL CITIZENSHIP BEHAVIOR" and was quite intrigued by your research. I am a PhD student at Indiana Institute of Technology in Fort Wayne, Indiana and I am writing my dissertation on the correlative value of servant leadership on private Midwestern universities admission teams success.

Your research on sales teams and servant leadership was eye opening. I was wondering if I could have permission to utilize your Appendix Table A "Survey Items" questions in my dissertation. The questions asked under the measure section are spot on with some of the research I was conducting. I also would send you a copy of my dissertation if you would like when it is complete.

Thank you so much for your time regarding this matter,

Crystal Karn, MBA

Appendix C

INDIANA TECH

INSTITUTIONAL REVIEW BOARD

APPLICATION FOR INITIAL REVIEW OF RESEARCH USING HUMAN

SUBJECTS

Date 11-09-11_____

Name of Principal Investigator/Supervising Faculty Crystal Karn /Dr. Jeffery Walls EdD_____

Class (Day or CPS)/Campus Office CPS/PhD_____

Email CLKenefic01@indianatech.edu_____

Name of Co-investigator (student or faculty)_____

Email_____

Does this particular project continue every semester and/or year NO_____

Project Title The Correlative Value of Servant Leadership on Private Midwestern Universities Admission Teams Success_____

Electronic signature of Principal Investigator Crystal L Karn_____

Directions: You need to answer the following questions.

1. Conflict of Interest: (Please check)

Investigators do _____ do not X_____ have a real or potential conflict of interest.

2. Please indicate whether this research should be exempt or non-exempt from further human subjects review and indicate which of the six exemption reasons (Section A) justifies an exemption status.

Non Exempt

3. Please attach a copy of your responses to items 1 – 7 of the instructions (Section B), including all related documents, such as questionnaires, interview questions, surveys, etc. that you will hand out to participants.
4. If you are only going to be doing a survey, please provide a copy of the survey with the following statement: **YOUR COMPLETION OF THIS SURVEY IMPLIES CONSENT TO PARTICIPATE IN THIS RESEARCH.** You do not need to provide a Sample of Informed Consent (Attachment C) unless you are going to be doing something more than a survey.
5. Please provide a copy of Sample of Letter to do Research at a Specific Location (Attachment D)

Attachments:

- A. Exemption Categories
- B. Non-exemption materials
- C. Sample copy of Informed Consent
- D. Sample of copy of Sample of Letter to do Research at a Specific Location

Additional reference material about this process can be found in the companion site “Additional Information about the IRB Process”.

SECTION A

EXEMPTION CATEGORIES

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt

under paragraph (2) if: (a) the human subjects are elected or appointed public officials or candidates for public office; or (b) the research is conducted for the Department of Justice under Federal statute 42 U.S.C. 3789g, or for the National Center for Education Statistics under Federal statute 20 U.S.C. 12213-1, which provide certain legal protections and requirements for confidentiality.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies, if (a) wholesome foods without additives are consumed or (b) a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the U.S. Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

NOTE: These exemption categories do not apply to research involving prisoners, fetuses, or pregnant women. Exemption category #2 for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, except for research involving observations of public behavior when the investigator(s) does not participate in the activities being observed.

SECTION B

Please provide the following information, taking care to provide the information in a way that will be intelligible to non-specialists in your specific subject area.

1. Abstract:

The proposed study will consider the correlative value of servant leadership on private Midwestern universities admission team success. The study will examine several private

Midwestern university admission teams. Participants will complete questionnaires that will help to determine what, if any, servant leadership traits and attributes they display. These traits will then be cross-referenced with admissions individuals and teams success ratio. As private Midwestern universities strive to gain market position an understanding of how servant leadership will enhance their admission teams will be beneficial.

The sampling will consist of random selection from each of the universities sampled. The names of the individuals and universities will be kept anonymous to protect financial information and recruitment secrets. Each participant will be given survey instruments to complete that assess servant leadership skills and abilities. Completed survey instruments will be kept secured to assure anonymity of subjects.

2. Subject selection:

a. Who will be the subjects? How will you enlist their participation? If you plan to advertise for subjects, please include a copy of the advertisement.

Private Midwestern University Admission Representatives will be the subjects in this study. Participation will be enlisted by simply asking for participation.

b. Will the subjects be selected for any specific characteristics (e.g., age, sex, race, ethnic origin, religion, or any social or economic qualifications)?

The only characteristic needed for this study is that the participants be active collegiate admission representatives employed by private Midwestern Universities.

c. State why the selection will be made on the basis or bases given in 2(b).

-NA-

3. Procedures:

What precisely will be done to the subjects? Explain in detail your methods and procedures in terms of what will be done to subjects. If you are using a questionnaire or handout, please include a copy within each set of application documents.

The subjects will be asked to fill out a survey to collect data regarding servant leadership and sales.

4. Risks and Benefits:

Are there any risks to the subjects? If so, what are these risks? What potential benefits will accrue to justify taking these risks?

There are no known risks to the subjects.

4. Confidentiality:

Adequate provisions must be made to protect the privacy of subjects and to maintain confidentiality of identifiable information. Explain how your procedures accomplish this objective, including such information as the means of data storage, data location and duration, description of persons with access to the data, and method of destroying the data when completed.

To ensure privacy of subjects' surveys will be placed randomly into folders and removed in random order to prevent identification of the participant.

Privacy will be a key issue for the methodology of this study. Private universities compete for the top students; therefore strict precautions will be followed to maintain autonomy for both the universities represented and the admission team members. Completed survey instruments will be kept secured to assure anonymity of subjects. The instruments will be kept in a locked filing cabinet in the private residence of the researcher. The research will be kept until the dissertation is successfully defended. Once the defense is complete the researcher will burn the material.

6. Information and Consent Forms:

State specifically what information will be provided to the subjects about the investigation. Is any of this information deceptive? State how the subjects' informed consent will be obtained. The sample consent form set forth in Section C of this application may be used as a guide. Include a final draft of the consent form that you propose to utilize. Consent forms should be limited to one page, whether letter or legal size; if longer, please add a signature and date line to each page and number of pages, e.g., "1 of 2," "2 of 2." Please allow a 2-inch bottom margin to accommodate the IRB approval stamp. Include a description of how data storage methods ensure confidentiality within the consent form.

7. Conflict of Interest:

Describe the potential conflict of interest, including how such a conflict would affect the level of risk to the study participants.

There are no known conflicts of interest.

Typical supporting documents include: consent forms, letters sent to recruit participants, questionnaires completed by participants, and any other material germane to human subjects review.

SECTION C

INFORMED CONSENT FORM

Identification of Project/ Title

The Correlative Value of Servant Leadership on Private Midwestern Universities Admission Teams

Statement of Age of Subject

I state that I am over 18 years of age, in good physical health, and wish to Participate in a program of research being conducted by Crystal Karn at Indiana Tech, Ft. Wayne, Indiana.

Purpose

The purpose of this research is to measure the effects servant leadership on private Midwestern university admission team success.

Procedures

Participants will fill out a confidential survey that involves answering questions involving sales practices and servant leadership at their institution.

Confidentiality

All information collected in this study is confidential to the extent permitted by law. I understand that the data I provide will be grouped with data others provide for reporting and presentation and that my name will not be used.

Risks

There are no known risks associated with this study.

Benefits, Freedom to Withdraw, & Ability to Ask Questions

The experiment is not designed to help me personally, but to help the investigator learn more about servant leadership and the ability of private Midwestern admission teams to increase enrollment numbers utilizing this leadership style. I am free to ask questions or withdraw from participation at any time and without penalty.

Contact Information of Investigators:

Crystal L Karn, MBA

1600 East Washington Blvd., Fort Wayne, Indiana 46803

260-312-0362

CLKenefic01@indianatech.edu.

NAME OF SUBJECT

SIGNATURE OF SUBJECT

Date:

SECTION D

Consent To Conduct Research

Identification of Project/ Title

The Correlative Value of Servant Leadership on Private Midwestern Universities Admission Teams Success

Purpose

The purpose of this research is to measure the effects servant leadership on private Midwestern university admission team success.

Procedures

Participants will fill out a confidential survey that involves answering questions involving sales practices and servant leadership at their institution.

Confidentiality

All information collected in this study is confidential to the extent permitted by law. I understand that the data I provide will be grouped with data others provide for reporting and presentation and that my name will not be used.

Risks

There are no known risks associated with this study.

Benefits, Freedom to Withdraw, & Ability to Ask Questions

The experiment is not designed to help me personally, but to help the investigator learn more about servant leadership and the ability of private Midwestern admission teams to increase enrollment numbers utilizing this leadership style. I am free to ask questions or withdraw from participation at any time and without penalty.

Contact Information of Investigator

Crystal L Karn, MBA

1600 East Washington Blvd., Fort Wayne, Indiana 46803

260-312-0362

CLKenefic01@indianatech.edu.

I give permission to allow Indiana Tech to proceed with the above named research at _____ location.

NAME OF SUPERVISOR:

—

SIGNATURE OF SUPERVISOR:

DATE:

Survey Instrument (Adapted with permission from Jaramillo et al., 2009)

Questions	Please answer the following questions with 1=strongly disagree, 2=disagree, 3=not sure,4=agree, and 5=strongly agree
Servant Leadership (Ehrhart 2004)	
My department manager spends the time to form quality relationships with department employees	1 2 3 4 5
My department manager creates a sense of community among department employees.	1 2 3 4 5
My department manager's decisions are influenced by department employees' input.	1 2 3 4 5
My department manager tries to reach consensus among department employees on important decisions.	1 2 3 4 5
My department manager is sensitive to department employees' responsibilities outside the workplace.	1 2 3 4 5
My department manager makes the personal development of department employees a priority.	1 2 3 4 5
My department manager holds department employees to high ethical standards.	1 2 3 4 5
My department manager does what he or she	1 2 3 4 5

promises to do.	
My department manager balances concern for day-to-day details with projections for the future.	1 2 3 4 5
My department manager displays wide-ranging knowledge and interests in finding solutions to work problems.	1 2 3 4 5
My department manager makes me feel like I work with him or her, not for him or her.	1 2 3 4 5
My department manager works hard at finding ways to help others be the best they can be.	1 2 3 4 5
My department manager encourages department employees to be involved in community service and volunteer activities outside of work.	1 2 3 4 5
My department manager emphasizes the importance of giving back to the community.	1 2 3 4 5
Customer Orientation (Saxe and Weitz 1982)	
A good salesperson has to have the customer's best interests in mind	1 2 3 4 5
I try to achieve my goals by satisfying customers.	1 2 3 4 5
I try to find what kinds of products would be most helpful to a customer	1 2 3 4 5
Customer-Directed Extra-Role Performance (Netemeyer, Maxham, and Pullig 2005)	
I go above and beyond the "call of duty" when serving the customers.	1 2 3 4 5
I am willing to go out of my way to make a customer satisfied.	1 2 3 4 5
I voluntarily assist customers even if it means	1 2 3 4 5

going beyond job requirements.	
I often help customers with problems beyond what is expected or required.	1 2 3 4 5
Adaptive Selling (Robinson et al. 2002)	
When I feel that my sales approach is not working, I can easily change to another approach.	1 2 3 4 5
I like to experiment with different sales approaches.	1 2 3 4 5
I am very flexible in the selling approach I use.	1 2 3 4 5
I can easily use a wide variety of selling approaches.	1 2 3 4 5
I try to understand how one customer differs from another.	1 2 3 4 5
Job Satisfaction (Netemeyer, Brashear-Alejandro, and Boles 2004)	
All in all, are you satisfied with your present line of work?	1 2 3 4 5
All things considered (i.e., paid promotions, supervisors, coworkers, etc.), how satisfied are you with your present line of work?	1 2 3 4 5
I feel a great sense of personal satisfaction from my line of work.	1 2 3 4 5
Organizational Commitment (Speier and Venkatesh 2002)	
I am proud to tell others that I am a part of this organization	1 2 3 4 5
I talk up this organization to my friends as a great organization to work for.	1 2 3 4 5
I feel a sense of ownership for this organization rather than just being an employee.	1 2 3 4 5

Job Stress	
My job tends to directly affect my health	1 2 3 4 5
At the end of the day, my job leaves me “stressed out.”	1 2 3 4 5
Problems associated with work have kept me awake at night	1 2 3 4 5
I feel fidgety or nervous because of my job.	1 2 3 4 5

Please answer the following questions regarding your recruitment practices honestly

How many meetings does it take you typically to move from contact of a prospect to close?

On average how many new students do you enroll per month?

How long have you been working in college recruiting? Please respond in months and years.

What geographic regions do you recruit from?

What is your experience level with international students?

Appendix D

June 7, 2012

Ms. Crystal Karn and Dr. Jeffery Walls,

The IRB application of **Crystal Karn** for the project titled "*The Value of Servant Leadership on Private Midwestern Universities Admission Teams Performance*" **has been approved** by the Institutional Review Board of Indiana Tech. This research project, as submitted, **is exempt** from further human subjects review by the IRB Committee of Indiana Tech. Please note the following limitations of this approval for exempt status for this IRB application.

The IRB Committee is delegating the authority and responsibility to the Supervising University Faculty-member, Dr. Jeffery Walls, to assure the following changes and/or additions are made to the research design and its related components as discussed during the dissertation proposal defense meeting. Specifically, changes and/or additions are to be made to be sure the survey instrument(s) include the following elements:

- **One or more survey items which gather data related to global or cross-cultural dimensions**
- **A Personal Data Sheet which gathers demographic data relevant to the research**

This approval of the IRB Committee of Indiana Tech extends only to the research plan as outlined in this specific IRB. This approval extends only to those aspects of this research project as presented in this specific IRB application including issues related but not limited to selected subjects, intervention procedures, risks and/or benefits to the subjects, confidentiality, information provided to the subjects and related consent forms, issues of privacy, and potential conflicts of interest. This approval does not extend 1) to any exempt research interventions or activities not outlined within or beyond the scope of this specific application, 2) nor to any non-exempt issues which have not been presented in this specific IRB application, nor to non-exempt issues which might develop during or as a result of this research project, nor to any further research projects proposed by the investigator and/or co-investigator of record for this IRB application.

If "substantive" changes are made to this research plan an amended application needs to be submitted to the IRB Committee of the University.

Speaking for the IRB committee I thank you for submitting your Application to the IRB Committee and wish you the best in your research project.

James B. Schaffer, PhD

Full Professor

Chairperson IRB Committee, Indiana Tech

Appendix E

Definition of Terms

- Admission Representative – An individual who works to recruit prospects to a college or university to enroll in courses.
- Appreciative Inquiry -“Appreciative Inquiry is based on the assumptions that positive individual and organizational change can most effectively be achieved through questions and dialogue focusing on organizational strengths and successes, as opposed to its weaknesses and failures (Skinner & Kelley, 2006, p 79).
- Contact to Close / Admit Ratio - The amount of time a sales representative takes to move a prospect to admitted student.
- Number of Closed Leads is measured by the number of individuals that are admitted to a university for each admission member.
- Positive Psychology- “The scientific study of positive characteristics and strengths that enable individuals to thrive. Additionally, it is thought to be based on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play” (Bar-On, 2010, p 56).
- Prospect to Admit Status is the length of time from initial contact of a prospective student to the date of their acceptance of the university offer.

- Psychological Capital - “Psychological capital has been defined as “an individual’s positive psychological state of development that is characterized by (a) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; (c) making a positive attribution (optimism) about succeeding now and in the future; and (d) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Peterson et al., 2011, p 428).
- Sales Volume - The amount of revenue a sales individual typically contributes to the university.
- Servant Leadership- “As described by Greenleaf (1970, 1995), ‘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’ (p. 13). According to Sendjaya (2008) “servant leaders encourage followers to demonstrate consistency between what they say and do, transparency about their limitations, and engagement in moral reasoning” (p 404). These leaders have a well defined vision that they hope to incorporate within their organization.
- Time With The Organization - will be measured in months and will only include time as an admission representative or admission leader. The geographical areas covered will indicate global contact with prospects to allow for a measure of global servant leadership. Information will be collected utilizing self-reporting from the participants while they complete the survey instrument.

- Transformational Leadership - “The goal of transformational leadership as articulated by researchers is to transform people, in a literal sense, to change them in mind” (Taylor et al., 2007, p 404). Transformational leaders help others for the good of the organization or society (Yukl, 2010).

Appendix F

Private Universities Participating in Study:

Anderson University, Andrews University, Bluffton, Huntington University, Indiana Institute of Technology, Indiana Wesleyan University, Manchester, Ohio Northern University, Taylor University, Trine University, University of Findley, and University of Notre Dame (Midwest recruiter only participating).