SERVANT LEADERSHIP AND STUDENT SUCCESS: PERSPECTIVES OF MIDWEST TECHNICAL COLLEGE MANUFACTURING STUDENTS

by

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DISSERTATION

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ABSTRACT

SERVANT LEADERSHIP AND STUDENT SUCCESS: PERSPECTIVES OF MIDWEST TECHNICAL COLLEGE MANUFACTURING STUDENTS

Therese A. Izzo Nemec

In the United States, colleges and universities are under pressure from multiple sources to improve course completion and graduation rates and to reduce the cost of obtaining a degree. This qualitative phenomenological case study, underpinned by the social constructivist perspective, explored second-year manufacturing degree students' perceptions of the impact of their teachers' servant leadership behaviors on their successful course completions at a Midwest technical college. Servant leadership was the theoretical base for the study, which consisted of Q sorts by, and interviews with, students from two manufacturing degree programs. One program had higher course completion and graduation rates and the other had lower course completion and graduation rates. The responses were coded using data from an extensive literature review and were analyzed for themes according to the perspectives of the participants' Q sorts and responses to interview questions. While the study did not reveal a simple, straightforward solution to the very complicated student success problem in technical college manufacturing programs, it did identify the elements of an emergent model recommended for manufacturing teachers: servant teaching.

Keywords: servant leadership, college teaching, servant teaching, student success, qualitative, case study, phenomenology

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I love you and miss you.

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CHAPTER ONE

INTRODUCTION

This study explored whether or not servant leader behaviors by college teachers in manufacturing programs, as perceived by their students, positively impacted student success at a Midwest technical college. Data acquired from sixteen manufacturing students from two programs were analyzed to determine if the students found servant leader teaching behaviors important to their ability to succeed as students in their respective programs.

Background of the Problem

Since the beginning of the 21st Century, two of the most difficult challenges facing higher education globally have been low rates of student success and the resulting impact of those rates on student retention (Alemu, 2014; Fowler & Boylan, 2010; Hirschy, Bremer, & Castellano, 2011; Johnson & Vishwanath, 2011; Kinzie, 2005; Kinzie, Gonyea, Shoup, & Kuh, 2008; Robinson, 2009; Russell, 2012; Saret, n.d.; Tarling, 2014; The College Board, 2009; Tinto, 2011). According to Tinto (2011), the number of students enrolling in higher education more than doubled between 1980 and 2000, but the number of students who earned degrees increased "only slightly" (p. 2).

Studies seeking solutions to this challenge have been conducted in countries across the globe since the mid-2000s. For example, Ozgungor and Duru (2015) discussed which course and instructor characteristics in a Turkish college earned the highest and lowest ratings by students. They sought to identify behaviors of effective instructors in an attempt to increase rates of student success and degree completion at the college (Ozgungor & Duru, 2015). Similarly, Manik (2015) conducted research in response to a lack of degree completion at a university in South Africa, to learn what students at the University of KwaZulu-Natal thought they needed to

ensure their success and degree completion. Manik's (2015) study found students needed physiological support, including food, and psychological support to deal with the stress that resulted from their academic and personal challenges.

In the United States (U.S.), institutions of higher education have been under increased pressure from the federal government to improve success and graduation rates in less time and for less expense. Legislators in the U.S. state that they will not continue to provide financial aid for students to repeat courses or to attend college only to leave without earning degrees (Manning & Crosta, 2014).

This pressure from the U.S. federal government is mirrored by state agencies and the regional accrediting agencies, such as The Higher Learning Commission, which request evidence to demonstrate that institutions are committed to practices that support student success. For example, two of the Criterion for Accreditation by The Higher Learning Commission (2016) include:

> Criterion 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
>
> Criterion 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

State and federal lawmakers and college accrediting agencies are calling for higher student success and completion rates and, according to a survey of higher education CFOs published in *Inside Higher Ed*, "retaining current students tops all other revenue producing strategies at 92%; beating out increasing the endowment (62%), developing and expanding online programming (58%), and investing more in fundraising (53%)" (Borysenko, 2014).

Retaining college students is essential for more important reasons than satisfying lawmakers and generating revenue. Student retention goes to the heart of why the Midwest technical college system in this study exists. As stated on the Midwest Technical College System website (2016),

> The [Midwest] Technical College System develops individuals at every stage of their academic and work careers into experts and entrepreneurs who make an immediate, local economic impact by annually delivering thousands of skilled professionals who stay in [the state] to pursue careers in the skilled trades, manufacturing, information technology, health care, agriculture, public safety, and business, among many others. (paras. 1 and 2)

Even with all of these arguments for working to increase student success in higher education, the most important reason is that research shows it is the right thing to do. Researchers in the field of higher education (Haycock, 2015; Levine & Nidiffer, 1996; Martin, 2013) discussed the power of education to change people's lives noting how higher education is the key to eradicating, or at least reducing, poverty and other social ills. For example, according statistics cited by Haycock (2015),

> College graduates earn more. They are less likely to be unemployed. But they also stand out in other things we value. They are more likely to vote, to volunteer, to have healthy life practices, and even to have better mental health. What our schools and colleges do, in other words, is hugely important to our economy, to our democracy, and to our society more generally. (para. 8)

Many initiatives are touted nationally as the answers to the complex challenge of attaining student success and degree completion. Some of the initiatives to retain and sustain college students through degree completion include: (a) college success courses (Downing, 2010;

Fain, 2013), (b) academic goal setting (Fain, 2013), (c) first year experiences (Fain, 2013; Wilcox, Winn, & Fyvie-Gauld, 2005), (d) tutoring and supplemental instruction (McGuire, 2006), (e) increased data analysis of student success initiatives (Stuart, Rios-Aguilar, & Deil-Amen, 2014), (f) measures to address risk factors (Stuart et al., 2014), (g) measures to increase student engagement (Stuart et al., 2014), (h) remedial coursework (Tierney & Garcia, 2011), and (i) increased advising (White, 2010), discussed further in Chapter Two. Academic and student services leadership teams are dedicating countless hours and resources to the implementation of these initiatives and programs, while those who arguably have the greatest influence in working with students to increase their success and retention rates – the faculty – are often excluded from the conversations (Nemec, 2015).

This social constructivist qualitative research study focused on whether or not servant leadership behaviors by college teachers positively impacted student success. The focus was further narrowed to examine the students' perspectives on which servant leadership behaviors by their teachers, if any, they credited for positively impacting their completion of their college courses.

Theoretical Base

Servant leadership was used as the theoretical base for this study. As demonstrated in Chapter Two, since its introduction by Greenleaf in the 1970s, servant leadership has been the subject of significant research. A great number of both scholarly and non-scholarly articles and books have been written on the topic. In discussing servant leadership, many of the articles and books examine the same characteristics as those commonly identified as the characteristics of teachers who positively impact the success of their students.

The selection of servant leadership as the theoretical base for this study first arose out of exploratory interviews, conducted by the researcher, with technical college students from one of the manufacturing degree programs at a Midwest technical college. The face-to-face interviews were conducted with individuals and small groups at the end of each of four semesters (Fall 2014 through Spring 2016) at the request of the dean and college teachers of a manufacturing associate degree program. The purpose of the student interviews was to identify what helped those students succeed in earning their technical college associate degrees at a point in time when almost 60 percent of the students who began the program at the same times did not complete.

All of the graduates over the period of the interviews were male students ranging in age from 19 to 33. In response to the interview questions (Appendix A), the students discussed personal attributes they credited for their successes. These personal attributes included time management, strong study skills, and motivation. They also discussed the importance of college-level support, such as the tutoring provided by the Teaching and Learning Center and the social/peer support provided by the student club for their program. Among the varied elements identified by the students, the topic cited, without exception, was the role the teachers played in their successes in their courses and ultimately in their earning technical college degrees (Students, personal communications, December, 2014; May, 2015; December, 2015; and May, 2016).

Without prompting from either the researcher or the interview questions, the student participants introduced discussion of specific teachers and their characteristics and behaviors (Students, personal communications, December, 2014; May, 2015; December, 2015; and May, 2016). These behaviors included (a) being committed to student growth, (b) caring about them, (c) creating supportive learning environments (the building of a learning community),

(d) empowering them, (e) listening, (f) serving them, and (g) showing empathy. For example, Student 17 reported, "Teacher A is excellent – super compassionate, really cares about the students, is extremely helpful" (Student, personal communication, 2015). Another student commented, "Teacher A cares more about us than anyone and will work any extra hours to help us succeed" (Student, personal communication, 2015). Yet another student commented, "Teacher B treats us with respect and spends a lot of extra time with us" (Student, personal communication, 2015). (See Appendix B for more information on these student interviews.)

Interestingly, many of the students reported struggling the most in one teacher's class. Comments shared about that teacher included: "Teacher C doesn't seem to care about us at all" (Student, personal communication, 2015), and "Teacher C sits behind his desk and waits for us to ask for help instead of walking around the lab and offering to help. We end up asking questions of each other because Teacher C seems bothered if we ask him" (Student, personal communication, 2015). A third student stated, "Teacher C seems to think we are too dumb to do anything complicated, so he gives us really easy labs. Then we don't learn what we need to before we go on to Teacher A's class the following semester" (Student, personal communication, 2015).

The college teacher behaviors identified by the manufacturing programs' students as making a difference in their successful completion of their courses are many of the same behaviors of servant leaders, as demonstrated and discussed further in Chapter Two. Therefore, servant leadership was selected as the theoretical base for this study.

Background of the Problem at a Midwest Technical College

In addition to the pressures from U.S. and state lawmakers and accrediting agencies, financial implications, the mission of the Midwest technical college system, and the positive

impacts of achievement in higher education, individual technical colleges within the technical college system have other reasons to address success rates within their higher education institutions. In 2014, the state legislature significantly changed the funding structure for the Midwest technical college system. In the past, the technical college in this study received 45% of its funding through local property taxes and 11% from the state. (See Figure One for funding sources.) That same technical college now receives 19% of its funding through local property taxes and 37% from the state, as demonstrated in Figure One.

The funding change is noteworthy because, at the same time, the state where the Midwest technical college is located instituted a new performance based state funding (PBF) model that awards funding partially based on course completion and graduation rates. Therefore, the percentage of the PBF any one college receives is dependent upon its student success and graduation rates in comparison with the other technical colleges.

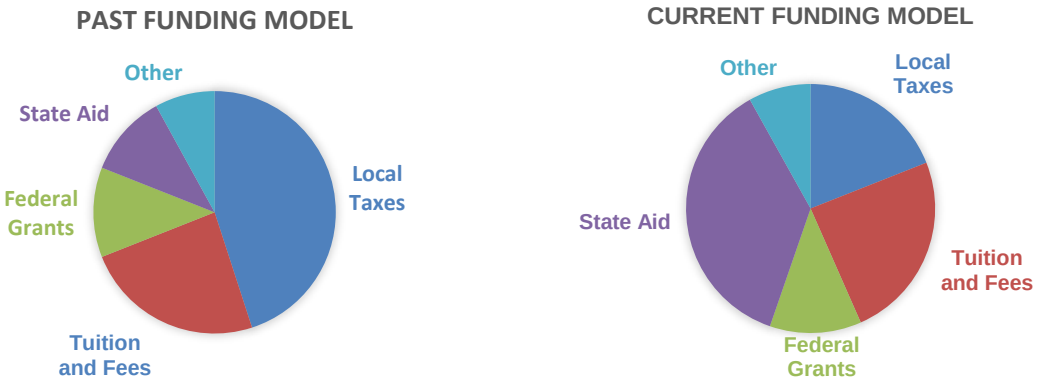

Figure 1. Technical college past and current funding models. This figure illustrates the apportionment changes in local taxes and state aid.

In addition to the political, social, and economic reasons that elevate student success and retention to the top priority levels for technical colleges in the state, there is an additional, localized reason to prioritize these issues. Local employers rely on the state's technical colleges

to provide trained workers to fill their workforce needs. The state is experiencing a skilled worker shortage, which spurred local employers to put pressure on technical colleges to produce skilled graduates. This need is demonstrated by the 100% graduate employment rate for 59 of the technical degree and diploma programs at the technical college in this study as depicted on the website of the Midwest technical college in 2017 (See Appendix C for more information).

Three and five-year graduation rates for the technical college in this study were 41% and 50% respectively for the academic year ending in June of 2016, as also depicted on the Midwest technical college website, so there is obvious work to be done to increase student success and retention to graduation. Entering the study, this researcher hypothesized that researching students' perceptions of college teacher behaviors that positively contributed to their course completions, which then impacts their retention and college graduation rates, could contribute to the field of education by providing strategies for manufacturing college teacher onboarding and training programs.

The technical college chosen for this study was selected because it is one of the largest technical colleges in state of this study, has students from both cities and rural areas, has a relatively diverse student population, and therefore comes the closest to representing all of the colleges in the 16-college system. Two larger technical colleges are in large metropolitan cities, so they have fewer students from rural communities. Other technical colleges' student populations are small, lack racial and ethnic diversity, and include fewer students from medium-sized cities.

The technical college selected for this study, as portrayed on the system-wide website, has one of the highest rates of job placement, is a leader in graduating students in high-demand fields, has one of the highest rates of industry-validated curricula, and is a leader in workforce

training (2017), making the technical college selected an appropriate research site for this study (See Appendix D for more information).

The selected technical college had already given the researcher an indication of the need for this study in this institutional setting by asking her to perform the exploratory interviews discussed above. The researcher holds a director role for the technical college in the study. In that role, the researcher oversees faculty professional development related to teaching and student success. The faculty at the technical college are hired for their industry experience and expertise (as nurses, welders, chefs, etc.) and often lack education or training in pedagogy or andragogy, assessment of student learning, classroom management, or student success strategies. This lack of training makes the faculty onboarding and training of technical college faculty essential. Therefore, the researcher is in a position to use the information learned through the research to positively impact teacher onboarding, training, and support at the technical college.

Although the researcher holds a position of authority for the institution, she does not work directly with students, nor is she a supervisor of the faculty members who teach the students involved in the study. The researcher enlisted assistance from the Director of College Effectiveness and the Vice President of Instruction to ensure the students who participated in the study were protected from any possible coercion and to ensure confidentiality and student anonymity.

Purpose Statement

The purpose of this study was to explore second-year manufacturing degree students' perceptions of the impact of servant leadership behaviors by their program teachers on their success (as measured by course completion rates) at a Midwest technical college. The objectives established to achieve this purpose were (a) to determine if students at a Midwest technical

college perceive servant leader behaviors by their teachers as making a difference in their course completion rates; (b) to identify the servant leadership behaviors reported to be the most important in helping students complete their courses as reported by students who did perceive servant leadership behaviors made a difference in their course completion; (c) to identify the reasons the servant leader behaviors positively impacted the success of the students; and (d) to identify other college teacher behaviors that students found important in helping them complete their courses. The research questions presented in the next section were designed to meet these objectives.

Research Questions

Maxwell (2013) recommended designing research questions around areas of a research topic that are not fully understood or "where there are holes in, or conflicts between experiential knowledge and existing theories" (p. 84). The questions posed should help the researcher understand the phenomena she is studying more thoroughly (Maxwell, 2013). The following questions guided this qualitative phenomenological case study-based research underpinned by the social constructivist perspective:

1. Do students at a Midwest technical college perceive servant leader behaviors by their teachers as making a difference in their course completion rates?
2. Which servant leadership behaviors by college teachers do students report to be the most important in helping them complete their courses?
3. Why do students at a Midwest technical college believe servant leadership behaviors by teachers help them complete their courses?
4. What other teacher behaviors do students at a Midwest technical college find important in helping them complete their courses?

Significance

The intent of this study was to contribute to the knowledge of teacher behaviors that positively impact students' success in a Midwest technical college setting. This understanding will aid in establishing a specific set of behaviors, identified as important for student success by students at the technical college and, in turn, influence the on-boarding, training, and support programs designed for the teachers. The findings of this study also have corresponding implications for the teacher education and training programs throughout the Midwest technical college system.

The financial and social implications of improving the college experience and outcomes for technical college students cannot be overstated. There is currently a statewide demand for college students' retention and timely graduation across the board in the state's technical college programs. State and local employment rates demonstrate the area employers' need for trained employees. Furthermore, the average annual salary five years after graduation for a student graduating from the technical college in this study was $46,251 in 2016, as depicted on the college's website. Thus, the overall impact is widespread and extends to the students' families, workplaces, and communities. This study's findings may also be generally applied to enhance student success and completion rates more broadly in other technical college settings.

Rationale for Qualitative Research

Scholarly research into the relationship between servant leadership and student success is increasing (Buchen, 1998; Crippen, 2010; Drury, 2005; Hardegree, 2007; Hays, 2008; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; McClellan J. L., 2007; Padron, 2007; Powers & Moore, 2005; Robinson, 2009; Russell E. J., 2013; Scardino, 2013; Tarling, 2014; Ye, Kretschmer, & Hartman, 2010). However, the research has been primarily quantitative and

devoid of student perspectives. This researcher contends that when seeking information about the impact of college teacher servant leadership behaviors, it is important to learn specific details from the students' perspectives to provide the most complete picture of the potential impact.

Specific details from the students' perspectives are also important because, as Leavy (2009) noted, research in the field of education is often conducted with the ultimate goal of applying the results to improving practice. While exploring if there is a connection between servant leadership and student success has value, this researcher seeks to understand the perceptions of the students as to the value of the connection. This understanding could provide new theory on teacher behaviors that positively impact student success and ultimately a framework upon which teacher training strategies can be built and applied to improve practice.

Maxwell (2013) identified eight goals for qualitative research made up of five intellectual goals and three practical goals:

1. Understand participants' perspectives.
2. Understand contexts and circumstances.
3. Recognize the process beneath events and actions.
4. Identify unanticipated phenomena and have the flexibility in both the design and focus to follow where the information leads.
5. Develop causal relationships.
6. Generate results that are credible to the people being studied.
7. Conduct research intended to improve existing practices.
8. Engage in collaborative research with participants. (pp. 30-32)

Maxwell's (2013) eight goals of qualitative research influenced the selection of a qualitative research method for this study.

In addition, the existing research on teachers who demonstrate servant leadership behaviors has been primarily quantitative and focused on bachelor's degree students in four-year institutions, particularly in nursing programs (Crippen, 2010; Drury, 2005; Hays, 2008; Ingram, Jr., 2003; Jamerson, 2014; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; Landgren, 2015; Powers & Moore, 2005; Tarling, 2014; Xiao-chuan, 2010; Ye et al., 2010). According to Yin (1994), one way to determine the specific details of a phenomenon is through the use of a case study. Therefore, this research used phenomenological case study-based interviewing strategies, based on the work of Seidman (2006), to examine the perceptions of technical college manufacturing degree students regarding the impact of servant leadership behaviors by their teachers on their success. The overarching goal of this research was to investigate how students perceive servant leadership behaviors by their college teachers to better understand the relationship between servant leadership (teacher) behaviors and the success of students.

Definition of Terms

Servant Leader

Term coined by Robert Greenleaf in the 1970s to describe a style of leadership based on serving others before oneself, putting the needs of one's followers ahead of one's own, and encouraging the growth of one's followers in an effort to assist them to become servants themselves ("The Servant as Leader," 2016).

Servant Teacher

According to the research from this study, a servant teacher is a teacher who demonstrates the behaviors of a servant leader with his or her students. These servant leader behaviors include: (a) community building and collaboration; (b) healing; (c) being people

centered; (d) listening; (e) displaying stewardship; (f) demonstrating empathy and presence; (g) using persuasion; (h) serving; (i) displaying awareness and perception; (j) facilitating growth; (k) exhibiting intuition, conceptualization, foresight, and vision; and (l) exemplifying trust, integrity, and ethics.

Student Success

Student success, for the purpose of this study, is defined as course completion.

Limitations and Delimitations

The researcher acknowledges the following as limitations (external) and delimitations (internally imposed by the researcher) of this research:

- The focus of the study was perceptions of students regarding the behaviors of manufacturing teachers at a two-year technical college in the Midwest. The technical college is part of a larger 16-technical college system, thereby potentially limiting the generalizability of the research outside of the system.
- This researcher chose to focus on course completion as a measure of student success and did not include other measures of student success.
- Only manufacturing degree students from two selected manufacturing degree programs who had completed at least two semesters of coursework were invited to participate in this study.
- Demographic information collected by the technical college and the researcher was subject to student self-identification, thereby posing a risk of ambiguity of age and employment status of the participants.
- Participation in the study was voluntary and may not be a true representation of the sample population.

Summary

A lack of student success in higher education coursework and degree completion in the 21st Century has led to serious concerns for teachers, higher education administrators, legislators, taxpayers, and students. This researcher identified a need to examine college teacher behaviors that positively impact student success. Using servant leadership theory as a basis for the research, this study focused on the identification of college teacher behaviors students believe contributed to their completion of their courses. Most related studies to date have focused on measuring higher educational leaders' perceptions of the behaviors they believe most impact student success (Alemu, 2014; Bowman, 2005; Buchen, 1998; Crippen, 2010; Drury, 2005; Hays, 2008; Johnson & Vishwanath, 2011; Jordan, 2006; Kinzie, 2005; Kinzie et al., 2008; Lambert, 2015; Padron, 2012; Powers & Moore, 2005; Robinson, 2009; Russell, 2012; Russell, 2013; Saret, n.d.; Scardino, 2013; Stuart et al., 2014; Tarling, 2014; Tinto, 2011). This qualitative phenomenological case study-based research, underpinned by the social constructivist perspective, focused on college students' perceptions of servant leadership teacher behaviors and whether or not those behaviors positively impacted their success.

CHAPTER TWO

LITERATURE REVIEW

This review of literature summarizes research pertinent to this social constructivist qualitative phenomenological case study. To that end, the sections in this literature review are as follows: (a) a historical view of leadership globally, (b) the emergence of servant leadership, (c) the primary instruments that have been designed to measure servant leadership, (d) a framework for student success, (e) strategies believed to increase student success, (f) commonly agreed upon measures of student success, and (g) servant teaching and faculty behaviors found to positively impact student success.

Several theories on the characteristics of servant leadership and faculty behaviors that impact student success are presented to demonstrate the similarities and differences, although sometimes subtle, among the theorists. This literature review is a representation of the concepts mentioned above as the literature on some of these topics is vast.

Historical View of Leadership Globally

Methods used to lead, manage, influence, control, or otherwise affect the behaviors of workers changed significantly globally during the era known as the Information Age, beginning in the late 1980s and continuing into the 2010s (Barnes, 2011; Boone & Makhani, 2012; Ebener & O'Connell, 2010; Houglum, 2012; Jaworski, 2012; Xiao-chuan, 2010). Before the Information Age was the Industrial Age, which lasted from the late 1700s to the late 1980s. Leadership practices during the Industrial Age focused on processes, planning, analyzing, organizing, outcomes, directing, managing, increasing productivity, and most of all, control (Boone & Makhani, 2012; Houglum, 2012; Wong & Davey, 2007; Zeng, Chen, & Zeng, 2013). An authoritarian style of business management was prevalent in the Industrial Age and business

leaders were selected based on their authoritarian traits (Boone & Makhani, 2012; Houglum, 2012; Zeng et al., 2013; Wong & Davey, 2007). It was believed leaders were born and not made (Zeng et al., 2013). Because certain traits were considered desirable, there was significant homogeneity in leadership personnel during the Industrial Age. According to Houglum (2012), Industrial Age management methods and practices began to be challenged in the early 21st Century. Leadership theory during the 21st Century has focused on empowerment, influence, vision, harmony, values, teamwork, honesty, integrity, self-confidence, collaboration, people, and the future (Boone & Makhani, 2012; Freeman, 2011; Houglum, 2012; Wong & Davey, 2007). This focus is embodied in a service-oriented form of leadership referred to as servant leadership, a term first coined by Greenleaf in a 1970 essay (Long, 2011).

Emergence of Servant Leadership

Greenleaf worked in management, research, development, and education in his 40-year career with AT&T (Boone & Makhani, 2012) and is considered the father of the theory of servant leadership. Greenleaf discussed servant leadership as follows:

> It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead…The difference manifests itself in the care taken by the servant [leader] – 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? ("The Servant as Leader," 2016, paras. 2-3)

According to Greenleaf (1977), servant leaders differ from traditional leaders in important ways. Greenleaf (1977) specifically noted a difference between leaders who are leaders first and leaders who are servants first, with the former focusing on gaining power and

material goods and the latter focusing on the people one is leading. Greenleaf (1977) suggested traditional leaders and servant leaders are opposing extremes on a spectrum of leadership styles.

Mahembe and Engelbrecht (2014) provided their own description of servant leadership as a style of leadership focused on understanding the skills, talents, aspirations, and potential of one's followers, then using encouragement and role modeling to help the followers realize their potentials. They also noted how servant leaders share information and provide resources to help followers achieve their goals (Mahembe & Engelbrecht, 2014).

According to Mahambe and Engelbrecht (2014), despite its relatively recent recognition as a leadership construct, the practice of servant leadership is not new. Mahembe and Engelbrecht (2014) discussed religious leaders such as Mahatma Gandhi, Mother Teresa, and Martin Luther King Jr., who demonstrated servant leadership in their leadership styles. Wong and Davey (2007) also demonstrated the relationship between servant leadership and religious leaders with Bible verses about Jesus of Nazareth. Examples of bible verses that demonstrate servant leadership include, "Rather, he emptied himself, taking the form of a slave, coming in human likeness; and found human in appearance, he humbled himself, becoming obedient to death, even death on a cross" (Phil. 2:7-8, The New American Bible), and "But it shall not be so among you. Rather, whoever wishes to be great among you will be your servant; whoever wishes to be first among you will be the slave of all. For the Son of Man did not come to be served but to serve and to give his life as a ransom for many" (Mark 10:42-45).

Wong and Davey (2007) added a "Type S," to represent servant leadership, to the Theory X, Theory Y motivation and leadership approach developed by McGregor at the MIT Sloan School of Management in the 1960s, and to Ouchi's Theory Z approach developed in 1981. According to Theory X, leaders must coerce and control workers because the majority of

employees are work averse and will avoid work if they are able (Lawter, Kopelman, & Prottas, 2015). Theory Y leaders have more positive views of workers, believing employees can be motivated and are capable of adding value to the work they perform (Lawter et al., 2015). Theory Z leaders believe organizations must value people as well as quality and production (Draft, 2004).

Servant leadership (Type S) includes some aspects of both Theory Y and Theory Z, but more heavily emphasizes belief in the strengths and abilities of workers. Wong and Davey (2007) believed servant leadership to be the best style of leadership to facilitate the development of workers' strengths and to create positive workplaces because: (a) Type S leaders are characterized by their dedication to the development of their followers and the health of their organizations rather than to their own personal promotion; and (b) Type S leaders have a positive view of those they lead, believing they are capable of becoming leaders themselves with enough support and encouragement. Also, Type S leaders help their followers develop their own leadership strengths, making servant leadership "an antidote to corruption and abuse in power positions" (Wong & Davey, 2007, p. 7).

According to Long (2011), both interest in, and the practice of, servant leadership have grown in business and non-profit organizations since it was first introduced in the 1970s. Servant leadership models, assessments, and research have been growing in the 21st Century (Freeman, 2011), and the behaviors of servant leaders have been discussed extensively (Peterson, Galvin, & Lange, 2012). Servant leadership has gained recognition as the exemplary form of organizational leadership for the global workforce of the Information Age (Long, 2011; Wong & Davey, 2007). To that end, many tools have been developed to measure servant leadership characteristics and behaviors.

Measurement of Servant Leadership

Since the development of quantitative instruments to measure servant leadership, quantitative research methods have been the method of choice for the majority of the researchers conducting studies on servant leadership. In contrast, two recent researcher teams that employed qualitative methods to study servant leadership are Ebener and O'Connell (2010) and Yueh-Chen and Hui-Chuan (2011). Other researchers employed extensive reviews of the literature, including Freeman (2011) and Boone and Makhani (2012). Boone and Makahani (2012) identified five necessary attitudes of a servant leader through their extensive review of the literature:

1. "Visioning isn't everything, but it's the beginning of everything" (p. 87).
2. "Listening is hard work requiring a major investment of personal time and effort – and it is worth every ounce of energy expended" (p. 89).
3. "My job involves being a talent scout and committing to my staff's success" (p. 90).
4. "It is good to give away my power" (p. 92).
5. "I am a community builder" (p. 93).

Several of the less commonly used quantitative servant leadership measurement tools include (a) Podsakoff, Mackenzie, Paine, and Bachrach's (1990) Organizational Citizenship Behavior Scale (OCBS), (b) LaFasto and Larson's (2001) Team Effectiveness Questionnaire (TEQ), and (c) Rickards and Ritsert's (2013) Common Assessment Framework (CAF). The more commonly used instruments for measuring the behaviors of servant leaders include (a) Laub's (1999) Organizational Leadership Assessment (OLA), (b) Page and Wong's (2000) Servant Leadership Profile (SLP), (c) Wong and Page's (2003) Servant Leadership Profile (SLP), (d) Wong and Davey's (2007) Revised Servant Leadership Profile (RSLP), (e) Barbuto

and Wheeler's (2006) Servant Leadership Questionnaire (SLQ), (f) Liden, Wayne, Zhao and Henderson's (2008) Servant Leadership Scale (SL-28), and (g) van Dierendonck and Nuijten's (2010) Servant Leadership Survey (SLS). A review of these instruments revealed the most commonly verified behaviors of servant leaders. The result provided a framework for identifying servant teacher behaviors and determining if technical college students believe servant leadership behaviors by their college teachers are important to their success.

The two first widely accepted servant leadership measurement instruments were created at approximately the same time, namely Laub's OLA (1999), and Page and Wong's SLP (2000) (van Dierendonck & Nuijten, 2010). Discussion of the measurement of servant leadership will begin with Laub's OLA and Page and Wong's SLP.

Organizational Leadership Assessment (OLA)

Laub (1999) began development of his OLA to measure servant leadership by working in three specific areas: (a) identification of a concrete definition of servant leadership, (b) identification of the behaviors of a servant leader, and (c) development of a written instrument that could be used to measure the behaviors of a servant leader. Laub (1999) found servant leadership lacking in strong theory and clear definitions of the behaviors of a servant leader. To help identify those behaviors, Laub (1999) conducted a review of the literature by more than 30 authors. He then clustered the information he found into 20 characteristic themes. One theme Laub (1999) identified related to trust and included three components: (a) builds a trust environment, (b) trusts others, and (c) is trustworthy.

In addition to his literature review, Laub (1999) conducted a three-part Delphi survey to develop the OLA. Upon completion of the Delphi survey, Laub (1999) developed a 60-question assessment based on six sub-scores including: (a) values people, (b) develops people, (c) builds

community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership (pp. 11-13). According to Laub (1999):

> Servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and developing of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization, and those served by the organization. (p. 23)

Laub (1999) asserted that the OLA was valid and reliable for future research into servant leadership as well as organizational cultures. Laub (1999) further claimed that the OLA could be used to make predictions and to diagnose strengths and weaknesses within an organization.

Revised Servant Leadership Profile (RSLP)

Page and Wong (2000) first developed the SLP with eight measurement dimensions in 2000, and then Wong and Page (2003) published the RSLP in 2003 with seven dimensions: (a) empowering and developing others, (b) instilling power and pride, (c) serving others, (d) engaging in participatory leadership, (e) inspiring leadership, (f) employing visionary leadership, and (g) exercising courageous leadership (Wong & Davey, 2007, p. 5).

Wong and Davey (2007) continuously tested the RSLP for validity and reliability and the results of those tests led to further refinement of the RSLP down to five dimensions:

Factor 1: "A servant's heart (humility and selflessness) – Who we are (Self-Identity);"

Factor 2: "Serving and developing others – Why we want to lead (Motive);"

Factor 3: "Consulting and involving others – How we lead (Method);"

Factor 4: "Inspiring and influencing others – What affects we have (Impact);" and

Factor 5: "Modeling integrity and authenticity – How others see us (Character)." (p. 6) While Wong and Davey (2007) were testing and refining the RSLP, Barbuto and Wheeler (2006), Liden et al. (2008), and van Dierendonck and Nuijten (2010) were at work developing their own tools to measure servant leadership.

Servant Leadership Questionnaire (SLQ)

Barbuto and Wheeler (2006) conducted an extensive review of the literature to clarify the behaviors of servant leadership as they worked to develop the SLQ. They compared servant leadership to the transformational and leader-member-exchange (LMX) leadership theories, arguably two of the most closely related leadership theories to servant leadership (Barbuto & Wheeler, 2006). In the initial stages of developing the SLQ, Barbuto and Wheeler (2006) identified 11 possible behaviors of servant leaders: (a) having a sense of calling, (b) effectively listening, (c) feeling and demonstrating empathy, (d) facilitating healing, (e) having a sense of awareness, (f) using persuasion, (g) conceptualizing, (h) employing foresight, (i) demonstrating stewardship, (j) facilitating growth, and (k) building community.

Barbuto and Wheeler (2006) operationalized the 11 behaviors into an instrument that could be used to measure servant leadership. After initial tests with 80 leaders and 388 raters from the Midwest, they employed factor analysis to reduce the 11 initial behaviors down to 5 subscales which are as follows:

- Having a Calling toward Altruism – Putting the needs of one's followers ahead of one's own needs due to a strong commitment to make a difference in their lives.
- Being Committed to Emotional Healing – Employing empathy and listening to create a safe place for one's followers to share and work through traumas or hardships.

- Demonstrating Wisdom – Noticing cues in one's environment and being aware of their potential consequences. According to Barbuto and Wheeler (2006), "Wisdom is the ideal of perfect and practical, combining the height of knowledge and utility" (pp. 318-319).
- Using Persuasive Mapping – Having the ability to map out issues, identify possible solutions, and persuade one's followers to work on those solutions.
- Demonstrating Organizational Stewardship – Accepting responsibility for the betterment of one's organization or community and having a desire to leave people, organizations, and communities better than they were found. (Barbuto and Wheeler, 2006)

Behaviors of the SLQ overlap with those discussed by the other theorists in this section of the literature review. SLQ behaviors are especially closely related to Liden et al.'s (2008) SL-28, which is discussed next.

Servant Leadership Scale (SL-28 and SL-7)

In development of the SLS, Liden et al. (2008) originally identified a nine-dimension instrument. The nine dimensions of the SL-28 were

- emotional healing: caring about followers' professional and personal well-being;
- creating value for the community: both working for the good of the community oneself and encouraging followers to work for the good of the community as well;
- conceptual skills: seeing beyond immediate problems and supporting followers to help solve them;
- empowering: including one's followers in decision-making and providing them with autonomy in the completion of their work;

- helping subordinates grow and succeed: helping one's followers develop and grow in their careers;
- putting sub-ordinates first: working to assist one's followers before focusing on one's own work;
- behaving ethically: being open, honest, and fair with one's followers;
- relationships: getting to know one's followers as individuals; and
- servanthood: working to serve one's followers. (Liden et al, 2008, p. 86; Liden, Wayne, Meuser, Hu, Wu, & Liao, 2015)

Upon further research, including a confirmatory factor analysis, Liden et al. (2015) verified seven of the original nine items and developed those seven items into a short form of the SL-28, titled the "SL-7." The SL-7 included: (a) engaging in emotional healing, (b) creating value for the community, (c) demonstrating conceptual skills, (d) empowering, (e) helping subordinates grow and succeed, (f) putting subordinates first, and (g) behaving ethically (Liden et al., 2008; Liden et al., 2015).

The two dimensions that were not transferred from the SL-28 to the SL-7 were relationships and servanthood (Liden et al., 2008; Liden et al., 2015). Several of the dimensions on the SL-28 and the SL-7 were, however, also included on van Dierendonck and Nuijten's (2010) SLS.

Servant Leadership Survey (SLS)

Van Dierendonck and Nuijten (2010) began development of an instrument to measure servant leadership by reviewing the literature and applying their own professional experience to identify a list of 99 potential items. After applying a combined exploratory and confirmatory factor analysis approach, and an analysis of the criterion-related validity, van Dierendonck and

Nuijten's (2010) final instrument included 30 items relating to eight dimensions based on the behaviors identified by Greenleaf (1977), Spears (1995), and Patterson (2003). van Dierendonck and Nuijten's (2010) servant leadership measurement instrument, the SLS, included the following eight dimensions:

- Empowerment – Based on Greenleaf's (1977) assertion, "the servant leader's belief in the intrinsic value of each individual is the central issue in empowerment; it is all about recognition, acknowledgement, and the realization of each person's abilities and what the person can still learn" (van Dierendonck & Nuijten, 2010, p. 251).
- Accountability – Grounded in whether or not a leader holds a follower accountable for his or her own performance and whether or not the leader communicates limits and freedoms to his or her followers.
- Standing Back – Demonstrated as humility by holding others up for credit and staying in the background when a task is successfully completed.
- Humility – Demonstrated by seeking the contributions of one's followers in areas where the teachers themselves may have limitations.
- Authenticity – Based on behaving authentically without airs, and being true to one's self.
- Courage – Defined as "daring to take risks and trying out new approaches to old problems" (van Dierendonck & Nuijten, 2010, p. 252).
- Interpersonal Acceptance – Demonstrated as empathy and the ability to understand others' feelings.
- Stewardship – Displayed through being socially responsible, loyal, and dedicated to team work.

According to van Dierendonck and Nuijten (2010), "the SLS is a valid and reliable instrument to measure servant leadership…. The overall confirmatory factor analyses across different samples support the predicted eight-factor structure and the inter-connectedness of the dimensions" (pp. 263-264). They stressed the fact that the SLS measures leadership as well as servanthood, where some of the other instruments designed to measure servant leadership only measure servanthood (van Dierendonck & Nuijten, 2010). See Table 1 for a summary of these instruments.

As stated above, the review of these instruments revealed the most commonly verified behaviors of servant leaders. The result helped to provide the framework for determining whether technical college students believe servant leadership behaviors by their teachers are important to their success. The servant teacher framework will be presented later in this chapter, but first a framework for student success will be reviewed.

Framework for Student Success

As stated in Chapter One, there has been increased attention on student retention and success in higher education globally since the beginning of the 21st Century. This increased attention has resulted in increasing pressure on institutions of higher education to take measures to ensure the retention and success of greater percentages of students. Saret (n.d.) noted, "Students do not begin a college course with the intention of dropping out before the end of the term, yet many do" (para. 1).

As stated in Chapter One, according to Tinto (2011), the number of students enrolling in higher education more than doubled between 1980 and 2000, but the number of students who earned degrees increased "only slightly" (p. 2). This points to the often-cited fact that just over one-third of community college students in the U.S. earn a degree. In fact, statistics show only

Table 1

Instruments Primarily Used to Measure Servant Leadership

Author	Title of Instrument	Servant Leadership Behaviors Measured	Behaviors in Common Between Instruments
Laub (1999)	Organizational Leadership Assessment (OLA)	1) Builds community 2) Develops people❶ 3) Displays authenticity❸ 4) Provides leadership 5) Shares leadership❹ 6) Values people	❶Develops People ❸Displays authenticity ❹Shares leadership
Page & Wong (2000 & 2003)	Revised Servant Leadership Profile (RSLP)	1) Courageous leadership 2) Empowering and developing others❶❷ 3) Inspiring leadership 4) Participatory leadership❹ 5) Power and pride 6) Serving others❺ 7) Visionary leadership❻	❶Developing others ❷Empowering ❹Participatory leadership ❺Serving others ❻Visionary leadership
Barbuto & Wheeler (2006)	Servant Leadership Questionnaire (SLQ)	1) Modeling commitment to emotional healing❼ 2) Demonstrating wisdom 3) Demonstrating organizational stewardship❽ 4) Having a calling toward altruism❺ 5) Using persuasive mapping	❺Having a calling toward altruism ❼Being committee to emotional healing ❽Demonstrating organizational stewardship
Liden, Wayne, Zhao, & Henderson (2008)	Servant Leadership Scale (SL-28)	1) Behaving ethically 2) Creating value for the community 3) Conceptual skills❻ 4) Emotional healing❼ 5) Empowering❷ 6) Helping subordinates grow and succeed❶ 7) Putting sub-ordinates first❾ 8) Relationships 9) Servanthood❺	❶Helping subordinates grow and succeed ❷Empowering ❺Servanthood ❻Conceptual skills ❼Emotional healing ❾Putting sub-ordinates first
van Dierendonck & Nuijten (2010)	Servant Leadership Survey (SLS)	1) Accountability 2) Authenticity❸ 3) Courage 4) Empowerment❷ 5) Humility 6) Interpersonal acceptance 7) Standing back❾ 8) Stewardship❽	❷Empowerment ❸Authenticity ❽Stewardship ❾Standing back

Key: Behaviors of Servant Leadership in Common Between Instruments

❶Develop People	❸Authenticity	❺Serving Others	❼Healing	❾Putting Others First
❷Empowering	❹Participatory	❻Visionary, Conceptual	❽Stewardship	

about one half of all college students in the U.S. earn a degree or certificate within six years (Tinto, 2011). Tinto (2011) emphasized, even though access to college has grown, there has been little success in "converting those gains [in access] into higher completion rates, especially among the low-income students who most need the economic payoff that comes with a degree or credential" (p. 2).

As also stated in Chapter One, there have been many initiatives and programs aimed at improving student success and retention since the 1990s, most recently the rise of performance-based funding programs. Performance-based funding programs were added to the many other initiatives for increasing student success, such as: (a) college success courses (Downing, 2010; Fain, 2013), (b) academic goal setting (Fain, 2013), (c) first-year experiences (Fain, 2013; Wilcox, Winn, & Fyvie-Gauld, 2005), (d) tutoring and supplemental instruction (McGuire, 2006), (e) increased data analysis of student success initiatives (Stuart et al., 2014), (f) measures to address risk factors (Stuart et al., 2014), (g) measures to increase student engagement (Stuart et al., 2014), (h) remedial coursework (Tierney & Garcia, 2011), and (i) increased advising (White, 2010). Strategies for increasing student success, in particular increasing student engagement, addressing risk factors, and other promising practices and recommendations, will be described next.

Strategies for Increasing Student Success

In the growing literature related to student success, there are many recommendations for increasing college student persistence and success. Suggestions range from improving institutional factors believed to impact student success, to recommendations for faculty to facilitate success for higher percentages of students, to suggestions for student behaviors believed to positively impact student success.

For example, according to Stuart et al. (2014), two-year colleges would benefit by using different approaches to help students see the economic value of a college credential. One recommended model was to help students add up the costs of completing their educations and to compare those costs against the anticipated benefits of completing degrees (Stuart et al., 2014), while considering three types of costs, including

- pecuniary (monetary),
- psychic (the struggle of trying to master a difficult subject, or the loss of time with family or friends), and
- opportunity (the income lost by working part-time or missing out on overtime to attend class).

The three cost aspects should be examined in terms of the benefits of attending college and completing a degree, including

- pecuniary (the additional lifetime earning potential for a degree holder),
- psychic (being, or feeling, more respected due to having a degree), and
- opportunity (having an opportunity to do work that is satisfying and enjoyable). (Stuart et al., 2014)

According to Stuart et al. (2014), "colleges must expand their notion and measures of success…instead of relying exclusively on completion rates, they need to acknowledge that improved connection to college (integration) and pathways to jobs pre-degree are also valid measures of success" (pp. 338-339). Most states' legislated performance-based funding models are in opposition to Stuart et al.'s (2014) recommendation as they fail to recognize any pre-degree benefits.

Increasing Student Engagement

One of the highly-touted solutions to students dropping out of college is increased student engagement (becoming both academically and socially involved in college) (Kinzie, 2005; Scardino, 2013; Stuart et al., 2014; Tinto, 2011). Scardino (2013) discussed the importance of student engagement on student success, focusing specifically on servant leadership and whether servant faculty behaviors positively impacted levels of engagement for students. Scardino (2013) theorized that faculty members who followed the Franciscan tradition of educating the whole student would demonstrate servant teacher behaviors, which would result in deeper approaches to learning for the students. The results of Scardino's (2013) research showed servant faculty behaviors did have a significant impact on student learning. The servant leadership behavior that had the greatest impact was emotional healing, but Scardino found other Franciscan tenets made a difference in student engagement including, building community by building relationships and giving of oneself to be of service to others (p. 118).

Several other student success authors reviewed for this study discussed the importance of increasing students' engagement with the institution, the faculty, and each other (Bowman, 2005; Crippen, 2010; Drury, 2005; Hardegree, 2007; Hays, 2008; Jordan, 2006; Kinzie et al., 2008; Padron, 2012; Powers & Moore, 2005; Robinson, 2009; Russell, 2012; Saret, n.d.; The College Board, 2009; Tinto, 2011). Russell (2012) specifically addressed the feeling of isolation on the part of students and faculty in online courses. Russell's (2012) concerns were exacerbated by the fact that growth in the online learning modality continues to outpace growth in all other delivery methods. Russell (2012) found approximately 19% annual growth rates for online learning and close to 30% of students reporting that, as of 2010, they had taken at least one online course each semester they were in school. Online course offerings have allowed more students than ever

before to attend college, but those online students are also contributing to the greater numbers of students enrolling in higher education but never earning degrees (Russell, 2012).

Stuart et al. (2014) discussed perhaps the greatest challenge for non-traditional, low-income, under-prepared college students: the fact that, in the mid-2010s, more than 80% of two-year college students worked either full-time or part-time while attending college. Students working so much outside of college is in direct competition with achieving the recommended engagement within the college, but it is suggested colleges work *with* students' need to be in the labor market instead of against it (Stuart et al., 2014).

Addressing Risk Factors

According to Saret (n.d.), the National Center for Education Statistics (2003) identified the major factors for students at risk including: (a) having delays between high school graduation and enrollment in higher education, (b) being enrolled part-time, (c) working full-time while taking classes, (d) having a low level of commitment to succeed, (e) being underprepared for post-secondary course work, (f) being the first generation in the family to attend college, (g) being a high school dropout, (h) having a lack of friends at the school, (i) having family problems, (j) lacking encouragement from family or friends, (k) raising children, (l) being a single parent, (m) having emotional problems such as substance abuse, (n) having a lack of involvement, (o) lacking interaction with faculty or other college employees, (p) having problems with transportation, and (q) having problems with finances (Saret, n.d.). Kinzie et al. (2008) identified additional risk factors including, being a member of a racial minority group and having scores that fell into the lower range of ACT scores. Kinzie et al. (2008) and the National Center for Educational Statistics (NCES), also identified the risks associated with a lack of preparedness, noting approximately 41% of students entering two-year colleges needed

remediation to prepare them for post-secondary level work (Kinzie et al., 2008). Despite risk factors, Kinzie (2005) stressed the need for those at institutions of higher education to accept that not all students are equally prepared but, under the right conditions, all students can learn.

Other Promising Student Success Practices and Recommendations

The College Board (2009) conducted a study on student retention for four-year institutions in five U.S. states, and some of the information is generalizable to two-year colleges. One key finding was that the resources that colleges and universities are devoting to student persistence and completion efforts are minimal and inadequate (The College Board, 2009). A second finding was that many efforts in retaining students are being attempted with no empirical evidence that they are effective (The College Board, 2009). Without information on the effectiveness of student success and retention efforts, colleges and universities move from one effort to another, missing critical information on which efforts may actually be working.

Positive student retention practices found by The College Board included: (a) most institutions collect and analyze their retention data; (b) most have retention committees; (c) most have early warning systems; (d) many require first-year students to meet with advisors at least once per term; (e) many have retention coordinators; and (f) many have orientation programs (The College Board, 2009). Several of these positive practices have opposing negative practices, however, including: (a) collecting and analyzing data does not help unless something is done about it, (b) retention committees and retention coordinators often lack the authority needed to implement new program initiatives or otherwise affect change, (c) most institutions do not reward or incentivize their faculty for advising, and (d) many institutions do not require students to attend their orientation sessions (The College Board, 2009).

The College Board (2009) recommended that higher education institutions benchmark against similar institutions and seek out empirical research conducted with similar institutions to gain an understanding of proven practices for increasing student retention and success. Some of the benchmarking indicators recommended were: (a) the percentage of FTEs devoted to the retention coordinator role, (b) the retention coordinator's authority to fund initiatives, (c) the level of coordination of retention efforts across the campus, (d) the nature of orientations – mandatory or not, (e) the use of an early warning system, (f) whether midterm grade information is collected for first-year students, (g) the level of faculty and student interaction outside of class for first-year students, and (h) the proportion of first-year students advised by full-time faculty.

As stated in Chapter One, colleges are dedicating hours and resources to student success initiatives and to programs by academic and student services leadership, while the faculty are often left completely out of the conversation. Faculty impacts on student success will be presented next after a brief discussion of the measurement of student success.

Measurement of Student Success

Unlike servant leadership, there are no specific instruments used to measure student success. Instead, there are practices that have become conventional among college institutions across the U.S. and initiatives sponsored by private foundations, state, and federal governments since the early 2000s (Association for the Study of Higher Education) (ASHE), 2007; Baldwin, Bensimon, Dowd, & Kleiman, 2011). For example, "The Community College Survey of Student Engagement" (2005), conducted by the ASHE (2007), identified the following goals (measures of success) for students attending two-year institutions: (a) earning an associate's degree, (b) transferring to a four-year school, (c) obtaining or upgrading job-related skills, (d) seeking self-improvement or personal enjoyment, (e) changing careers, and (f) completing a certificate

Table 2

Achieving the Dream Cross-State Benchmarks for Student Success

Final outcome measures (measured at the fourth and sixth years)
Award of less than associate degree without transfer
Award of associate degree or higher without transfer
Award of less than associate degree and transferred
Award of associate degree or higher and transferred
Transferred without an award
Still enrolled with 30 or more college hours
Total success rate
First-year milestones
Persisted fall to spring
Passed 80 percent or more of attempted hours
Earned twenty-four or more hours
Second-and third-year milestones
Persisted fall to fall
Completed developmental math by year 2
Earned forty-eight or more hours
Passed gatekeeper English or higher by year 3
Passed gatekeeper math or higher by year 3

Note. From Baldwin, Bensimon, Dowd, and Kleiman, 2011

program (p. 7). Other common measures of college student success include: (a) grades, (b) persistence to the sophomore year, (c) the length of time to degree attainment, (d) credit hours earned, (e) scores on discipline or field-specific exams (such as nursing boards), and (f) graduation (ASHE, 2007).

Achieving the Dream (ATD) was a national initiative launched with funding from the Lumina Foundation for Education in 2004 with the goal of increasing student success among two-year college students (Baldwin et al., 2011). The measures of student success for the ATD initiative are presented in Table 2.

Achieving the Dream included benchmarks and universal measures of student success. The three types of benchmarking most commonly used included: (a) performance benchmarking – analyzing data and setting performance goals, (b) diagnostic benchmarking – reviewing best practice diagnostic indicators, and (c) process benchmarking – identifying evidence of exemplary practices (Baldwin et al., 2011). Accrediting agencies rely on process benchmarking to ensure colleges are meeting required criteria, core components, and assumed practices for accreditation (The Higher Learning Commission, 2016).

Relationship between Servant Leadership and Student Success

Since its inception in the 1970s, servant leadership has been the focus of significant research and a great number of both scholarly and non-scholarly articles and books have been written on the topic (For example, Barbuto & Wheeler, 2006; Berger, 2014; Boone & Makhani, 2012; Chanhoo, Kwangseo, & Seung-Wan, 2015; Chen, Chen, & Li, 2013; Ebener & O'Connell, 2010; Foster, 2000; Freeman, 2011; Greenleaf, 1977; Greenleaf, 1991; Houglum, 2012; Jaworski, 2012; Lubin, 2001; Mahembe & Engelbrecht, 2014; Mayer, n.d.; Peterson et al., 2012;

Rickards & Ritsert, 2013; Saboe & Johnson, 2011; Sendjaya & Sarros, 2002; Spears, 2004; Spears, 1995; Spears, 2009; Spears & Lawrence, 2002; Spears, 2010; van Dierendonck, 2011; van Dierendonck & Nuijten, 2010; Waterman, 2011; Winston & Patterson, 2006; Wong & Page, 2003; Wong & Davey, 2007; Yueh-Chuen & Hui-Chuan, 2011; Zeng et al., 2013). The same is true of the topic of student success since the late 2000s (Alemu, 2014; Barnes L. L., 2011; Bowman, 2005; Boyum, 2012; Buchen, 1998; Fowler & Boylan, 2010; Hannigan, 2007; Hardegree, 2007; Haycock, 2015; Hirschy et al., 2011; Huber, 2014; Iken, 2005; Kinzie J., 2005; Kinzie et al., 2008; Leavy, 2009; Levine & Nidiffer, 1996; Manik, 2015; Manning & Crosta, 2014; McClellan J. L., 2007a; McDougle, 2009; McQuiggan, 2015; Murray, 2008; Omar & Barzan, 2012; Ozgungor & Duru, 2015; Padron, 2012; Palmer, 1998; Rai & Prakash, 2012; Riley & Russell, 2013; Robinson, 2009; Russell E. J., 2012; Russell E. J., 2013; Saret, n.d.; Scardino, 2013; Stephens & Beatty, 2015; Stuart et al., 2014; The College Board, 2009; The Higher Learning Commission, 2016; Tinto, 2011; Wheeler, 2012).

There is also research on the connections between servant teaching and student success (Crippen, 2010; Drury, 2005; Hays, 2008; Ingram, Jr., 2003; Jamerson, 2014; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; Landgren, 2015; Powers & Moore, 2005; Tarling, 2014; Xiao-chuan, 2010; Ye et al., 2010), although this research is not as prolific as that on either servant leadership or student success. The phenomenon of teachers as servant leaders has been given the title of "servant teaching" or "servant professorship" by some researchers (Johnson & Vishwanath, 2011; Jordan, 2006). Servant teachers embody the same behaviors as servant leaders, but they employ the behaviors with their students instead of with workers in a business setting. For this study, the servant teacher title will be used, along with servant

leadership, to discuss teachers who employ servant leadership behaviors with their students for this study.

Research on the Connections Between Servant Leadership and Student Success

According to Boone and Makhani (2012), "Leadership is not comprised of a single characteristic or trait…rather, leadership consists of a large set of well-recognized skills, behaviors, and attitudes" (p. 84). By skills, Boone and Makhani (2012) were referring to behaviors that can be learned and improved through practice. By attitudes, they were refering to one's mental state, often associated with personality, perceptions, and feelings (Boone & Makhani, 2012). Boone and Makhani (2012) noted that one's behaviors result from one's attitudes.

A review of the literature of more than 127 articles related to servant leadership or student success has revealed more than 50 behaviors of servant leaders and servant teachers, including 29 that overlap between the two constructs. Upon careful examination, themes began to emerge, making the logical integration of some of the behaviors possible. The behaviors will be categorized in this Literature Review according to three themes: (a) relationship building, (b) innovation leading, and (c) trustworthiness.

The behaviors found in the literature under both servant leadership and student success appeared with a frequency ranging from one time under each construct to twelve times under each construct. For the purposes of this study, those behaviors that appeared a minimum of four times under each construct will being examined. Therefore, ten subcategories are presented under relationship building, in the order of frequency, including: (a) community building and collaboration; (b) healing; (c) being people centered; (d) listening; (e) displaying stewardship; (f) demonstrating empathy and presence; (g) using persuasion; (h) serving; (i) displaying

awareness and perception; and (j) facilitating growth; along with one subcategory under innovation leader including: exhibiting intuition, conceptualization, foresight, and vision; and one subcategory under trustworthiness including: exemplifying trust, integrity, and ethics.

Background of the Research on the Connections Between Servant Leadership and Student Success

According to Hardegree (2007), servant leadership is significantly more prevalent in business than it is in education. This researcher's review of the literature resulted in a smililar conclusion. This seems counterintuitive, considering the missions and the audiences of the two entities, but may possibly be explained by the fact that the concept of servant leadership began as a business leadership theory.

Despite being less prevalent, there is existing research connecting servant teaching to education. For example, Ye et al., (2010) conducted research specifically related to teachers of the deaf and discussed the importance for servant teachers to conduct research and engage in systematic inquiry into their own practices to identify the pedagogies and practices that would most help their students succeed.

In her doctoral dissertation, Tarling (2014) researched the connection between servant teaching behaviors by faculty and greater intellectual development in students. Scardino's (2013) dissertation was focused on whether or not servant leadership behaviors by faculty positively impacted levels of engagement in students at several Franciscan universities. Tarling's (2014) findings demonstrated a correlation between the Perry Model of Ethical and Intellectual Development and seven of the servant leadership behaviors most commonly tested, while Scardino's (2013) research showed servant teaching behaviors had a positive impact on student learning.

Russell's two studies on servant leadership examined online learning. Russell focused on servant leadership behaviors by administrators of faculty teaching in the online environment (2012) and also on learning how a distance learning servant leadership course influenced the students' understanding of leadership (2013). Three key findings from Russell's (2012) research included: (a) the need to build community for the sake of the teacher and the students; (b) the need for regular consistent faculty professional development; and (c) the fact that servant teaching behaviors, above all other models of leadership, led to improvements in online learning success rates (Russell, 2012). Study participants in Russell's (2013) research identified servant leadership as a model that they aspired to practice in the future.

In his dissertation, Hardegree (2007) focused on both the factors required for a culture of servant teaching to succeed in an institution of higher education and the factors that could impede the efficacy of servant teaching. Despite an in-depth review of servant leadership literature, Hardegree (2007) was unable to find research defining the factors required for a culture of servant teaching in institutions of higher education. Hardegree (2007) did, however, present a list of more than 50 colleges and universities in North America that have been identified by the Greenleaf Center for Servant-Leadership (n.d.) as institutions that engaged servant leadership initiatives, including Indiana State University, Regent University, McMurry University, University of South Florida, and Viterbo (WI) University (Hardegree, 2007). Hardegree (2007) identified a set of 12 behaviors for higher education servant teachers upon which a culture of servant leadership could be built in an institution of higher education.

Most closely related to this researcher's interest in the relationship between servant leadership and increased student success, Drury's (2005) field study with traditional college students examined whether or not servant leadership behaviors by faculty facilitated increased

learning for students. Despite that focus, Druy's (2005) research was still different from the purpose of this study because her focus was on whether or not servant leadership behaviors would result in higher teaching satisfaction for the faculty. In order to follow through on the purpose of this study, it is necessary to identify if servant teacher behaviors result in increased success for students.

Servant Teaching and Other Faculty Behaviors Believed to Positively Impact Student Success

According to Buchen (1998), incorporating servant leadership practice into education results in developing everyone an institution touches, including the leaders, faculty, and students. Buchen (1998) stressed the importance of faculty members building relationships with each other, the students, and the academic discipline so the discipline remains viable into the future.

Relationship building is at the crux of the intersection between servant leadership and servant teaching. Relationship building is the first of three themes in this literature review's concluding section (relationship building, innovation leading, and trustworthiness).

Relationship Building

According to Boone and Makhani (2012), relationship building is "the act of making a genuine effort to know, understand, and support others in the organization, with an emphasis on building long-term relationships with immediate followers" (p. 86). Houglum (2012) seemed to take relationship building even further when he addressed complex relationships, which he noted occur when leaders and those they lead form "mutual dependencies" and "co-create one another and their organizations" (p. 33).

Other authors that addressed relationship building included Alemu (2014), Buchen (1998), Saret (n.d.), The College Board (2009), and Wong and Davey (2007). When reviewing

the behaviors common to both servant leaders and servant teachers, ten sub-categories fit logically within the construct of relationship building: (a) community building and collaboration, (b) healing, (c) being people centered, (d) listening, (e) displaying stewardship, (f) demonstrating empathy and presence, (g) using persuasion, (h) serving, (i) employing awareness and perception, and (j) facilitating growth. Relationship building behaviors in these subcategories will be reviewed next.

Community building and collaboration. Among the authors in this literature review, the relationship building behaviors identified most frequently in common between servant leadership and student success were community building and collaboration for both: **(**a) *servant leaders* (Barbuto & Wheeler, 2006; Boone & Makhani, 2012; Chanhoo et al., 2015; Houglum, 2012; Laub, 1999; Mahembe & Engelbrecht, 2014; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007; Yueh-Chen & Hui-Chuan, 2011), and (b) *servant teachers* (Bowman, 2005; Covey, 2005; Crippen, 2010; Drury, 2005; Hardegree, 2007; Hays, 2008; Jordan, 2006; Kinzie, 2005; Kinzie et al., 2008; Powers & Moore, 2005; Robinson, 2009; Russell, 2012; Scardino, 2013; Tinto, 2011;Wheatley, 2007; Xiao-chuan, 2010).

Servant leader. According to Barbuto and Wheeler (2006) and van Dierendonck (2011), when the people within an organization are committed to one another, communicate with each other, and deal with their concerns, they begin to establish an organizational identity. Once the organizational identity is established, those working within the organization identify as a community (Barbuto & Wheeler, 2006). In addition to the improved communication and problem solving in organizational communities, a significant benefit is that members tend to be more committed to the leader than they would be in other organizations (Barbuto & Wheeler, 2006).

Chanhoo et al. (2015) discussed the increased organizational performance that occurs as a result of increased knowledge-sharing in a collaborative culture. But, according to Wong and Davey (2007), it is necessary for the leader to "have a servant's heart" for community building to make a difference (p. 8). Wong and Davey (2007) noted how the building of community is necessary to "counteract the mentality of profit at any cost" (p. 2). Spears (2010) explained community building as:

> The servant leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and other institutions. (para. 18)

Community building and collaboration was one of the five servant leadership attitudes identified by Boone and Makhani (2012). According to Boone and Makhani (2012), servant leaders work to get the right people into the right jobs and to help those people discover and use their strengths. Servant leaders make sure those they lead know, and buy into, the vision of the organization and the work, and they reinforce the communities they build (Boone & Makhani, 2012). Waterman (2011) stated, "If service is what leaders aspire to provide, community is where this is expressed" (p. 25).

Houglum (2012) explained Greenleaf's (1977) "primus inter pares or first among equals" (p. 34) concept of a team or work community. No one leader uses his or her power to lead a primus inter pares team; instead, the team members relate with each other to lead the work (Houglum, 2012). Houglum's assertions are similar to Laub (1999), Mahembe and Engelbrecht,

(2014), and Yueh-Chen and Hui-Chuan (2011), as they also described the building of community as teambuilding and working with others.

Servant teacher. According to Covey (2005), people live their lives on a continuum of maturity that begins at dependence, then transitions to independence, and then interdependence. Covey (2005) described interdependence, the highest level of maturity, as being secure in one's own abilities and wisdom, while realizing that working with others allows everyone to achieve more. Similarly, Bowman (2005) discussed the importance of interdependence for communities of learners. According to Bowman (2005), servant teachers "recast the social architecture of the classroom to ensure it honors the deepest realities of human existence by promoting community, connection, interdependency, fairness, and the sharing of power in decision-making" (p. 259). Democratic learning environments are formed where relationships are recognized and students are connected to one another, information, events, ideas, and life in general (Crippen, 2010). Robinson (2009) noted it is vital, when building a community of learners, to ensure all students are included and none are left out or isolated.

Wheatley (2007) also stressed the importance of relationships to learning when she stated, "people learn best in community, when they are engaged with one another, when everyone is both student and teacher, expert and apprentice, in a rich exchange of experiences and learning" (p. 173). According to Covey (2005), Drury (2005), and Powers and Moore (2005), the antecedents of a learning community include

- developing personal relationships with other members of the community,
- working collaboratively with other members of the community,
- valuing differences of all community members,
- engaging in collaborative inquiry,

- facilitating the group learning process,
- employing synergy (also called the third alternative) – a solution that is better than any one person could come up with on his or her own, and
- accepting accountability by all members of the community.

According to Robinson (2009), students' need for a sense of community is actually a basic human need, identified by Maslow in the early 1970s as the need for belonging. Robinson (2009) stated, "In creating community, the servant teacher fosters shared accountability for learning. That is, students participate in discovering information and the best ways to use the knowledge and skills" (p. 10). Robinson (2009) recommended the following strategies for faculty to foster community building: (a) assigning group assignments, (b) encouraging students to join student clubs or associations, (c) taking time to socialize and interact on an informal basis with students, and (d) informing students about the benefits of professional communities in the workplace.

Jordan (2006) referred to "positive educator leaders" (p. 2) who build community through: (a) caring about students, (b) caring about student learning, (c) respecting every student's voice, (d) communicating with students, (e) loving teaching, and (f) loving learning themselves. Hardegree (2007), Hays (2008), Kinzie (2005), Russell (2012), Scardino (2012), Tinto (2011), and Xiao-chuan (2010) all discussed the benefits of building communities among learners as a means of increasing student success. According to Jordan (2006), positive educator leaders are likely to become "participants along with the students [as] they encounter the material together to discover new and innovative interpretations and applications which would remain untapped if left to the singular paradigm of the instructor" (p. 15). Kinzie et al. (2008), on the

other hand, focused not only on academic student engagement and student-faculty contact, but also on engagement at the larger campus environment level.

Community building in an online learning environment. Robinson (2009) addressed an issue commonly discussed among educators – the challenge of building community in online learning environments. According to Robinson (2009), building a community in an online environment takes additional effort for several reasons in addition to the obvious lack of in-person contact, including: (a) a lack of experience communicating in an online environment by the teacher, the students, or both; (b) a lack of technical skills on the part of the teacher, the students, or both; (c) preconceived notions about the efficacy of learning online; and, in some cases, (d) disinterest. Robinson (2009) believed the challenges of building community in an online environment could be overcome by servant teachers who are highly people centered. Being highly people centered also leads servant leaders to work for healing of their employees and teams.

Healing. The relationship building behavior identified as the second most frequently in common between servant leadership and student success, among the authors in this literature review, was healing for both: (a) servant leaders (Barbuto & Wheeler, 2006; Boone & Makhani, 2012; Ebener & O'Connell, 2010; Houglum, 2012; Jaworski, 2012; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong and Davey, 2007), and (b) servant teachers (Alemu, 2014; Crippen, 2010; Hays, 2008; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Scardino, 2013; Xiao-chuan, 2010). Note: Perhaps the most controversial characteristic of servant leadership is healing. One may question whether or not leaders can "heal" those they lead, or whether teachers can "heal" their students. A nontraditional definition and application of

"healing" has been used by several of the authors in this literature review. These revised definitions and applications justify the inclusion of healing in this study.

Servant leader. Ebener and O'Connell (2010) discussed the book *Journey to the East,* which was allegedly Greenleaf's inspiration for developing the theory of servant leadership. In the story, Leo was a servant to the group he was leading. When he left the group for a time, it started to fall apart. The group quickly healed and got back on track when Leo returned. According to Ebener and O'Connell (2010), servant leaders heal groups or teams they are leading as well as individuals.

Houglum (2012) also referred to the servant leader's healing skills in relation to teams. He stressed a leader's need to engage "co-creative relationality" (Houglum, 2012, p. 34) rather than his or her positional power to heal a team and ensure healthy team functioning. Jaworski (2012) identified the need for leaders to heal or maintain the health of the organization as a whole in order for the individuals within the organization to be productive.

Spears (2010) and Waterman (2011) referred to servant leaders healing themselves and their relationships with others. Along with van Dierendonck (2011) and Wong and Davey (2007), Spears (2010) and Waterman (2011) discussed how servant leaders act on opportunities to improve the mental health of those with whom they work. For example, van Dierendonck (2011) stated, "Self-determination follows from fulfilling three basic psychological needs. These innate psychological needs are feeling competent, feeling connected to others, and feeling autonomous. When these needs are satisfied, enhanced self-motivation and mental health will follow" (p. 1245). Wong and Davey (2007) related servant leader healing behaviors to positive psychology approaches that engage the potential of workers, thereby reducing burn-out and disengagement.

Barbuto and Wheeler (2006), Boone and Makhani (2012), and Mahembe and Engelbrecht (2014) all discussed a more traditional definition of healing –addressing emotional healing. One of the statements on the SLQ developed by Barbuto and Wheeler (2006) is "This person is talented at helping me to heal emotionally" (Mahembe & Engelbrecht, 2014, p. 5).

Servant teacher. Similar to the literature on healing and servant leadership, several authors discussed both non-traditional and traditional definitions and applications of "healing" related to servant teaching. Alemu (2014), Crippen (2010), Hays (2008), Jordan (2006), Powers and Moore (2005), Robinson (2009), Scardino (2013), and Xiao-chuan (2010) all discussed a servant teacher's ability to heal his or her students, using the more traditional definition of healing used by Barbuto and Wheeler (2006) which was helping a student to heal emotionally. For example, Scardino's (2013) research examined the impact of servant teachers on student learning, and he found the characteristic that had the greatest impact was emotional healing. Relating to the tenets of the Franciscan order, Scardino (2013) found emotional healing a natural fit with the tenets of: (a) reverence for creation, being emotionally in touch with each student; (b) belief in the dignity of the human person, with dignity being connected to all that is emotional; (c) engagement in community; building community by building relationships; (d) facilitation of peace-making, emotionally embracing each other; (e) giving of service, giving of oneself to be of service to others, and (f) offering of compassion, healing with compassion and emotion (p. 118). He called for training all faculty entering higher education on the value of empathy and the skills to emotionally heal students (Scardino, 2013).

Likewise, Crippen (2010) discussed how kindness and care from a teacher can help with issues such as "suicide, death, drug addiction, sexual abuse, physical violence, poverty, and other

crises" (p. 30). According to Hays (2008), having a teacher who cares about them, their health, and their well-being is healing and important to students.

Robinson (2009) found that inspiring conceptualization and helping students connect their actions to a greater purpose provided a form of healing for nursing students. According to Alemu (2014), helping students outside of class was a healing servant teacher behavior. Hays (2008) discussed the importance of supporting students who share their voices in the classroom, to heal them after being criticized or belittled in previous classes. He posited that it is a teacher's responsibility to try to improve his or her students' conditions and circumstances, not by taking responsibility for them, but by preparing them to overcome destructive or disempowering situations (Hays, 2008). Crippen (2010) also stressed the importance of a positive welcoming environment to a sense of wellness for students and staff.

People centered. The relationship building behavior identified as the third most frequently in common between servant leadership and student success, among the authors in this literature review, was being people centered for both: (a) servant leaders (Chen et al., 2013; Houglum, 2012; Laub, 1999; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007; Yueh-Chen & Hui-Chuan, 2011), and (b) servant teachers (Alemu, 2014; Crippen, 2010; Drury, 2005; Hardegree, 2007; Hays, 2008; Jordan, 2006; Kinzie et al., 2008; Saret, n.d.; Xiao-chuan, 2010).

Servant leader. According to Wong and Davey (2007), servant leaders have "great people skills" (p. 10). Servant leaders are skilled at: (a) adapting to various types of people, (b) resisting the judging of others, (c) resolving conflict, and (d) promoting agreement; all people-centered skills (Wong & Davey, 2007). Houglum (2012) addressed the characteristic of being people centered by presenting Greenleaf's (1977) assertion that servant leaders have the

following behaviors: (a) they demonstrate care and concern for their followers, (b) they facilitate growth in their followers, and (c) they assist their followers to achieve self-sufficiency – all behaviors that lead to helping their followers become servants themselves.

According to van Dierendonck (2011), servant leadership is the most people-centered theory of leadership. While there are similarities with transformational leadership, servant leadership includes a moral component and the focus on the needs of one's followers is unequivocal (Spears, 2010; van Dierendonck, 2011). Van Dierendonck (2011) stated:

> In servant leadership, the ideal of service is embedded in the leader–follower relationship. The biggest difference with other types of leadership is that servant leaders are genuinely concerned with followers (Greenleaf, 1977), rather than - for example with transformational leaders - organizational objectives. (p. 249)

Waterman (2011) also discussed the difference between servant leadership and other forms of leadership due to the people-centered nature of servant leadership. In servant leadership, the focus is on meeting the needs of followers by treating them as "ends in themselves, rather than means to an end" (p. 25). According to Waterman (2011), servant leaders who respect and value their followers motivate them to work up to their potentials and perform optimally.

Yueh-Chen and Hui-Chuan (2011) reported both leaders and employees included being people-oriented in their ten most important values for sociable and moral character, while Chen et al. (2011) discussed the power of focusing on the needs of one's followers as a way to motivate them. Both Yueh-Chen and Hui-Chuan (2011) and Chen et al. (2011) were interested in the effects of these servant leadership behaviors in the Chinese culture because most studies prior to theirs had been conducted with people in the U.S.

Laub (1999) discussed a list of 13 people-centered servant leadership behaviors including: (a) putting people first, (b) valuing people, (c) believing in people and their potential, (d) respecting people, (e) developing people, (f) accepting people as they are, (g) trusting people, (h) being perceptive about the needs of people, (i) enjoying people, (j) showing appreciation to people, (k) putting other people before oneself, (l) showing love and compassion for people, (m) listening to people, and (n) being receptive and nonjudgmental of people.

Servant teacher. The most commonly discussed people-centered behavior of college servant teachers was caring about students (Alemu, 2014; Drury, 2005; Hays, 2008; Jordan, 2006; Xiao-chuan, 2010). For example, Xiao-chuan (2010) applied Spears' (1995) ten characteristics of servant leadership to the teaching of English in China, providing detail on topics such as relationship building, expressing appreciation, and reaching out to "heal" a student. According to Xiao-chuan (2010), teachers must focus on the learning abilities of their students, rather than on their skills as teachers. He noted this is a very large paradigm shift in China, where test-oriented learning, with an emphasis on memorizing material, has been the norm. Servant teaching elements were not a part of the culture in which Xiao-Chuan (2010) was educated, but he felt the lack of relationship building and trust led to a lack of motivation and learning. He called for teachers to remain lifelong learners themselves and to do whatever they can to make differences in their students' lives (Xiao-chuan, 2010).

Drury (2005) also called for a new model for faculty as leaders of learning focused on students and their learning, rather than the more traditional focus on faculty-owned research. Drury (2005) urged teachers to remove barriers to learning by behaving as servant leaders, putting their students' interests above their own self-interests, and empowering their students by guiding and facilitating versus dictating. Drury (2005) posited that valuing people would lead to

learner-centered teaching methods, and a commitment to developing people would encourage students to become active participants in their educations.

There were several behaviors, discussed by many authors in the literature, through which servant teachers demonstrate people-centered teaching which included

- addressing teaching like talent development, going into it with the belief that every student is capable of learning under the right conditions (Hays, 2008; Kinzie et al., 2008);
- affirming, praising, and encouraging students (Kinzie et al., 2008);
- being friendly to students (Alemu, 2014);
- being kind toward students (Alemu, 2014);
- building relationships with students by getting to know them, learning their names, and showing interest in them as people (Alemu, 2014; Crippen, 2010; Kinzie et al., 2008; Saret, n.d.);
- caring about students' learning and their successes (Alemu, 2014; Drury, 2005);
- collaborating with students on their learning (Hays, 2008);
- developing students (Hardegree, 2007);
- demonstrating commitment to student-centered learning (Jordan, 2006);
- demonstrating commitment to students' personal growth (Jordan, 2006);
- demonstrating sensitivity to the diversity of students (Hays, 2008);
- displaying passionate dedication to students (Jordan, 2006);
- ensuring resources and campus environments that are welcoming and effective for all students (Kinzie et al., 2008);
- facilitating increased student confidence (Hays, 2008);

- helping students outside of class (Alemu, 2014);
- providing meaningful learning that extends beyond the classroom (Hays, 2008);
- showing students they are valued as people (Hardegree, 2007)
- taking time to teach students how to learn (Saret, n.d.); and
- working one-on-one with students. (Kinzie et al., 2008)

Listening to students, another people-centered, relationship building behavior, will be discussed next.

Listening. The relationship building behavior identified as the fourth most frequently in common between servant leadership and student success, among the authors in this literature review, was listening for both: (a) servant leaders (Barbuto & Wheeler, 2006; Boone & Makhani, 2012; Maxwell, 2007; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007) and (b) servant teachers (Alemu, 2014; Bowman, 2005; Crippen, 2010; Hardegree, 2007; Hays, 2008; Jordan, 2006; Lambert, 2015; Powers & Moore, 2005; Robinson, 2009; Xiao-chuan, 2010).

Servant leader. According to Boone and Makhani (2012), "Listening is hard work requiring a major investment of personal time and effort - and it is worth every ounce of energy expended" (p. 87). Boone and Makhani (2012) identified listening as one of the five attitudes necessary for one to behave as a servant leader. Similarly, John Maxwell (2007) stated, "Inexperienced leaders are quick to lead before knowing anything about the people they intend to lead. But mature leaders listen, learn, and then lead" (p. 55).

Wong and Davey (2007) also noted the need to listen with empathy to develop the understanding and sensitivity required to demonstrate servant leadership. According to Wong

and Davey (2007), servant leaders are excellent communicators who are good not only at presenting their vision, but also at connecting with others through listening.

Barbuto and Wheeler (2006), Spears (2010), van Dierendonck (2011), and Waterman (2011) all identified listening as an essential behavior of servant leaders because listening to one's followers enables the leader to detect and clarify the will of the group. According to Spears (2010) and Waterman (2011), servant leaders must listen to, and reflect upon, both what is said and what is left unsaid, as well as listen to one's inner voice.

Servant teacher. Crippen (2010) agreed with Spears (2010) and Waterman (2011) about the need for servant teachers to listen to both what is said and what is unsaid. Crippen (2010) stressed, "what students want more than anything else is to be listened to" (p. 30). She identified listening as the "greatest investment teachers can give [their] students" (p. 30).

Powers and Moore (2005) broke servant leader characteristics into two separate categories: inner characteristics and outer characteristics. Listening *with empathy* was one of the outer characteristics (Powers & Moore, 2005). Robinson (2009) agreed with Powers and Moore (2005) and Wong and Davey (2007) about the importance of listening with empathy. She explained how listening with empathy required seeking to understand before being understood (Robinson, 2009), which is the fifth habit in Covey's (2005) *The Seven Habits of Highly Effective People*. According to Bowman (2005) and Xiao-chuan (2010), listening by college teachers demonstrates that they are willing to be taught as well as to teach and to serve as well as to lead, thereby gaining respect from students.

In Lambert's (2015) study, she found listening essential to learning about why and how students were struggling and to identify ways to address their struggles. Robinson (2009) discussed listening in several ways, one of which was how listening affirms the intrinsic value of

every student. She urged teachers to spend time informally with students to listen and share (Robinson, 2009). Alemu (2014), Hays (2008), Hardegree (2007), and Jordan (2006) all agreed with Robinson (2009) about the importance of listening. Listening is a valuable skill that could assist one with responsible stewardship.

Stewardship. The relationship building behavior identified as the fifth most frequently in common between servant leadership and student success, among the authors in this literature review, was stewardship for both: (a) servant leaders (Barbuto & Wheeler, 2006; Houglum, 2012; Spears, 2010; van Dierendonck, 2011; van Dierendonck and Nuijten, 2011; Waterman, 2011; Wong & Davey, 2007), and (b) servant teachers (Alemu, 2014; Crippen, 2010; Hays, 2008; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Scardino, 2013; Xiao-chuan, 2010).

Servant leader. Stewardship has two levels in servant leadership theory: the conscientious leadership of one's followers, and the conscientious leadership of one's organization for the benefit of society (Barbuto & Wheeler, 2006; Houglum, 2012; Spears, 2010; van Dierendonck & Nuijten, 2010; Waterman, 2011). Stewardship as the conscientious leadership of one's followers refers to putting their needs above those of oneself or the organization, and using persuasion versus coercion with staff members (Spears, 2010; van Dierendonck & Nuijten, 2010; Waterman, 2011). According to Wong and Davey (2007), Type S leaders are characterized by their dedication to the growth and development of followers and to his or her organization. Leaders play the role of caretakers, role models, and loyal, socially responsible team members who are willing to hold followers accountable to help them grow and develop (van Dierendonck & Nuijten, 2010). According to Houglum (2012), "Trust,

stewardship, humility, and a focus on service for its own sake are integral to defining the presence of the servant-leader" (p. 34).

Stewardship as the conscientious leadership of one's organization for the benefit of society includes: recognizing organizations have a moral duty to "purposefully contribute to society" (Barbuto & Wheeler, 2006, p. 308), and recognizing one is accountable to God and to society at large for her or her actions (Wong & Davey, 2007). Barbuto and Wheeler (2002), Spears (2010), van Dierendonck & Nuijten (2010), and Waterman (2011), all discussed organizational stewardship as holding the organization in trust for the workers and the good of society.

Servant teacher. Jordan (2006), Robinson (2009), and Xiao-chuan (2010) all defined stewardship related to servant teaching as holding something in trust for another. According to Xiao-chuan (2010), servant teachers "are responsible for maintaining a set of standards that is in line with higher laws… not [their] own thinking, wants, and desires…but those standards that are the best for the whole" (p. 9). Scardino (2013) also stated that servant teachers practice stewardship by serving the group as a whole and the needs of the individuals in the group.

According to Hays (2008), servant teachers invest in developing others as part of their stewardship responsibilities. They also provide supervision and supportive environments to protect the welfare of those for whom they are responsible. Stewardship, one of the outer characteristics of servant teachers according to Powers and Moore (2005), is further demonstrated by servant teachers in the following ways:

- demonstrating commitment to "the greater common good" (Jordan, 2006, p. 140);
- being "respectful of students" and "welcoming students' suggestions" (Alemu, 2014, p. 639);

- managing "her or his life and affairs with proper regard for the rights of other people and for the common welfare" (Crippen, 2010, p. 32);
- "demonstrating a willingness to change, including recognizing all students are not the same" (Robinson, 2009, p. 3);
- "motivating stewardship" in one's students (Robinson, 2009, p. 3); and
- helping students realize "they too are stewards." (Robinson, 2009, p. 10)

Stewardship includes being present and leads to having empathy.

Empathy and presence. The relationship building behavior identified as the sixth most frequently in common between servant leadership and student success, among the authors in this literature review, was empathy and presence for both: (a) servant leaders (Barbuto & Wheeler, 2006; Houglum, 2012; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007), and (b) servant teachers (Alemu, 2014; Crippen, 2010; Hays, 2008; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Scardino, 2013; Xiao-chuan, 2010).

Servant leader. According to Houglum (2010), the importance of "presence" to servant leadership goes back to Hesse's *Journey to the East,* where Leo the servant's informal leadership resulted from his serving and presence. Without Leo's presence, the group was unable to continue and eventually disbanded. In the story, "trust, stewardship, humility, and a focus on service for its own sake [were] integral to defining the presence of the servant-leader" (Houglum, 2010, p. 34).

One way Leo demonstrated his servant leadership was through empathic listening, a hallmark of the most successful servant leaders according to Barbuto and Wheeler (2006), Spears (2010), Waterman (2011), and Wong and Davey (2007). Once a leader becomes skilled at empathic listening, he or she is able to understand and empathize with his or her followers

(Spears, 2010 and van Dierendonck, 2011). According to Spears (2010), "One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performance" (p. 27).

Empathy does not stop at listening and understanding. True empathy includes the ability to put oneself into another's shoes to fully comprehend the other's circumstances (Barbuto & Wheeler, 2006). Van Dierendonck (2011) referred to empathy, a form of emotional intelligence, as "the ability to understand and experience the feelings of others and where people are coming from, and the ability to let go of perceived wrongdoings and not carry a grudge into other situations" (p. 1234).

Waterman (2011) discussed the importance of empathy in team leadership, teamwork, and collaboration. Because servant leaders are dedicated to developing those they lead, empathy is helpful in fully understanding the feelings and desires of others (Waterman, 2011). Wong and Davey (2007) stressed the need for empathy and kindness to support healthy relationships with those one leads.

Servant teacher. As described earlier, Scardino (2013) called for training all faculty entering higher education on the value of empathy and the need for servant faculty to accept all students, especially those in need of emotional healing. Similarly, Jordan (2006) stressed the importance of empathizing with, and accepting people for, the "imperfect" (p. 82) people they are, noting that no one is perfect. Xiao-chuan (2010) also stressed the need for teachers to empathize with and accept *all* students stating,

> Each individual is born with the need to be accepted and recognized for his or her unique spirit…teachers must learn to show full acceptance and make sure their students are

> loved for who they are. Resist the temptation of judging, comparison and conditional love. (p. 8)

Finally, Robinson (2009) discussed the need for servant teachers to acknowledge the "unique spirits" of students (p. 6).

Jordan (2006), Powers and Moore (2005), and Robinson (2009) all discussed the importance of listening with empathy. Robinson shared the concept of "seeking first to understand before being understood" (p 3), and explained how listening leads to the understanding needed to help students address and ultimately solve problems. According to Robinson (2009), listening empowers students and is the first step to showing empathy. Robinson (2009) stated, "Students need to tell their stories but seldom are given opportunities to do so. Listening to what students say (and do not say) provides insight into their needs, and allows faculty to support students in unique and tailored ways" (p. 6).

Other perspectives on empathy include Hays' (2008), who saw the expression of empathy toward students as a means of understanding the students' perspectives and gaining influence to better serve them, Alemu (2014), who found students identified kindness and empathy as behaviors of effective instructors, and Crippen (2010), who found the expression of empathy by teachers led to being trusted by students. Crippen (2010) also cautioned, "understanding should be supportive as opposed to patronizing; ―It is a misuse of our power (as leaders) to take responsibility for solving problems that belong to others" (p. 28).

Persuasion. The relationship-building behavior identified as the seventh most frequently in common between servant leadership and student success, among the authors in this literature review, was persuasion for both: **(**a) servant leaders (Barbuto & Wheeler, 2006; Houglum, 2012; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007), and (b) servant

teachers (Crippen, 2010; Hays, 2008; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Scardino, 2013; Xiao-chuan, 2010).

Servant leader. Servant leaders rely on persuasion, inspiration, and influence instead of power, control, or position and title to lead people (Barbuto & Wheeler, 2002; Waterman, 2011; Wong & Davey, 2007). According to Spears (2010), "The servant leader seeks to convince others, rather than coerce compliance" (p. 28). Houglum (2012) noted that how servant leaders accomplish tasks is as important as what they accomplish. Spears (2010) also noted that servant leaders use persuasion when working with groups, so they tend to be skilled at building consensus.

One way servant leaders use persuasion is through the use of persuasive mapping (Barbuto & Wheeler, 2002). According to Barbuto and Wheeler (2002),

> Persuasive mapping describes the extent that leaders use sound reasoning and mental frameworks. Leaders high in persuasive mapping are skilled at mapping issues and conceptualizing greater possibilities and are compelling when articulating these opportunities. They encourage others to visualize the organization's future and are persuasive, offering compelling reasons to get others to do things. (p. 319)

Van Dierendonck (2011) identified several strategies or "influence tactics" used by servant leaders to persuade their followers which included

- explaining why followers should behave a certain way;
- sharing facts and information;
- informing followers;
- working to inspire followers;
- including followers in discussions and decisions;

- empowering followers by providing direction, but with autonomy; and
- trusting followers to make the decision to follow. (p. 1247)

Servant teacher. Crippen (2010) and Scardino (2013) both discussed the importance of using persuasion and convincing, rather than coercion or forcing, to facilitate getting to consensus with students. According to Crippen (2010), "coercion involves an abuse of power. Servant-leaders are willing to take the time for consensus building through a sharing of power within the group. Everyone has a voice" (p. 31). Scardino (2013) referred to persuasion as "peace-making" and "emotionally embracing" students (p. 118).

Similarly, Jordan (2006) and Robinson (2009) discussed servant teachers' use of persuasion instead of relying on one's authority to move students forward, and both Hays (2008) and Robinson (2009) discussed how teachers' use of persuasion to facilitate decision making by students empowers students and furthers their intellectual development. According to Hays (2008),

> Servant leaders [teachers] don't push; they pull. They don't try and force people to their views or way of doing things. They don't try to convince people that their way is right or the only way. They argue or debate only when such action will directly benefit those involved; that is, when it contributes to a "win-win" for everyone. Instead, they offer, invite, and encourage. They spend ample time talking about issues and listening to what others have to say. (p. 125)

Persuasion, an outer characteristic according to Powers and Moore (2005), is effectively communicated by

- leading by example (Xiao-Chuan, 2010),

- demonstrating "caring and respect for the ideas and thoughts of another person" (Xiao-chuan, 2010, p. 9), and
- "Talking about what matters…and why." (Hays, 2008, p. 125)

According to Hays (2008), servant teachers must be careful not to misuse persuasion to manipulate students or to forward their own self-interests because that would result in either building resistance or only temporary compliance.

Serving. The relationship building behavior identified as the eighth most frequently in common between servant leadership and student success, among the authors in this literature review, was serving for both: (a) servant leaders (Boone & Makhani, 2012; Ebener & O'Connell, 2010; Peterson et al., 2012; Siddiqi, 2013; Wong & Davey, 2007; Wong & Page, 2003), and (b) servant teachers (Kinzie, 2005; Kinzie et al., 2008; Lambert, 2015; McClellan, 2007; Robinson, 2009; Russell, 2012; Russell; 2013; Saret, n.d.; Scardino, 2013).

Servant leader. Serving is the behavior at the heart of servant leadership theory (Boone & Makhani, 2012; Ebener & O'Connell, 2010; Peterson et al., 2012; Siddiqi, 2013; Wong & Davey, 2007; Wong & Page, 2003). Boone and Makhani (2012) stated, "the goal of servant leadership is to institutionalize the virtue of serving others first, not serving oneself" (p. 87). It is through serving their followers that servant leaders motivate them to accomplish the work of the organization (Wong & Davey, 2007; Wong & Page, 2003). The behaviors demonstrated by a leader who serves include: (a) accepting the problems of others, (b) altruism, (c) authenticity, (d) commitment to the development of followers, (e) honesty, (f) humility, (g) modeling servant leadership behaviors, (h) self-sacrifice, (i) team building, (j) vision, and (k) leadership skills (Boone & Makhani, 2012; Ebener & O'Connell, 2010; Peterson et al., 2012; Siddiqi, 2013; Wong & Davey, 2007; Wong & Page, 2003).

Ebener and O'Connell (2010) referred to leaders serving their followers rather than followers serving their leaders as the "paradox of servant leadership" (p. 317). Wong and Davey (2007) discussed the paradox of servant leadership in the following way:

> The weak shall be strong, the last shall be first, leading through serving, winning through losing, and gaining through giving away. Such upside-down leadership cannot be understood simply through human logic or rational thinking. One needs to approach servant leadership from humanistic, spiritual and collectivist perspectives. One needs to move beyond self-interest to consider the big picture…. It focuses on the vital role of leadership in work motivation. It posits that a serving, caring, and understanding leader is best able to optimize worker motivation through (a) developing workers' strengths and intrinsic motivation and (b) creating a positive workplace. (p. 4)

According to Wong and Davey (2007), people mistakenly discount the importance of leadership skills in the serving behaviors of servant leaders. Servant leaders have the confidence and desire to serve because they are secure within themselves and do not feel threatened by the development and growth of their followers (Siddiqi, 2013). Also, servant leaders understand that, frequently, followers will learn from the leader's behavior and will go on to become servant leaders themselves. That was Greenleaf's measure of a servant leader – whether or not those served become "healthier, wiser, freer, and more autonomous while being served" (p. 320), and whether or not they become servants themselves.

Servant teacher. Of all of the behaviors of servant teachers, the literature provided the most examples for the category of serving. Russell (2013) noted teachers serve because they have a natural desire to help their students. According to McClellan (2007) and Scardino (2013), servant teaching includes serving oneself in an attempt to be better prepared to serve others. The

number of examples is too great to include in this paper, but a representative sample of serving-related teacher behaviors includes

- helping students figure out why they are struggling (Lambert, 2015);
- structuring classes and choosing teaching methods that facilitate the building of community among students (Kinzie et al., 2008; Lambert, 2015, Russell, 2012);
- encouraging students to share their experiences with each other (Lambert, 2015);
- "intervening after a test failure" and helping students to put it into perspective (not to see it as a personal failure) (Lambert, 2015, p. 74);
- creating individualized learning plans for students including adjusted due dates if needed (Lambert, 2015);
- connecting students with college and other resources aimed at increasing student success (Lambert, 2015, p. 75);
- assisting students with personal needs (for example, one teacher gave her student a ride to the doctor when they were ill) (Lambert, 2015, p. 75-76);
- providing prompt, detailed feedback (Kinzie, 2005; Kinzie et al., 2008);
- providing educational opportunities known to positively impact learning such as: (a) class discussions, (b) having students do class presentations, (c) allowing students to submit drafts of papers or assignments, (d) facilitating students working together during and outside of class (Kinzie, et al., 2008; Saret, n.d.);
- teaching students the skills they need to succeed including how to "problem solve, think critically, and make decisions" (Robinson, 2009, p. 3; Saret, n.d.);
- "creating and sustaining faculty-student relationships around a shared purpose and accountability for the whole" (Robinson, 2009, p. 4); and

- affirming students in ways such as: (a) learning students' names, (b) working one-on-one with students, (c) praising students, and (d) encouraging students. (Kinzie et al., 2008; Saret, n.d.)

Awareness and perception allow servant teachers to identify the needs of their students so they could best serve them in a meaningful way.

Awareness and perception. The relationship-building behavior identified as the ninth most frequently in common between servant leadership and student success, among the authors in this literature review, was awareness and perception for both: (a) servant leaders (Barbuto & Wheeler, 2006; Houglum, 2012; Spears, 2010; Waterman, 2011; Wong & Davey, 2007), and (b) servant teachers (Crippen, 2010; Hays, 2008; Jordan, 2006; Lambert, 2015; Powers & Moore, 2005; Xiao-chuan, 2010; Ye et al., 2010).

Servant leader. Awareness and perception are related to both oneself and others in servant leadership (Barbuto & Wheeler, 2006, Houglum, 2012, Wong & Davey, 2007). Waterman (2011) posited that servant leaders are perceptive to the needs of individuals, groups of individuals, and the institutions they lead. According to Barbuto and Wheeler (2006), "awareness is operationalized as an ability to notice what is happening by picking up cues in the environment" (p. 322). The behaviors associated with awareness and perception include: observing cues, understanding meanings, and predicting results (Barbuto & Wheeler, 2006).

Spears (2010) and Waterman (2011) suggested that awareness allows a leader to see the entire picture of a situation rather than just bits and pieces. Awareness was found to be particularly helpful in comprehending sensitive issues involving less concrete topics, such as ethics and values (Spears, 2010; Waterman, 2011). According to Greenleaf (1991), "Awareness

is not a giver of solace—it is just the opposite. It is a disturber and an awakener" (Spears, 2010, p. 28).

Servant teacher. Crippen (2010), Hays (2008), Jordan (2006), Lambert (2015), Xioa-chuan (2010), and Ye et al. (2010) all pointed out how awareness relates to both self-awareness and student awareness for servant teachers. According to Xioa-chuan (2010), professional awareness helps teachers stay open to change and continually improve their practices. Ye et al. (2010) discussed how one awareness practice of a servant teacher is to examine one's teaching to identify the pedagogies and practices that will most help his or her students succeed.

Self-awareness, an inner characteristic according to Powers and Moore (2005), was also referred to as mindfulness by Jordan (2006) and Hays (2008). Crippen (2010) discussed how servant teachers develop self-awareness through "self-reflection, by listening to what others say about them, by being continually open to learning, and by making the connection between what they know and believe and what they say or do" (p. 31).

Student awareness is an awareness of what one's students need along with what is working or not working for one's students currently (Crippen, 2010; Hays, 2008; Lambert, 2015). Crippen (2010) suggested establishing caring relationships with students to increase awareness of what they need. Hays (2008) recommended increasing awareness of both the content and teaching approach of each lesson to identify ways to increase the effectiveness of either. Finally, Lambert (2015) advocated getting to know each student individually to better understand how to increase their abilities to learn the material in any given course. Awareness and perception of student needs allows the servant teacher to best facilitate the growth of his or her students.

Facilitating growth. The relationship building behavior identified as the tenth most frequently in common between servant leadership and student success, among the authors in this literature review, was facilitating growth for both: (a) servant leaders (Boone & Makhani, 2012; Chen et al., 2013; Ebener & O'Connell, 2010; van Dierendonck & Nuijten, 2010; Wong & Davey, 2007), and (b) servant teachers (Alemu, 2014; Bowman, 2005; Drury, 2005; Hardegree, 2007; Hays, 2008; Kinzie, 2005; Kinzie et al., 2008; Lambert, 2015).

Servant leader. According to Boone and Makhani (2012), servant leaders are "talent scouts" (p. 90) who believe everyone has gifts and servant leaders should provide support and mentoring for their followers to help them discover and employ those gifts. Wong and Davey (2007) noted the importance of servant leaders' identification and understanding of their followers' personality differences so they can best help them maximize their skills and abilities. According to Wong and Davey (2007), servant leaders tend to believe their followers are capable of becoming leaders themselves if given enough support and mentoring.

Because servant leaders demonstrate humility and have a commitment to the growth of those they serve, they openly concede their own limitations and look for followers with strengths in those areas (van Dierendonck & Nuijten, 2010). Servant leaders also see the intrinsic value of their followers as people rather than basing their value only on what they can contribute as workers (Boone & Makhani, 2012). According to Chen et al. (2011), "the concept of servant leadership inspires subordinates to generate better awareness, trust, learning, and spiritual fulfillment at work. And due to the servant leadership of their supervisors, employees become tolerant, open-minded, patient, optimistic, proactive, and willing to learn" (Chen et al., p. 419).

Ebener and O'Connell (2010) stated that servant leaders facilitate the growth of their followers by: (a) sharing power and control, (b) making sure they have needed resources,

(c) sharing management information, and (d) involving them in decision making. According to Boone and Makhani (2012), "for servant leaders, giving away power contributes to their goal of facilitating others in growing to their maximum potential" (p. 92).

Servant teacher. Facilitating growth, at least academic growth, is what teachers are meant to do. While the category with the most concrete strategies for servant teachers was serving students, the servant leadership category with the second most strategies was facilitating growth. Each of the authors selected for this section (Alemu, 2014; Bowman, 2005; Drury, 2005; Hardegree, 2007; Hays, 2008; Kinzie, 2005; Kinzie et al., 2008; and Lambert, 2015) discussed behaviors and strategies for servant teachers to facilitate growth in their students. Like the strategies and behaviors of serving, the strategies and behaviors for facilitating growth are too numerous to discuss fully in this study's literature review. Therefore, a representative sample includes

- addressing teaching like talent development, going into it with the belief that every student is capable of learning under the right conditions (Kinzie et al., 2008);
- consistently communicating expectations (Kinzie et al., 2008);
- providing a class structure that requires interdependence and inclusivity for all students (Hardegree, 2007);
- building on students' existing strengths, stretching them to grow further (Bowman, 2005; Kinzie, 2005);
- encouraging and inspiring deep thinking (Alemu, 2014);
- designing lessons that motivate students to learn (Drury, 2005);
- clarifying what students need to do to succeed (Kinzie, 2005); and
- setting and maintaining high expectations for student performance. (Kinzie, 2005)

Lambert (2015) recommended that teachers continue their own personal and professional growth so they are prepared to commit themselves to the growth of their students. Hays (2008) discussed the servant teacher committed to his or her students' success as follows:

> This is a person who – at whatever level – accepts personal ownership of his or her own further development and does whatever possible to promote the betterment of others. The servant leader knows his or her own skills and abilities with respect to various contexts, and those of others, and manages his or her own behaviour and situations to get the most out of them in a development sense. (p. 127)

While the relationship-building behaviors of servant leaders were the most prevalent in the literature, the final two categories of behaviors for servant leaders and servant teachers are also important. The category of innovation leading (including intuition, conceptualization, foresight, and vision) will be discussed next.

Innovation Leading

Intuition, conceptualization, foresight, and vision. Among the authors in this literature review, the innovation leading behaviors most frequently in common between servant leadership and student success were intuition, conceptualization, foresight, and vision for both: (a) servant leaders (Barbuto & Wheeler, 2006; Boone & Makhani, 2012; Chen et al., 2013; Ebener & O'Connell, 2010; Houglum, 2012; Spears, 2010; van Dierendonck, 2011; Waterman, 2011; Wong & Davey, 2007; Wong & Page, 2003), and (b) servant teachers (Buchen, 1998; Crippen, 2010; Hays, 2008; Johnson & Vishwanath, 2011; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Stuart et al., 2014; Xiao-chuan, 2010).

Servant leader. Boone and Makhani (2012) related a servant leadership vision to a good story. They presented three types of stories servant leaders are likely to communicate to those they are leading, including:

- "Who I Am" stories (Boone & Makhani, 2012, p. 87). Leaders who are willing to share about themselves are likely to earn trust from those they lead.
- "Who We Are" stories (Boone & Makhani, 2012, p. 87). These stories are used to engender a group identity. This helps those in the group feel a sense of belonging and responsibility to the others on the team (Boone & Makhani, 2012).
- "A Future Story" (Boone & Makhani, 2012, p. 88). Future stories help to define the direction of the group, identify whether a change in direction is needed, and determine how the group will achieve its goals. Company visions are examples of future stories. (Boone & Makhani, 2012)

Wong and Davey (2007) also discussed servant leaders presenting visions through stories and connecting with others through listening.

Chen et al. (2013) discussed servant leadership visions as messages used to inspire followers. According to van Dierendonck (2011), servant leaders create shared visions with those they lead and then trust their followers to perform well for the organization. Barbuto and Wheeler (2006) stated,

> The first step on a servant leader's success journey involves expressing a vision that will unify, energize, attract, and guide followers to what everyone can recognize will be a better tomorrow. The vision itself can be a single word, a slogan, a paragraph, or a page. Passion matters, not length. An effective servant leader realizes that visioning isn't everything, but it's the beginning of everything. (p. 89)

Barbuto and Wheeler (2006), Ebener and O'Connell (2010), and Houglum (2012) stressed the potential benefits of a clear, understandable, well communicated vision including: (a) providing the direction of the organization for everyone to follow, (b) presenting a roadmap for goals and measuring success against the goals, (c) determining the wants and needs of constituents, (d) motivating both leaders and followers, (e) providing a "true north" to keep the leader and workers focused, and (f) providing a tool to recruit new employees. According to Waterman (2011) and Wong and Page (2003), attainable visions, that are also ambitious, are useful to increase both the dedication and the performance of workers.

Wong and Davey (2007) discussed the need for servant leaders to be skilled in several areas so they can effectively share a vision, including: (a) insight into what is actually needed, (b) foresight to predict the best course of action, (c) communication skills to generate a shared understanding of the vision, (d) listening skills to help others feel connected to them and the vision, (e) team-building skills to bring together others who can help move the vision forward, and (f) motivational skills to inspire followers to support the vision.

Related to vision, Spears (2010) and Waterman (2011) discussed conceptualization, which Spears (2010) defined as the ability to see beyond current situations or problems and to think of ideas to deal with them. The ideas servant leaders conceptualize tend to be promising ideas to better serve the common good, and some leaders are willing to risk failure to achieve a higher goal (Barbuto & Wheeler, 2006).

Related to conceptualization, Spears (2010) and Waterman (2011) also discussed foresight, which Spears (2010) defined as the ability for the servant leader to "understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind" (p. 28). Using foresight, servant

leaders predict potential situations and problems and, using experience from the past, strategize measure to address the potential situations and problems (Barbuto & Wheeler, 2006; Spears, 2010).

Servant teacher. Powers and Moore (2005) categorized both foresight and conceptualization as inner characteristics, but several authors denoted the differences between the two. For example, Xiao-chuan (2010) related Spears' (2010) definition of foresight to teaching, discussing the servant teacher's ability to examine the past, to accept the realities of the present, and to predict the likely outcomes of teaching strategies for students. According to Crippen (2010), experience is what helps teachers foresee the probable results of situations or strategies. For example, Crippen (2010) suggested that servant teachers apply foresight when asking questions such as, "How can a student be accommodated in a sensible and realistic way? What barriers could exist to prevent success? What necessary supports must be in place?" (p. 32). Hays (2008) stated that servant teachers can certainly use their experiences, but they must also "be able to step outside the limitations of experience," to consider other possible results, and to determine how to achieve those results (p. 126).

Jordan (2006) shared Greenleaf's concern that a lack of foresight could result in ethical lapses because, without foresight, teachers could fail to consider the long-term consequences of their decisions and actions. In contrast, Hays (2008) recognized how foresight could lead to the best possible outcomes for teachers who consider the long-term consequences of their decisions. According to Hays (2008), foresight "involves thinking ahead; planning and preparing for the unknowable; and understanding the long-term consequences of actions today" (p. 126). Buchen (1998) and Stuart et al. (2014) discussed the need to focus on the future with students. Stuart et

al. (2014) shared the example of using foresight to help students add up the immediate and long-term economic value of a college degree.

Similarly, Johnson and Vishwanath (2011) discussed the importance of vision related to helping students see their potentials. According to Xiao-chuan (2010),

> Servant-like teachers have a big vision, a long vision, an exciting vision. They are able to see the big picture, not only in its potential and scope, but in its long term implications. They also have the ability to enlist others into their vision so it gains enthusiastic acceptance and ownership. (p. 9)

Jordan (2006) also discussed servant teachers' use of vision as a way to stretch themselves and their thinking. Where foresight deals with past, present, and future situations, conceptualization relates more to "dreaming great dreams" (Jordan, 2006; Robinson, 2009, Xiao-chuan, 2010). Conceptualizing is innovative and inspiring (Robinson, 2009) and can be used to motivate and inspire students (Xiao-chuan, 2010).

Relationship building and innovation leading are important skills for servant leaders and servant teachers, but neither would be effective without the final category of behaviors for servant leaders and servant teachers, trustworthiness. Trustworthiness, including trust, integrity, and ethics, will be discussed next.

Trustworthiness

Trust, integrity, and ethics. Among the authors in this literature review, the trustworthiness behaviors identified most frequently in common between servant leadership and student success were trust, integrity, and ethics for both: (a) servant leaders (Boone & Makhani, 2012; Chen et al., Jaworski, 2012; van Dierendonck, 2011; Waterman, 2011; Wong & Davey,

2007; Wong & Page, 2003), and (b) servant teachers (Hardegree, 2007; Jordan, 2006; Lambert, 2015; Rickards & Ristert, 2013; Tarling, 2014).

Servant leader. Chen et al. (2013) categorized servant leadership as a "spirit-centered" leadership along with ethical leadership, spiritual leadership, and charismatic leadership (p. 420) and, as such, a leadership model high in integrity and ethics. Boone and Makhani (2012), Waterman (2011), and Wong and Davey (2007) also noted that servant leaders demonstrate integrity, authenticity, fairness, honesty, and spiritual and ethical values. Jaworski (2012) found servant leaders have a dedication to the truth.

The result of ethical behavior by servant leaders is trust from their followers. Followers also work to earn the trust of their servant leaders (Wong & Page, 2003). According to van Dierendonck (2011), mutual trust between servant leaders and their followers is the goal for organizations to perform at their highest levels. In fact, Boone and Makhani (2012) stated,

> Trust is the foundational element of any good leader, and it has to be earned. You have to lay a foundation of trust before people can individually do their best. Leaders can earn trust by working hard to recognize each follower's special talents, helping them see how it can be applied toward achieving the vision, and committing to the success of each follower. When this is accomplished, the leader's credibility increases, each follower's contribution grows, and the organization thrives. (p. 91)

Boone and Makhani (2012) also stated that servant leaders can earn their followers' trust by: (a) sharing information about themselves, (b) modeling trusting behaviors toward others, (c) demonstrating humility, (d) admitting mistakes, and (e) giving their power away. Finally, Jaworski (2012) stated, "Glib, cerebral and detached people can get by in positions of authority

until the pressure is on. But when the crunch develops, people cling to those they know they can trust" (p. 50).

Servant teacher. In his dissertation, Hardegree (2007) identified 12 characteristics of servant leadership in higher education upon which a culture of servant leadership could be built and 16 institutional factors necessary for servant leadership to thrive. Included in Hardegree's characteristics and factors were integrity, trust, and ethics. In her case study, Jordan (2006) found integrity of belief and practice necessary for servant teaching, as did Tarling (2014). Similarly, Rickards and Ristert (2013) found transparency and ethics, as well as a code of conduct, important for building trust between leaders and followers, or teachers and students.

Jordan (2006) stated that servant teachers must incorporate their core values into both their beliefs and actions and into their personal and professional lives before they can model integrity for their students. Jordan (2006) used the colloquialism "walk the talk" to demonstrate her meaning. Finally, Lambert (2015) discussed the importance of integrity and fairness in higher education. According to Lambert (2015), "personal identity and integrity must be complemented with research-supported best practices in education in order to ensure optimal outcomes" (p. 94). See Table 3 for a summary of the crosswalk for behaviors of servant leadership with student success.

Summary

This chapter began with a brief historical view of leadership globally, eventually moving into the emergence of servant leadership – the leadership theory upon which this study was designed. The primary instruments that have been used to measure servant leadership were discussed along with some commonly agreed upon measures of student success. A framework for student success, strategies believed to increase student success, and servant teaching faculty

Table 3

Crosswalk for Behaviors of Servant Leadership with Student Success

Behaviors	Servant Leadership		Servant Teaching	
	Relationship Building			
Community Building and Collaboration	Barbuto & Wheeler (2006) Boone & Makhani (2012) Chanhoo et al. (2015) Houglum (2012) Laub (1999) Mahembe & Engelbrecht (2014)	Spears (2010) van Dierendonck (2011) Waterman (2011) Wong & Davey (2007) Yueh-Chen & Hui-Chuan (2011)	Bowman (2005) Covey (2005) Crippen (2010) Drury (2005) Hardegree (2007) Hays (2008) Jordan (2006) Kinzie (2005)	Kinzie et al. (2008) Powers & Moore (2005) Robinson (2009) Russell (2012) Scardino (2013) Tinto (2011) Wheatley (2007) Xiao-chuan (2010)
Healing	Barbuto & Wheeler (2006) Boone & Makhani (2012) Ebener & O'Connell (2010) Houglum (2012) Jaworski (2012)	Mahembe & Engelbrecht (2014) Spears (2010) van Dierendonck (2011) Waterman (2011) Wong & Davey (2007)	Alemu (2014) Crippen (2010) Hays (2008) Jordan (2006) Powers & Moore (2005)	Robinson (2009) Scardino (2013) Xiao-chuan (2010)
People Centered	Houglum (2012) Laub (1999) Spears (2010) van Dierendonck (2011)	Waterman (2011) Wong & Davey (2007) Yueh-Chen & Hui-Chuan (2011)	Alemu (2014) Crippen (2010) Drury (2005) Hardegree (2007) Hays (2008)	Jordan (2006) Kinzie et al. (2008) Saret (n.d.) Xiao-chuan (2010)
Listening	Barbuto & Wheeler (2006) Boone & Makhani (2012) Maxwell (2007)	Spears (2010) van Dierendonck (2011) Waterman (2011) Wong & Davey (2007)	Alemu (2014) Bowman (2005) Crippen (2010) Hardegree (2007) Hays (2008)	Jordan (2006) Lambert (2015) Powers & Moore (2005) Robinson (2009) Xiao-chuan (2010)
Stewardship	Barbuto & Wheeler (2006) Houglum (2012) Spears (2010) van Dierendonck (2011)	van Dierendonck & Nuijten (2011) Waterman (2011) Wong and Davey (2007)	Alemu (2014) Crippen (2010) Hays (2008) Jordan (2006)	Powers & Moore (2005) Robinson (2009) Scardino (2013) Xiao-chuan (2010)
Empathy and Presence	Barbuto & Wheeler (2006) Houglum (2012) Spears (2010)	van Dierendonck (2011) Waterman (2011) Wong & Davey (2007)	Alemu (2014) Crippen (2010) Hays (2008) Jordan (2006)	Powers & Moore (2005) Robinson (2009) Scardino (2013) Xiao-chuan (2010)
Persuasion	Barbuto & Wheeler (2006) Houglum (2012) Spears (2010)	van Dierendonck (2011) Waterman (2011) Wong & Davey (2007)	Crippen (2010) Hays (2008) Jordan (2006) Powers & Moore (2005)	Robinson (2009) Scardino (2013) Xiao-chuan (2010)
Serving	Boone & Makhani (2012) Ebener & O'Connell (2010) Peterson et al. (2012)	Siddiqi (2013) Wong & Davey (2007) Wong & Page (2003)	Kinzie (2005) Kinzie et al. (2008) Lambert (2015) McClellan (2007) Robinson (2009)	Russell (2012) Russell (2013) Saret (n.d.) Scardino (2013)
Awareness and Perception	Barbuto & Wheeler (2006) Houglum (2012)	Spears (2010) Waterman (2011) Wong and Davey (2007)	Crippen (2010) Hays (2008) Jordan (2006) Lambert (2015)	Powers & Moore (2005) Xian-chuan (2010) Ye, Kreschmer, and Hartman (2010)
Facilitating Growth	Boone & Makhani (2012) Chen et al. (2013) Ebener & O'Connell (2010)	van Dierendonck & Nuijten (2011) Wong and Davey (2007)	Alemu (2014) Bowman (2005) Drury (2005) Hardegree (2007)	Hays (2008) Kinzie (2005) Kinzie et al. (2008) Lambert (2015)
	Innovation Leader			
Intuition, Conceptualization, Foresight, and Vision	Barbuto & Wheeler (2006) Boone & Makhani (2012) Chen et al. (2013) Ebener & O'Connell (2010) Houglum (2012)	Spears (2010) van Dierendonck (2011) Waterman (2011) Wong & Davey (2007) Wong & Page (2003)	Buchen (1998) Crippen (2010) Hays (2008) Johnson & Vishwanath (2011)	Jordan (2006) Powers & Moore (2005) Robinson (2009) Stuart et al. (2014) Xiao-chuan (2010)
	Trustworthiness			
Trust, Integrity, and Ethics	Boone & Makhani (2012) Chen et al. (2013) Jaworski (2012) van Dierendonck (2011)	Waterman (2011) Wong & Davey (2007) Wong &Page (2003)	Hardegree (2007) Hays (2008) Jordan (2006)	Lambert (2015) Rickards & Ristert (2013) Tarling (2014)

Note. From Nemec, 2016

behaviors found to positively impact student success were identified and categorized into three themes: relationship building, innovation leading, and trustworthiness. The *relationship building* theme included ten behavioral subcategories: (a) community building and collaboration; (b) healing; (c) being people centered; (d) listening; (e) displaying stewardship; (f) demonstrating empathy and presence; (g) using persuasion; (h) serving; (i) displaying awareness and perception; and (j) facilitating growth. The *innovation leading* category included one subcategory: intuition, conceptualization, foresight, and vision. The *trustworthiness* category included one subcategory: trust, integrity, and ethics.

Even though scholarly research into the relationship between servant leadership and student success is increasing, a review of the literature of more than 127 articles and books related to servant leadership or student success found an absence of research with manufacturing-related educational programs. Existing studies were primarily quantitative studies that focused primarily on bachelor's degree students in four-year institutions (particularly in nursing programs). There was an absence of students' voices in the existing literature. The student success articles also tended to focus on institutional and student services-based solutions rather than faculty behaviors to increase student success.

Several gaps were identified in the literature including: (a) studies with two-year manufacturing degree students, (b) studies on students' perceptions of faculty behaviors that positively impact student success, and (c) qualitative studies on servant teachers. Therefore, this social constructivist qualitative research study used phenomenological case study-based interviewing strategies, based on the work of Seidman (2006), to examine the perceptions of manufacturing degree technical college students regarding the impact of servant leadership behaviors by their teachers on their successes. This understanding will provide new theory on

teacher behaviors that positively impact student success and ultimately a framework upon which teacher training strategies can be built and applied to improve practice.

CHAPTER THREE

METHOD

According to Knox (1971), educational research is often conducted with a purpose – to determine strategies to improve teaching and, ultimately, learning. This study was designed within the social constructivist framework (Creswell, 2013) with a goal of identifying specific college teacher behaviors that positively impact student completion of their courses, upon which on-boarding and in-service college teacher training program may be pragmatically developed to facilitate the increase of those behaviors by technical college teachers.

As stated in Chapter One, the purpose of this study was to explore the impact of servant leadership behaviors by college teachers, as perceived by their students, on student success (course completion) at a Midwest technical college. The objectives established to achieve this purpose were: (a) to determine whether students at a Midwest technical college perceive servant leader behaviors by their college teachers as making a difference in their course completion, (b) to identify the servant leadership behaviors reported to be the most important in helping students complete their courses in the case of students who perceived that servant leadership behaviors by their teachers positively impacted their success, (c) to identify the reasons the servant leadership behaviors positively impacted the success of the students; and (d) to identify other college teacher behaviors students found important in helping them complete their courses. The problem addressed by this study was the lack of successful course completion, leading to the lack of successful degree attainment among technical college students in the U.S. Midwest in the mid to late 2010s.

Given the evidence demonstrated in the literature review in Chapter Two, that servant leader behaviors by teachers (servant teaching) positively impacts student success, this social

constructivist qualitative phenomenolocial case study focused on a different population (technical college manufacturing degree programs) and a different perspective (the students' perspective). The literature review studies on servant teachers measured the teachers' perspectives on whether or not they are servant leaders. In contrast, this study examined the students' perspectives on whether they believed servant leadership behaviors by their college teachers were important in the completion of their college courses, and whether or not their college teachers demonstrated those behaviors.

The Need for Qualitative Research

An underlying assumption of this researcher is the importance of going beneath a quantitative level of information to gain the perspectives of the students regarding whether or not their college teachers demonstrated servant leader behaviors. A second underlying assumption is that there is an impact from college teachers' servant leader or servant teacher behaviors on the student course completion rates and degree completion rates.

Key (1997) discussed qualitative methodology as a research method that allows the researcher to gain "a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population… [providing] an explicit rendering of the structure, order, and broad patterns found among a group of participants" (para 1).

Creswell (2013) identified five primary approaches to qualitative research: (a) narrative, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study. According to Baxter and Jack (2008), "qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method … to develop theory, evaluate programs, and develop interventions." (p. 544). The research goals of: (a) investigating complex phenomena, i.e., evaluate effects of

college teacher behaviors; (b) investigating the relationship of servant leader (servant teacher) behaviors on student success; (c) exploring the potential of emergent (servant leader, servant teacher) theory; and (d) developing college teacher training based on the findings of the study made a phenomenological case study approach appropriate for this social constructivist qualitative study.

Research Methodology

In addition to the intention to develop a deep understanding of the complex issue of the impacts of servant teacher behaviors on student success, and to potentially use research findings gained to develop training and support for college teachers, there were several other reasons for using a qualitative methodology (Qual M) for this study (Baxter and Jack, 2008; Key, 997; McCaslin and Scott, 2003; Neale, Thapa, and Boyce, 2006; Qualitative Research Consultants Association, 2016; and Yin, 2003). These reasons, along with the associated details of this study, included:

- Qual M provides an opportunity for participants in the study to assign meaning – the researcher does not manipulate variables.
    - Student participants who comprised the case in this study assigned meaning to the college teacher behaviors; there was no manipulation of variables by the researcher.
- Qual M provides an understanding about how the meaning assigned by participants influences their behavior.
- The Q sort and interview comments demonstrated the meanings assigned to the servant teacher behaviors by the study participants.

- Qual M provides insight into ways a phenomenon, experience, or concept is interpreted.
    - Interview comments were used to gain insight into the students' interpretation of servant leadership behaviors, or the lack thereof, by their college teachers.
- Qual M provides insight into a dynamic reality that alters as the study participants' perceptions change.
    - Individual in-person interviews provided insight into the students' interpretations of the college teacher behaviors as well as changes in the students' perceptions over the first year of their technical college programs because interviews were conducted after students had completed at least two semesters of technical college coursework.
- Qual M is values bound, providing insight into the values of the participants.
    - Individual in-person interviews provided insight into the values of the college students in the study.
- Qual M has the potential to provide a holistic view of the phenomenon, experience, or concepts being studied.
    - Results of the individual in-person interviews provided a holistic view of college teacher behaviors perceived to have the greatest impact on student success i.e., course completion.
- Qual M provides opportunities for theories and hypotheses to evolve.
    - Results of the study provided the potential opportunity to generate theory about which college teacher behaviors are perceived to have the greatest positive impact on students' successful course completion.

The case study method of qualitative research is an "all-encompassing method with the logic of design incorporating specific approaches to data collection and to data analysis" according to Yin (1994, p. 14).

Case Study Research

As stated above, case studies are effective for theory development, program evaluation, and intervention development (Baxter & Jack, 2008). According to Baxter and Jack (2008), this approach works well for health science research and other types of studies where multiple perspectives are desired. Case studies allow for investigation of complex social phenomena with multiple variables. Because student success is a complex social phenomenon with multiple variables, and because the results of this study may be used for theory development and intervention development, the case study approach was appropriate for this study.

The phenomenological case study research method was also selected for this study, in response to the five questions presented by McCaslin and Scott (2003), to assist with deciding which method of research would best provide the answers to the research questions. The prompt for case study research was, "If I could discover what actually occurred and was experienced in a … lived event, that event would be …" (McCaslin & Scott, 2003, p. 450). This researcher would complete the sentence as follows: If I could discover what actually occurred and was experienced in a lived event, that event would be the behaviors of college teachers toward students that most positively influenced the students' success, defined as course completion.

The two most quoted authors on case study research, Stake (1995) and Yin (2003), built their methods on the constructivist interpretive framework because they recognized that there could be multiple realities when conducting case study research and that the researcher worked in conjunction with the participants in the construction of those realities (Baxter & Jack, 2008).

Because the goals of this study included examining the perceptions of multiple students, there are likely to be multiple realities. Therefore, the social constructivism framework was used to underpin this qualitative phenomenological case study.

Research Design

According to Yin (2003), a research design is an action plan or blueprint for conducting a study and contains at least four problems, including: (a) selecting the research questions; (b) identifying the relevant data; (c) choosing which data to collect; and (d) deciding how to analyze the results. The solutions to these problems will determine the value of the outcomes of the research. Flawed solutions can result in flawed results (Yin, 2003). To address the four problems, Baxter and Jack (2008), McCaslin and Scott (2003), Neale et al. (2006), Stake (1995), and Yin (2003) identified components needed for a case study research design. These case study components include:

- The study's focus, questions, or problem – Case study research is most often designed to answer "how" and "why" questions.
- The study's propositions – All propositions in a case study should be focused on what must be examined to answer the questions within the study and these propositions may be stated as sub-questions.
- The study's unit(s) of analysis (Yin, 2003, p. 20) – For case studies, the unit(s) of analysis are bound to create the case and come from the definition of the case and what must be studied to answer the study's questions. Different cases require different units of analysis, which could be individuals, programs, processes, or differences between phenomena.

- The logical linking of the data to the propositions (Yin, 2003, p. 20) – relating information to generate themes.
- The criteria for interpreting the findings (Yin, 2003, p. 20) – seeking contrasting patterns or rival propositions to explain findings.

Each of these components was considered in the preparation, collection, and interpretation of the data in this study (as discussed further under validity, below). First, the research questions, data collection, and data analysis will be discussed.

Research Questions

According to Maxwell (2013), there are three basic categories of research questions for qualitative studies: (a) questions about how people assign meaning to a phenomenon, experience, or concept, (b) questions that garner information about the circumstances, environment, or background of a phenomenon, experience, or concept, and (c) questions that explore processes, progressions, or methods. Marshall and Rossman (2006) identified four categories of research questions: (a) exploratory, (b) explanatory, (c) descriptive, and (d) emancipatory (referring to questions meant to involve social action).

The research questions for this study are explanatory and descriptive in nature and were designed to reveal how the participants (technical college students) assign meaning to a phenomenon (their experiences with their teachers) and to garner information about their teachers' behaviors that they perceived to enhance their successful course completion. As stated in Chapter One, the following questions guided this social constructivist qualitative phenomenological case study:

1. Do students at a Midwest technical college perceive servant leader behaviors by their teachers as making a difference in their course completion rates?

2. Which servant leadership behaviors by college teachers do students report to be the most important in helping them complete their courses?
3. Why do students at a Midwest technical college believe servant leadership behaviors by teachers help them complete their courses?
4. What other teacher behaviors do students at a Midwest technical college find important in helping them to complete their courses?

Data Collection

According to Yin (1994), the reliability of a research study is increased by clearly describing the data collection procedures; therefore, the procedures followed for the collection of the data for this study will be explained. To begin with, Creswell (2013) stated, "the concept of purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problems and central phenomenon in the study" (p. 156). The site and participants in the study will be described next, and were selected according to Creswell's (2013) considerations of purposefully informing an understanding of the research problem (a lack of student success in higher education) and the central phenomenon (students' perceptions of servant leadership behaviors in their college teachers) in this study. The site was selected due to its size, the combination of city and rural mix (district and students), and the racial and ethnic diversity of the site in comparison with the other sites in the state's technical college system.

Site Selection

The setting for this study was a technical college in the Midwest U.S., one of sixteen two-year technical colleges in a state system. The college's main campus is located in a city of approximately 77,000 people. The college also has a second campus in a similar-sized city and

four regional centers located in smaller cities. The technical college's district includes all of five small city-and-rural-mix counties, along with parts of four other counties. The total population of the technical college's district is approximately 475,000 (2014 Population Estimate: [State] Department of Administration). This research study was conducted at the main campus and included students who also attended classes at other regional campus sites.

Participants

The technical college in this study serves approximately 50,000 students per year, 10,000 of whom are degree-seeking students. The college graduates approximately 2,800 students from a total of 112 associate of applied science degree and technical diploma programs per year, and serves another 200 students who complete college-sponsored apprenticeships (Midwest Technical College, 2016).

According to Creswell (2013), a phenomenological study is the exploration of a phenomenon with individuals who have all experienced the phenomenon (p. 78). Therefore, the population of individuals selected for the study tends to be a homogeneous group (Creswell, 2013, p. 78). Creswell (2013) noted the importance of keeping the size of the group limited to allow for going into depth with the participants. Group sizes for phenomenological studies range from a minimum of three participants to a maximum of 15 participants.

The goal of this study was to recruit five participants from each of two programs from the Manufacturing Division of the Midwest technical college selected as the site for the study, for a total of ten participants. The population was selected for four primary reasons:

- There is a gap in the research on servant teaching in two-year institutions. Most of the existing research has been conducted with bachelor's or master's degree programs.

- There is a gap in the research on servant teaching with manufacturing-related collegiate-level training programs. The most frequently researched academic program for servant teaching has been nursing.
- The programs selected consistently have between 90 – 100% related employment with hundreds more openings than the graduates can fill (as shown in Appendix C) demonstrating a significant need for more graduates in the fields.
- One of the programs (Orange Program) had a lower rate of course completion in its technical studies courses (84%), and the other program (Green Program) had a higher rate of course completion in its technical studies courses (92%), so research results from the two programs can be compared and contrasted.

The case for this social constructivist qualitative phenomenological case study was a random sample of manufacturing students from two selected programs (one with lower technical studies course completion rates and one with higher technical studies course completion rates) who have completed a minimum of one year of technical college coursework and have experienced specific teacher behaviors at a Midwest technical college from May through September, 2017.

Participant recruitment. Upon receiving IRB approval from Marian University, the technical college in the study, and the deans of the manufacturing degree programs selected for the study, the researcher sent the recruitment e-mail (Appendix E) to a random sample of 30 eligible (15 from the Orange Program and 15 from the Green Program) students requesting their participation in this study. Second e-mails (Appendix F) were sent two weeks after the initial e-mail to recruit additional participants to reach the goal of ten total participants (five from each of the two identified manufacturing degree programs).

Data Collection

Before data collection can begin for a case study, the researcher must identify what the case is. According to Baxter and Jack (2008), the case is the unit of analysis for the study, and while determining the case may sound simple, "determining the unit of analysis (case) can be a challenge for both novice and seasoned researchers alike" (p. 545).

Along with determining what the case will be is the researcher's task of identifying what the case will not be, or what will not be included in the unit of analysis (Baxter & Jack, 2008). According to Baxter and Jack (2008),

> One of the common pitfalls associated with case study is that there is a tendency for researchers to attempt to answer a question that is too broad or a topic that has too many objectives for one study. In order to avoid this problem, several authors including Yin (2003) and Stake (1995) have suggested that placing boundaries on a case can prevent this explosion from occurring (p. 546).

It was necessary to identify boundaries for the case of this research and to identify both what the case would and would not include. Some of the boundaries for this case have already been discussed, but a complete list is as follows:

- All of the students in the study were from one of the two manufacturing degree programs at the Midwest technical college identified for this study.
    - Students from other programs of the Midwest technical college or other colleges were not included in the case.
- All of the students in the study had completed a minimum of one year of study in their programs at the time of the data collection.

    - Students who had less than two semesters of technical college coursework were not included in the study.
- All of the students were interviewed between the months of May, 2017 to September, 2017.

To summarize, the participants comprising the case in this phenomenological case study are manufacturing students from two selected programs (one with lower course completion rates and one with higher course completion rates) who have completed at least one year of technical college coursework in a Midwest technical college.

Informed consent. Informed consent documents were e-mailed to each participant (See Appendix G). Signed copies of the informed consent document were collected from each of the participants before the data collection began. Following the informed consent protocol recommended by Locke, Spirduso, and Silverman (2014), the following steps were taken by the researcher:

- Participants were informed of the nature of the study and their approximate time commitment (60-70 minutes).
- Participants were informed of the rigorous procedures employed to protect their anonymity.
- Participants received a copy of the informed consent document in advance of the interviews and were required to sign the document before data collection began.
- Participants were informed that they could withdraw their consent to participate in the study at any time.
- Participants received the contact information for the researcher and her dissertation chairperson so they could ask questions about their roles in the study at any time.

- Participants were offered the opportunity to receive copies of the study upon completion. (pp. 31-32) (See Appendix H - Informed Consent Protocol)

Data Collection Instruments

The data on course completion was gathered from existing technical college reports on course completion including information on: (a) instructors, (b) grades, (c) withdrawals, (d) percent of course completed in the case of withdrawals, and (e) other course-related information. Maxwell (2013) stressed the importance of triangulation, "using different methods as a check on one another" (p. 102) to reduce the risk of bias and to gain a more thorough understanding of the phenomenon in the study. The data on the students' perspectives on whether or not they believed servant leadership behaviors by their college teachers were important to the completion of their college courses were collected using a Q sort methodology followed by individual interviews.

Q sort methodology. According to van Exel (2005), a "Q methodology provides a foundation for the systematic study of subjectivity, a person's viewpoint, opinion, beliefs, [and] attitude" (p. 1). When using a Q sort methodology, the participants in a study are presented with a set of cards with statements on them and asked to sort them according to a specific set of instructions.

The participants in this study were given a set of 36 cards, three for each of the 12 behaviors of servant leadership identified in Chapter Two, which are: (a) community building and collaboration; (b) being people centered; (c) listening; (d) using persuasion; (e) healing; (f) having empathy and presence; (g) displaying stewardship; (h) employing awareness and perception; (i) serving; (j) facilitating growth; (k) intuition, conceptualization, foresight, and

vision; and (l) trust, integrity, and ethics (Appendix I). The participants were instructed to sort the cards as follows:

- Sort the cards into three separate piles (most, middle, and least important) of 12 cards each.
- Sort the 12 most important behaviors from most to least important on one side.
- Sort the 12 least important behaviors from most to least important on the other side.
- Sort the middle 12 cards in order from most to least important in the middle.

See Appendix J for the Q Sort Instructions shared with each participant in the study.

Interviews. Van Exel (2005) found the "results from Q sorts…to be highly congruent with those from in-person interviews" (p. 7). Nevertheless, face-to-face interviews were also used for this study for the purpose of confirming the results of the Q sort. Other reasons for the follow-up in-person interviews include:

- to discover the reasons the students sorted the cards as they did,
- to determine if any of the behaviors were considered critical and if any of the behaviors were considered not important,
- to determine how students would define college teacher behaviors that positively impacted their successful course completions, and
- to gather information on other teacher behaviors (other than servant leadership behaviors) the students credited for their successful course completions.

Creswell (2003) recommended several types of interviews for collecting data for qualitative research studies, including: (a) unstructured, (b) semi structured, (c) focus group, and (d) others (p. 182). A semi structured interview method was employed for this study, using the same interview protocol (Appendix K), and the same script (Appendix L), with each individual

in the study. Interviews were conducted in a small conference room at times convenient for the participants (thereby randomizing the order of the interviews) so they did not interfere with the students' other responsibilities.

Managing and Recording Data

To ensure the protection of human subjects, all data collected from the Q sort and the interviews for this study were stored in a secure filing cabinet and on a password-protected external hard drive. To protect the identities of the participants and the technical college in the study, participants were assigned individual codes known only to the researcher.

Pilot Study for Q Sort Cards Validation

Five students from the Orange program were the first to respond to the request for participation in the study. During those interviews, the researcher discovered several Q card statements that were confusing or misinterpreted by the participants. For example, one Q card statement was, "Teachers should help their students feel connected." Four out of five of the initial interviewees asked what the statement meant, questioning to what or whom were teachers helping their students feel connected? Another statement was, "Teachers should talk with their students about what matters and why." Some participants interpreted what matters as course content, while others thought it meant what matters in life. After the initial five interviews, nine Q card statements were changed. The original Q card statements are listed in Appendix I and the revised Q card statements are shown in Appendix M. Due to the changes on the Q cards, the initial five interviews were used as a pilot study and the results were not included in the actual study. The results from the first five interviews are shown in Figures 2 and 3.

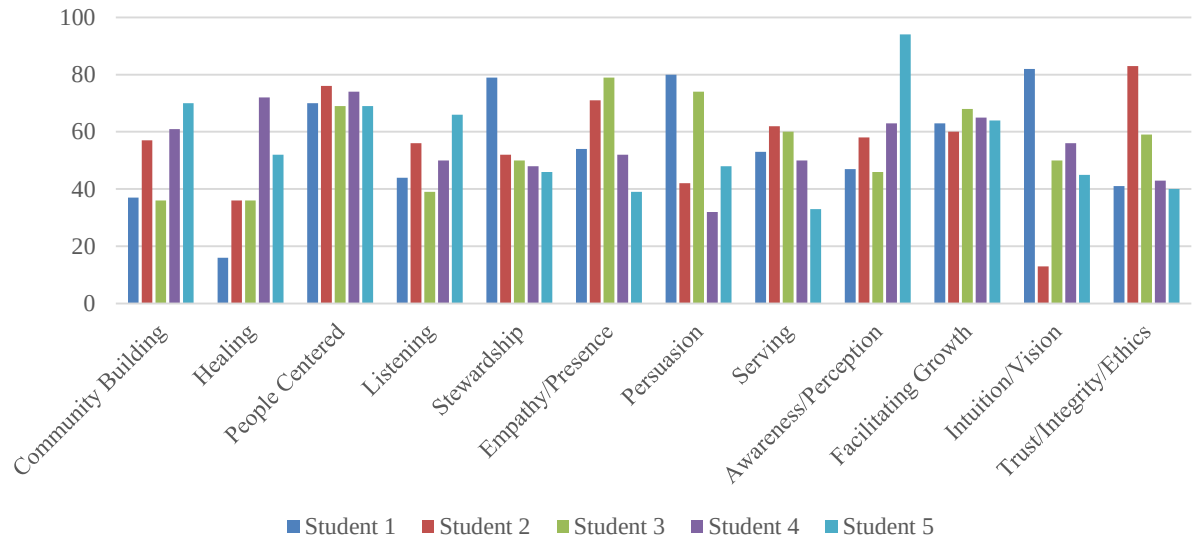

Figure 2. Pilot Q sort individual results. This figure contains the individual Q sort results for the five students in the pilot study.

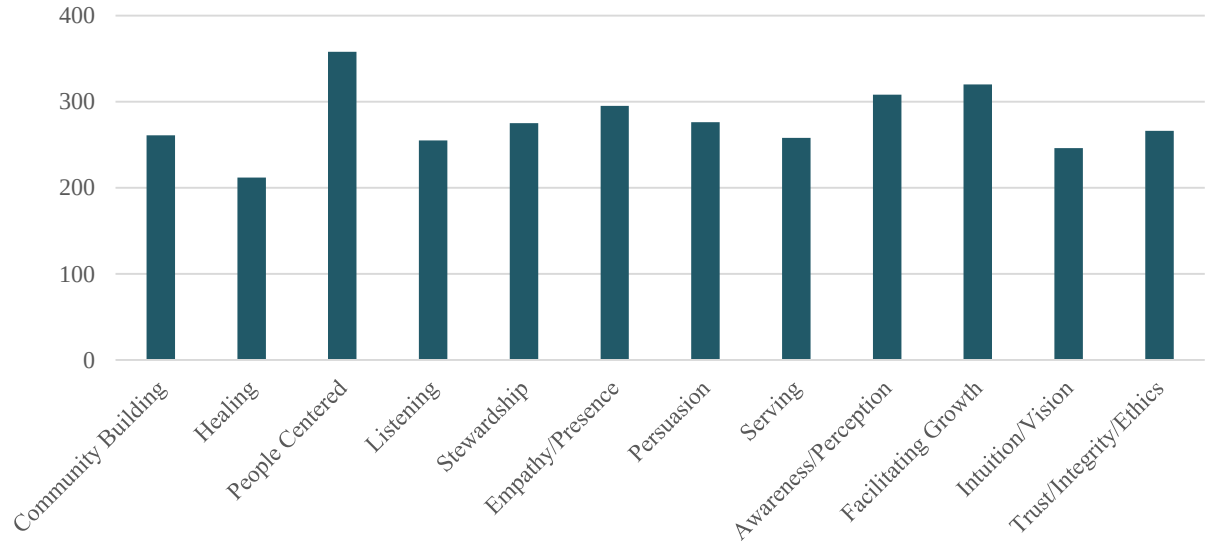

Figure 3. Pilot Q sort combined results. This figure illustrates the Q sort results for the five students in the pilot study combined.

Data Analysis

Unlike quantitative studies, the data collection and data analysis are done synchronously in qualitative studies (Baxter & Jack, 2008). Yin (2003) discussed several techniques for analyzing case study data including: (a) pattern matching; (b) linking data to propositions;

(c) explanation building; (d) time-series analysis; (e) logic models; and (f) cross-case synthesis. The data from this case were analyzed according to Yin's (a) pattern matching, (c) explanation building, and (f) cross-case synthesis.

The data collected from the Q sorts and the interviews for this study were reviewed, coded for themes, and pattern matched in response to the four research questions designed for the study. Frequencies and patterns in the use of certain words or terms were identified, similar to the method used for the exploratory interviews. Transcripts of the interviews were analyzed for explanations supporting the results of the Q sorts. Throughout the analysis process, new themes emerged and were used to makes sense of the data.

Validity

Methodological triangulation was recommended by Maxwell (2013) to reduce the risk of bias, to gain a more thorough understanding of the phenomenon in the study, and to increase the validity of the results of the study. The methodological triangulation in this study included using two different instruments to collect the data: a Q sort methodology and face-to-face follow-up interviews. An extensive literature review (of more than 127 articles and books) was a third method of research used in this study.

To address the four problems identified by Yin (2003): selecting the research questions, identifying the relevant data, choosing which data to collect, and deciding how to analyze the results – the following case study research design components identified by Baxter and Jack (2008); McCaslin and Scott (2003); Neale et al. (2006), Stake (1995); and Yin (2003) were addressed as follows:

- The study's focus, questions, and problem were clearly identified and described – the "what" of the study.

- All propositions in the case study were focused on what must be examined to answer the questions within the study and stated as sub-questions.
- The study's unit(s) of analysis, the case study, was bound to include what must be studied to answer the study's questions – for "whom and when."
- The data was themed to logically link it to the propositions – the "how" of the study.
- Contrasting patterns and rival propositions to explain findings were examined.

Limitations of the study were discussed in Chapter One and each case is described in detail in Chapter Four, including information about the encounter, setting, and timing of each participant meeting, all of which consisted of the Q sort followed by an interview.

Ethical Considerations

To ensure that ethical imperatives were followed, and the human subjects in this study were protected, the researcher completed the "Collaborative Institutional Training Initiative" (CITI Program) through Marian University in June, 2015, and carefully followed all principles, requirements, and recommendations of each of the modules in the training in the following categories:

- The Belmont Report and CITI Course Introduction,
- Students in Research,
- History and Ethical Principles,
- Defining Research with Human Subjects,
- The Federal Regulations,
- Assessing Risk,
- Informed Consent,
- Privacy and Confidentiality, and

- Conflicts of Interest in Research Involving Human Subjects.

It was of the highest concern to the researcher that all individuals participating in the study remain protected and that no participants were harmed.

Measures were also employed to ensure that the confidentially and privacy of the participants were protected, including: (a) codes were used to denote participants in lieu of their names; (b) the name of the technical college was not shared; (c) all data was stored securely; and (d) data access was restricted to the researcher.

Institutional Review Board (IRB) approval was required by both Marian University and the technical college in the study, and both were granted (Appendices N and O). All participants received and signed informed consent paperwork before engaging in the study (See Appendix G). The informed consent paperwork informed the participants of their right to withdraw from the study at any time, and participants were reminded of this right by the researcher prior to and after the interviews.

Summary

Using a phenomenological case study method of social constructivist qualitative research described by Yin (2003) and Stake (1995), this dissertation study examined whether servant leadership behaviors by college teachers positively impacted student success for manufacturing students in two programs (one with high course completion rates, and one with low course completion rates) at a Midwest technical college. Guided by four practical yet significant research questions, the researcher gained new insights by purposefully exploring the phenomenology of the impact(s) of servant leadership behaviors by teacher on student success.

Closely adhering to the ethical principles of the Belmont Report, including the protection of human subjects of research (The National Institutes of Health, 1979), the researcher conducted

a study approved by the Marian University Institutional Review Board and the Institutional Review Board for the technical college where the study took place. These ethical principles included obtaining informed consent from all participants, protecting participant identities, securing the data collected, and working to ensure that no harm came to any of the participants in the study. Chapter Three detailed how the social constructivist qualitative phenomenological case study was constructed and conducted. Chapter Four, presented next, further discusses the data analysis procedures and presents the results of the study.

CHAPTER FOUR

RESEARCH FINDINGS

This study was conducted to learn whether or not second-year manufacturing students at a Midwest technical college perceived servant leader behaviors by their program teachers (servant teacher behaviors) made a difference in their course completion rates. The study further sought to identify the servant leadership behaviors reported to be the most important in helping students complete their courses as reported by students who did perceive servant leadership behaviors made a difference in their course completion; the reasons the servant leader behaviors positively impacted the success of the students; and other college teacher behaviors that students found important in helping them complete their courses.

This chapter includes information about the research process, the demographics of the study participants, and the results of the Q sort portion of the interviews with the student study participants. Also included is the information gathered through the interview question portion of the student interviews, presented by programs designated by colors (Orange and Green). Interview results for the students from the Orange program are shown separately from the results for the students from the Green program.

Research Method

Face-to-face student interviews were intended to begin in early May 2017 and to be completed by June 2017. The first five students to respond were all from the Orange program, so the interviews began with them. Through the initial five interviews, the researcher noticed there were several Q cards (Appendix I) that proved to be confusing to, or misinterpreted by, the student participants. Therefore, the researcher chose to use those interviews as a pilot study (May, 2017), as discussed in Chapter Three. The Q cards were revised, as shown in

Appendix M. The interviews used for the study did not begin until late May 2017 (after the conclusion of the pilot study), when many students had left for summer break, so the interviews were not completed until September 2017.

Recruiting Research Participants

As detailed in Chapter Three, the researcher sent the recruitment e-mail (Appendix E) to a random sample of 30 eligible students (15 from the Orange program and 15 from the Green program) requesting their participation in this study. Additionally, second e-mails (Appendix F) were sent two weeks after the initial e-mail to recruit additional participants to reach the goal of ten total participants (five students from each of two identified manufacturing degree programs).

It was necessary to resend the second e-mail (Appendix F) an additional time as many of the students were off campus for summer break and did not respond. It was also necessary to invite 50 eligible participants (25 from the Orange program and 25 from the Green program) to get the desired number of students to participate in the study. A total of 16 students ultimately responded and 16 interviews were conducted. Due to two participants' work schedules and their work locations, their two interviews were conducted through e-mail. The other 14 interviews were conducted in person.

The initial goal of recruiting ten participants was in response to Creswell's (2013) assertion about the importance of keeping the group size limited for phenomenological studies to allow for more in-depth interviews with the participants. According to Creswell (2013), the average group size for a phenomenological study ranges from a minimum of three to a maximum of 15 participants.

It was also the goal of the researcher to reach a point of saturation with the data in the study. Saturation is said to be reached in a qualitative study when patterns clearly emerge and

the researcher hears similar information from multiple participants (Maxwell, 2013). To that end, for this study, the researcher conducted 16 total interviews, rather than the original ten that were planned.

Participants

As stated in Chapters One and Three, the idea for this study arose out of exploratory interviews conducted with all graduating students from one manufacturing degree program at a Midwest technical college from the fall of 2014 through the spring of 2016. As also noted in Chapter One, all of the graduates over the period of the exploratory interviews (2014-2016) were male students ranging from 19 to 33 years of age.

Programs of study. In contrast to the exploratory interviews (2014-2016), the participants in this study were from two different manufacturing degree programs at a Midwest technical college. The two different programs were selected for the purpose of comparing and contrasting the responses from those in a program with lower course completion and graduation rates (84% and 20% respectively) against those in another manufacturing program with higher course completion and graduation rates (92% and 29% respectively) (Midwest Technical College, 2016).

Credits earned. There were several other differences between the student participants for this study and those who participated in the exploratory interviews (2014-2016). For example, the exploratory interviews (2014-2016) were conducted with every graduating student during the interview period while the participants in this study were volunteers who came forward in response to recruitment e-mails. Also, the exploratory interviews (2014-2016) were conducted with students at the time of their graduation, whereas the participants in this study were primarily students who had completed a minimum of one year of their two-year

manufacturing degree programs. There was one exception, however, in that one of the study participants from the Orange program was interviewed at the time of her graduation. The number of credits the participants had earned at the time of the interviews for the students in the Orange program ranged from 27 to 63 with an average of 44 credits overall. The Green program students had earned between 32 and 65 credits with an average of 40 credits per student overall at the time of the interviews.

Age and gender. The participants in the exploratory interviews (2014-2016) were all males ranging in age from 19 to 33 (with only two students out of 29 who fell into the 29-57 age range and no students aged 40 or older). The majority of the students (73%) who participated in the exploratory interviews were traditional college-aged students in the 18-22 age bracket.

In contrast, as can be seen in Table 4, the participants in this study included four females and 69% of the participants fell into the 29-57 age range. Four of the participants (one in the Orange program and three in the Green program) were over 48 years of age. As also shown in Table 4, all four females in the study were in the 29-57 age bracket. Furthermore, the participants in the study included only two traditional-aged students from the 18-22 age bracket.

Table 4

Participant Demographics

Age Ranges	Orange Program		Green Program		Totals	
	Female	Male	Female	Male	Female	Male
18-22		1		1		2
23-28		2		1		3
29-57	3	2	1	5	4	7
Total	3	5	1	7	4	12

Student status. In addition to the differences in age and gender, the participants in the exploratory interviews (2014-2016) were predominantly full-time students (24 of 29 students or 83% were full-time students) (Nemec, 2016). As demonstrated in Figure 4, nine of the 16 participants in this study, or 64%, were full-time students. As discussed further below, the student status is likely related to the employment status of the study participants.

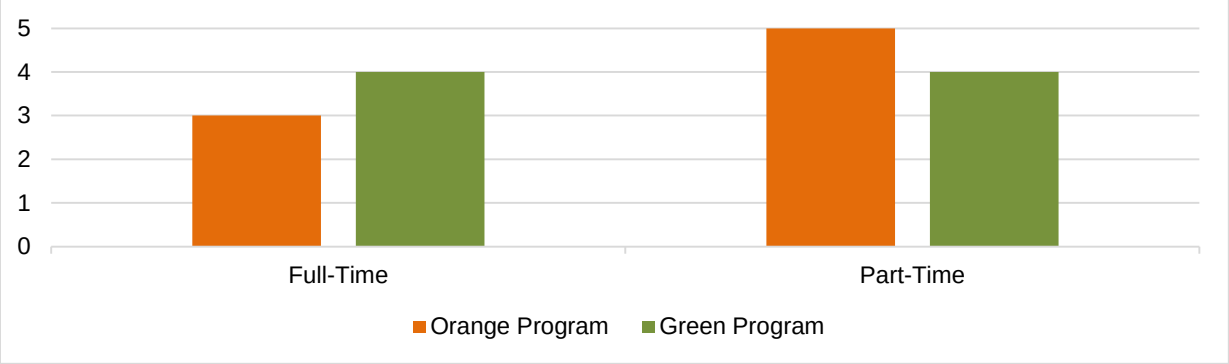

Figure 4. *S*tudent status of study participants. This figure demonstrates the number of study participants who were full-time students and the number of participants who were part-time students for the Orange and Green programs.

Employment status. Most of the exploratory interview (2014-2016) students worked either part-time or they did not work while in school. Contrastingly, as shown in Figure 5, almost all of the participants in this study (14 of 16 or 88%) were employed full-time. One student participant in this study was employed part-time and one student was looking for employment.

All of the part-time students in this study (100%) stated that they were attending college part-time due to working full-time. Two of the study participants stated that they would attend for more credits per semester if there were more classes available in late evenings and on weekends, or if there was more flexibility in the student schedules. For example, one participant expressed a desire to be able to attend day classes one week and evening classes another, depending on his work schedule.

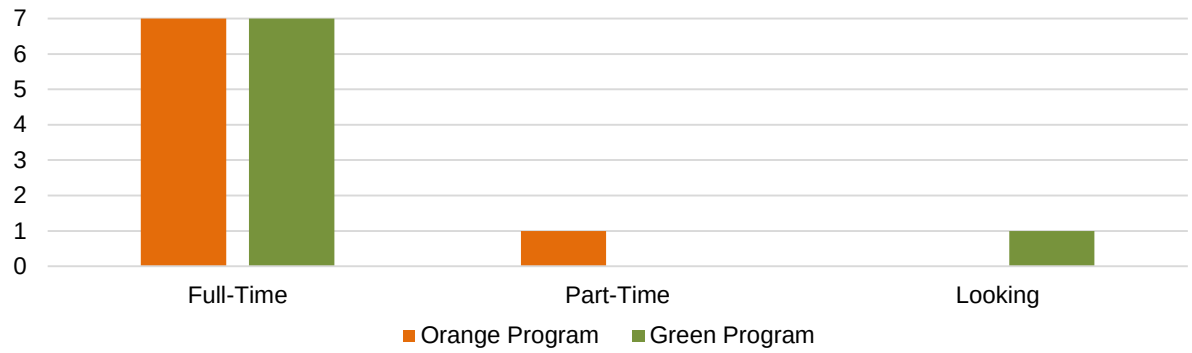

Figure 5. Employment status of study participants. This figure illustrates the employment status of the study participants for the Orange and Green programs.

Grade point averages. The grade point average for the student participants from the Orange program was 3.8 out of 4.0. The student participants in the Green program had an average grade point of 3.5. Both of these GPAs are higher than the average GPA for all active students in the Orange and Green programs.

The Interviews

Each interview followed the Informed Consent Protocol (Appendix H) which included: (a) thanking the students for participating in the study, (b) confirming that the participants were 18 years of age or older, (c) going over the Informed Consent form (Appendix G), and (d) getting the participants' signatures on the forms. All study participants signed the Informed Consent forms. Participants were informed about the rigorous procedures that would be, and had been, employed to protect their anonymity including: (a) not sharing the names or other identifying information (such as student identification numbers) of the participants, (b) writing the results so the participants cannot be identified through the results, (c) storing all data in a password-protected electronic format, and (d) coding master data to a master list stored separately from the data as stated on the Informed Consent Form (Appendix G).

All participants were reminded of their right to decline participation in the study, to withdraw from the study, and to skip any questions they were uncomfortable answering. None

of the students declined to participate, nor did any students request to withdraw from the study. All of the participants were willing to answer all of the questions, although sometimes they answered that they had nothing more to add.

Interviews began with the Q sort following the Q Sort Instructions (Appendix J). The Q sort portion of the interviews lasted from a minimum of 18 minutes to a maximum of 27 minutes. Upon completion of the Q sort, the Interview Protocol (Appendix K) was followed using the Interview Script (Appendix L). The interview questions portion of the interviews lasted from a minimum of 24 minutes to a maximum of 37 minutes.

Q sort. The Q cards were assigned points beginning with 36 points for the most important card to one point for the least important card. The results of the Q sorts were entered into a spreadsheet where they could be sifted and sorted to identify patterns.

Interview questions. The responses to the interview questions were examined line-by-line for common words, concepts, and themes and combined with the data from the Q sort interviews. The findings from the interview questions and Q sorts are presented in the remainder of this chapter.

Study Findings

Interview Question One

After the students finished sorting the Q cards, the first interview questions were related to why they sorted the cards as they did. The combined results of the Q sorts are presented next along with the responses to the questions that comprised Interview Question One, beginning with the Orange program and then moving to the Green program.

The maximum number of points any one Q sort category could achieve was 840, an average of 105 points per participant. The minimum number of points any one Q sort category

could achieve was 48 points, which would be an average of six points for each participant. No categories in this study achieved the maximum or the minimum number of points for either the Orange program or the Green program.

Orange program Q sort. The combined Q sort results for the Orange program are presented in Figure 6.

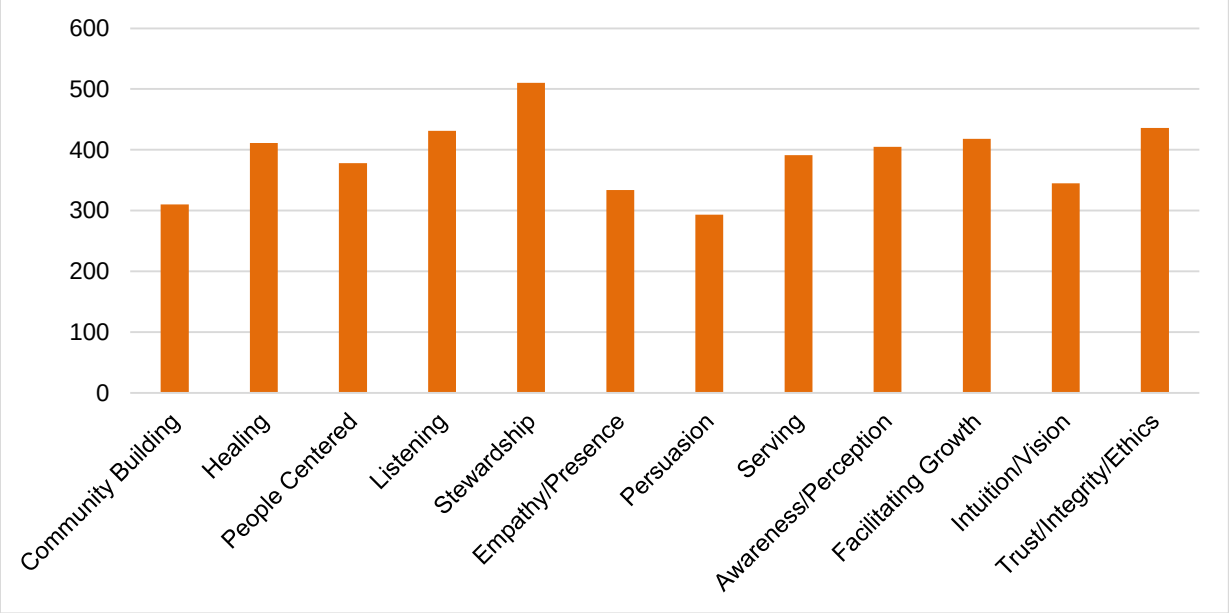

Figure 6. Orange program Q sort summary. This figure demonstrates the combined Q sort results for all eight participants from the Orange program.

As can be seen in Figure 6, Stewardship behaviors were the most important for the Orange program participants, with a total of 510 points (an average of 64 points per participant). The individual participant responses, demonstrated later in this chapter, show Stewardship behaviors were the most important servant teacher behaviors for two of the Orange program participants and the second most important for another three participants. In contrast, one of the Orange program participants rated Stewardship as the second least important servant teacher behavior.

The second and third most important servant teacher behaviors for the participants from the Orange program were (a) Listening and (b) exhibiting Trust, Integrity, and Ethics, with total scores of 523 and 504 respectively. Listening was the most important behavior for one of the Orange program participants. Listening was also in the top three for an additional three Orange program participants. Trust, Integrity, and Ethics were the most important servant teacher behaviors for one Orange program participant and in the top five for an additional five participants.

As can also be seen in Figures 6 and 7, the servant teacher behaviors rated as the least important by the Orange program study participants were (a) using Persuasion and (b) Community Building, with total points of 330 and 361 respectively. Persuasion was the least important servant teacher behavior for two Orange program participants and was in the lowest three for an additional three participants. Community Building servant teacher behaviors were selected as the least important by three Orange program participants and were in the lowest three for one additional participant.

The remaining servant teacher behaviors for the Orange program participants, from most to least important, included: (a) Facilitating Growth; (b) being People Centered; (c) Healing; (d) having Awareness and Perception; (e) Serving; (f) displaying Intuition, Conceptualization, Foresight, and Vision; and (g) showing Empathy and Presence. Each behavior will be discussed individually in more detail later in this chapter.

Orange program interview question one. Interview Question One began with the question, "Why did you sort the cards as you did?" There were two follow-up questions included in Interview Question One, including, "What is the main difference between the cards

in the Most column and those in the Least column?" and "What about between the Most or Least columns and the Middle column?"

Three of the Orange program student participants said they went with their first instincts and sorted the Q cards quickly. The other five Orange program participants were more reflective and sorted the cards more slowly, sometimes stopping to talk through their choices as they sorted. When asked why he sorted the cards as he did, one of the quick-sorting participants said he went with his first instinct (Interview Question One), stating that he wanted to avoid overthinking the exercise (Student, personal communication, August 30, 2017).

Also in response to the question of why they sorted the cards as they did, several participants said they were thinking of particular teachers. Three participants mentioned thinking of a teacher they did not like, and three participants mentioned thinking about particular teachers they liked and found to be very effective teachers. One student with military experience based his Q sort on his perspective of leadership, stating his belief that teachers are leaders of their classrooms and, therefore, should behave like leaders and not just teachers (Student, personal communication, May 18, 2017).

Reasons for feeling negatively toward a teacher, or teachers, included

- teachers who "let students walk all over them",
- teachers who show favoritism,
- teachers who do not listen to students' opinions about the class,
- teachers who refuse to release course material in advance, and
- teachers who do not explain the material well (Students, personal communications, May through September, 2017).

One student commented that one teacher told the students not to purchase the textbook but the midterm and final were based on the textbook (Student, personal communication, May 18, 2017). One student urged the Midwest technical college to look into classes with a 50% drop or failure rate because that should be an indication that something is seriously wrong (Student, personal communication, May 18, 2017).

Reasons for feeling positively toward a teacher included:

- teachers who are professional;
- teachers who are willing to come into the lab for extra hours to assist students;
- teachers who put in extra hours with the students through student clubs and other educational extra-curricular activities;
- teachers who show empathy ("it goes a long way");
- teachers who help the students see "why" they need to learn something;
- teachers who make the material digestible, ordered, and logical; and
- teachers who provide lecture notes for the students to increase their success (Students, personal communications, May through September, 2017).

The most common theme among the Orange program participants for why they sorted the cards as they did was that they selected the most important servant teacher behaviors thinking that, if teachers behaved according to the items in the Most column, the other behaviors would fall into place. Three Orange program participants expressed this concept. For example, one participant explained that if a teacher behaves ethically (Q card: Demonstrate integrity by using research-supported educational best practices) in the Most column, they will work to earn their students' trust (Q card: Work to earn the trust of their students) in the Middle column, and they will be fair and ethical with all of their students (Q card: Demonstrate fairness, and ethical

behaviors) in the Least column (Student, personal communication, September 7, 2017). Another participant explaining this concept stated, "If you have to work for trust, maybe you're not being fair and ethical and getting to know your students as people" (Student, personal communication, May 18, 2017).

Interview question one A. In Interview Question One A, students were asked to identify differences between the behaviors they sorted into the Most column and those behaviors they sorted into the Least column. Orange program Student responses to Interview Question One A included:

- The behaviors in the Most column were more logical and those in the Least were more emotional.
- The behaviors in the Most column were more focused on the students and the students' learning than the other columns.
- The behaviors in the Least column were more the students' responsibilities and those in the Most were more the teachers' responsibilities (Students, personal communications, May through September, 2017).

Two students' comments were closely related to the main theme from Interview Question One. One student stated, "If you are doing things in the most column right, you shouldn't have to worry about column three (the Least important) – you will naturally do those things" (Student, personal communication, May 18, 2017). The other student stated, "To be effective, you have to listen, then empathize, then relate, then trust – then you have rapport. Once trust is established, you can explain 'why' at the end" (Student, personal communication, May 18, 2017).

One student expressed his belief that, while it is important for teachers to engage with students outside of class in activities such as student clubs, interactions with teachers outside of

class should still be at a professional level. This student stated, "The thought of students going to a teacher's house is creepy" (Student, personal communication, June 16, 2017).

Interview question one B. The final part of the first interview question was to ask about the differences between the servant teacher behaviors the students had identified as the Most and Least important and those that fell out into the Middle column. Orange program student responses to Interview Question One B included:

- Both teachers and students are responsible for the Middle column behaviors.
- Some of the behaviors in the Middle would have been in the Most column if the Q sort was not a forced sort requiring an equal number of cards in each column.
- The behaviors in the Middle column are related to being ethical and fair (e.g., Q card: Resist the temptation of judging and/or comparing students).
- The Middle behaviors were more related to soft skills.
- There is a balance in the Middle column between logical and emotional (Students, personal communications, May through September, 2017).

Again, relating back to the main theme from Interview Question One, one student stated, "The items in the Most column are the starting positions for the behaviors, and then the behaviors in the Middle and Least columns will happen if the behaviors in the Most column are used by teachers" (Student, personal communication, September 7, 2017). Another related comment was,

> Teachers need to look at what the students know and then supplement it. If a teacher does all of the behaviors in the first [Most] column, those in the Least column happen automatically. Teachers command and lead through their knowing. Command is different from ordering – commanding is leading and ordering is directing. Commanding

> uses a leadership presence and active listening skills. The teacher gives an order but facilitates it versus commanding it. It goes back to trust and respect. (Student, personal communication, May 18, 2017)

One student cautioned that if a teacher is too empathetic, some students might lose their drive and not get their work done (Student, personal communication, May 31, 2017). Another student commented how fairness may not be the most important for success, but being fair is still something teachers should do because it is the right thing to do (Student, personal communication, August 28, 2017).

Two students commented on the fact that the Midwest technical college has counselors who are available to the students. While they appreciated their instructors caring enough about them to offer to help when students were struggling with personal issues, they did not expect every instructor to be prepared to help students with personal issues. One of the two students noted that teachers have enough to worry about already (Student, personal communication, August 28, 2017). The other student noted that there are some problems that require a counselor to help the students (Student, personal communication, May 18, 2017).

Figure 7 depicts the individual rankings of the Q cards by the eight Orange program participants one-by-one. Of interest in Figure 7 are the individual rankings for each Orange program student. Also of interest in Figure 7 are differences in the rankings from one Orange Program student participant to another. For example, Students Six and Seven ranked the 12 servant teaching behavior categories relatively evenly compared to Students Five and Eight, who rated some of the behaviors relatively high and others relatively low.

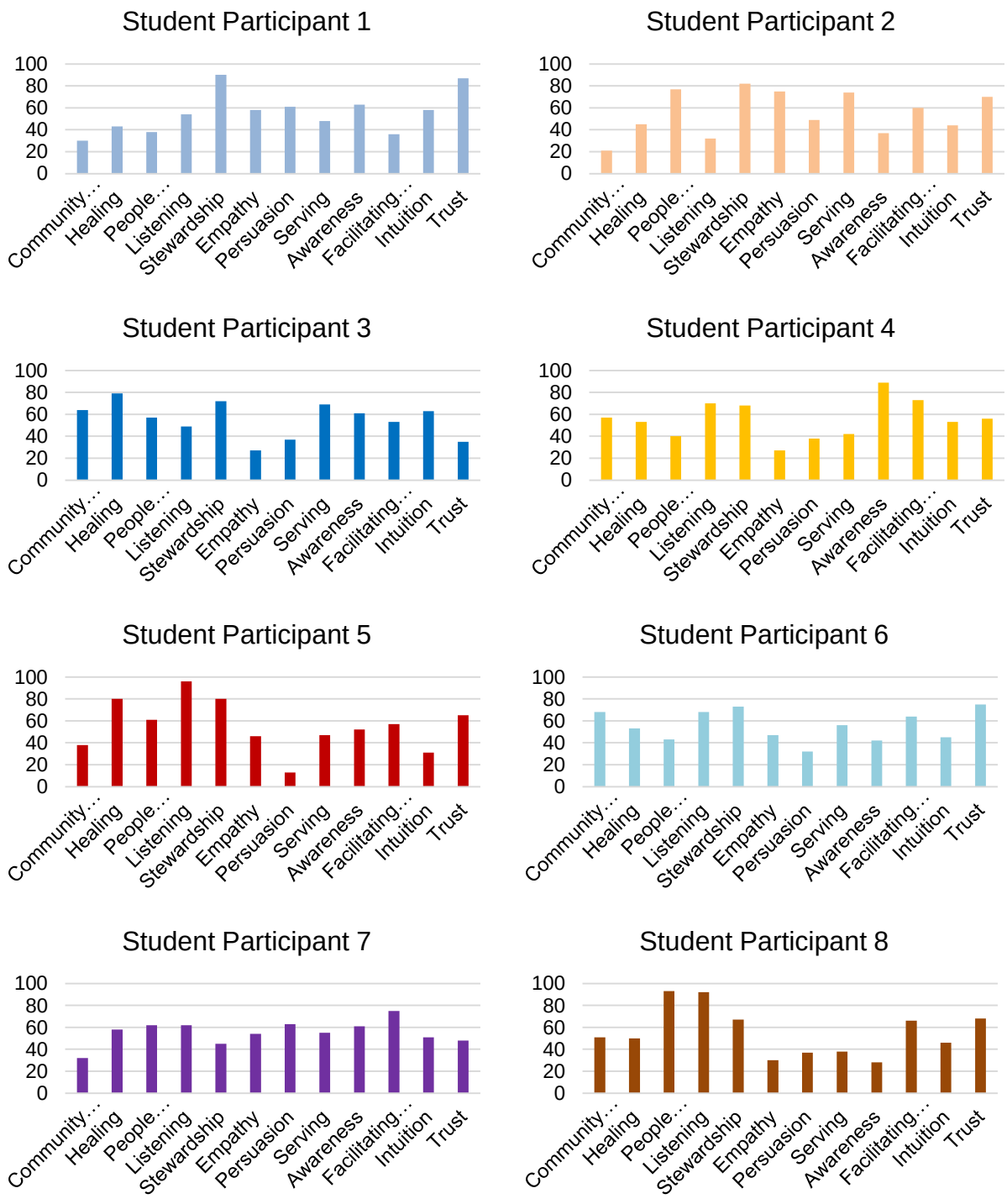

Figure 7. Individual Orange program Q sort results. This figure depicts the individual results for the eight student participants from the Orange program as well as the diversity between the rankings of the eight Orange program students.

Green program Q sort. The overall Q sort results for the Green program are presented in Figure 8.

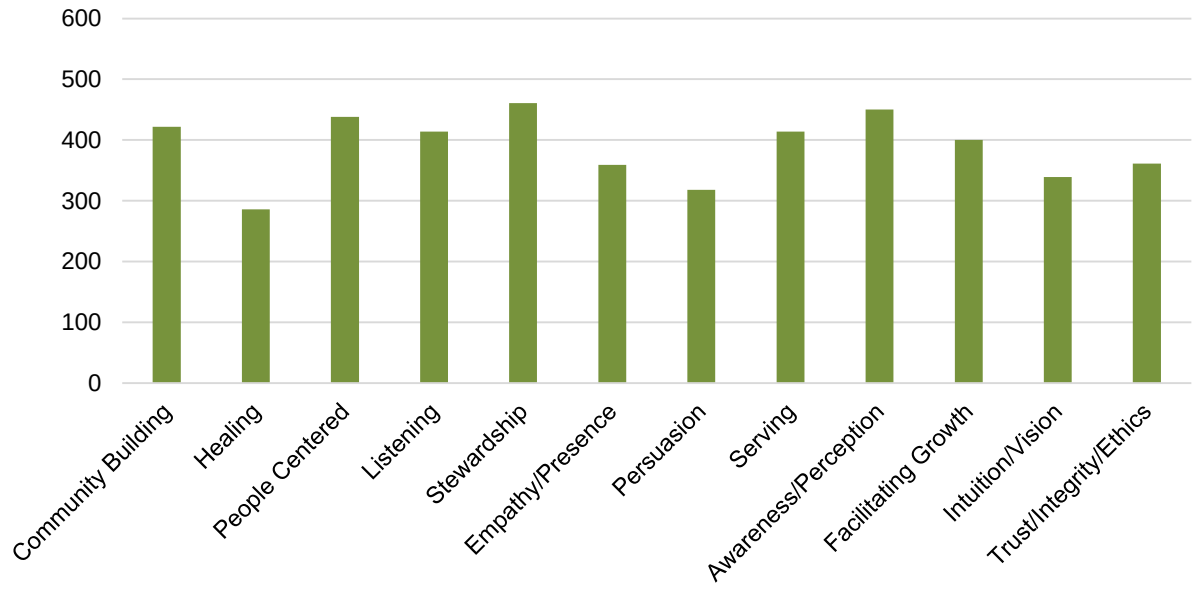

Figure 8. Green program Q sort summary. This figure demonstrates the combined Q sort results for all eight participants from the Green program.

As can be seen in Figure 8, Awareness and Perception behaviors were the most important for the Green program participants, with a total of 537 points (an average of 67 points per participant). As demonstrated in Figure 9, the individual participant responses for Awareness and Perception behaviors were the most important servant teacher behaviors for four of the Green program participants and the second most important for one other participant. Contrastingly, one of the Green program participants rated Awareness and Perception as the second least important servant teacher behavior and another rated it as the third least important.

Stewardship and being People Centered were the second and third most important servant teacher behaviors for the participants from the Green program, with total scores of 525 and 489 respectively. Stewardship was the most important behavior for one of the Green program participants and it was in the top four for five additional Green program participants. Being

People Centered was the most important servant teacher behavior for one Green program participant and in the top six for an additional five participants.

As can also be seen in Figures 8 and 9, the Green program participants rated Persuasion and Healing as the least important servant teacher behaviors with total points of 338 and 345 respectively. Persuasion was the least important servant teacher behavior for two Green program participants and was in the lowest five for an additional four participants. Healing servant teacher behaviors were not selected as the least important by any Green program participants but were in the lowest five behaviors as rated by six Green program participants.

The remaining servant teacher behaviors, in order from most to least important, included: (a) Community Building and Collaboration; (b) Serving; (c) Facilitating Growth; (d) Listening; (e) exhibiting Trust, Integrity, and Ethics; (f) showing Empathy and Presence; and (g) having Intuition, Conceptualization, Foresight, and Vision.

Green program interview question one. Similar to the Orange program student participants, some of the Green program students sorted the Q cards quickly, while others sorted them more slowly, but the numbers of students were reversed. Instead of three participants sorting quickly and five sorting slowly like for the Orange program, the Green program had five participants who sorted the Q cards quickly and three who sorted more slowly. None of the Green program students took time to talk as they were sorting the cards. It was observed by the researcher that the students from the Green program spoke less in general than the Orange program students, often providing shorter and more to-the-point responses.

The most common response to the question of why the Green program participants sorted the cards as they did (Interview Question One), was that the cards in the Most column represented the most important behaviors each participant felt they needed from a teacher to

learn the material and succeed as a student. One student commented that he signed up to learn from the teacher and the teacher knows what it is that he needs to learn. Therefore, he is counting on the teacher to teach what he needs to learn (Student, personal communication, May 17, 2017). Another student commented that teachers should accept feedback and make changes to their teaching rather than focusing on earning trust. If they do the first, the latter comes naturally (Student, personal communication, May 18, 2017).

A third student commented on the importance of listening for teachers. He stated he really appreciates it when his teachers ask how things are going. This student told a story about one of his general studies teachers who shared information about his sobriety with the student as the student happened to be struggling with his own sobriety. The student commented on how the teacher gave him hope at a time when he really needed it (Student, personal communication, June 8, 2017).

Conversely, one student commented how he appreciates it when his instructors show an interest in him, but it is more important for the teachers to give him autonomy to do his work at his own pace. He stated, "I may be an exception here, but I feel like if I am paying $500 plus for a class, I am already engaged and I just want the instructor to stay out of my way until I hit a barrier. They are there to help get past the barriers" (Student, personal communication, May 19, 2017).

Like the Orange program participants, several participants said they were thinking of particular teachers, but in this case, there was only one participant thinking of an instructor of whom he had an unfavorable view. The student did not elaborate, he just commented that all instructors in a program need to work together (Student, personal communication, June 28, 2017).

Interview question one A. Just as a main theme emerged for the Orange program participants in the first part of Interview Question One that carried through all three parts of the question, a similar phenomenon occurred for the Green program participants. Where the most common theme for the Orange program participants was that the Middle and Least important behaviors would logically result if the behaviors in the Most column were embodied by the teacher. As a comparison, the most common theme for the Green program participants was that the behaviors in the Most column, when done effectively, would ensure and improve the learning for the students, with four participants expressing this concept. Participant responses for the differences between the Most and the Least columns included:

- More cards would have been in the Most column if the sort was not forced.
- All of the behaviors are important, but some are more important than others.
- The Most column is more about independence and, depending on a student's perspective, the Least column could feel like an invasion of one's personal space.
- The cards in the Most column demonstrate knowledge, experience, and skills appropriate for mentoring and teaching. The cards in the Least column demonstrate behaviors that are more nurturing and sympathetic.
- The behaviors in the Most column should be required of teachers whereas those in the Middle and Least columns are things the student would like to see but are not critical to their success (Students, personal communications, May through September, 2017).

One student commented, "The Most column represents the teachers' caring about how to teach and explain things so the students learn versus making the students learn things on their own" (Student, personal communication, September 7, 2017).

Interview question one B. Some of the responses to this last portion of Interview Question One were discussed in the first two parts of the question for the Green program participants, just as they had been for the Orange program participants. Other responses included:

- The Middle behaviors are just "common sense good ideas."
- The Middle column is a combination of the Most and Least columns.
- Similar to above, the Most column behaviors should be required, while the behaviors in the other columns are "nice, but not critical" to their success (Students, personal communications, May through September, 2017).

One student commented, "The items in the Most column are more about what the teacher needs to do so students can learn, and less about their relationship with the student. If they are a good teacher, they will have a good relationship with the students" (Student, personal communication, September 7, 2017). According to another student, "Teachers need to pay attention to the experience levels of their students so they can listen and pay attention to those with the least experience. Listening and paying attention are very important skills for teachers" (Student, personal communication, August 30, 2017).

One participant proudly spoke of his 3.1 grade point average, crediting his teachers for his success in the Green program. He spoke about how his teachers understand returning adult students and how they have invoked his pride in the Midwest technical college so much that he even has a Midwest technical college sticker on his truck (Student, personal communication, August 30, 2017). A final student comment about the Middle column of Q sort cards was that the cards in the middle represented "the standard expectations any normal human being should exhibit or give as a courtesy to others" (Student, personal communication, May 19, 2017).

Figure 8 depicts the individual rankings of the Q cards by the eight Green program participants one-by-one. Of interest in Figure 8 are the individual rankings for each Green program student. Also of interest in Figure 8 are differences in the rankings from one Green Program student participant to another. For example, Students 11 and 13 ranked the 12 servant teaching behavior categories relatively evenly compared to Students 10 and 16, who rated some of the behaviors relatively high and others relatively low.

Note: Interview question one. While themes arose from both the Orange program and the Green program in Interview Question One, it should be noted that the servant teacher behaviors that the themes were based upon were different from one student participant to another. For example, of the three students who felt servant teacher behaviors in the middle and least columns would naturally occur if those in the most column were embodied, one student found the most important behaviors to be (a) having Awareness and Perception and (b) Facilitating Growth. The servant teacher behaviors identified as the most important by a second student were (a) displaying Trust, Integrity, and Ethics and (b) Stewardship. The last student in this group chose (a) being People Centered and (b) Listening as the most important servant teacher behaviors to him.

Therefore, the themes related to the Q sort must be examined more closely to understand the meaning. The servant teacher behavior categories, along with the individual servant teacher behaviors in each category, must be considered to more thoroughly understand the Q sort-related themes.

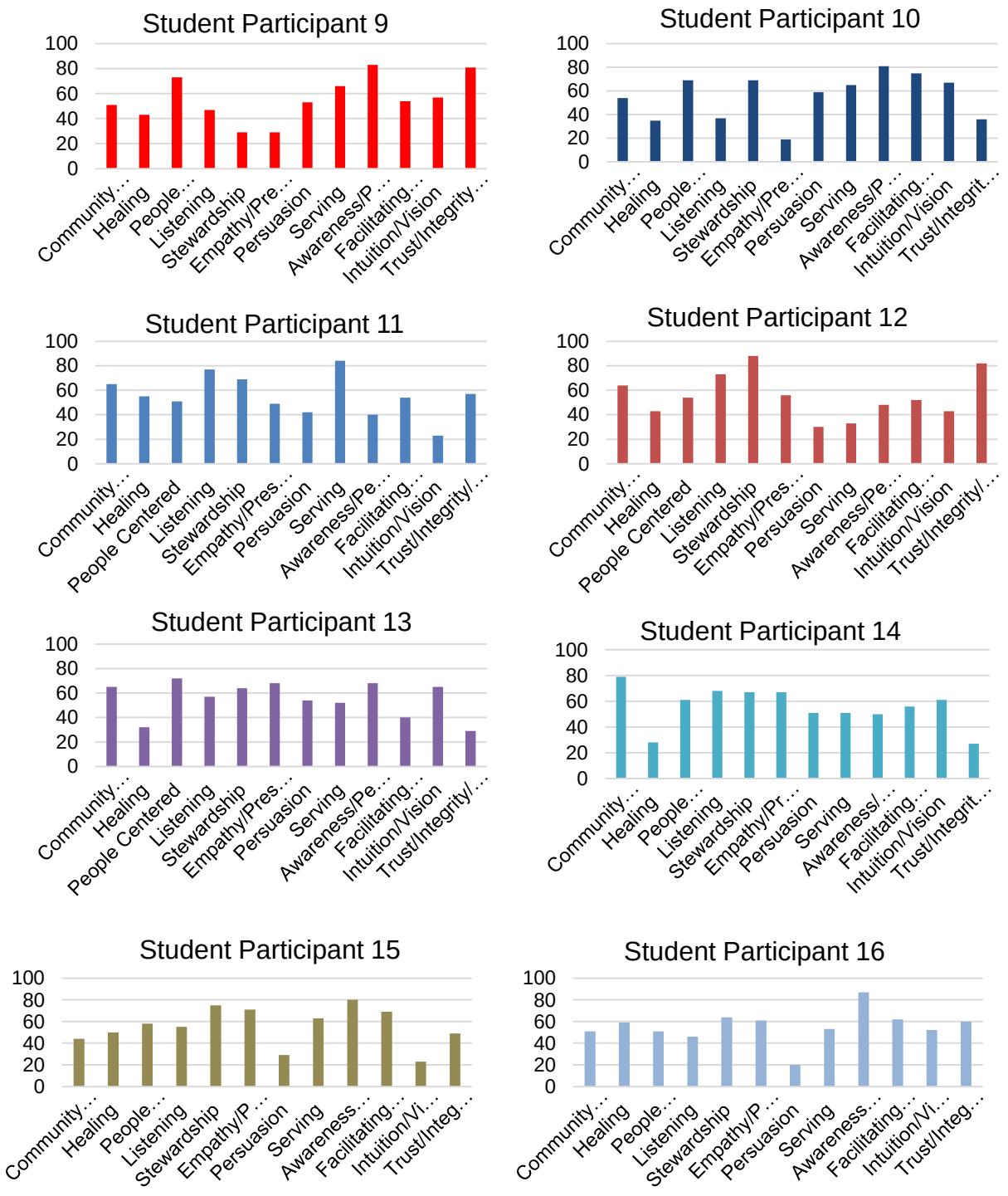

Figure 9. Individual Green program Q sort results. This figure depicts the individual results for the eight student participants from the Green program as well as the diversity between the rankings of the eight Green program students.

Interview Question One helped to determine the servant teacher behaviors the students found the most and least important, and some of the reasons why. Interview Question Two delved more deeply into the participants' beliefs about whether servant teacher behaviors actually impact student success.

Interview Question Two

Interview Question Two contained three parts, beginning with the statement, "These behaviors have been described as servant teacher behaviors," followed by the initial question, "Do you believe servant teacher behaviors make a difference in college students' course completion?" and completed with the second question, "Why or why not?" Every student, without exception, expressed the belief that servant teacher behaviors make a positive difference in college students' course completion. The student participants' responses to the second question ("Why or why not?") are discussed next according to program, Orange and then Green.

Orange program. Two themes emerged from the Orange program participants' responses to why servant teacher behaviors make a difference in college students' course completions. The first theme related to two of the three most important servant teacher behaviors the Orange program participants identified in their Q sorts: Stewardship and Trust, Integrity, and Ethics. Students commented on behaviors related to these two servant teacher behavior categories such as

- teachers who put the needs of their students first;
- teachers who are sincere;
- teachers who display empathy, respect, and ethical behavior; and
- teachers whose willingness to help is apparent (Students, personal communications, May through September, 2017).

One comment, from an Orange program participant, was, “Teachers need to facilitate classes through consistent communication and placing students' needs above their own” (Student, personal communication, May 18, 2017). A second Orange program participant stated, “If the teacher makes a bond with the students, the students will feel more comfortable, and then they will learn better because they are comfortable” (Student, personal communication, September 7, 2017).

The second theme to emerge from the responses to Interview Question Two related to the actual learning that occurs when a teacher is behaving as a servant teacher, according to the Orange program participants. Some of the behaviors students commented on related to this theme included

- the way the teacher presents information,
- a teacher who provides the students with lecture notes,
- the way teachers get the students engaged in the class and material, and
- the teachers’ willingness to help students (Students, personal communications, May through September, 2017).

One individual Orange program participant’s comment related to this theme was,

> While it is often circumstances outside of school that keeps a student from continuing, teachers who are less than enthusiastic about the material [will] handicap a student's ability to learn, which leads to poor grades and drop out. It's an even bigger problem if a student has multiple classes with one teacher who is not doing his job. (Student, personal communication, August 28, 2017)

Another student commented,

> Not everyone learns in the same way so everyone should not be taught in the same way. Teachers need to consider what they want students to get out of the class. Teachers need to prepare all of their students for the job – they should not focus on one student who is very talented. (Student, personal communication, May 18, 2017)

Green program. The main theme to emerge from Green program student participants for Interview Question Two was related to the most important servant teacher behavior category surfaced in their Q sort – Awareness and Perception. The Green program participants expressed the feeling that teachers should pay attention to determine individual students' needs and the best ways to meet those needs. Observations from Green program participants related to this theme included

- teachers should adapt to individual students,
- teachers need to do more than just the generic lecture,
- teachers are being paid to help and teach students, and
- teachers need to figure out how each student learns best (Students, personal communications, May through September, 2017).

There were several individual responses to Interview Question Two that illustrated this theme. One comment was, "Teachers are the ones with the knowledge so they need to develop their students who do not have the knowledge yet" (Student, personal communication, September 7, 2017). Another comment was,

> The teacher is there to help and teach the student – that is what he is paid for. They should be invested in their profession and the students they are trying to further.

> Commitment and investment into their teaching can be clearly seen by students and it motivates the students. (Student, personal communication, July 15, 2017)

One additional comment was, "If students don't get what they need from their teachers, how will they be able to learn and do what they are supposed to?" (Student, personal communication, August 29, 2017).

To follow-up on Interview Questions One and Two, Interview Questions Three and Four were intended to more deeply examine the 12 individual servant teacher behavior categories by asking students to identify the behaviors, on the Q cards, that were *critical* to student success and those that were *not important*. The results for these two questions are presented in the next section of this chapter according to program, Orange and Green.

Interview Questions Three and Four: "Not Important" and "Critical" Faculty Behaviors

To begin this part of the interviews, the participants were asked to put stars on each of the Q cards with behaviors that they deemed *critical* to students' success, and minus signs on each of the Q cards with behaviors that they believed were *not important* at all to students' success. They were not restricted to a number of stars or minus signs they could assign. They were told they could assign as many, or as few, symbols as they chose and the behaviors could be in any of the three columns: Most, Middle, and Least.

After the students finished assigning their symbols to the Q cards, Interview Questions Three and Four began with, "Are any of the behaviors critical to students' success?" and "Why or why not?" Those questions were followed up with, "Are there any of the behaviors that are not important at all to students' success?" and "Why or why not?"

The answers to these questions, along with stacked column charts representing the Q sorts, are presented next according to the individual servant teacher behaviors for each of the

servant teacher categories for this study. Following the stacked column charts representing the individual servant teacher behaviors, are clustered bar charts demonstrating the individual servant teacher behaviors the students identified as *not important* and *critical*. As a reminder, the servant teacher categories were: (a) Community Building and Collaboration; (b) being People Centered; (c) Listening; (d) using Persuasion; (e) Healing; (f) having Empathy and Presence; (g) displaying Stewardship; (h) employing Awareness and Perception; (i) Serving; (j) Facilitating Growth; (k) exhibiting Intuition, Conceptualization, Foresight, and Vision; and (l) demonstrating Trust, Integrity, and Ethics.

Community building and collaboration. Community Building and Collaboration servant leadership behaviors were found the most frequently in the literature and were, therefore, addressed first in this study. The individual Community Building and Collaboration behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Community Building and Collaboration servant teacher behaviors are presented on the charts in this section.

Orange program. Despite being the servant leadership behaviors found the most frequently in the literature, Community Building and Collaboration servant teacher behaviors were selected as the second to the least important by the participants from the Orange program. As can be seen in Figure 10, two Orange program students rated Community Building and Collaboration servant teacher behaviors very low.

The least important Community Building and Collaboration behavior of the three was, "helping students feel connected to the college, other students, and the teacher," and the most important was "create opportunities for students to learn from each other" (see Figure 10). The middle Community Building and Collaboration servant teacher behavior was "getting to know the students as people" (Figure 10).

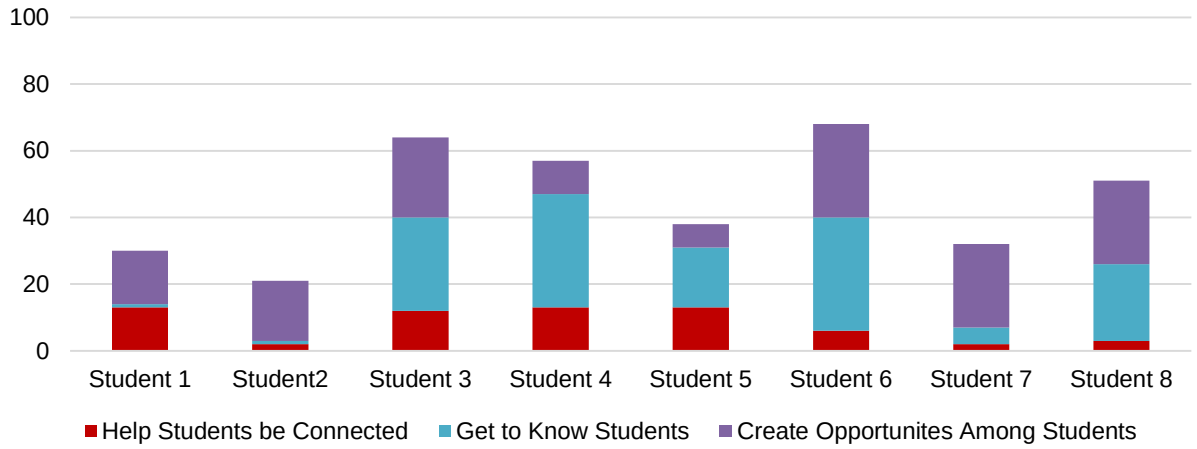

Figure 10. Orange program Community Building and Collaboration Q sort results. This figure contains the Community Building and Collaboration Q sort results for Orange program students one through eight.

In contrast, one Orange program student identified "helping students be connected" as critical (see Figure 11). One student identified "helping students be connected" as not important at all. Three students categorized "creating opportunities for students to learn from each other" as critical, and one found it critical that teachers "get to know their students as people," (Figure 11.)

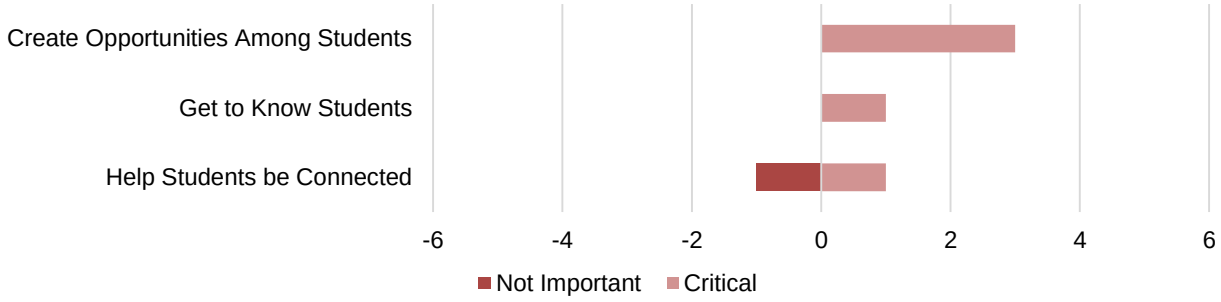

Figure 11. Not important and critical Orange program Community Building and Collaboration behaviors. This figure shows the Q sort summary for Community Building and Collaboration items identified as not important and critical by the Orange program student participants.

One orange program student's comment related to Community Building and Collaboration servant teacher behaviors was, "Teachers shouldn't have to help students be connected. Students

should do that for themselves" (Student, personal communication, May 21, 2017). Another student cautioned,

> [Teachers] need to know people on a personal level, but that knowledge should not be used to manipulate students - the only exception would be to push a student who is advanced already to get them to excel versus just passing the class. (Student, personal communication, August 30, 2017)

Comments from other Orange students included one who discussed how he sincerely appreciates teachers who take the time to get to know him as a person. He stated that he felt teachers should get to know each of their students as people to best understand the students as well as how each student learns best (Student, personal communication, September 7, 2017). Another Orange program student study participant discussed the importance for teachers to connect students to the material they are learning along with helping them to feel connected to the college, other students, and the teacher themselves.

Green program. While the Orange program student participants assigned the second to the lowest importance ranking to Community Building and Collaboration servant teacher behaviors, the same behaviors were categorized as the fourth most important by the Green program student participants. As can be seen in Figure 12, two Green program participants rated "helping students be connected" very low, and two other students rated "getting to know students as people" very low.

In contrast, one Green program participant rated Community Building and Collaboration servant teacher behaviors very high. Similar to the Orange program, Green program student participants deemed "helping students be connected" as the least important Community Building and Collaboration behavior of the three behaviors in the category, and "creating opportunities

among students" as the most important, as can also be seen in Figure 12. Also similar to the Orange program student ratings, the Green program students rated "getting to know the students as people" in the middle of the other two Community Building and Collaboration servant teacher behaviors.

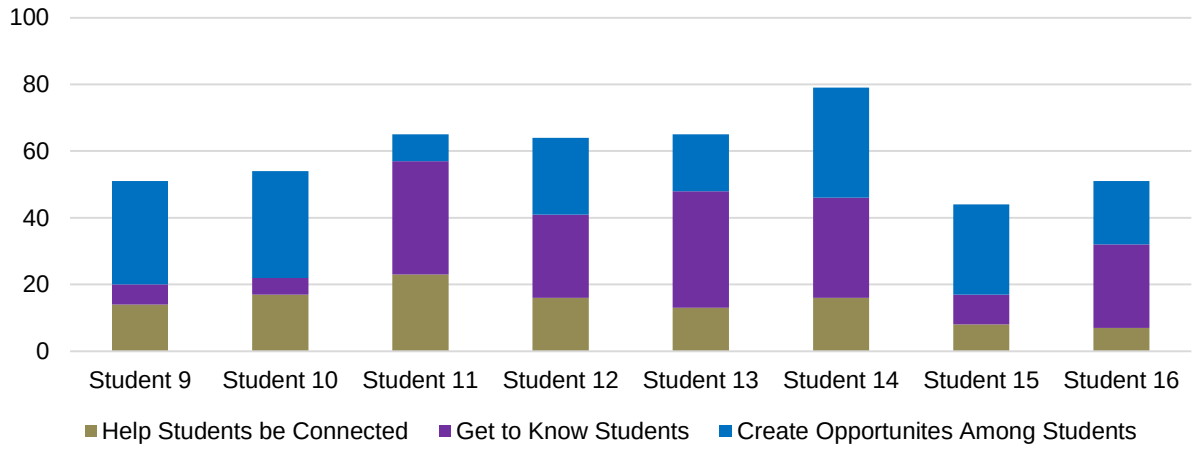

Figure 12. Green program Community Building and Collaboration Q sort results. This figure contains the Community Building and Collaboration Q sort results for Green program students nine through sixteen.

One Green program student identified "helping students feel connected to the college, other students, and the teacher" as critical while one student identified "helping students feel connected" as not important at all (see Figure 13). Two students categorized "creating opportunities for students to learn from each other" as critical, two students found it critical that "teachers get to know their students as people," and one student found "getting to know students as people" not important, all of which are portrayed in Figure 13.

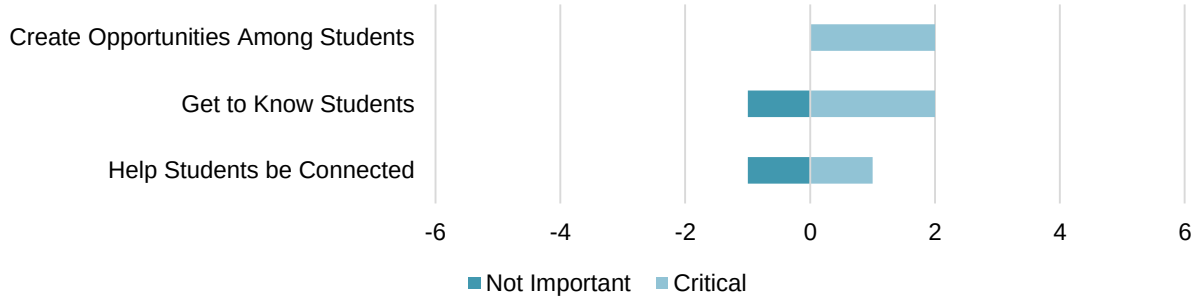

Figure 13. Not important and critical Green program Community Building and Collaboration behaviors. This figure shows the Q sort summary for Community Building and Collaboration items identified as not important and critical by the green program student participants.

One Green program participant expressed the opinion that teachers must get to know their students as people and help them to get connected to counselors or other college personnel, if needed. According to this student, "Teachers shouldn't have to worry about students' personal lives – that's what counselors are for. But teachers do need to know enough to know a student needs a referral. And teachers need to make sure to refer students who need it" (Student, personal communication, August 30, 2017).

Healing. Healing behaviors were the servant leadership behaviors found the second most frequently in the literature and were, therefore, discussed second in this study. The individual Healing behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Healing servant teacher behaviors are presented on the charts in this section.

Orange program. Healing servant teacher behaviors were selected as the sixth most important by the participants from the Orange program. As can be seen in Figure 14, two Orange program students rated Healing servant teacher behaviors very low and two rated it very high. The least important Healing behavior of the three was "showing compassion," and the most important was "helping students feel capable" as can also be seen in Figure 14.

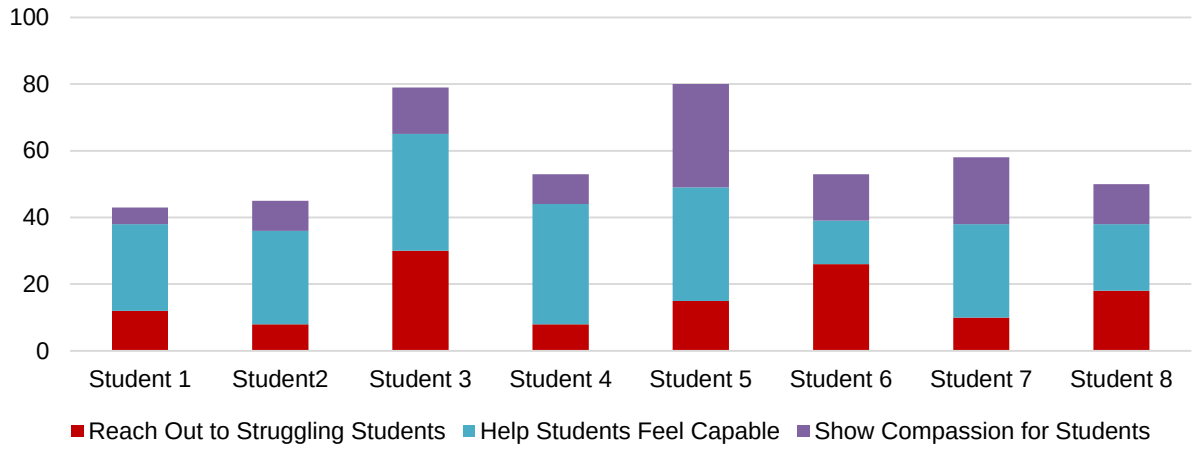

Figure 14. Orange program Healing Q sort results. This figure contains the Healing Q sort results for Orange program students one through eight.

Even though showing compassion for students was the least important Healing servant teacher behavior overall with Orange program participants, three participants identified "showing compassion" as critical as (see Figure 15). As can also be seen in Figure 15, three students categorized "helping students feel capable" as critical, and two found it critical that teachers "reach out to struggling students." Finally, one student felt it was not important at all to "reach out to struggling students" as shown in Figure 15.

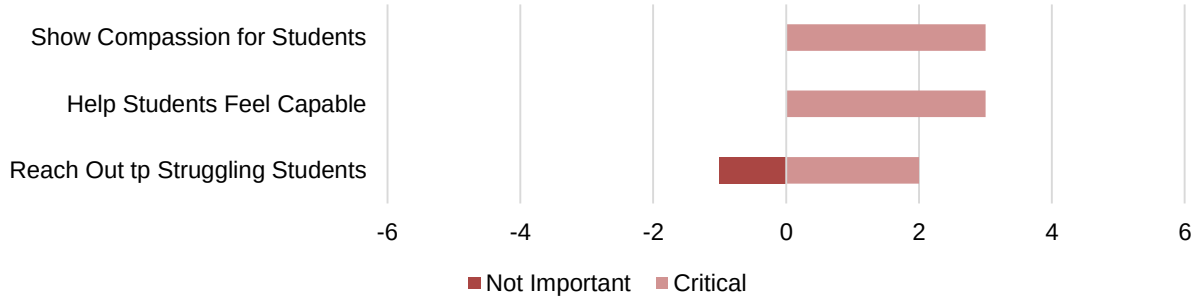

Figure 15. Not important and critical Orange program Healing behaviors. This figure shows the Q sort summary for Healing items identified as not important and critical by the Orange program student participants.

Green program. While, according to the Orange program student participants, Healing was the fifth most important servant teacher behavior, the Green program student participants

ranked Healing behaviors as the least important of all. As can be seen in Figure 16, three Green program participants rated healing very low. Comparatively, Green program participants agreed with the Orange program participants on the order of importance of the Healing behaviors selecting the "showing of compassion" as the least important and "helping students feel capable" as the most important of the Healing behaviors, as can also be seen in Figure 16.

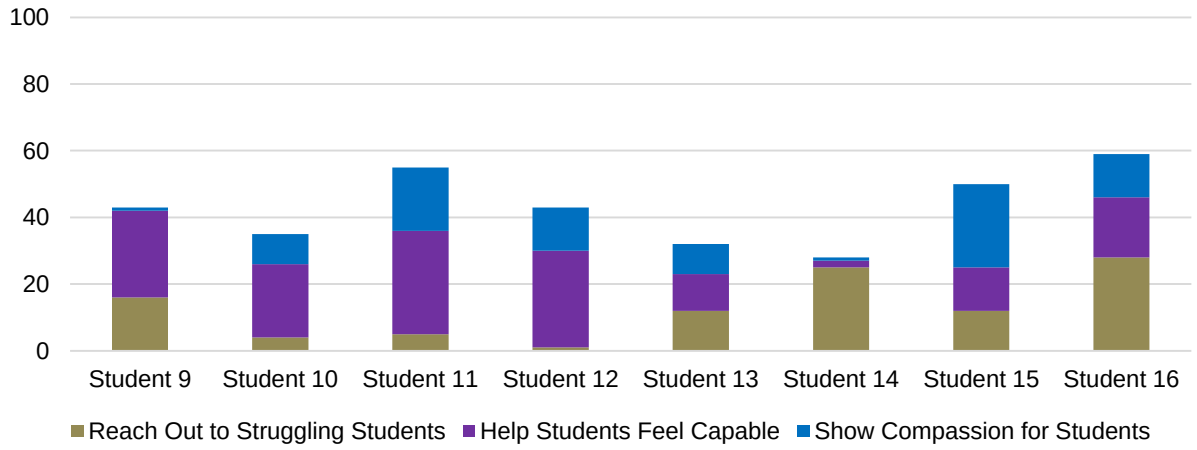

Figure 16. Green program Healing Q sort results. This figure contains the Healing Q sort results for Green program students nine through sixteen.

When examining the Green program participants' selection of critical and not important Healing behaviors, a slightly different picture appears. Two Green program participants identified "showing compassion" as not important at all, but two Green program participants rated "showing compassion" as critical, as can be seen in Figure 17. "Reaching out to struggling students" was rated as not important by three Green program participants, and "helping students feel capable" was split with one student rating it as not important at all, and two students rating it as critical, as depicted in Figure 17.

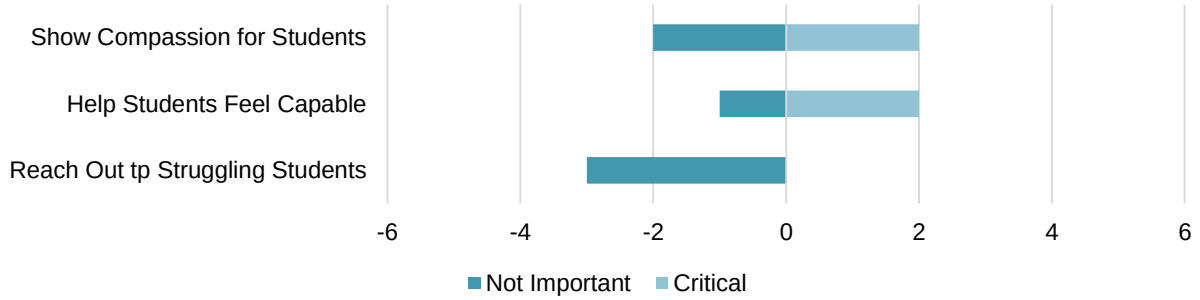

Figure 17. Not important and critical Green program Healing behaviors. This figure shows the Q sort summary for Healing items identified as not important and critical by the Green program student participants.

People centered. As the third most frequent servant leadership behaviors found in the literature, the study participants' rankings of People-Centered behaviors will be discussed next. See Appendix M for the individual People-Centered behaviors from the Q sort. Shortened versions of the People-Centered servant teacher behaviors are presented on the figures here.

Orange program. People-Centered servant teacher behaviors were ranked fifth in importance by the participants from the Orange program. As shown in Figure 18, two Orange program students rated People-Centered servant teacher behaviors very low and two Orange program participants rated People-Centered behaviors very high.

As can also be seen in Figure 18, "doing what they can to remove barriers for students" was ranked the lowest People-Centered behavior and "adapting to various types of students" was ranked the highest of the three People-Centered behaviors on the Q sort. The middle People-Centered behavior for the Orange program student participants was "believing every student is capable of learning under the right conditions," with one student noting that the "right conditions" could be very different for different students depending on their life experiences (Student, personal communication, May 18, 2017).

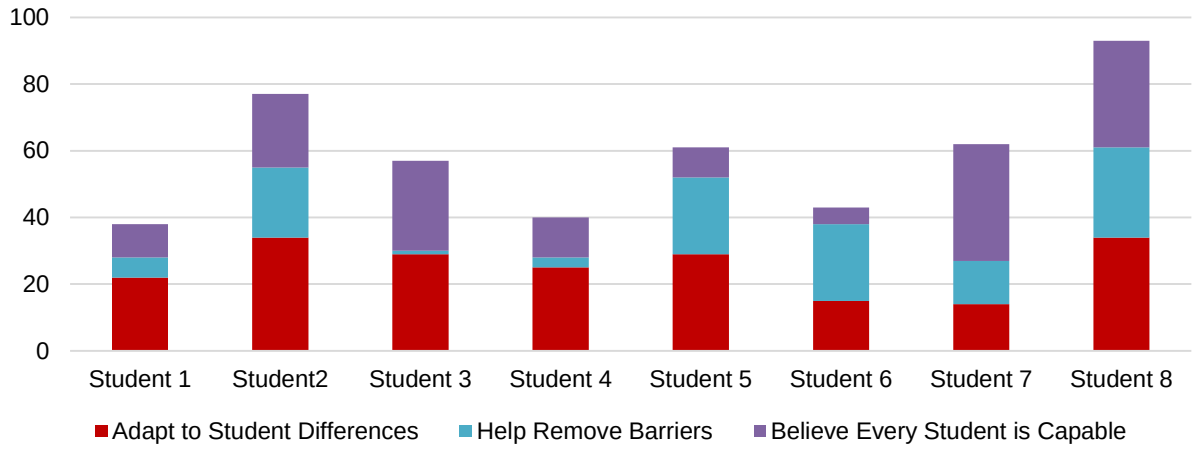

Figure 18. Orange program People-Centered Q sort results. This figure contains the People-Centered Q sort results for Orange program students one through eight.

Again in contrast to the overall Orange program participant rankings of People-Centered servant teacher behaviors, two participants rated "believing every student is capable" as critical, one participant found "helping students remove barriers" critical, and four Orange program participants found "adapting to student differences" critical as shown in Figure 18. The Orange program students did not rate any of the People-Centered behaviors as not important at all, as shown in Figure 19.

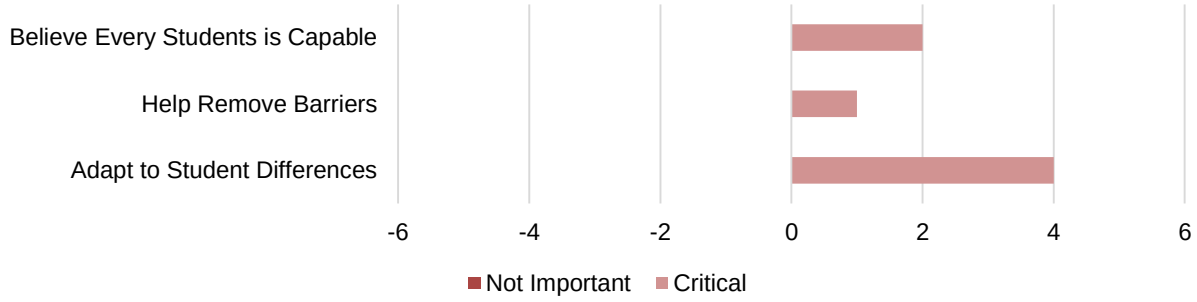

Figure 19. Not important and critical Orange program People-Centered behaviors. This figure shows the Q sort summary for People-Centered items identified as not important and critical by the Orange program student participants.

One Orange program participant stated:

> Teachers must adapt. They cannot expect all students to behave the same, and how students act should not influence how a teacher treats them. For example, students who dress sloppy or who are the class clown can still be good students. Some teachers put more time and energy into their favorite students and others suffer. (Student, personal communication, June 16, 2017)

Green program. While the Orange program student participants ranked People-Centered servant teacher behaviors fifth in importance, the same behaviors were categorized as the third most important by the Green program student participants. As can be seen in Figure 20, three Green program participants rated People-Centered behaviors very high. In contrast to the Orange program participants, the Green program student participants ranked "believing every student is capable of learning under the right conditions" as the least important People-Centered behavior, but they did agree that "adapting to various types of students" is the most important People-Centered servant teaching behavior as also shown in Figure 20.

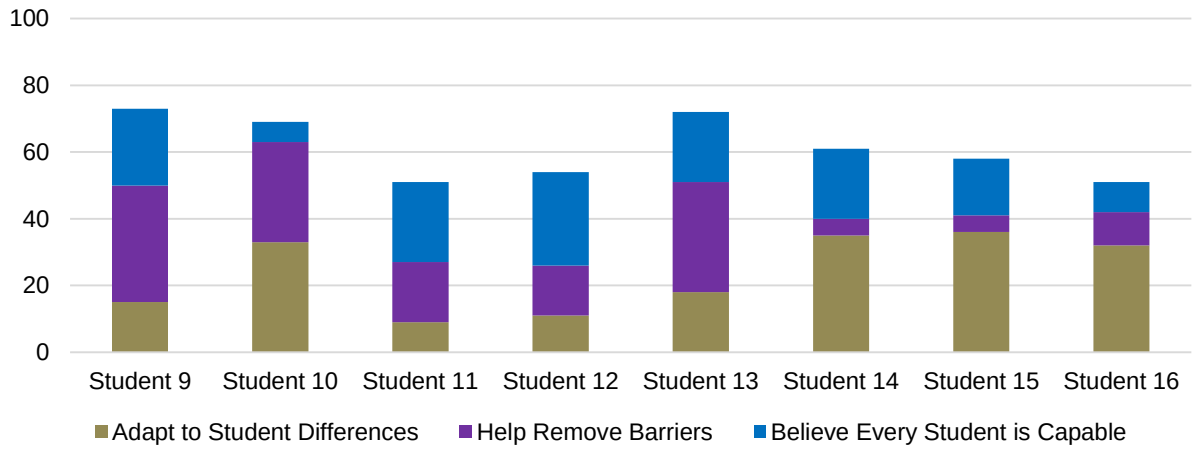

Figure 20. Green program People-Centered Q sort results. This figure contains the People-Centered Q sort results for Green program students nine through sixteen.

Also similar to the Orange program participants, three Green program student participants identified “adapting to student differences” as critical as shown on Figure 21. In addition, two students selected “helping to remove barriers” as critical while one student selected “helping to remove barriers” as not important at all. Despite its low ranking among the Green program participants for People-Centered servant teaching behaviors, two Green program participants selected “believing every student is capable” as critical while one participant felt it was not important (Figure 21).

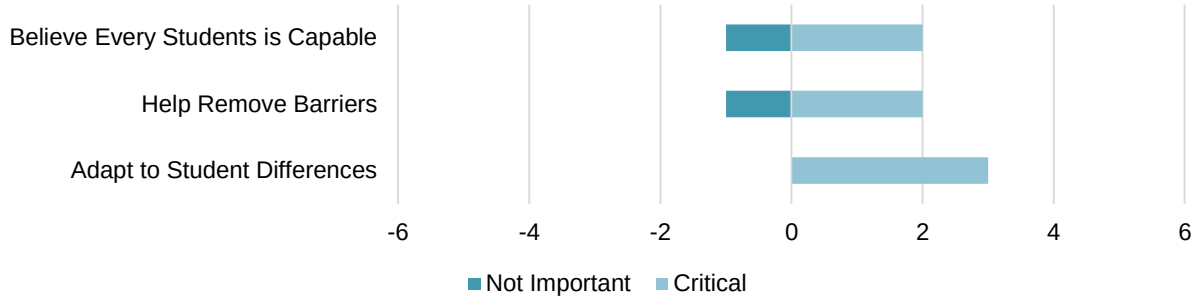

Figure 21. Not important and critical Green program People-Centered behaviors. This figure shows the Q sort summary for People-Centered items identified as not important and critical by the Green program student participants.

A Green program participant stated, “Adapting to various types of students is critical” (Student, personal communication, August 30, 2017). In thinking about examples of students in his courses, this student saw a need for teachers to recognize that every student is different and to recognize who may need the teacher’s help.

Listening. Listening behaviors were the servant leadership behaviors found the fourth most frequently in the literature and are, therefore, discussed next. The individual Listening behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Listening servant teacher behaviors are presented on the charts in this section.

Orange program. The Orange program student participants ranked Listening servant teacher behaviors as the second most important of the 12 total servant teacher behavior

categories. As can be seen in Figure 22, one Orange program student rated Listening servant teacher behaviors very low and three Orange program participants rated Listening behaviors very high.

The most important Listening behavior of the three was simply "listening to students," and the least important was "showing they value their students" as shown in Figure 22. The middle listening behavior for the Orange program student participants was "connecting to students through listening" (Figure 22).

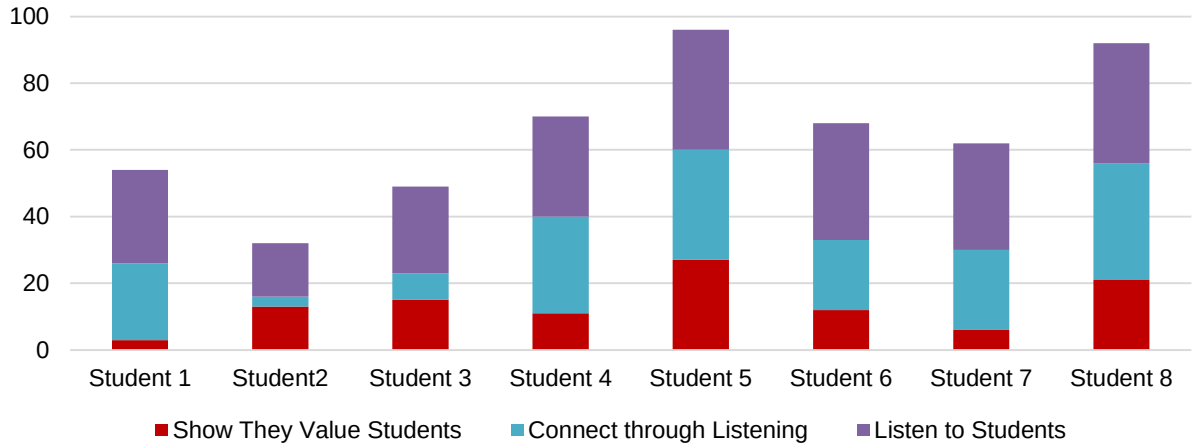

Figure 22. Orange program Listening Q sort results. This figure contains the Listening Q sort results for Orange program students one through eight.

Even though showing they value their students was the least important Listening servant teacher behavior overall with Orange program participants, one participant identified "showing they value their students" as critical (see Figure 23). As can also be seen in Figure 23, four Orange program students categorized "listening to students" as critical, and one found it critical that teachers "connect to their students through listening" as shown in Figure 23. The Orange program students did not rank any of the individual listening behaviors as not important at all (Figure 23).

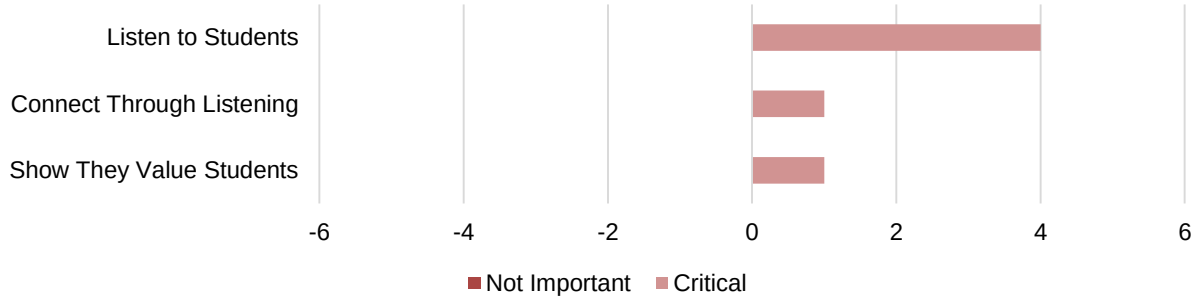

Figure 23. Not important and critical Orange program Listening behaviors. This figure shows the Q sort summary for Listening items identified as not important and critical by the Orange program student participants.

Green program. While the Orange program student participants assigned the second-most-important rating to Listening servant teacher behaviors, the same behaviors were categorized as the seventh most important by the Green program student participants. As can be seen in Figure 24, two Green program participants deemed the straightforward "listening to students" the most important of the three Listening servant teacher behaviors, similar to the Orange program participants.

Also similar to the Orange program participants, Green program student participants rated teachers "showing they value their students" the lowest of the three Listening servant teacher behaviors, as can also be seen in Figure 24. The middle listening behavior for the Green program participants, the same as for the Orange program student participants, was "connecting to students through listening" (Figure 24).

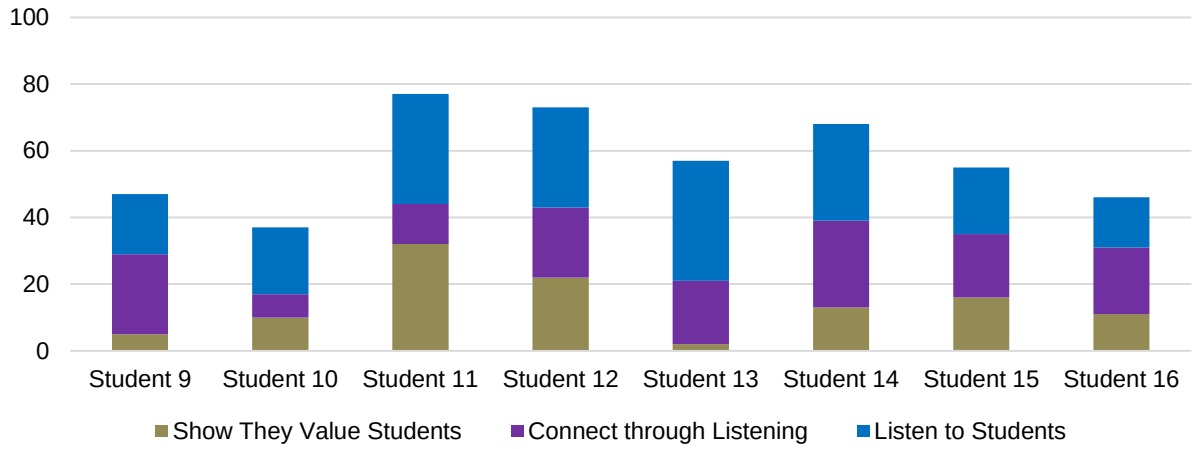

Figure 24. Green program Listening Q sort results. This figure contains the Listening Q sort results for Green program students nine through sixteen.

Among the three Listening servant teacher behaviors, two Green program participant students rated "listening to students" as critical as can be seen in Figure 25. In addition, one Green program participant ranked "connecting with students through listening" as critical and one participant ranked "showing they value students" as critical, all of which are depicted in Figure 25. There were no Green program student participants who ranked any of the Listening servant teacher behaviors as not important at all (Figure 25).

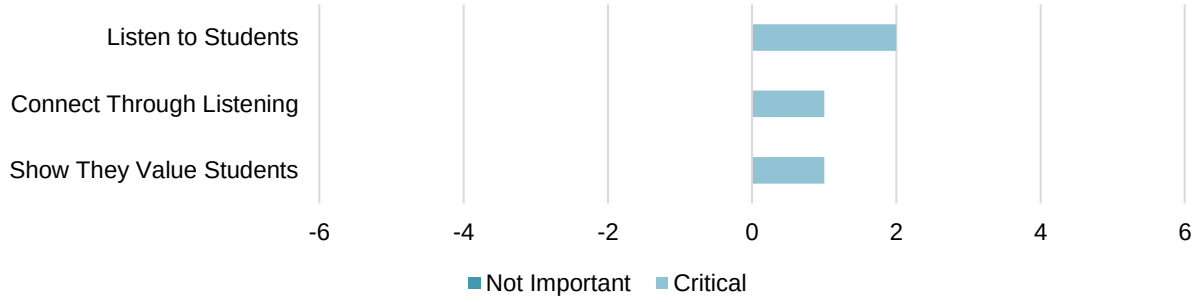

Figure 25. Not important and critical Green program Listening behaviors. This figure shows the Q sort summary for Listening items identified as not important and critical by the Green program student participants.

Stewardship. Stewardship servant teacher behaviors were rated the most important servant teacher category overall when combining the scores of the Orange and Green program

participants. Stewardship behaviors were the servant leadership behaviors found the fifth most frequently in the literature of the 12 servant leadership behaviors examined in this study. The individual Stewardship behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Stewardship servant teacher behaviors are presented here.

Orange program. As shown in Figure 26, and stated above, Stewardship behaviors were the servant teacher behaviors identified as the most important for student success by the Orange program student participants. In comparison to the other 12 servant teacher behaviors, five Orange program participants rated Stewardship behaviors very high, and no Orange program participants rated these behaviors very low (Figure 26). The Orange program participants selected "being respectful of students" as the most important of the three Stewardship servant teacher behaviors and "providing a supportive environment" as the least important of this set of behaviors as can be seen in Figure 26.

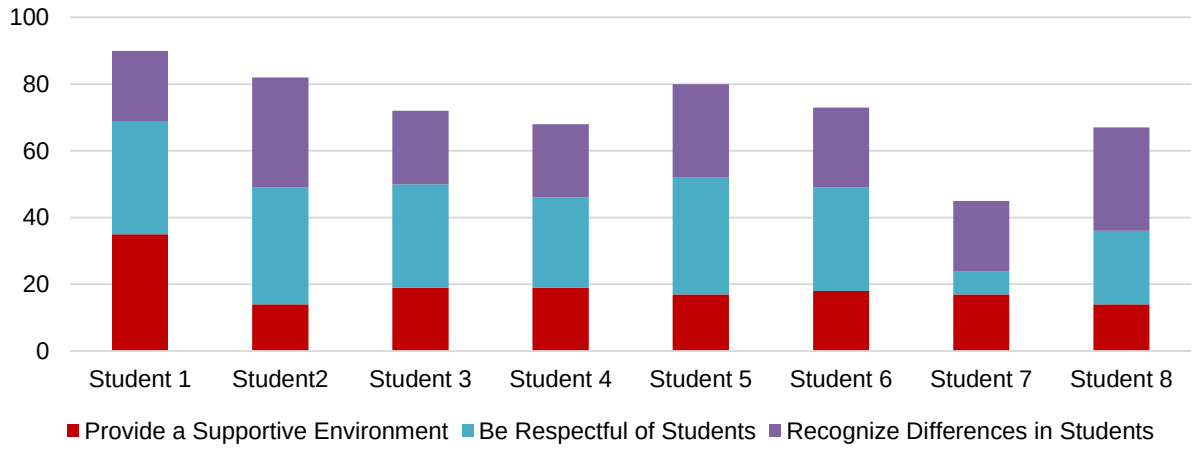

Figure 26. Orange program Stewardship Q sort results. This figure contains the Stewardship Q sort results for Orange program students one through eight.

In line with the student rankings for the three Stewardship behaviors above, "being respectful of students" was identified as a critical Stewardship servant teacher behavior by three Orange program student participants (seen Figure 27). One Orange program participant also

assigned a critical rating to "recognizing differences in students," while two Orange program participants assigned a critical rating to "providing a supportive environment for students" (Figure 27).

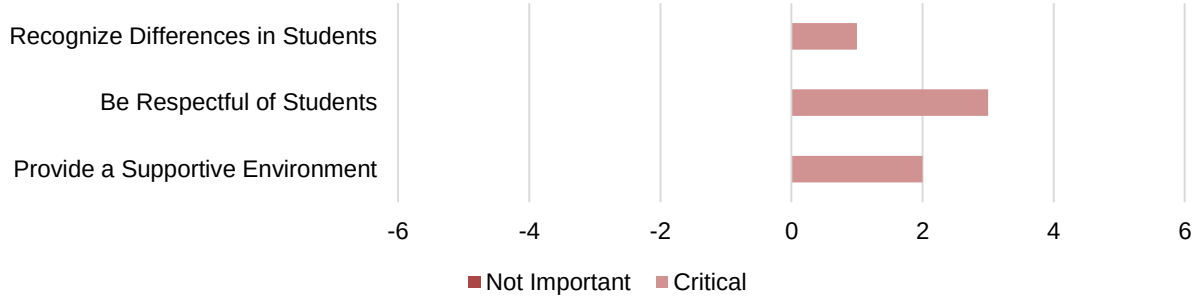

Figure 27. Not important and critical Orange program Stewardship behaviors. This figure shows the Q sort summary for Stewardship items identified as not important and critical by the Orange program student participants.

One Orange program student commented that teachers must develop students' weaknesses, not their strengths, and, in order to do that, they must recognize differences in students (Student, personal communication, June 16, 2017). Another Orange program participant stated,

> Almost all of the [servant teacher] behaviors are critical to establish a bond between the teachers and the students. Every student is different so teachers should take their lead from the students – try to build the bond first, but then let the student guide how personal they want to get. (Student, personal communication, September 7, 2017)

Green program. While the Green program selected Stewardship servant teacher behaviors as the second most important of the 12 servant teacher behaviors included in this study, the Green program did not rate these behaviors as high as the Orange program participants did (Figure 28). For example, four Green program students ranked Stewardship servant teacher behaviors very high and one ranked these same behaviors very low.

In contrast to the Orange program participants who selected "being respectful of students" as the most important of the three Stewardship behaviors, the Green program students selected "recognizing differences in students" as the most important to them (Figure 28). As also depicted in Figure 28, the Green program students selected "providing a supportive environment" as the least important servant teacher behavior just as the Orange program participants had.

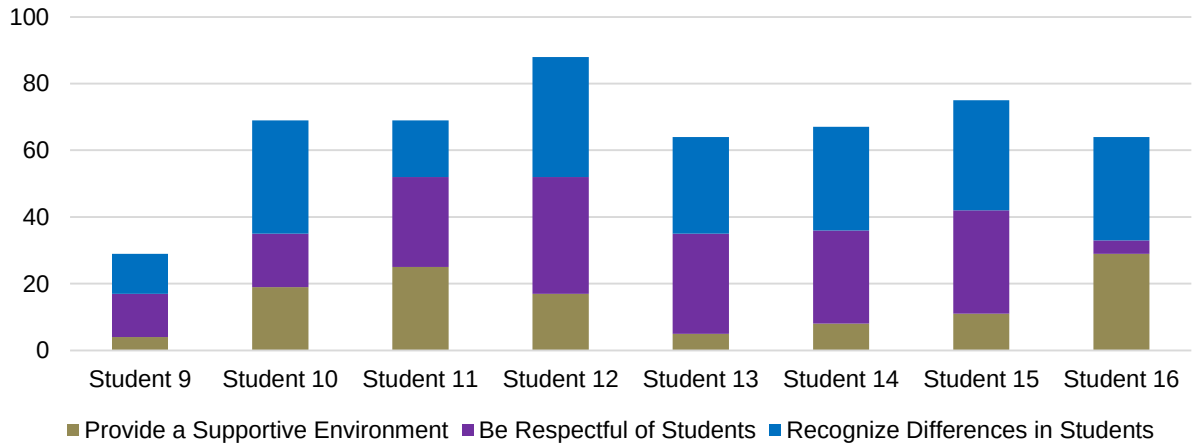

Figure 28. Green program Stewardship Q sort results. This figure contains the Stewardship Q sort results for Green program students nine through sixteen.

The Green program participants not only rated "providing a supportive environment" the least important of the Stewardship behaviors, but also included one student who stated he did not think "providing a supportive environment" was important (not important at all), as shown in Figure 29. Three Green program participants rated "recognizing differences in students" as critical and two Green program students rated "being respectful of students" as critical (Figure 29).

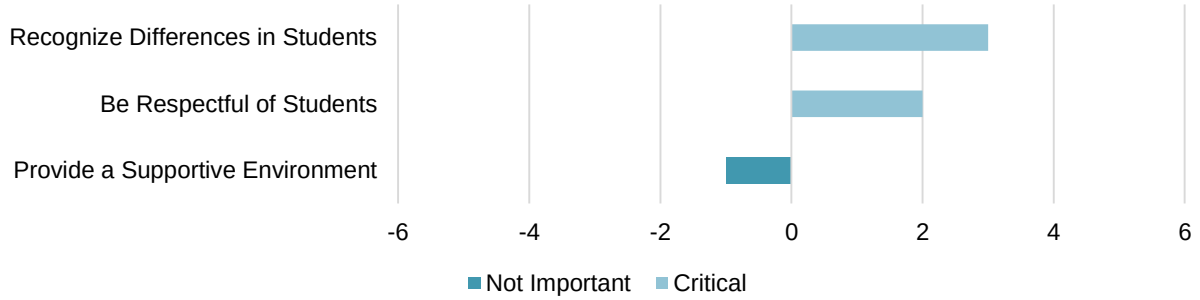

Figure 29. Not important and critical Green program Stewardship behaviors. This figure shows the Q sort summary for Stewardship items identified as not important and critical by the Green program student participants.

Empathy and presence. Empathy and Presence were the servant leadership behaviors found the sixth most frequently in the literature and are discussed next. The Empathy and Presence behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Empathy and Presence servant teacher behaviors are presented in this section.

Orange program. Empathy and Presence teacher behaviors were ranked tenth in importance by the participants from the Orange program. As shown in Figure 30, two Orange program students rated Empathy and Presence servant teacher behaviors low and one rated Empathy and Presence behaviors very high. As can also be seen in Figure 30, "to resist judging students" was ranked the lowest Empathy and Presence behavior and teachers "accepting their students as people, even if they cannot accept certain behaviors" was ranked the highest of the three Empathy and Presence behaviors on the Q sort. The middle Empathy and Presence servant teacher behavior, according to the Orange program student study participants, was trying to understand students (Figure 30).

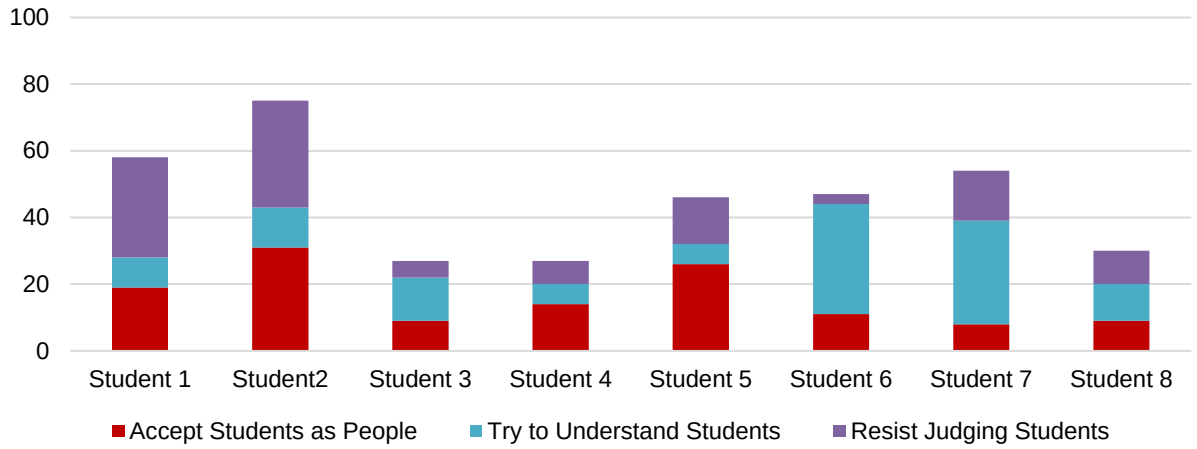

Figure 30. Orange program Empathy and Presence Q sort results. This figure contains the Empathy and Presence Q sort results for Orange program students one through eight.

In contrast to the overall Orange program participant rankings of Empathy and Presence servant teacher behaviors, three Orange program participants rated "to resist judging students" as critical (Figure 31). In addition, three Orange program participants found "trying to understand students" critical, and two participants found "accepting students as people even if they cannot accept their behavior" as critical as shown in Figure 31. No Empathy and Presence servant teacher behaviors were identified as not important at all by the Orange program students.

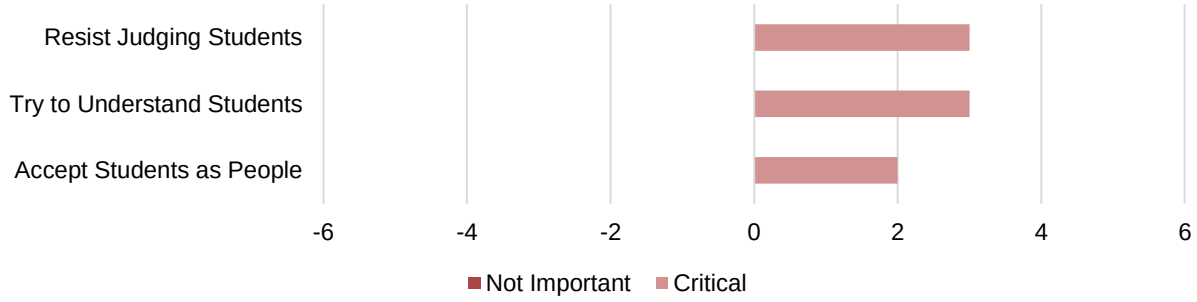

Figure 31. Not important and critical Orange program Empathy and Presence behaviors. This figure shows the Q sort summary for Empathy and Presence items identified as not important and critical by the Orange program student participants.

There were several student comments from the question portion of the interview related to Empathy and Presence. For example, one student discussed the need for teachers to provide a

supportive environment and to resist judging or comparing students (Student, personal communication, May 31, 2017). Another student discussed the importance of empathy by noting that empathy is part of being ethical toward students (Student, personal communication, May 18, 2017).

One student, in discussing what was critical for him from a teacher, stated, "These are the behaviors I need from a teacher, in order of importance: empathy, fairness, ethical behavior, learning facilitation, mentoring, and adapting" (Student, personal communication, May 18, 2017). This student talked about his appreciation for teachers who change their plans for the class if something in the class ignites a spark.

Green program. The overall Green program participant rankings of Empathy and Presence servant teacher behaviors was ninth out of the 12 behaviors included in this study. As depicted in Figure 32, one Green program participant rated Empathy and Presence servant teacher behaviors very low and three of the participants from the Green program rated this category of behaviors high.

Of the three Empathy and Presence behaviors over all, "to resist judging students" was ranked as the most important Empathy and Presence behavior (contrary to the Orange program participants' rating), and teachers "accepting their students as people, even if they cannot accept certain behaviors" was ranked the least important of the three Empathy and Presence behaviors on the Q sort (Figure 32). The middle Empathy and Presence behavior, according to the Green program student participants, was for teachers to "try to understand or empathize with (relate to) their students" (Figure 32).

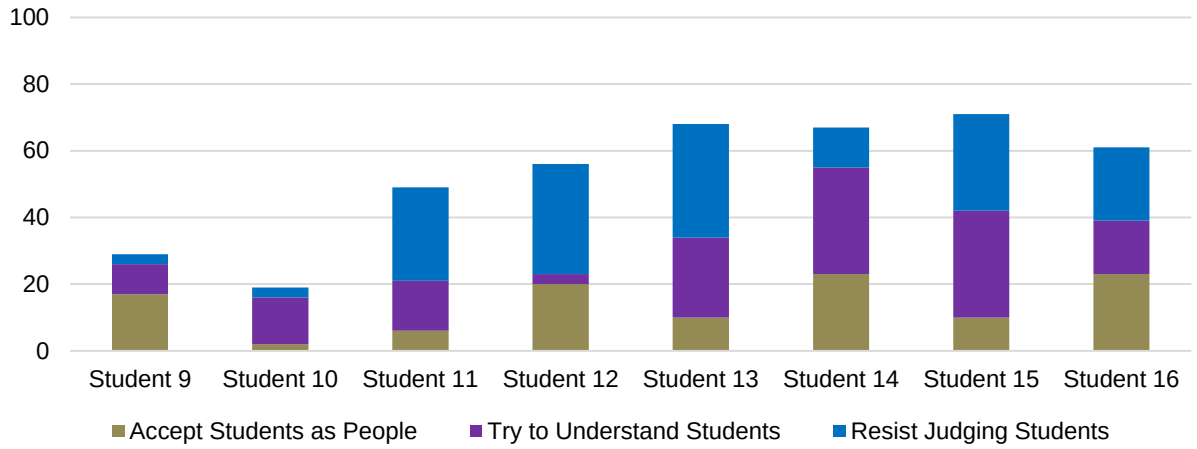

Figure 32. Green program Empathy and Presence Q sort results. This figure contains the Empathy and Presence Q sort results for Green program students nine through sixteen.

Two Green program student participants identified "to resist judging students" as critical as shown on Figure 33. In addition, two students selected "trying to understand students" as critical while one student selected not important at all for "trying to understand students" (Figure 33). Despite its low ranking among the Green program participants for Empathy and Presence servant teaching behaviors, one Green program participant selected "accepting students as people" as critical, but two rated this behavior as not important (Figure 33).

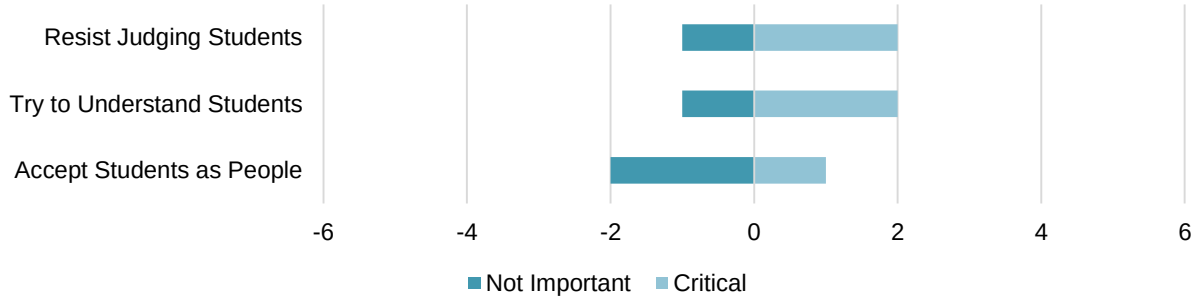

Figure 33. Not important and critical Green program Empathy and Presence behaviors. This figure shows the Q sort summary for Empathy and Presence items identified as not important and critical by the Green program student participants.

One Green program student expressed concern about instructors showing "too much empathy" toward students. The student stated, "I have personally experienced how one student

with adolescent behavior can drain the learning capability of an entire class" (Student, personal communication, May 17, 2017).

Persuasion. Similar to how stewardship was ranked as the most important servant teacher behavior when combining the scores for the Orange and Green program student participants, Persuasion was rated as the least important when combining the scores from both sets of program participants. Using Persuasion was found in the servant leadership literature the seventh most frequently. The individual Persuasion behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Persuasion servant teacher behaviors are presented on the charts in this section.

Orange program. The Orange program student participants ranked Persuasion servant teacher behaviors as the least important of the 12 total servant teacher behavior categories in this study. In alignment with its low ranking in the study (see Figure 34), one Orange program student rated Persuasion servant teacher behaviors very low and no Orange program participants rated Persuasion behaviors very high.

The most important Persuasion behavior of the three was "facilitating decision making by students to further their intellectual development," and the least important was "using persuasion to convince students to comply with their requests," according to the Orange program student study participants (Figure 34). The middle Persuasion servant teacher behaviors for the Orange student participants was teachers "explaining why they want students to perform certain tasks" (Figure 34).

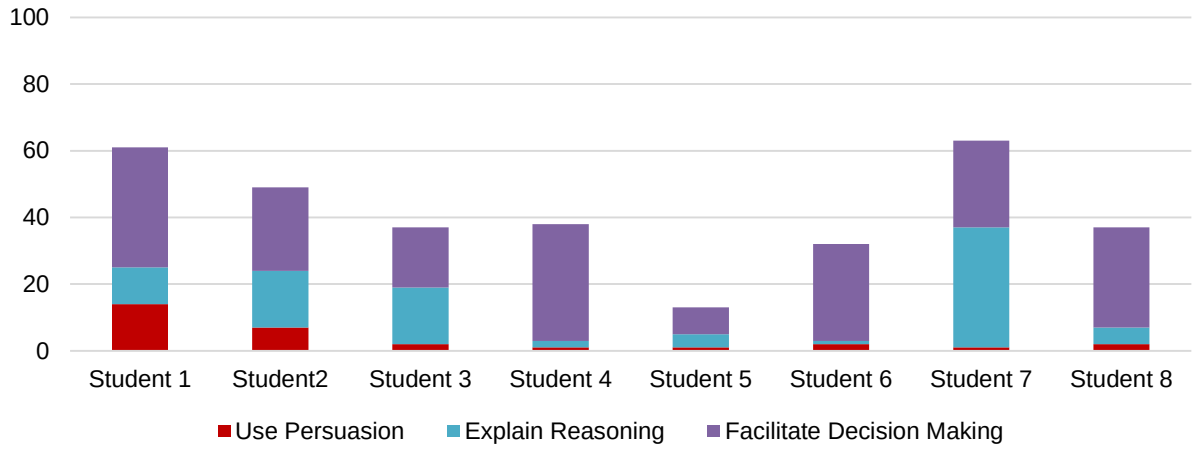

Figure 34. Orange program Persuasion Q sort results. This figure contains the Persuasion Q sort results for Orange program students one through eight.

Even though "facilitating decision making by students" was the most important Persuasion servant teacher behavior overall with the Orange program study participants, only one participant identified "facilitating decision making by students" as critical (see Figure 35). As can also be seen in Figure 35, four Orange program students categorized "using persuasion to convince students to comply with their requests" as not important at all, while one student identified "using persuasion to convince students to comply with their requests" as critical.

Lastly, two Orange program student study participants rated "explaining their reasoning for asking students to perform certain tasks" as critical while one student ranked "explaining their reasoning for asking students to perform certain tasks" not important at all as shown in Figure 35. The four rankings of not important at all for "using persuasion to convince students to comply with their requests" was the highest not important rating out of all of the servant teacher behaviors examined in this study.

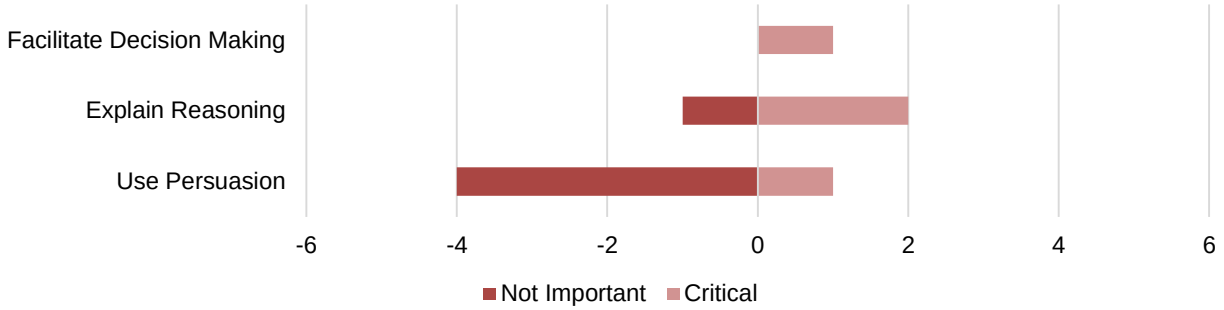

Figure 35. Not important and critical Orange program Persuasion behaviors. This figure shows the Q sort summary for Persuasion items identified as not important and critical by the Orange program student participants.

One Orange program student commented, "Using persuasion is gray – it's only okay if the teacher's intentions are good. Persuasion can be misused" (Student, personal communication, September 7, 2017). Another Orange program student expressed that a teacher should not need to use persuasion if they are paying attention. According to this student, "If they [the teachers] are paying attention, the students will realize the teacher is paying attention and they will not need to use persuasion" (Student, personal communication, August 28, 2017). A third Orange program student expressed a similar thought stating, "If you teach in ways that will benefit all, you may have to accept that you cannot reach everyone. If you command, you will never need to persuade" (Student, personal communication, May 18, 2017).

While one Orange program student commented that teachers should not have to use persuasion with students, he did find it very important that they explain the "why" behind their reasoning and their requests of students (Student, personal communication, June 16, 2017). He did not, however, see that behavior as persuasion.

One Orange program participant felt using persuasion was "definitely important" for student success (Student, personal communication, May 31, 2017), but another Orange program student commented, "Teachers should not have to use persuasion. Students have free will. If

they get the support they need, it is their right to fail" (Student, personal communication, May 18, 2017).

Green program. Similar to the Orange program student participants, Persuasion servant teacher behaviors were categorized as least important by the Green program student participants. As can be seen in Figure 36, three Green program participants deemed "explaining reasoning" as the most important of the three Persuasion servant teacher behaviors, similar to the Orange program participants. Also similar to the Orange program participants, Green program student participants rated teachers "using persuasion to convince students to comply with their requests" the lowest of the three Persuasion servant teacher behaviors (Figure 36).

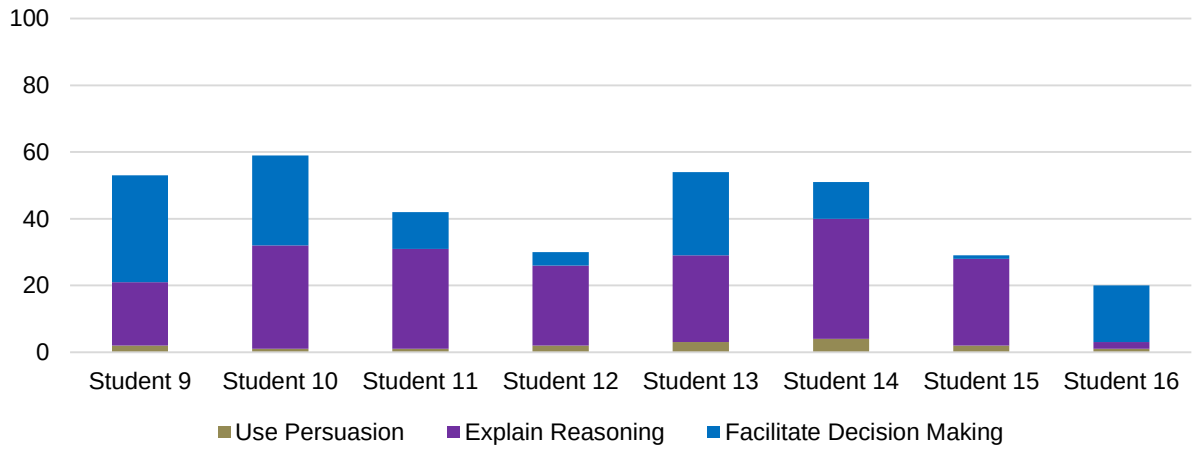

Figure 36. Green program persuasion Q sort results. This figure contains the Persuasion Q sort results for Green program students nine through sixteen.

Among the three Persuasion servant teacher behaviors, two Green program participant students rated "explaining their reasoning" as critical (see Figure 37). In addition, three Green program participants ranked "using persuasion to convince students comply with their requests" as not important at all.

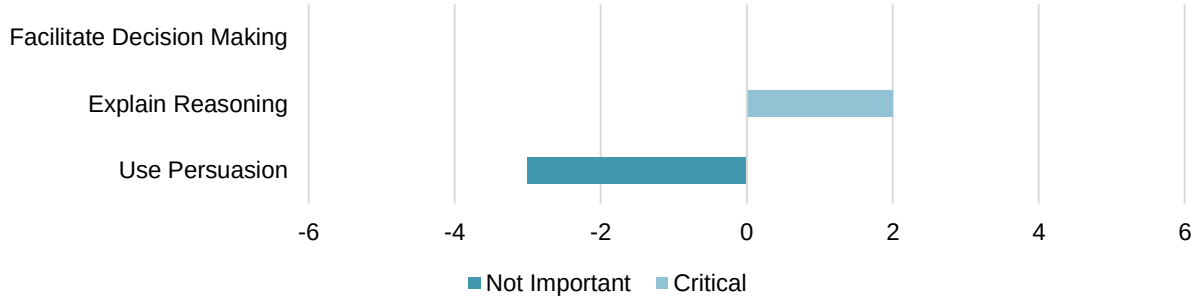

Figure 37. Not important and critical Green program Persuasion behaviors. This figure shows the Q sort summary for Persuasion items identified as not important and critical by the Green program student participants.

Similar to the Orange program student participants, the Green program students expressed the opinion that teachers should not have to use persuasion if they are performing the other servant teacher behaviors "right" (Student, personal communications, May through September, 2017). Also similar to the Orange program student participants, several of the Green program participants stated that they feel teachers should explain why students need to learn something or perform certain tasks, but they did not connect those behaviors to Persuasion.

Serving. Serving servant leadership behaviors were found the eighth most frequently in the literature. The individual Serving behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Serving servant teacher behaviors are presented in the charts in this section.

Orange program. Serving behaviors were selected as the eighth most important by the participants from the Orange program. As can be seen in Figure 38, two Orange program students rated Serving servant teacher behaviors very high. Serving behaviors did not receive very low ratings by any the Orange program participants.

The most important Serving behavior, of the three in this study, was teachers "being committed to the development of their students" for the Orange program participants (Figure 38). The least important Serving behavior was "helping students with their learning plans," as can

also be seen in Figure 38. The middle Serving behavior for the Orange program study participants was "helping students figure out why they are struggling."

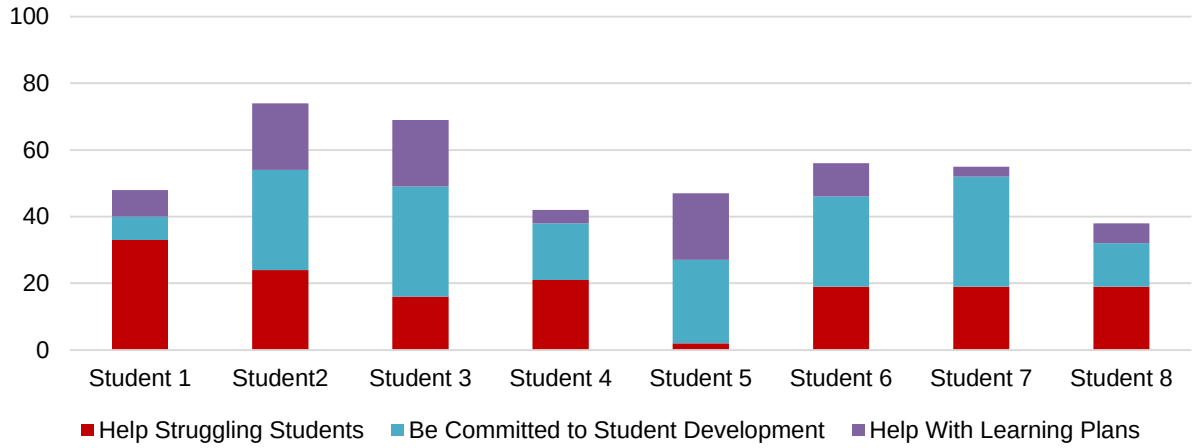

Figure 38. Orange program Serving Q sort results. This figure contains the Serving Q sort results for Orange program students one through eight.

When rating Serving behaviors as critical and not important, two Orange program participants identified "helping struggling students" as critical (Figure 39). As can also be seen in Figure 39, two Orange program student participants categorized "being committed to the development of their students" as critical. One Orange program student study participant found it was not important at all that "teachers are committed to the development of their students" (Figure 39).

"Helping students with individualized learning plans" was the only individual servant teacher behavior in this study that did not receive any ratings of critical or not important from either the Orange or the Green program student participants. The one other behavior that did not receive any critical or not important ratings was "facilitating decision making by students to further their intellectual development," but that was by the Green program student participants only. The Orange program students did assign a critical rating for "facilitating decision making by students to further their intellectual development."

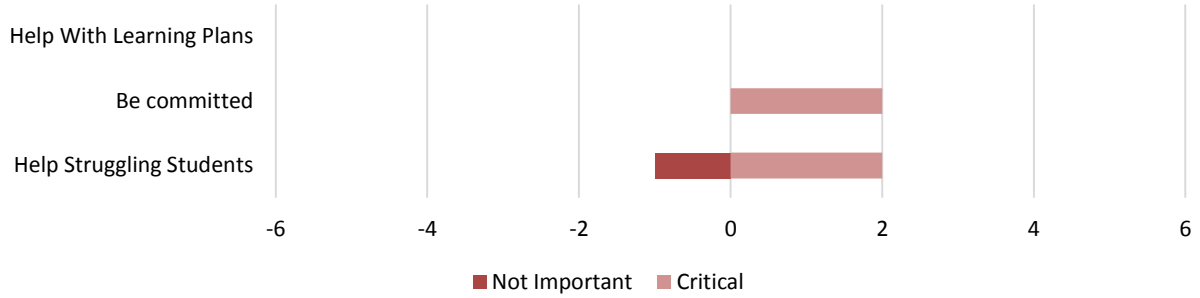

Figure 39. Not important and critical Orange program Serving behaviors. This figure shows the Q sort summary for Serving items identified as not important and critical by the Orange program student participants.

Green program. The Green program participants assigned the fifth most important ranking to Serving servant teacher behaviors. As can be seen in Figure 40, one Green program participant rated Serving behaviors very low and one participant rated the same behaviors very high.

Similar to the Orange program students, Green program student participants rated "helping students create individualized learning plans" as the least important Serving behavior of the three behaviors in the category and teachers "being committed to their students' development" as the most important (Figure 40). The behavior that the Orange program student participants assigned to the middle rating of importance in the Serving servant teacher behavior category was "helping students figure out why they are struggling" (Figure 40).

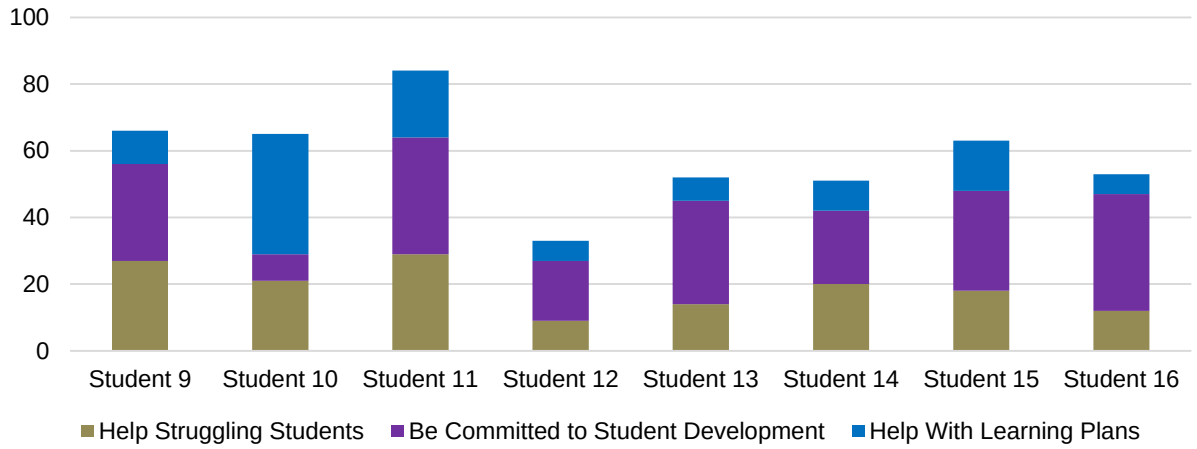

Figure 40. Green program serving Q sort results. This figure contains the Serving Q sort results for Green program students nine through sixteen.

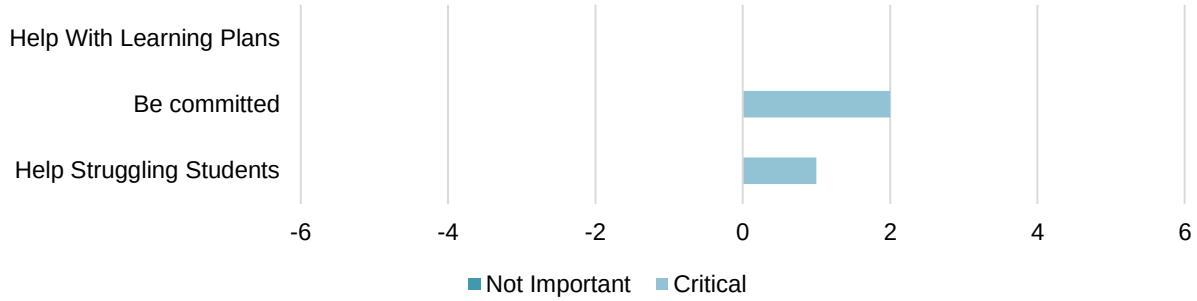

Figure 41. Not important and critical Green program Serving behaviors. This figure shows the Q sort summary for Serving items identified as not important and critical by the Green program student participants.

Awareness and perception. As the ninth most frequent servant leadership behaviors found in the literature, the study participants' rankings of Awareness and Perception behaviors will be discussed next. See Appendix M for the individual Awareness and Perception behaviors from the Q sort. Shortened versions of the Awareness and Perception servant teacher behaviors are presented in the charts in this section.

Orange program. Awareness and Perception teacher behaviors were ranked seventh in importance by the participants from the Orange program. As shown in Figure 42, one Orange

program student rated Awareness and Perception servant teacher behaviors very low and one participant rated Awareness and Perception behaviors very high.

As can also be seen in Figure 42, "paying attention to what is working and not working for students" was ranked the highest Awareness and Perception behavior by the Orange program participants, and "listening to what others say about their teaching" was ranked the lowest of the three Awareness and Perception behaviors on the Q sort. The middle Awareness and Perception servant teaching behavior, according to the Orange program student participants, was "teaching in ways that benefit the most students."

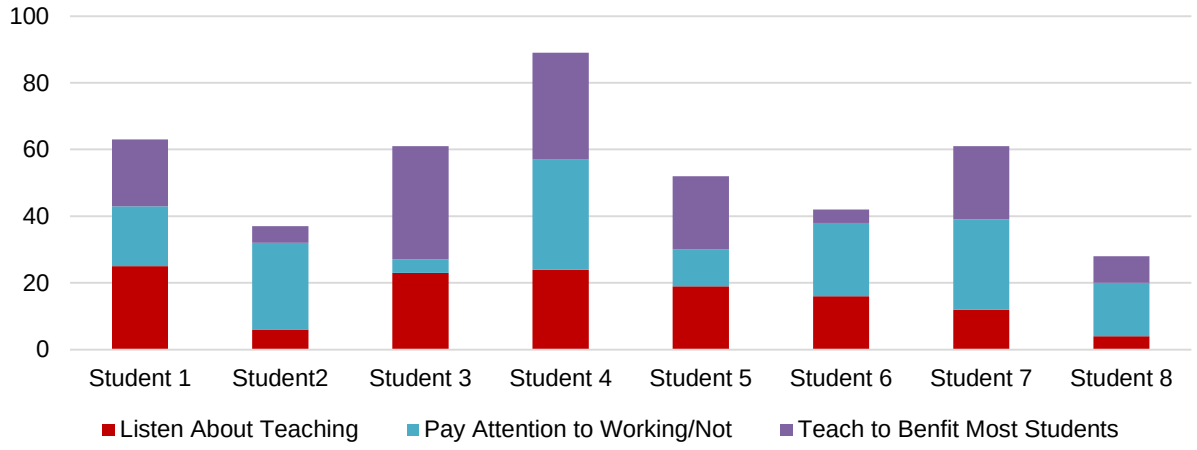

Figure 42. Orange program Awareness and Perception Q sort results. This figure contains the Awareness and Perception Q sort results for Orange program students one through eight.

The selection of "paying attention to what is working and not working for students" as a critical behavior by two Orange program students relates to the overall Orange program participant rankings of Awareness and Perception servant teacher behaviors (Figure 43). In contrast, two participants rated "teaching to benefit the most students" as not important. One Orange program participant rated "teaching to benefit the most students" as critical (Figure 43). Lastly, one student found "listening to what others have to say about their teaching" as critical, as also depicted in Figure 43.

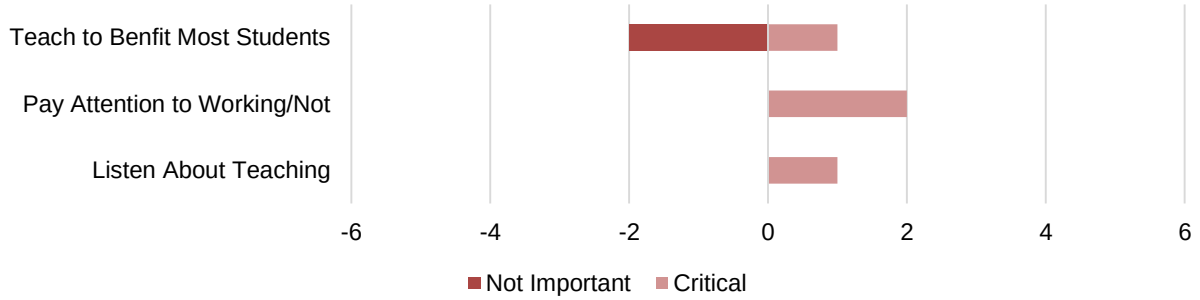

Figure 43. Not important and critical Orange program Awareness and Perception behaviors. This figure shows the Q sort summary for Awareness and Perception items identified as not important and critical by the Orange program student participants.

Three Orange program student participants commented on the importance of teaching to benefit the most students, noting that teachers should not hold negative biases toward anyone. Three Orange program students also stated that the people the teachers need to listen to about their teaching are the teachers' students (Student, personal communications, May through September, 2017).

Green program. While the Orange program student participants ranked Awareness and Perception servant teacher behaviors seventh in importance, the same behaviors were categorized as the most important by the Green program student participants. As can be seen in Figure 44, four Green program participants rated Awareness and Perception behaviors very high; no Green program students rated the Awareness and Perception behaviors very low.

Similar to the Orange program participants, the Green program student participants ranked "paying attention to what is working and not working for students" as the highest Awareness and Perception behavior category and "listening to what others say about their teaching" as the least important of the three Awareness and Perception behaviors on the Q sort (Figure 44). The middle Awareness and Perception servant teaching category, according to the Green program student participants, was "teaching in ways that benefit the most students," which was similar to the Orange program student participants' selection.

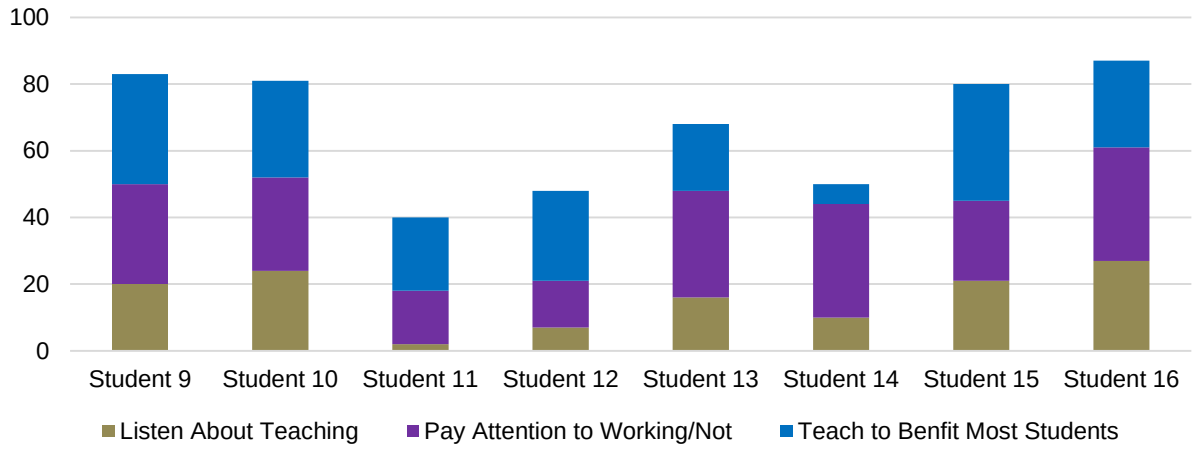

Figure 44. Green program Awareness and Perception Q sort results. This figure contains the Awareness and Perception Q sort results for Green program students nine through sixteen.

Three Green program student participants identified "teaching to benefit the most students" as critical, as shown on Figure 45. In addition, one student selected "paying attention to what is working and not working for students" as critical, one student rated "listening to what others say about their teaching" as critical, and one student selected "listening to what others say about their teaching" as not important at all (Figure 45).

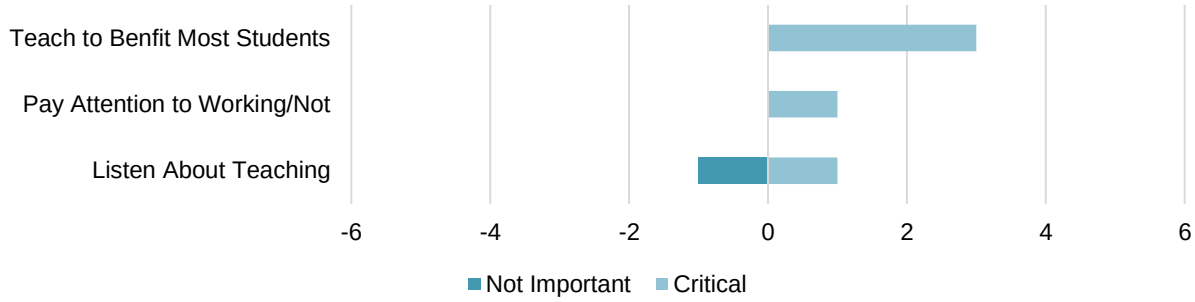

Figure 45. Not important and critical Green program Awareness and Perception behaviors. This figure shows the Q sort summary for Awareness and Perception items identified as not important and critical by the Green program student participants.

Three of the Green program participants agreed with the Orange program participants that the most important people for teachers to listen to about their teaching are their students (Student, personal communications, May through September, 2017). One program participant

expressed his belief that curriculum should be designed to benefit the majority of the students. He stated teachers need to, "find the middle ground for those [students] that need to work harder, and some not as hard to achieve their goals" (Student, personal communication, September 7, 2017).

Facilitating growth. Facilitating Growth behaviors were the relationship-building servant leadership behaviors found the tenth most frequently in the literature. The individual Facilitating Growth behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the individual facilitating growth servant teacher behaviors are presented in this section.

Facilitating Growth servant teacher behaviors are the last in the relationship building overarching category of servant teacher behaviors. The other two overarching servant teacher behavior categories are innovation leading and trustworthiness.

Orange program. The Orange program student participants ranked Facilitating Growth servant teacher behaviors as the fourth most important of the 12 total servant teacher behavior categories in this study. As can be seen in Figure 46, no Orange program students rated Facilitating Growth servant teacher behaviors very low and two Orange program participants rated Facilitating Growth behaviors very high.

The most important Facilitating Growth behavior of the three was "being open-minded, patient, and willing to learn themselves" as teachers. The least important Facilitating Growth servant teacher behavior, according to the Orange program student participants, was "involving their students in decision making for the class and the learning" (Figure 46). The behavior that ranked in the middle of the Facilitating Growth servant teacher behaviors by the Orange program student study participants, as shown in Figure 46, was "supporting and mentoring students."

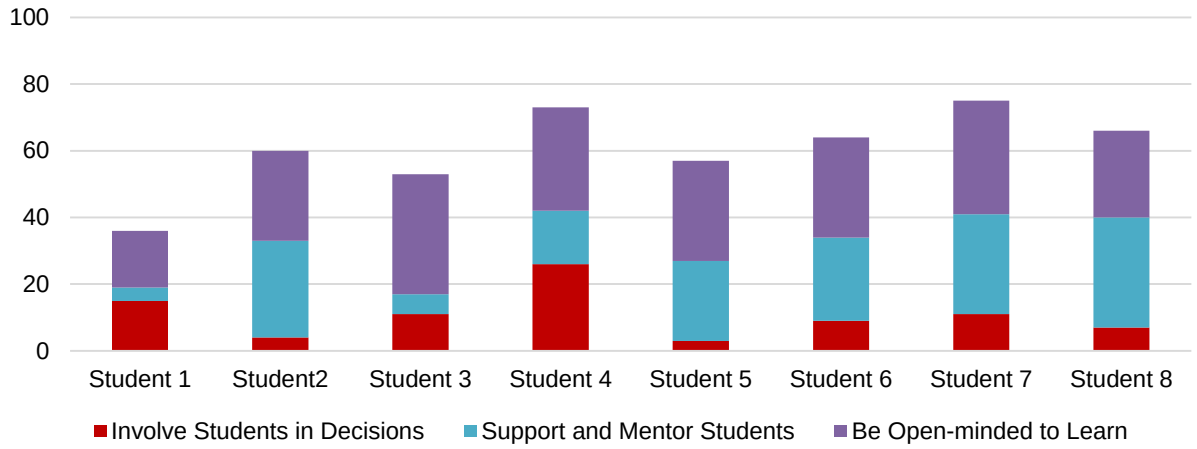

Figure 46. Orange program Facilitating Growth Q sort results. This figure contains the Facilitating Growth Q sort results for Orange program students one through eight.

In addition to "being open-minded and willing to learn themselves," five Orange program student participants identified "being open-minded to learning" as critical (Figure 47). As can also be seen in Figure 47, two Orange program students categorized "supporting and mentoring students" as critical, and two students found it critical that teachers "involve their students in making decisions for the class and the learning." The Orange program student participants did not rate any of the Facilitating Growth servant teacher behaviors as not important at all (Figure 47).

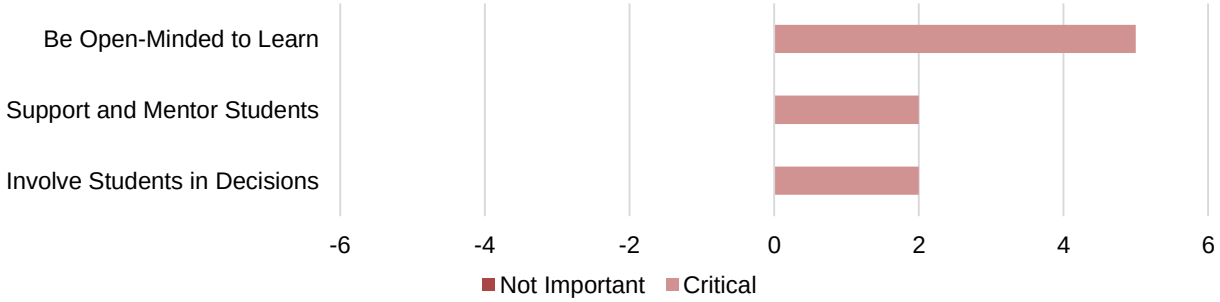

Figure 47. Not important and critical Orange program Facilitating Growth behaviors. This figure shows the Q sort summary for Facilitating Growth items identified as not important and critical by the Orange program student participants.

Green program. While the Orange program student participants assigned the fourth most important status to Facilitating Growth relationship building servant teacher behaviors, the same behaviors were categorized as the sixth most important by the Green program student participants. As can be seen in Figure 48, the Green program participants deemed "being open-minded, patient, and willing to learn themselves" as the most important Facilitating Growth behaviors, and "involving their students in decision making for the class and the learning" as the least important Facilitating Growth behaviors. The Facilitating Growth servant teacher behaviors rated in the middle of importance by the Green program student study participants was "supporting and mentoring students," just as it was for the Orange program student study participants (Figure 48).

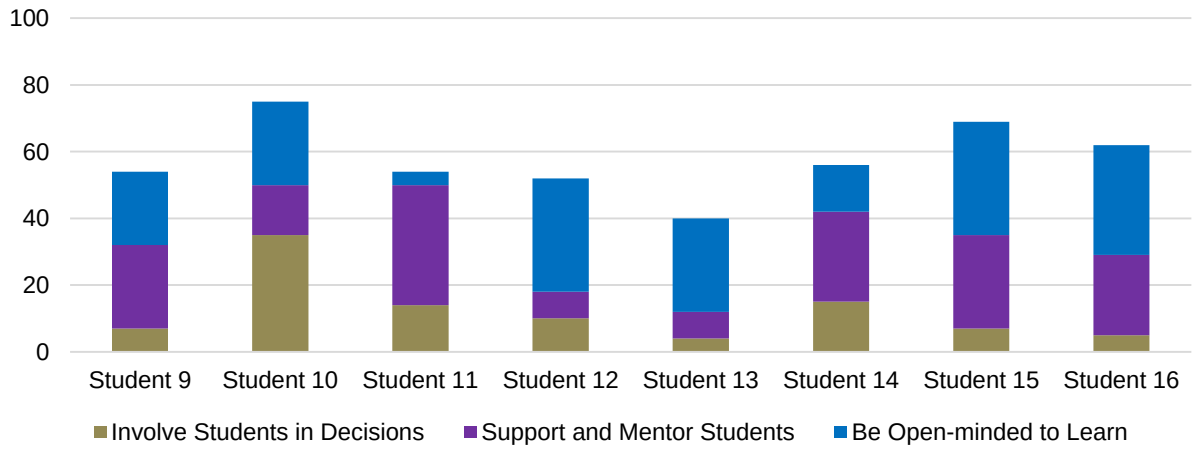

Figure 48. Green program Facilitating Growth Q sort results. This figure contains the Facilitating Growth Q sort results for Green program students nine through sixteen.

Among the three Facilitating Growth servant teacher behaviors, three Green program participant students rated "being open-minded and willing to learn themselves" as critical (Figure 49). In addition, three Green program participants ranked "supporting and mentoring students" as critical and one participant ranked "involving their students in making decisions for the class and the learning" as critical. One Green program student study participant rated

"involving their students in making decisions for the class and the learning" as not important at all (Figure 49).

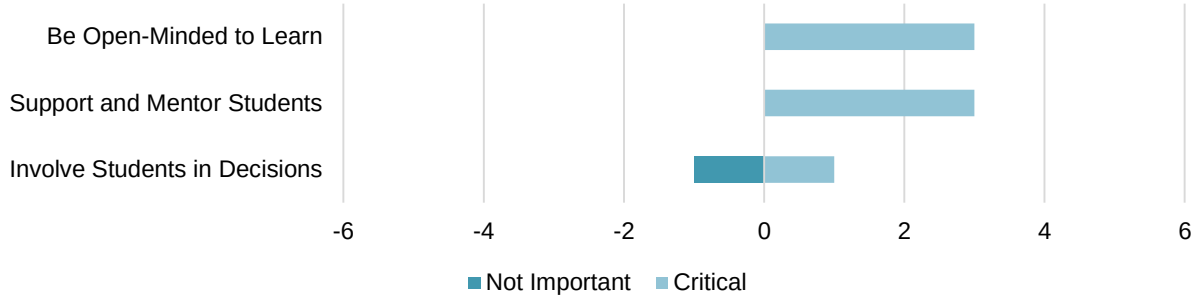

Figure 49. Not important and critical Green program Facilitating Growth behaviors. This figure shows the Q sort summary for Facilitating Growth items identified as not important and critical by the Green program student participants.

Innovation leading. Intuition, Conceptualization, Foresight, and Vision servant teacher behaviors were grouped together under the theme of "Innovation Leading." The Intuition, Conceptualization, Foresight, and Vision behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the Intuition, Conceptualization, Foresight, and Vision servant teacher behaviors are presented in the charts in this section.

Orange program. Intuition, Conceptualization, Foresight, and Vision behaviors were the behaviors identified as the ninth most important servant teacher behaviors for student success by the Orange program student participants. In comparison to the other 12 servant teacher behaviors, no Orange program participants rated these behaviors very low or very high (Figure 50). The Orange program participants selected "assisting students with goalsetting" as the most important of the Intuition, Conceptualization, Foresight, and Vision servant teacher behaviors and "sharing their visions of success for their students" as the least important of this set of behaviors (Figure 50).

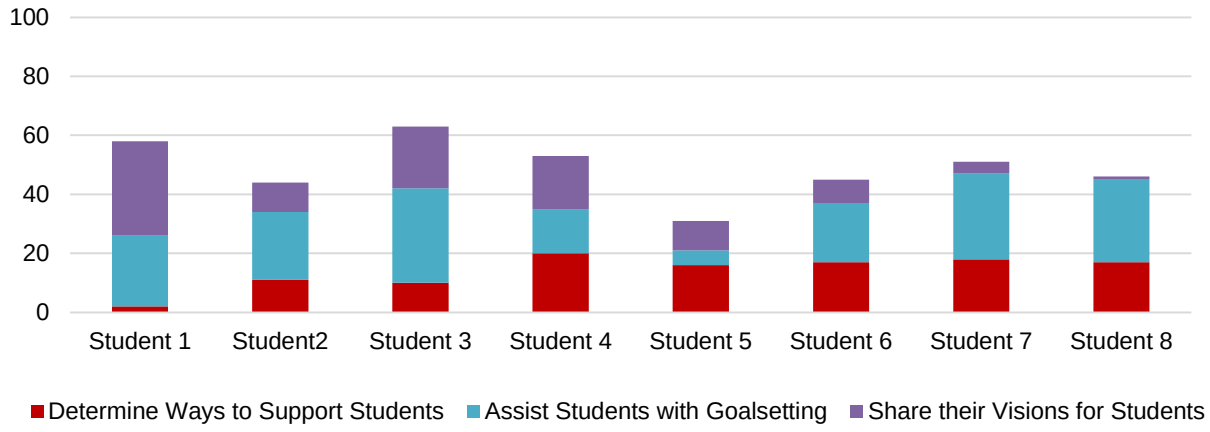

Figure 50. Orange program Intuition, Conceptualization, Foresight, and Vision Q sort results. This figure contains the Intuition, Conceptualization, Foresight, and Vision Q sort results for Orange program students one through eight.

"Sharing their visions of success for their students" was identified as a critical Intuition, Conceptualization, Foresight, and Vision servant teacher behavior by one Orange program student participant, and not important at all by one Orange program student (Figure 51). One Orange program participant also assigned a critical rating to "determining ways to support students" (Figure 51).

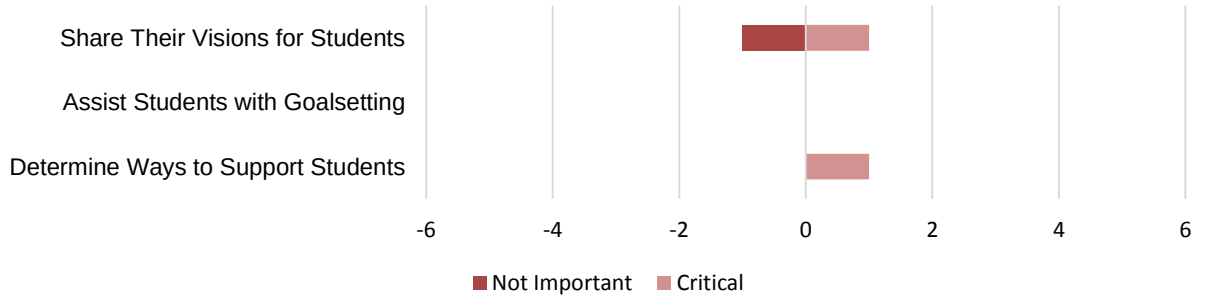

Figure 51. Not important and critical Orange program Intuition, Conceptualization, Foresight, and Vision behaviors. This figure shows the Q sort summary for Intuition, Conceptualization, Foresight, and Vision items identified as not important and critical by the Orange program student participants.

Green program. The Green program rated Intuition, Conceptualization, Foresight, and Vision behaviors as the tenth most important servant leader behaviors in this study. Two Green

program students ranked Intuition, Conceptualization, Foresight, and Vision servant teacher behaviors very low. Similar to the Orange program participants, the Green program students ranked "sharing their visions of success for their students" as the least important of this set of behaviors (see Figure 52). Contrary to the Orange program participants, however, the Green program students selected "determining ways to support students" as the most important Intuition, Conceptualization, Foresight, and Vision servant teacher behavior to them (Figure 52).

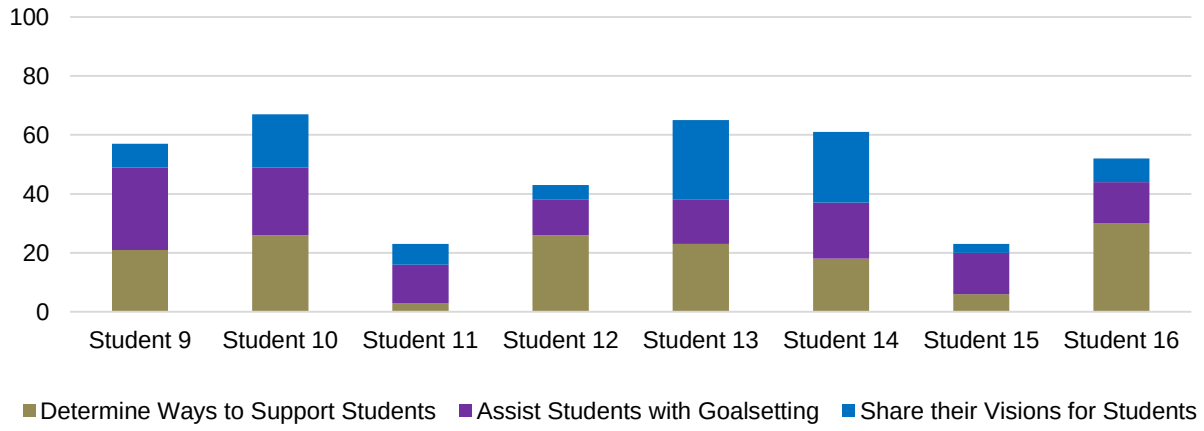

Figure 52. Green program Intuition, Conceptualization, Foresight, and Vision Q sort results. This figure contains the Intuition, Conceptualization, Foresight, and Vision Q sort results for Green program students nine through sixteen.

Not only did all of the Green program participants find "sharing their visions of success for their students" to be the least important of the Intuition, Conceptualization, Foresight, and Vision behaviors, but also three Green program students did not think teachers sharing their visions of success for their students as important at all as shown in Figure 53. One Green program participant rated "sharing their visions of success" as critical, one participant rated "assisting students with goalsetting" as critical, and one student rated "determining ways to support students" as critical (Figure 53).

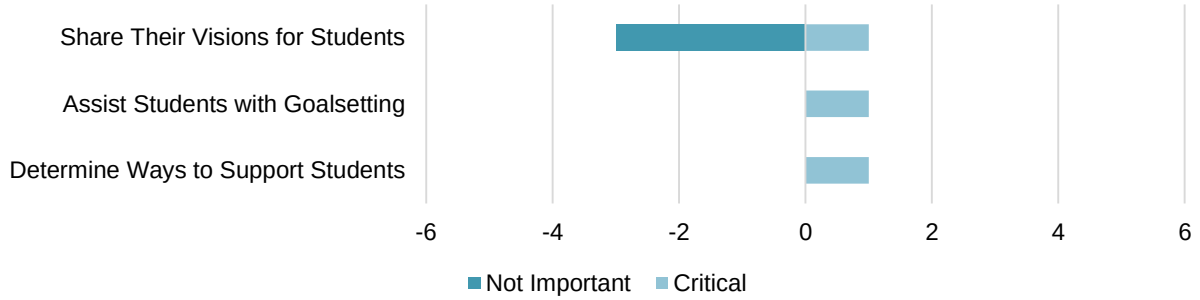

Figure 53. Not important and critical Green program Intuition, Conceptualization, Foresight, and Vision behaviors. This figure shows the Q sort summary for Intuition, Conceptualization, Foresight, and Vision items identified as not important and critical by the Green program student participants.

Trustworthiness. Trust, Integrity, and Ethics were grouped together under the category of Trustworthiness and are discussed next. The Trust, Integrity, and Ethics behaviors from the Q sort are listed in the legend with Appendix M. Shortened versions of the trust, integrity, and ethics servant teacher behaviors are presented in this section.

Orange program. Trust, integrity, and ethics servant teacher behaviors were ranked third in importance by the participants from the Orange program. As shown in Figure 54, two Orange program students rated Trust, Integrity, and Ethics servant teacher behaviors very high. As can also be seen in Figure 54, demonstrating fairness and ethical behaviors was ranked the highest Trust, Integrity, and Ethics behavior and working to earn the trust of their students was ranked the lowest on the Q sort.

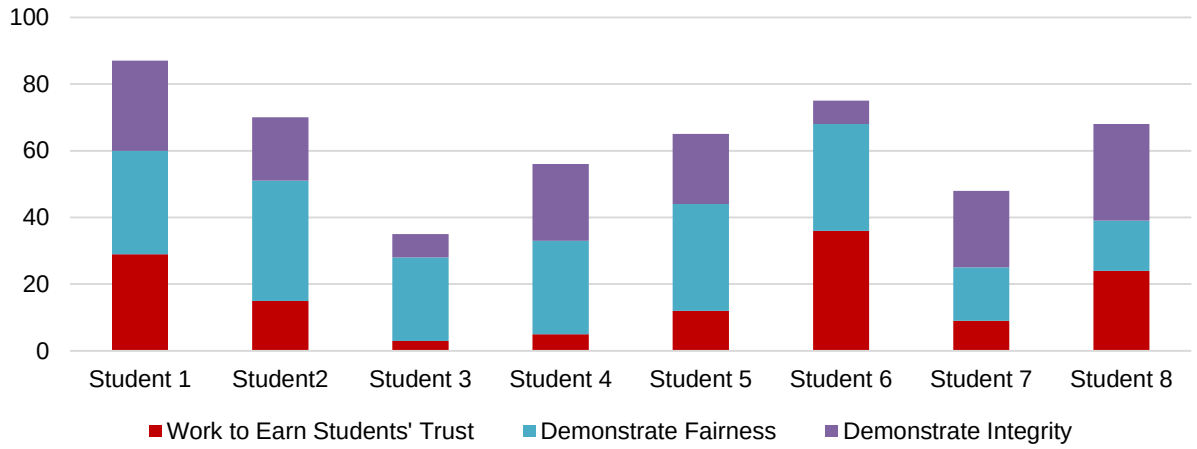

Figure 54. Orange program Trust, Integrity, and Ethics Q sort results. This figure contains the Trust, Integrity, and Ethics Q sort results for Orange program students one through eight.

Six of the eight Orange program participants rated demonstrating fairness and ethical behaviors as critical (Figure 55). In addition, one Orange program participant found demonstrating integrity by using research-supported educational best practices critical, two participants found working to earn students' trust as critical, and one Orange program participant declared working to earn students' trust as not important at all, as shown in Figure 55.

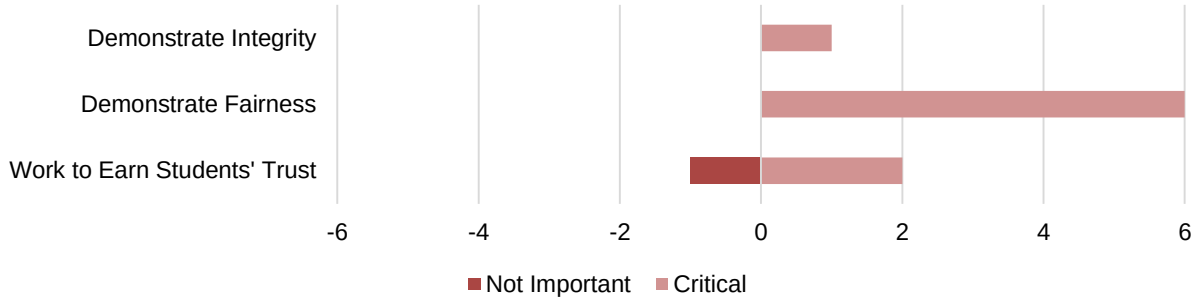

Figure 55. Not important and critical Orange program Trust, Integrity, and Ethics behaviors. This figure shows the Q sort summary for Trust, Integrity, and Ethics items identified as not important and critical by the Orange program student participants.

While all of the Orange program student participants stated that they felt teachers should be fair and ethical, one student expressed her belief that teachers should not have to earn the trust of their students. She said teachers are hired for their expertise and skills so students should be

able to trust their teachers without making the teachers earn it (Student, personal communication, May 31, 2017).

Green program. The overall Green program participant rankings for Trust, Integrity, and Ethics servant teacher behaviors was eighth out of the 12 behaviors included in this study. As shown in Figure 56, two Green program participants rated Trust, Integrity, and Ethics servant teacher behaviors very low and two of the participants from the Green program rated the behaviors very high. Of the three Trust, Integrity, and Ethics behaviors over all, "demonstrating fairness and ethical behaviors" was ranked the highest behavior by the Green program participants and "working to earn the trust of their students" the lowest (Figure 56), mirroring the Orange program student participant responses.

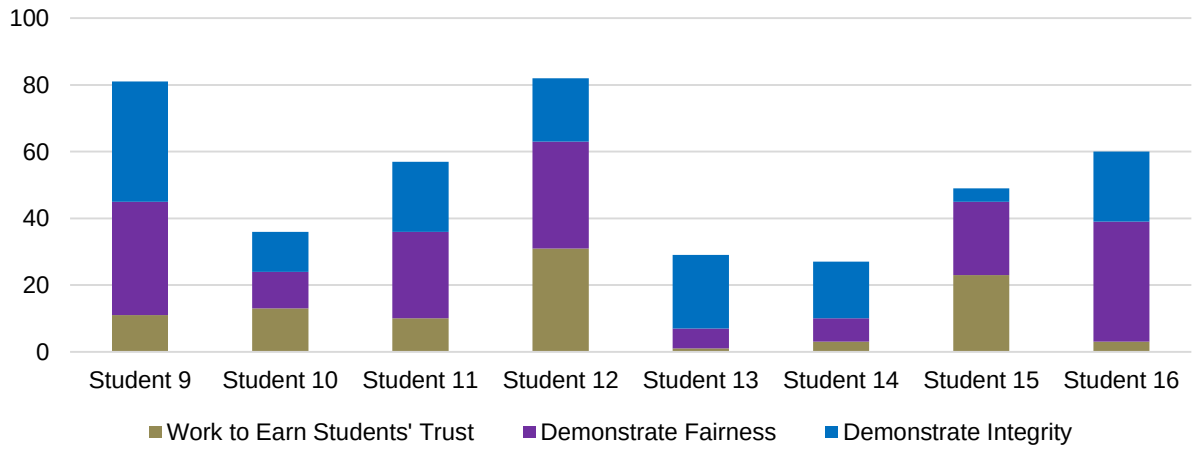

Figure 56. Green program trust, integrity, and ethics Q sort results. This figure contains the trust, integrity, and ethics Q sort results for Green program students nine through sixteen.

Three Green program student participants identified demonstrating fairness and ethical behaviors as critical as shown on Figure 57. In addition, one students selected demonstrating integrity by using research-supported educational best practices as critical and one student selected working to earn students' trust as critical (Figure 57).

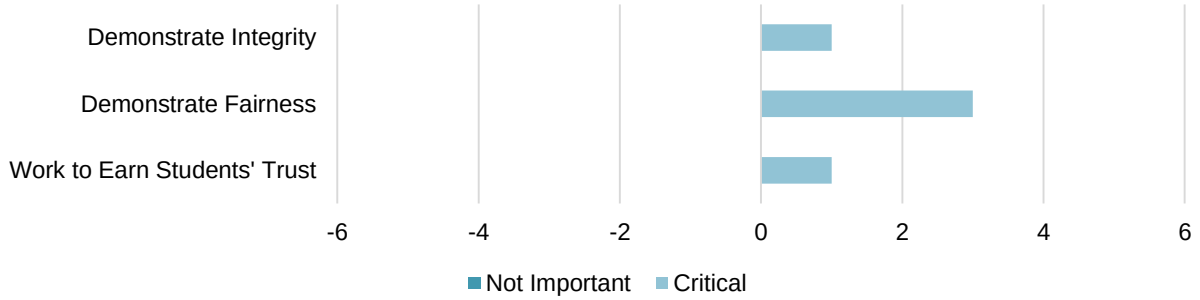

Figure 57. Not important and critical Green program trust, integrity, and ethics behaviors. This figure shows the Q sort summary for trust, integrity, and ethics items identified as not important and critical by the Green program student participants.

One Green program student stated, "Teachers need to use research supported approaches to make sure they are being fair and balanced. Keeping things fair and balanced provides for an environment of free thinking, learning and team building" (Student, personal communication, May 17, 2017). Another student said, "Teachers need to understand that students and people in general are all equally important - no one is better than anyone else" (Student, personal communication, June 28, 2017).

Interview Question Five

Interview question five was, "How have these behaviors impacted your success as a student – in other words, how have they impacted your completion of your courses so far? Those impacts could be positive or negative – describe both." The Orange program student responses and the Green program student responses to this question will be presented one program at a time beginning with the Orange program.

Orange program. All eight of the Orange program student participants said their success as students had been positively impacted by servant teacher behaviors. Only two students felt that either their success or the success of other students in their program had been negatively impacted by servant teacher behaviors. Examples of both positive and negative impacts are discussed next.

Orange program positive impacts. One Orange program student participant reiterated his assertion that empathy is important. He stated, "Sometimes things happen and students may need more time rather than having to drop or fail out of a class" (Student, personal communication, June 16, 2017). This same student stated, "Teachers need to adapt to different types of students. For example, if a student has a learning disability, the teacher should learn what to expect and how to help that student" (Student, personal communication, June 16, 2017). Another Orange program student participant described a teacher who has had the most significant impact on him. He stated,

> Students must be willing to learn, but if they are, Teacher S. shows compassion and helps students feel connected. He mentors and supports us, he is cheerful and happy to be teaching, he talks through things with us personally. He cares about what we're capable of more than anything else. (Student, personal communication, August 30, 2017)

This same student explained that he needs to understand why he needs to learn something or do certain tasks. Without this understanding, the student said it is very difficult to "push through" difficult information.

One Orange program participant, when thinking of her best teachers, observed, "The best teachers pay attention. They change things when needed and listen. They are open-minded and teach in ways that benefit the most students" (Student, personal communication, May 18, 2017). Another Orange program participant talked about how much she appreciated a teacher who asked the students to identify their roadblocks so the teacher could help them to overcome them (Student, personal communication, June 16, 2017). This student also appreciated instructors who realized that not all students are the same and that there is a difference between being equal and being fair.

According to one Orange program participant, "One teacher should be used as an example of how teachers should behave. He bends over backwards for students in the way he sets up the material" (Student, personal communication, August 28, 2017). Another Orange program student found it important that his instructors "never made him feel like a student" (Student, personal communication, June 16, 2017). This student felt his instructors treated him with the respect of a colleague, which was very important to him.

The final Orange program student to discuss his instructor's positive impacts on him stated, "I can see many of these behaviors in my [Midwest technical college] teachers and I will remember them for the rest of my life" (Student, personal communication, June 16, 2017). This student said he feels more comfortable learning and he learns more because his teachers behave like servant teachers.

Orange program negative impacts. One Orange program participant cautioned, "Teachers who share too much personal information and who are too chummy can cause reserved students to wonder if they are getting Bs because they aren't chummy with the teacher" (Student, personal communication, May 31, 2017). Another Orange program student commented, "Teachers need to respond to emails. If they are getting too many e-mails, they should check their instructions to make sure they are clear. Teachers need to connect with students" (Student, personal communication, May 16, 2017).

Green program. Similar to the Orange program student participants, all eight Green program student participants said their success as students had been positively impacted by servant teacher behaviors. Also like the Orange program participants, only a few Green program participants felt either their success or the success of other students in their program had been

negatively impacted by servant teacher behaviors. Examples of both positive and negative impacts are discussed next.

Green program positive impacts. Several Green program participants discussed the importance of receiving help from their instructors whenever they needed it. One Green program participant stated, "When I can see the commitment and investment of my instructors, that motivates me and inspires me to do well in my classes" (Student, personal communication, July 15, 2017). Another student appreciated having instructors who helped the students set goals for their classes stating, "Setting goals is very important. Without goals (a roadmap), students are less focused and less motivated" (Student, personal communication, September 7, 2017).

Other servant teacher behaviors Green program participants credited with increasing their success as students included having teachers who provide resources for learning. One student said he hated economics, but loved the class because of the teacher. He said she really went out of her way to provide him with the resources he needed to pass the class (Student, personal communication, June 8, 2017).

Green program negative impacts. Only one Green program participant provided a specific example of a negative impact of servant teacher behaviors. The example actually illustrated the fact that a lack of servant teacher behaviors was the problem. The student met for the interview the day after she decided to leave the Midwest technical college. She said she felt she deserved a minimal level of respect due to her age and experience, but she did not receive that respect from one particular teacher. She stated that, because she is older, she is willing to "put up with less negative or unproductive behaviors by her instructors" (Student, personal communication, June 28, 2017).

The remaining three interview questions were related to other behaviors by faculty that have contributed to, or interfered with, the Orange and Green program participants' successful completion of their courses, and anything else the study participants felt college teachers should know.

Interview Question Six

Interview question six was, "What other behaviors by your faculty have contributed to your successful completion of your courses?" The responses the students provided to interview question six are presented in Table 5 for the Orange program students and Table 6 for the Green Program students.

Orange program.

Table 5

Other Faculty Behaviors That Contributed to the Orange Program Participants' Successful Completion of Their Courses

- Teachers who set expectations and make them clear
- Teachers who help you see their vision
- A syllabus that shows what will happen and when it will happen
- Teachers who have a good ability to explain the material and who have a lot of knowledge and confidence
- Teachers who are adaptable - even in the middle of a lecture, if a spark is ignited
- Teachers who go out of their way to assist students and show them that someone cares
- Teachers who do not always rely on power point presentations - bullet points and lectures are not always helpful
- Pictures and videos included in power points help
- Teachers who make class conversational
- Class descriptions and syllabi that are clear and concise so students know what to expect
- Teachers who share their syllabus online before class so students can prepare to begin class
- Teachers who are honest and fair about expectations - one credit should equal one credit of work and five credits should equal five credits of work
- Teachers who open the online part of their class early
- Teachers who use online course shells
- Rubrics for larger assignments
- Clear instructions on assignments
- Sample assignments provided online
- Teachers who breakdown portions of larger assignments
- Teachers who provide past evidence vs every student recreating the wheel
- Ability to reach the instructor
- Quick e-mail turnaround
- Teachers who welcome you to stop in anytime
- Teachers who provide real world experience
- Stories of learning the hard way or of how often they use a certain technique or knowledge
- Hands-on labs
- Verbal instructions to the class and one-on-one instructions if needed
- Being able to come in anytime to work on the course and always having instructors available to help (Students, personal communications, May through September, 2017)

Green program.

Table 6

Other Faculty Behaviors That Contributed to the Green Program Participants' Successful Completion of Their Courses

- Teachers who set high standards
- Teachers who grade quickly
- Teachers who set up the course so it is frontloaded...that is not "crammed up tight" in the last couple weeks
- Teachers who save the last week or two of an accelerated course for catching up...not for cramming half the course into a couple classes.
- Teachers who are "sort of strict" on timing, but with exceptions for things like sickness or injury
- Teachers who put information and other tools online
- Videos with captions so you can listen and take notes at the same time
- Hands-on activities
- Teachers who are generally open individuals who share personal achievements and knowledge
- Using an online course shell
- Teachers who explain why things work as they do
- Teachers who walk students through difficult work so they understand
- Teachers who are just decent people
- Teachers who help students through some of the difficult concepts so the students do not get discouraged and quit
- Being able to work at his own pace prevents boredom and lets him move more quickly through content he is familiar with from work (Students, personal communications, May through September, 2017)

Interview Question Seven

Interview question seven was, "What other behaviors by your faculty have interfered with your success or made it more difficult for you to complete your courses?" The responses the students provided to interview question seven are presented in Table 7 for the Orange program participants and Table 8 for the Green program participants.

Orange program.

Table 7

Other Faculty Behaviors That Interfered with the Orange Program Participants' Successful Completion of Their Courses

- Boring or monotone lectures
- Teachers blaming their personal life for being late for class (For example, it took too long at Starbucks)
- Teachers who are downbeat
- Teachers who just teach and test on what is in the textbook - makes students wonder why they are taking the class instead of just reading the book
- Papers that are "nothing more than regurgitation of information with no conclusions or inferences"
- Papers where all that matters is that it is not plagiarized
- Miscommunication about expectations
- Teachers who take prior knowledge for granted
- Teachers who are unprofessional
- Teachers who communicate the material poorly
- Teachers who use technical jargon the students have not learned yet
- Unclear instructions that make students have to ask questions over and over
- Not getting credit for real-world experience (Students, personal communications, May through September, 2017)

Green program.

Table 8

Other Faculty Behaviors That Interfered with the Green Program Participants' Successful Completion of Their Courses

- Teachers who do not "show up" for class or show up late
- Teachers who stand around and talk with other teachers rather than helping the students
- A teacher who only works with his favorite students
- Having to work around standing tables can be physically difficult
- A teacher who does not "show up for scheduled office hours"
- A teacher who takes 50% off if an assignment is turned in one minute late
- A teacher who refused to teach so class was just unassisted lab time
- One teacher who was downright abusive
- Too much lab without enough instruction time
- Videos that are too old and boring
- Cheap old chairs that "make students squirm in pain" interferes with focusing (Students, personal communications, May through September, 2017)

Interview Question Eight

The final interview question, Interview Question Eight was, **"**Is there anything else you think college teachers need to know to help the most students possible succeed in their courses?" The student responses to this final interview question are presented according to the Orange and Green programs responses next.

Orange program. The Orange program student participants had the following recommendations for college teachers. First, they recommended helping students get involved at the college so they feel more like they belong. The rest of the recommendations related to teaching are:

- Keep class sizes small (15 students or so).
- Teach what you want students to know, then test what you teach.

- Teach the basics first – do not go into advanced information until the basics have been covered.
- Work at becoming a good communicator – especially when it comes to explanations.
- When listening, listen to respond with the needed information.
- Make presentations more lively and not monotone.
- Just because you know the content, that does not automatically mean you know how to teach it. Be willing to listen and learn.
- Treat students as individuals.
- Get to know what is effective for each student.
- Work with each student individually sometimes.
- Make yourselves available to help students.
- Be confident and agile.
- Communicate more with the other teachers in the program – taking time to see what they are doing in their classes.
- Remember that your teaching is the reason your students go to class (Students, personal communications, May through September, 2017)**.**

Green program. The Green program student participants had the following recommendations for college teachers. One Green program student wanted college teachers to know he thought more students fail to finish their programs because of personal problems than for any other reason. The rest of the recommendations related to the teachers are:

- Promote an environment suitable to learn the course material and make sure you have adequate knowledge and skills to portray that material to the students.
- Recognize your students' strengths and their weaknesses.

- Conduct class more like a tutoring session than a lecture.
- "Go the distance" with students who need to be caught up, and let others work more independently.
- Try to motivate your students.
- Share something about your personal experiences on the job.
- Watch for students who have concerning issues in or outside of class and refer them to appropriate counselors or set up meetings with the students during your office hours.
- Realize that teachers who stand around talking with each other are not respected by the students.
- Remember that students enroll in a program and pay to be taught the course material.
- Realize arrogance does not work with students – they do not relate.
- Realize that times have changed – For example, "one teacher says, 'You need to get used to being talked to like this,' but it's not like that anymore."
- Realize that students analyze whether a teacher is good or not – they compare teachers against other teachers.
- Hire alumni and teachers with actual experience in the field (Students, personal communications, May through September, 2017).

Summary

Sixteen manufacturing students in a Midwest technical college comprised the case for this social constructivist qualitative phenomenological case study. This study was designed to explore whether servant leadership behaviors by college teachers, as perceived by their students, positively impacted their successful course completions. The students were from two different

(technical college) manufacturing programs which were designated as the Orange program and the Green program for the purpose of this study.

The study participants had all completed a minimum of one year of technical college coursework. The average number of credits earned was 44 for the Orange program and 40 for the Green program. The students (12 males and four females) ranged in age from 19-57. Three students from the Orange program and five from the Green program were full-time students. The remaining eight students were part-time students. Seven students from each program were working full-time, one Orange program student was working part-time, and one Green program student was looking for full-time employment. The grade point average was 3.8 for the Orange program and 3.5 for the Green program.

The study consisted of a two-part interview process beginning with a Q sort task followed by eight interview questions. Two interviews were conducted online and 14 interviews were conducted in person. Interviews were recorded in writing and coded line-by-line for words, concepts, and themes. The findings of these interviews were presented in this chapter and will be analyzed next in Chapter Five.

CHAPTER FIVE

ANALYSIS

This case study research explored whether or not servant leader behaviors by manufacturing teachers, as perceived by their students, positively impacted student success at a Midwest technical college. The objectives established to achieve this purpose were (a) to determine if students at a Midwest technical college perceive servant leader behaviors by their teachers as making a difference in their course completion rates; (b) to identify the servant leadership behaviors reported to be the most important in helping students complete their courses as reported by students who did perceive servant leadership behaviors made a difference in their course completion; (c) to identify the reasons the servant leader behaviors positively impacted the success of the students; and (d) to identify other college teacher behaviors that students found important in helping them complete their courses. Data was acquired from sixteen (N = 16) manufacturing students from two different technical college manufacturing programs, and was analyzed to determine whether or not the students found servant teaching behaviors important to their ability to succeed as in their respective programs.

Summary of the Study

As described in Chapter Four, the case for this social constructivist qualitative phenomenological case study included 16 manufacturing students from two manufacturing programs at a Midwest technical college. The study was designed to explore whether or not

servant leadership behaviors by college teachers, as perceived by their students, positively impacted their successful course completions. The research questions included:

1. Do technical college students at a Midwest technical college perceive servant leader behaviors by their college teachers as making a difference in their course completion?
2. Which servant leadership behaviors by college teachers do students report to be the most important in helping them complete their courses?
3. Why do technical college students at a Midwest technical college believe servant leadership behaviors by college teachers help them complete their courses?
4. What other college teacher behaviors do students at a Midwest technical college find important in helping them to complete their courses?

The study participants (N = 16) included four females and 12 males, ranging in age from 19-57 years old, with an average of 42 credits earned. When surveyed, 50% of the students were full-time students and 14 of the student participants (87.5%) were working full-time.

The study consisted of a two-part interview process beginning with a Q sort followed by eight interview questions. The Q cards were assigned points beginning with 36 points for the most important card to one point for the least important card. Student responses to the interview questions were examined line-by-line for common words, concepts, and themes and were combined with the data from the Q sorts to identify patterns and, eventually, practical applications from the collected data. The findings from the interview questions and Q sorts were reported and presented in Chapter Four.

Interpretation of the Findings

Research Questions One and Two

Research question one. Research Questions One and Two were addressed with Interview Questions One through Four. Therefore, interpretations of the findings from those interview questions will be interwoven into the interpretation of the findings related to Research Questions One and Two. Research Question One was, "Do technical college students at a Midwest technical college perceive servant leader behaviors by their college teachers as making a difference in their course completion?"

Theme one – every student participant (100%) in the study perceived that servant teacher behaviors positively impacted their course completion. As evidenced by both the Q sort results and the line-by-line coding of the responses to the interview questions, the student participants perceived that servant teacher behaviors positively impacted their course completions. Summaries of the findings related to Theme One are in Figures 58 and 59.

Figure 58 depicts the combined results of the Q sort for both the Orange and the Green programs in order of importance to the students. As discussed in Chapter Four, Stewardship servant teacher behaviors received the highest total for the Orange and Green programs combined. As is also shown in Figure 58, the Listening, Awareness, and People-Centered servant teacher behaviors were rated next in importance when combining the rankings for the Orange and Green programs.

Figure 58 also shows the servant teacher behaviors ranked the lowest by the study participants. Persuasion servant teacher behaviors ranked the lowest of all for both the Orange program and the Green program. Persuasion behaviors also ranked the lowest when the totals from both programs' study participants were combined. The low ranking of Persuasion is

discussed further in the Implications of the Findings section of this Chapter. Other servant teacher servant behavior categories the student participants ranked lower overall included: Intuition, Empathy, Healing, and Community Building.

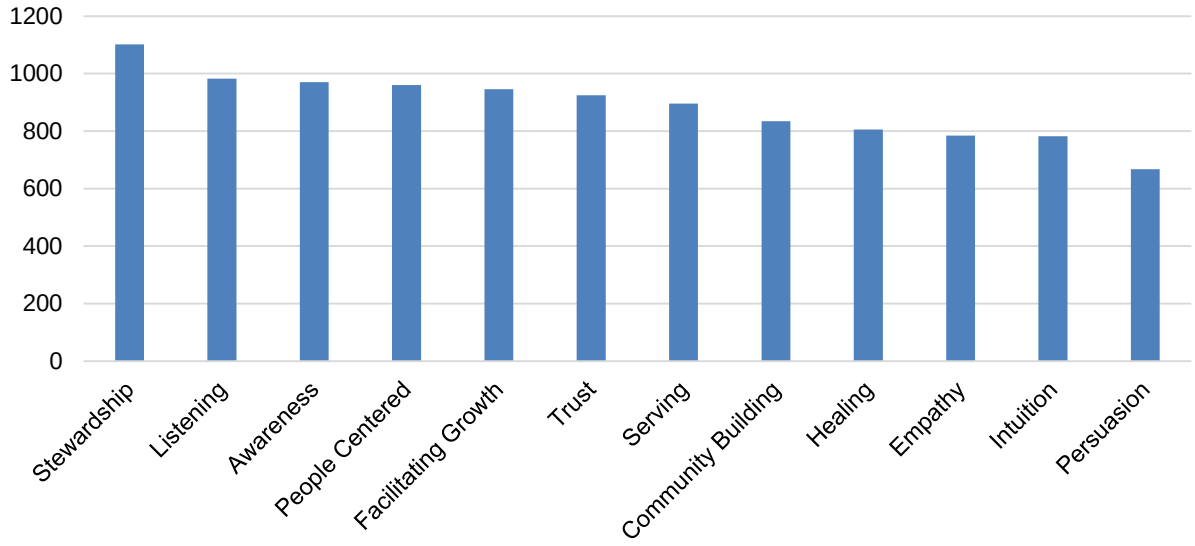

Figure 58. Combined Q sort summary. This figure demonstrates the combined Q sort results for all sixteen study participants from the Orange and Green programs.

Examining the combined results in another way, Figure 59 presents the results for the Orange program and the Green program in one chart. The variations between the Orange and Green programs, although often slight, can be seen in Figure 59.

Interview question one. Two main themes related to the importance of servant teacher behaviors for manufacturing technical college students emerged through Interview Question One. One central theme (Theme Two) emerged from the Orange program participants and another theme (Theme Three) emerged from the Green program students. It is important to note that, throughout the rest of the interview questions, both groups of students repeatedly affirmed the other team's theme.

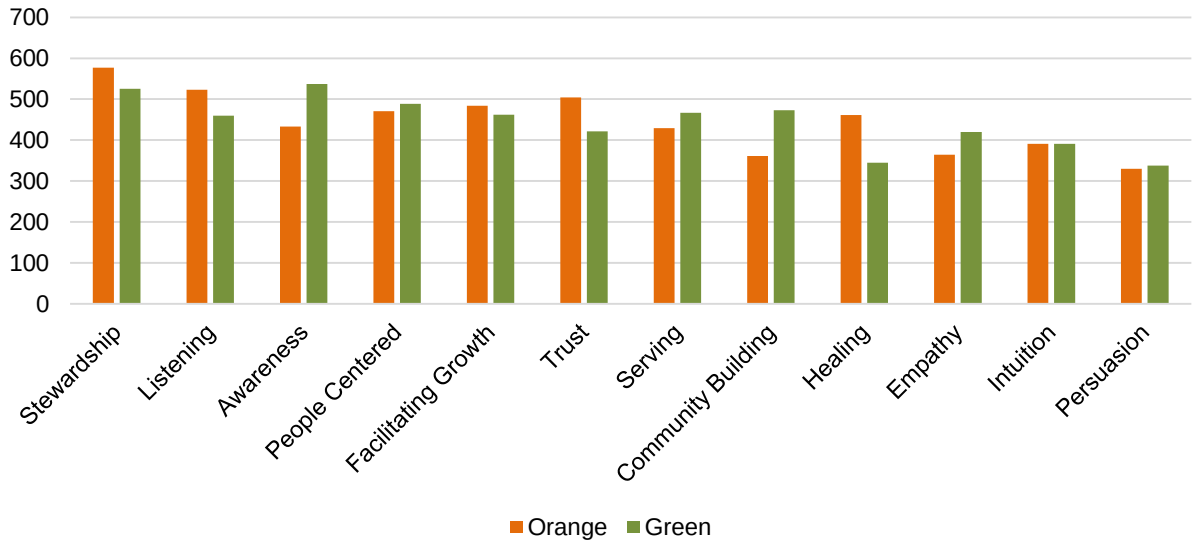

Figure 59. Green and Orange program Q sort summary. This figure demonstrates the combined Q sort results for all sixteen participants from the Orange and Green programs.

Theme two – if teachers incorporate the most important servant teacher behaviors, the rest of the servant teacher behaviors will occur naturally. Theme Two, which emerged from the Orange program participants, indicates that, if teachers behave in a way that incorporates the most important servant teacher behaviors, they will naturally also exhibit the rest of the servant teacher behaviors. As one Orange program participant explained, teachers who behave ethically (Q card: Demonstrate integrity by using research-supported educational best practices) will work to earn the trust of their students (Q card: Work to earn the trust of their students) and will treat their students ethically and with fairness (Q card: Demonstrate fairness, and ethical behaviors) (Student, personal communication, September 7, 2017).

Theme three – teachers who incorporate the most important servant teacher behaviors effectively will ensure and improve the learning of the students. The third theme related to the importance of servant teacher behaviors to manufacturing technical college students emerged from the Green program participants. Theme Three was: the behaviors identified as the most important servant teacher behaviors, when done effectively, not only ensure the success of the

students, but also ensure that the servant teacher behaviors improve learning for the students. A representative comment for this theme, as discussed in Chapter Four, was:

> The teacher is there to help and teach the student. That is what he or she is paid for. They should be invested in their profession and the students they are trying to further. Commitment and investment into their teaching can be clearly seen by students and it motivates the students. (Student, personal communication, July 15, 2017)

Interestingly, the behaviors identified as the most important varied by students, so even though the students tended to agree with the themes, they had differences of opinions on the actual behaviors, as discussed further under Research Question Two. This diversity in the opinions of the students began with the first interview question in the study and continued through the rest of the questions in the study.

Interview question two. Three themes related to the importance of servant teacher behaviors to manufacturing technical college students emerged through Interview Question Two. Two themes emerged from the Orange program participants (Themes Four and Six) and the third theme emerged from the Green program students (Theme Five).

Theme four – stewardship and trustworthiness servant teacher behaviors make a positive difference in college students' course completion for manufacturing technical college students. The Orange program student participants rated Stewardship servant teaching behaviors the most important of the 12 servant teacher behavior categories in the study, both on the Q sort and in their responses to the interview questions. Student participants in this case study rated Trustworthiness behaviors third most important on the Q sorts, but second most important in their replies to Interview Question Two. Despite speaking less about these two servant teacher behavior categories than the Orange program participants, the Green program participants rated

Stewardship servant teacher behaviors as the second most important, thus their agreement with the Orange program participants on this dimension of Servant Teaching was apparent.

Theme five – awareness and perception servant teacher behaviors make a positive difference in college students' course completion for manufacturing technical college students. Theme Five surfaced in the Green program participant replies. They rated Awareness and Perception servant teacher behaviors the most important of all 12 servant teacher behavior categories. Similar to the Orange program participants regarding Stewardship, the Green program participants' most important rating for Awareness and Perception was demonstrated both on their Q sorts and in their responses to this study's interview questions.

Theme six – students learn more when teachers behave as servant teachers. Theme Six was also surfaced in the replies of the Orange program participants and related to evidence-based pedagogy. However, the implication the Orange program students seemed to make was that teachers must care enough about the students (them) in order to do things such as: (a) present the information in a way they could understand, (b) do extras, such as provide the students with lecture notes, (c) engage the students in the class and the material, and (d) be willing to help the students. While these behaviors relate to evidence-based pedagogy, the students saw them as servant teacher behaviors, which may be interpreted as indicating to the students that the teachers cared enough to use sound pedagogical practices.

Theme Six aligns well with Drury's (2005) call for faculty to be leaders of learning who remove barriers to learning by behaving as servant leaders. This theme also relates to the one student participant with military experience who felt strongly about the importance of teachers behaving as leaders and not simply as teachers in their classrooms and with their students

(Student, personal communication, May 18, 2017). This student participant stated that he learned more from teachers who incorporated strong leadership skills into their teaching.

Research question two. Research Question Two was, "Which servant leadership behaviors by college teachers do students report to be the most important in helping them complete their courses?" The task of identifying the most important servant teacher behaviors as an aggregate, by using the results of the Q sorts, was straightforward and clear to this researcher. However, interpreting the individual results to the Q sorts, and the results of the interview question responses, was much less straightforward or clear. Despite some lack of clarity, two additional themes can be deduced from these data.

Figures 60 and 61 provide a demonstration of the lack of clarity from the Q sorts. Figure 60 shows a summary of the results of the Q sort for the Orange program participants. Figure 61 shows a summary of the results of the Q sort for the Green program participants. It should also be noted that each of the 12 categories of servant teacher behaviors had three individual behaviors within it, so the diversity among the responses is not fully represented in these figures.

The diversity in the responses is further complicated by the fact that participant demographics did not appear to explain differences in the Q sorts or interviews. When analyzing the rankings of the importance of the various servant teacher behavior categories and the line-by-line responses to the interview questions, no patterns emerged based on gender or age. For example, the responses of the four female participants were different from one another, even though they were all females and in the same age bracket. Similarly, the responses of the two traditional college-aged males were different from each other.

Credits earned to date, grade point averages, and employment statuses were all similar for the majority of the study participants, so there was no data analysis based on these demographic characteristics. Student enrollment status (full-time or part-time) seemed to make a slight difference, but it was not significant. Part-time students were slightly more likely to subscribe to a pull-yourself-up-by-your-bootstraps philosophy than the full-time students, as evidenced by their responses to the interview questions. Representative comments that demonstrate this philosophy cautioned teachers against showing "too much" empathy toward students because the students may not stay motivated (Student, personal communication, May 31, 2017), or students may engage in "adolescent behavior" if the teacher is "too empathetic" (Student, personal communication, May 17, 2017).

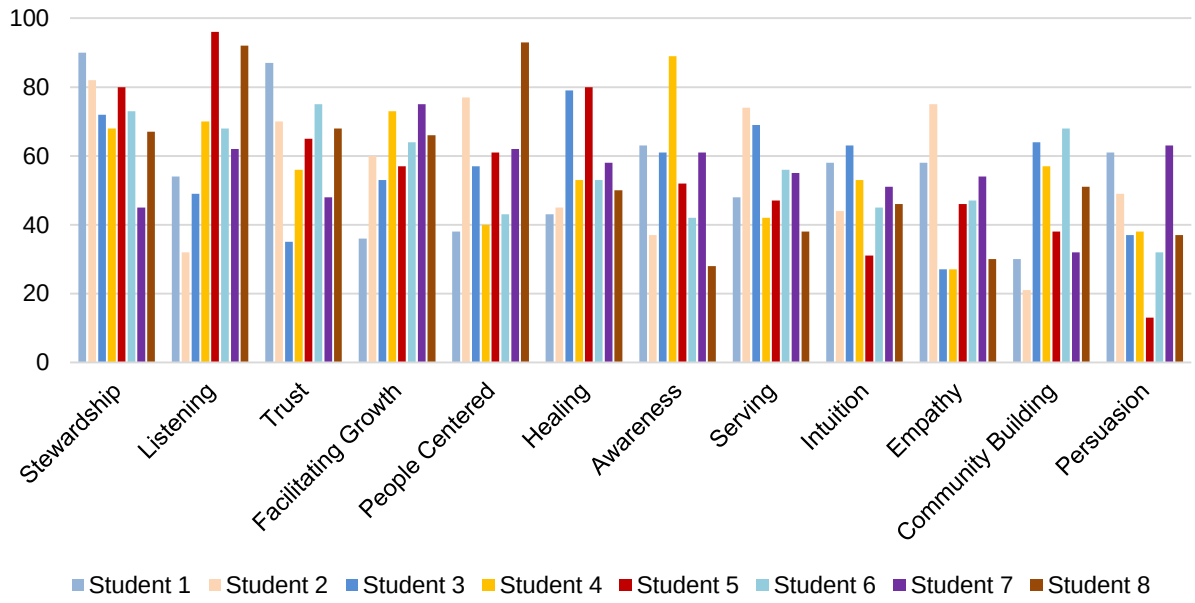

Figure 60. Orange program participant Q sort summary. This figure demonstrates the Q sort results for all eight participants from the Orange program according to servant teacher behavior.

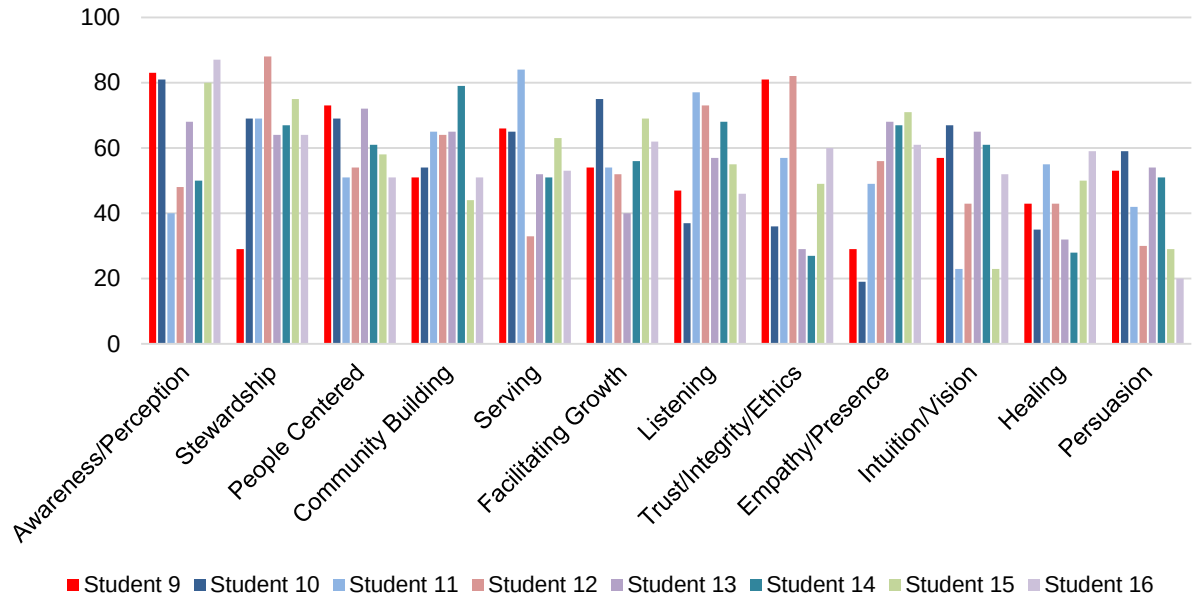

Figure 61. Green program participant Q sort summary. This figure demonstrates the Q sort results for all eight participants from the Green program according to servant teacher behavior.

Theme seven – persuasion was selected as the least important servant teacher behavior for manufacturing technical college students. While Figures 58 and 59 demonstrate the ranking of Persuasion as the least important servant teacher behavior for both the Orange and Green program participants, these two figures also demonstrate the varying values placed on Persuasion by the individual participants. For example, notice the difference in the Orange program ratings between Student Five (who ranked Persuasion as the least important) and Student Seven (who ranked Persuasion as the second most important).

Theme eight – there is significant diversity within each category's rankings of importance of the servant teacher behaviors examined in the study. As also shown in Figures 7 and 9 in Chapter Four, Figures 58 and 59 in Chapter Five clearly show variations in the rankings of importance for the servant teacher behaviors in the study when compared student by student.

Interview questions three and four. The themes that surfaced through Interview Questions Three and Four related directly to the servant teacher behaviors in the study and are

significant when aggregated. Also, as observed elsewhere thus far in the study, the individual results vary widely.

The themes that surfaced with Interview Questions Three and Four relate to the identification of critical and not important servant teacher behaviors. Summaries of the Q sort data for critical and not important servant teacher behaviors are presented in Figures 62, 63, and 64. Figure 62 contains the summary of critical and not important servant teacher behaviors identified by the Orange Program participants. Figure 63 contains the summary of critical and not important servant teacher behaviors identified by the Green program participants. Figure 64 shows the combined summary of critical and not important servant teacher behaviors identified by all of the study participants.

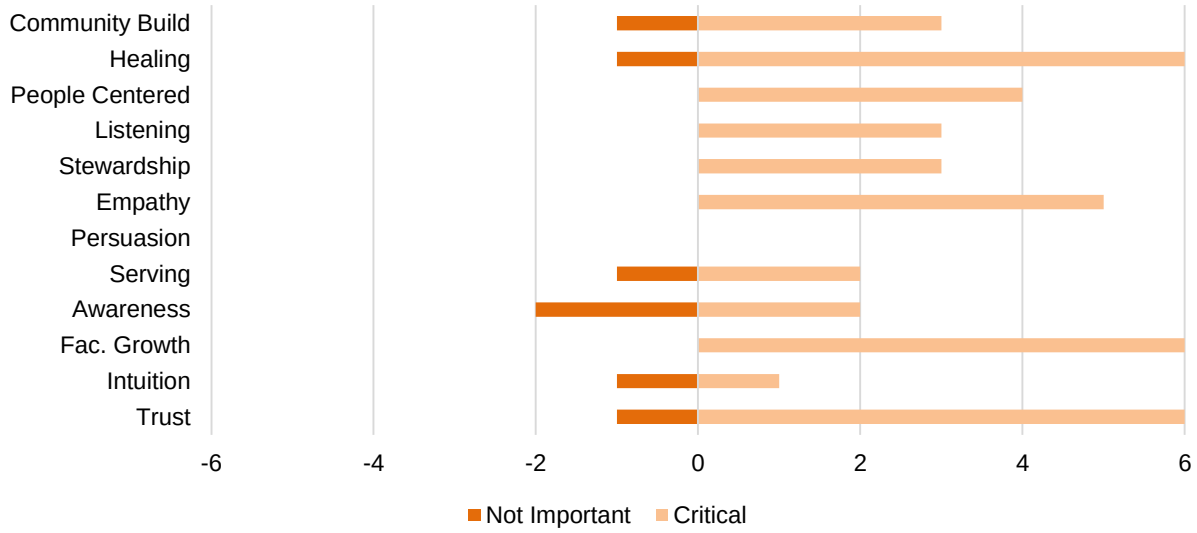

Figure 62. Orange program critical and not important summary. This figure demonstrates a summary of the critical and not important servant teacher behaviors identified by the Orange program participants.

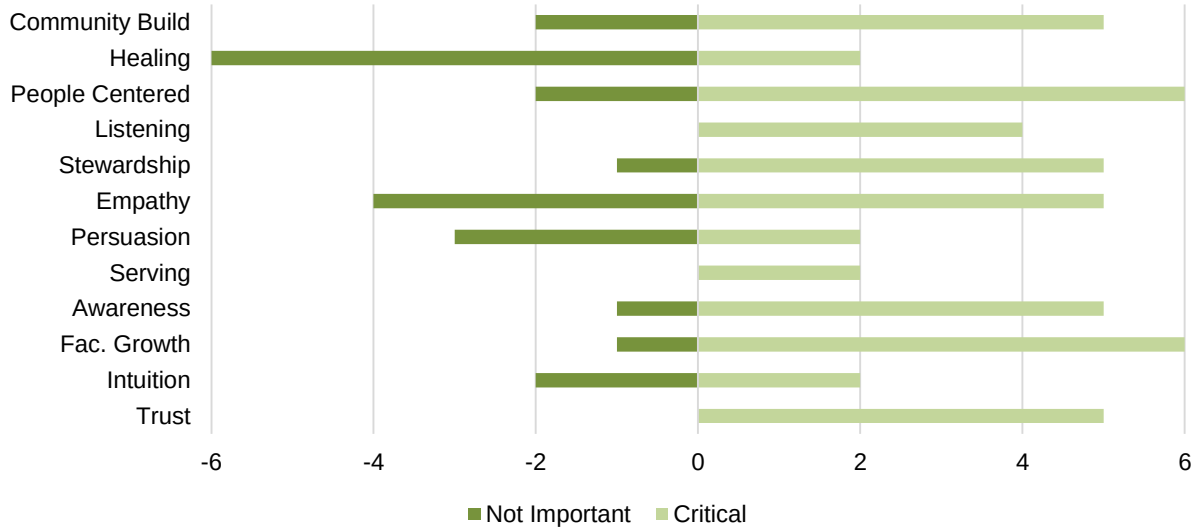

Figure 63. Green program critical and not important summary. This figure demonstrates a summary of the critical and not important servant teacher behaviors identified by the Green program participants.

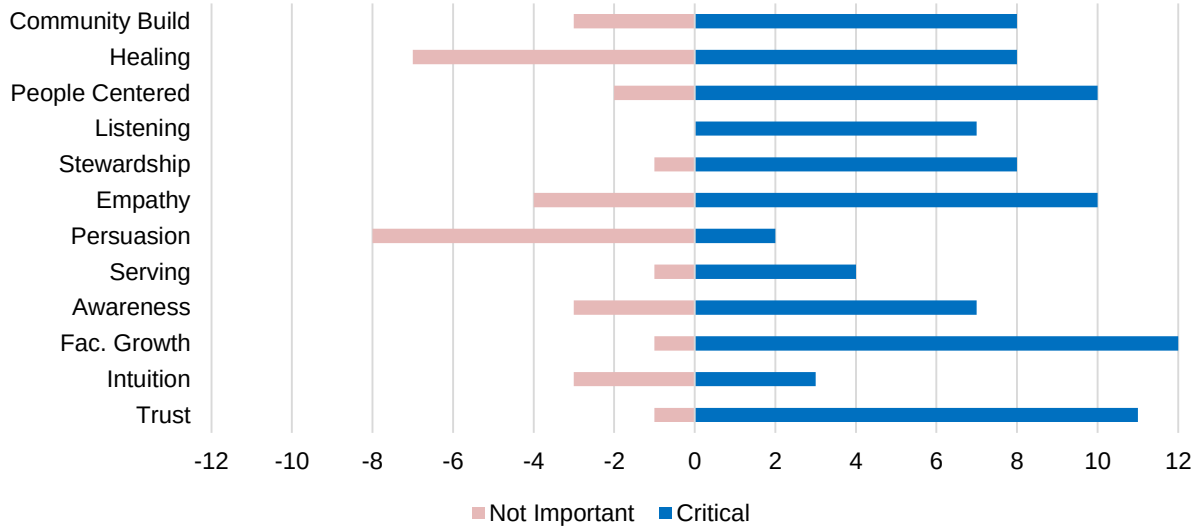

Figure 64. Overall critical and not important summary. This figure demonstrates a summary of the critical and not important servant teacher behaviors identified by all of the study participants.

Theme nine – the servant teacher behavior categories identified as having the most "critical" behaviors were the, facilitating growth, trustworthiness, people centered, and empathy categories. Although the servant teacher behaviors identified as the most important by the

program participants were from the Stewardship, Listening, Awareness and Perception, and People-Centered categories, the behaviors identified as critical by the program participants were from the Facilitating Growth, Trustworthiness, People-Centered, and Empathy categories (Figure 62).

The difference between the two groups may be partially explained by the fact that the Q sort was a forced sort requiring the study participants to rank the servant teacher behaviors from one through 36 in importance, but the participants were permitted to assign as many behaviors as they chose to assign in responding to their perceptions of the critical or not important (to their success as students) categories.

Theme ten – the servant teacher behavior categories with the highest numbers of "not important at all" rankings were: persuasion healing, and people-centered. Servant teacher behaviors from the Persuasion category ranked the lowest through all aspects of the study including: (a) ranking Persuasion servant teacher behaviors the lowest in importance of all 12 servant teacher behaviors categories, (b) ranking Persuasion servant teacher behaviors as not important at all in the "Critical" versus "Not Important at all" servant teacher behavior identification (as shown in Figure 62), and (c) in the responses to the interview questions.

The next two servant teacher categories with the second and third most servant teacher behaviors identified as not important at all were Healing and Empathy. Interestingly, Empathy was also in the top four servant teacher behaviors deemed critical to student success by the student participants in this study.

Research questions three and four. Research Question Three was, "Why do technical college students at a Midwest technical college believe servant leadership behaviors by college

teachers help them complete their courses?" This question was partially addressed throughout the study, but it was most clearly addressed with Interview Question Five.

Research Question Four was, "What other college teacher behaviors do students at a Midwest technical college find important in helping them to complete their courses?" This question was also partially addressed throughout the study, but was specifically addressed with Interview Questions Six, Seven, and Eight. The results of the student responses to Research Questions Three and Four will be discussed in detail in the Implications of the Findings section of this chapter. While there were no predominant similarities in the student responses to Interview Questions Six, Seven, and Eight, this lack of emergent themes led the researcher to the Overarching Theme of the study.

Overarching theme of the study – manufacturing technical college students have diverse, specific, individual needs and, therefore, diversified needs for support from their college teachers. The purpose of this study was to explore whether manufacturing technical college students perceived servant teacher behaviors to have a positive impact on their course completions at a Midwest technical college. As stated above, the results of the study, as evidenced through both the Q sort results and the line-by-line coding of the responses to the interview questions, demonstrated that the student study participants did perceive that servant teacher behaviors positively impacted their successful course completion.

The study's finding that the manufacturing technical college student participants perceived that servant teacher behaviors positively impacted their course completions clearly and straightforwardly answered the first Research Question of this study, "Do technical college students at a Midwest technical college perceive servant leader behaviors by their college teachers as making a difference in their course completions?" The results of the other three

questions were much less clear and straightforward. The results for Research Questions Two, Three, and Four demonstrated that manufacturing technical college students have diverse, specific, individual needs that their manufacturing faculty must be prepared to address if they want more students to successfully complete their courses and graduate from their programs. Manufacturing technical college students need their teachers to embrace the philosophy of servant leadership which, according to Robert Greenleaf, includes putting the needs of one's followers ahead of one's own needs, and encouraging the growth of one's followers in an effort to assist them to become servant leaders themselves ("The Servant as Leader," 2016) (see Chapter Two).

According to the literature review for this study, a servant teacher is a teacher who demonstrates the behaviors of a servant leader with his or her students. These servant leader behaviors include the following: (a) Community Building and Collaboration; (b) being People Centered; (c) Listening; (d) using Persuasion; (e) Healing; (f) having Empathy and Presence; (g) displaying Stewardship; (h) employing Awareness and Perception; (i) Serving; (j) Facilitating Growth; (k) exhibiting Intuition, Conceptualization, Foresight, and Vision; and (l) demonstrating Trust, Integrity, and Ethics (Crippen, 2010; Drury, 2005; Hays, 2008; Ingram, Jr., 2003; Jamerson, 2014; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; Landgren, 2015; Powers & Moore, 2005; Tarling, 2014; Xiao-chuan, 2010; Ye et al., 2010).

This Overarching Theme of the study will be addressed further in the Implications of the Study and Recommendations for Future Research sections of this chapter after Table 9, which presents a summary of the themes that surfaced through the study.

Table 9

Themes That Emerged From the Study

- Theme One – All participants (100%) in the study perceived that servant teacher behaviors positively impacted their course completions.
- Theme Two – If teachers adopt the most important servant teacher behaviors, the rest of the servant teacher behaviors will occur naturally.
- Theme Three – Teachers who incorporate the most important servant teacher behaviors effectively will ensure and improve student learning.
- Theme Four – Stewardship and Trustworthiness servant teacher behaviors make positive differences in college students' course completion for manufacturing technical college students.
- Theme Five – Awareness and Perception servant teacher behaviors make positive differences in college students' course completion for manufacturing technical college students.
- Theme Six – Students learn more when teachers behave as servant teachers.
- Theme Seven – Persuasion was selected as the least important servant teacher behavior for manufacturing technical college students.
- Theme Eight – There is significant diversity within each category's rankings of the importance of the servant teacher behaviors examined in the study.
- Theme Nine – The servant teacher behavior categories identified as having the most critical behaviors were the Facilitating Growth, Trustworthiness, People-Centered, and Empathy categories.
- Theme Ten – The servant teacher behavior categories with the highest number of "not important at all" rankings were the Persuasion, Healing, and People-Centered categories.

Overarching Theme of the Study – Manufacturing technical college students have diverse, specific, individual needs and, therefore, diversified needs for support from their college teachers.

Implications of the Findings

This case study's findings represent a preliminary understanding of teacher behaviors (particularly servant teacher behaviors) that impact manufacturing technical college students' successful course completion at a Midwest technical college. Prior to this study, existing research on teachers who demonstrate servant leadership behaviors focused primarily on bachelor's or master's degree students in four-year institutions and universities, particularly in nursing programs (Crippen, 2010; Drury, 2005; Hays, 2008; Ingram, Jr., 2003; Jamerson, 2014; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; Landgren, 2015; Powers & Moore, 2005; Tarling, 2014; Xiao-chuan, 2010; Ye et al., 2010). The existing research also primarily employed a quantitative methodology and focused on gathering higher education leadership or teachers' perspectives on servant leadership behaviors in teaching. There were gaps in the literature on studies with two-year degree students in general, and manufacturing students in particular, as well as an absence of students' voices. Some of the implications from this case study research are presented next. However, first, a note about one of the researcher's professional goals will be addressed.

Researcher's professional goal – One of the professional goals the researcher formulated when beginning this case study was to clearly and straightforwardly identify, from the voices of manufacturing technical college students, elements to include in onboarding and training programs for manufacturing faculty at a two-year degree-granting Midwest technical college. A main feature that sets the technical colleges in the Midwest technical college system apart from their counterparts in higher education is the industry experience of their faculty members. Manufacturing and other teachers are hired because of their valuable industry skills and insights,

but generally without training in teaching. The lack of education, training, and experience makes onboarding and professional development critical for this group of faculty members.

Ten Soft Themes

As listed in Table 9, ten "soft" themes emerged through investigating this case study. They provide a starting place for identifying elements to include in the onboarding and ongoing professional development of manufacturing faculty at the Midwest technical college. The ten themes are termed "soft" themes due to the diversity of opinions of the study participants related to those themes. For example, eight student participants identified behaviors in the Healing servant teacher behavior category as "critical," and seven student participants identified behaviors in the same servant teacher behavior category as "not important at all."

Perspectives to view the themes. The ten soft themes, when viewed through the perspectives of the student study participants' ranking of the Q cards, the responses of the student participants to the interview questions, and the literature reviewed for this study, provide elements to include in onboarding and training for manufacturing faculty. Each of the themes will be addressed through the three perspectives listed above.

Theme one - all participants (100%) in the study perceived that servant teacher behaviors positively impacted their course completions. One example demonstrating the student participants' agreement that servant teacher behaviors positively impact student success was the students' selection of servant teacher behaviors as *critical* or *not important* at all to helping them successfully complete their courses. This was not a forced-choice exercise, meaning students could: (a) identify as many behaviors as "critical" as they chose, (b) identify as many behaviors as "not important at all" as they chose, or (c) determine that none of the behaviors were "critical" or "not important at all" to their successful course completion.

One may have expected that the student participants would identify the servant teacher behaviors they felt were the most important as "critical" and the least important as "not important at all." The study participants did, in fact, pinpoint some of the behaviors they selected as the least important as "not important at all." However, the student study participants did not select the behaviors they identified as the most important as "critical" to student success. Furthermore, "critical" behaviors were selected from each of the three columns: Most Important, Middle, and Least Important (Table 10).

Table 10

Critical and Not Important Servant Teacher Behaviors

	Critical		Not Important	
	Orange Program	Green Program	Orange Program	Green Program
Most Important	41	33	0	0
Middle	19	12	1	1
Least Important	10	7	11	23
Total	122		36	

As also demonstrated in Table 10, there were 122 "critical" ratings for the servant teacher behaviors, significantly demonstrating the students' perceptions that servant teacher behaviors positively impacted their course completion.

There are many ways to address Theme One in the onboarding and training programs for manufacturing faculty at the Midwest technical college. For example, emotionally intelligent behaviors align well with servant leadership behaviors. According to Goleman, Boyatzis, and McKee (2001), the four key factors of emotional intelligence (EQ) include: self-awareness, self-

management, social awareness, and relationship management. The current new faculty onboarding program touches on emotional intelligence, but the EQ portion of the new faculty onboarding program can be increased and other training and support can be offered on a more frequent ongoing basis.

Theme two – if teachers incorporate the most important servant teacher behaviors, the rest of the servant teacher behaviors will occur naturally. Through Interview Question 6, the student participants in the case study identified teacher behaviors important to their successful completion of their courses. These behaviors relate to the fact that many of the student study participants had many of the risk factors that interfere with student success (see discussion in Chapter Two). For example, the students in the study: (a) were primarily non-traditional college-aged, (b) had experienced a gap between high school and college, (c) were working full-time, and (d) were attending school part time; all student success risk factors identified in the literature (Saret, n.d.; Stuart et al., 2014; Tinto, 2011). As highlighted by Stuart et al (2014) and discussed in Chapter Two, the reality that many students must work outside of college is in direct competition with the goal of achieving the recommended engagement within the college, but it is a reality, therefore, colleges need to work *with* students' need to be in the labor market instead of *against* it (Stuart et al., 2014).

Several of the students who participated in this case study stated that they must work full-time while attending school. The students identified teaching techniques that could assist with their needs to be both full-time employees and college students including: (a) providing flexible scheduling, (b) frontloading courses, (c) allowing early access to online coursework, (d) providing online course shells where they can access resources and submit their work, (e) providing a clear syllabus with a clear schedule, (f) providing clear expectations and

instructions, (g) being honest and fair about workload expectations, (h) providing expedient responses to e-mails, (i) providing quick turn around on grading, and (j) providing hands-on labs (Students, personal communications, May through September, 2017). These are all teaching techniques and strategies to be addressed in manufacturing teacher onboarding and teacher development training. In addition, more explanations of the research surrounding the importance of these strategies can be presented to the faculty. For example, Barkley (2010) discussed applying the expectancy theory of motivation with students, explaining:

> One of the fundamental ways teachers can help students expect to be successful in their courses is by ensuring that learning activities and assessments promote success through clear organization, appropriate level of difficulty, scaffolding of complex tasks, communication of standards, and fair grading. Beyond these baseline conditions, an important way to foster students' expectations of success is to help them attribute success to their own persistence and effort. (p. 91)

Theme three – teachers who incorporate the most important servant teacher behaviors effectively will ensure and improve the learning of the students. When the case study results are viewed through the perspectives of the student study participants' ranking of the Q cards, the responses of the student participants to the interview questions, and the literature reviewed for this study, eight specific behaviors within the 12 categories of servant teacher behaviors rose to the surface (combining all of the individual student participant rankings of the servant teacher behaviors). Those eight servant teacher behaviors, in the order of importance as ranked by the students, are: listening to their students; being open-minded, patient, and willing to learn themselves (as teachers); being respectful of their students; helping students feel capable, competent, and independent; demonstrating fairness and ethical behaviors; facilitating decision

making by students to further their intellectual development; recognizing that not all students are the same; and being good at adapting to various types of students as shown in Figure 65.

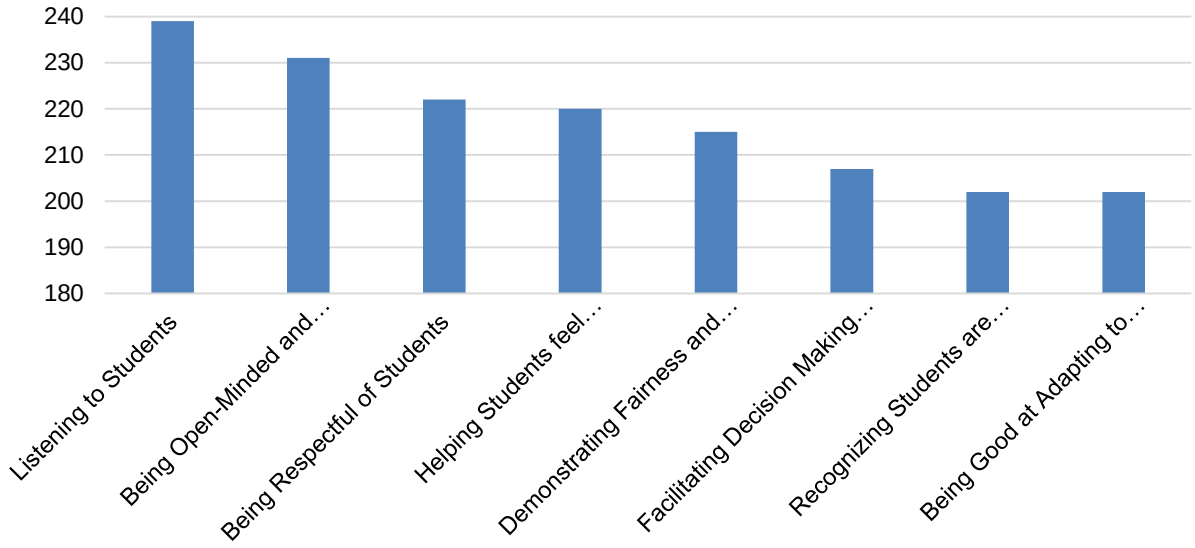

Figure 65. Top eight specific servant teacher behaviors. This figure demonstrates a summary of the critical and not important servant teacher behaviors identified by all of the study participants.

The rankings of these eight servant teacher behaviors were identified by the case study student participants as the most important for increasing their successful course completions. These eight specific servant teacher behaviors can be added to the faculty onboarding and training programs at the Midwest technical college. For example, in their book, *Enhancing Adult Motivation to Learn*, Wlodkowski and Ginsberg (2017) presented a model on the power of knowledge and preparation that addresses several of these top eight servant teacher behaviors. According to Wlodkowski and Ginsberg's (2017) model, teachers should ask themselves the following six questions to check their preparation for teaching adult students:

1. Do I really *understand* what I am going to teach?
2. Can I provide more than one *good example* of what I am teaching?
3. When teaching a skill, can I *personally demonstrate* the skill?

4. Do I know the *limits and consequences* of what I am teaching?
5. Do I know how to *bridge* what I am teaching *to the worlds* of my students, including their prior knowledge, experience, interests, and concerns?
6. Do I *know what I don't know*? (p. 49).

Theme four – stewardship and trustworthiness servant teacher behaviors make a positive difference in college students' course completion for manufacturing technical college students. As discussed in Chapter Two, some of the main Stewardship behaviors include setting standards that are "the best for the whole" (Xiao-chuan, 2010, p. 9), and treating students with respect (Alemu, 2014). Some of the main behaviors of Trustworthiness include demonstrating integrity and fairness and using research-supported best practices in education (Lambert, 2015). These were all servant teacher behaviors rated highly overall by the student case study participants. For example, being respectful of their students and demonstrating fairness and ethical behaviors were in the top most important servant teacher behaviors overall (discussed with Figure 63). Also, students from both programs in the case study ranked demonstrating integrity by using research-supported educational best practices as critical. Research-supported educational best practices are precisely what the faculty support center at the Midwest technical college uses as the foundation for faculty development trainings and on-going support.

One of the study's student participants stated, "Teachers need to use research supported approaches to make sure they are being fair and balanced. Keeping things fair and balanced provides for an environment of free thinking, learning and team building" (Student, personal communication, May 17, 2017). Another student said, "Teachers need to understand that students and people in general are all equally important - no one is better than anyone else" (Student, personal communication, June 28, 2017).

In his book on learner-centered teaching, Doyle (2011) discussed the importance of sharing power with the students to help them to grow into leaders themselves. Doyle (2011) identified two important outcomes of allowing students to have input in learning: moving the classroom from an us-versus-them mentality to a learning community, and showing the students that the teacher trusts them to make intelligent decisions. These are all topics to stress in manufacturing teacher trainings.

Theme five – awareness and perception servant teacher behaviors make a positive difference in college students' course completion for manufacturing technical college students. Several authors in the literature reviewed in Chapter Two discussed awareness and perception as relating to both awareness of the students and self-awareness for servant teachers ***(***Crippen, 2010; Hays, 2008; Jordan, 2006; Lambert, 2015; Xioa-chuan, 2010; Ye et al., 2010). Xiao-chuan (2010) and Ye et al. (2010) discussed the importance of professional awareness to help teachers to: (a) be open-minded, (b) identify the pedagogies and practices that will most help their students succeed, and (c) continually improve their teaching. Paying attention to what is working or not working for one's students is student awareness (Crippen, 2010; Hays, 2008; Lambert, 2015).

Several student participants in the study commented on the importance of teaching in ways that benefit the most students, noting that teachers should not hold negative biases toward any students (Student, personal communications, May through September, 2017). One student participant expressed his belief that curriculum should be designed to benefit the majority of the students. He stated that teachers need to "find the middle ground for those that would need to work harder and some not as hard to achieve their goals" (Student, personal communication, September 7, 2017).

A common theme that arose during the student interviews was the need for teachers to pay attention and be aware of the needs of individual students so the students could learn and be successful. McGuire and McGuire (2015) discussed strategies for teaching to underprepared students, and a large proportion of the students at the Midwest technical college are underprepared. The strategies identified by McGuire and McGuire (2015) would be excellent to include in manufacturing teacher training. McGuire and McGuire's (2015) strategies include:

- Establish high expectations and clearly define student success so the students know what it looks like.
- Interweave assessment and teaching, including testing early and often.
- Meet your students where they are, being careful not to mistake a lack of foundation knowledge with a lack of intelligence.
- Present metacognitive strategies to your students, both prepared and underprepared.
- Clarify the student responsibilities, keeping in mind that many students do not know how "to do college".
- Stay connected with the students beginning with learning students' names (pp. 157-159).

Theme six – students learn more when teachers behave as servant teachers. Hays (2008) and Kinzie et al. (2008) recommended addressing teaching like talent development, and Jordan (2006) expressed the need for demonstrating a commitment to student-centered learning and a commitment to students' personal growth. One of the students in the case study stated:

> Teachers must adapt. They cannot expect all students to behave the same, and how students act should not influence how a teacher treats them. For example, students who dress sloppy or who are the class clown can still be good students. Some teachers put

> more time and energy into their favorite students and others suffer. (Student, personal communication, June 16, 2017)

Manufacturing teacher training must address these recommendations from the students. Including training on Maslow's hierarchy of needs may be helpful for addressing these recommendations. For example, Barkley (2010) discussed the importance of "attending to students' basic needs so that they can focus on the higher-level needs required for learning" (p. 84). She used Maslow's hierarchy of needs to demonstrate this concept, including students' needs to have sleep and food to meet their physiological needs, to be able to meet their needs for safety by being free from danger and anxiety, and to feel accepted by their peers and their teachers to meet their need to belong before they are able to focus on learning.

Theme seven – persuasion was selected as the least important servant teacher behavior for manufacturing technical college students. When discussing Persuasion servant teacher behaviors, the primary sentiment of the study participants was that teachers should not have to persuade students to do their work or, furthermore, to learn (Students, personal communications, May through September, 2017). As evidenced by their comments, however, it was clear that the participants saw explaining why students need to do certain work, or why they need to learn something, as separate from Persuasion servant teacher behavior. Several students mentioned feeling that persuasion was analogous to manipulation. Due to strong evidence in the literature (Crippen, 2010; Hays, 2008; Jordan, 2006; Powers & Moore, 2005; Robinson, 2009; Scardino, 2013; Xiao-chuan, 2010), and student comments throughout the interviews, it is this researcher's opinion that the low ranking of Persuasion servant teacher behaviors resulted, partially, from a lack of understanding by the study participants of the nuances of "persuasion."

Despite the low ranking of Persuasion servant teacher behaviors in this study, the majority of the students discussed the importance of teachers explaining why certain course content was important or why the students must perform certain tasks. According to Sinek (2009),

> The ability to put a WHY into words provides the emotional context for decisions. It offers greater confidence than "I think it's right." It's more scalable than "I feel it's right." When you know your WHY, the highest level of confidence you can offer is, "I know it's right". (p. 79)

Theme eight – there is significant diversity within each category's rankings of importance of the servant teacher behaviors examined in the study. In her book on the growth mindset, Dweck (2016) discussed how people are different for many reasons, including genes and environment (nature and nurture). However, to think that people are destined to stay the same throughout their lives is incorrect.

Dweck (2016) stated, "People have more capacity for lifelong learning and brain development than they ever thought. People may start with different temperaments and different aptitudes, but it is clear that experience, training, and personal efforts take them the rest of the way" (p. 5). Gottlieb (1995) discussed how engaging students is much more important to their learning than any "fixed" prior ability. There is a significant amount of evidence-based research on working with each student as an individual that could be stressed more in the manufacturing teacher onboarding and training programs at the Midwest technical college.

Theme nine – the servant teacher behavior categories identified as having the most critical behaviors were the facilitating growth, trustworthiness, people centered, and empathy categories. Theme Nine is one of the many results in this social constructivist phenomenological

case study that led to the Overarching Theme that manufacturing technical college students have diverse, specific, individual needs. As discussed above, the servant teacher behaviors categories identified as the most important by the program participants in the Interview Question One Q sort were Stewardship; Listening; Awareness and Perception; and People-Centered. In some contrast, the behaviors identified as Critical by the program participants were from the Facilitating Growth, Trustworthiness, People-Centered, and Empathy categories of servant teacher behaviors.

While Theme Nine provides insights into servant teacher behaviors manufacturing students believe have a positive impact on their successful course completions, similar to Theme Eight, this theme relates directly to the Overarching Theme of the study and will be addressed further in that discussion after Theme Ten. Of interest, first, is the relationship between the top eight *specific* servant teacher behaviors and seven servant teacher behavior categories (there are two specific behaviors in the Stewardship category) as depicted in Table 11.

Table 11

Relationship Between the Eight Specific Most Important Servant Teacher Behaviors and the Most Important and Critical Servant Teacher Behavior Categories

Specific Servant Teacher Behavior	Servant Teacher Behavior Category
Listening to their students	Listening
Being open-minded, patient, and willing to learn themselves	Facilitating Growth
Being respectful of their students	Stewardship
Demonstrating fairness and ethical behaviors	Trustworthiness
Recognizing that not all students are the same; adapting to various students	Stewardship
Being good at adapting to various types of students	People Centered
Most Important *Specific* Servant Teacher Behaviors from "Not Important" Servant Teacher Categories	
Helping Students feel Capable and Independent	Healing
Facilitating Decision Making by Students	Persuasion

Eng's (2017) book on engaging students has many insights relevant to this theme. For example, according to Eng (2017), teachers need to focus on teaching versus focusing on covering material. Eng (2017) stated,

> Just because you feel drained at the end of a vigorous lecture doesn't mean you've been an active teacher – just that you've made lecturing more about you and the content rather than the students. You need to uncover the wants, needs, and level of the students – your target audience. (p. 27)

Theme ten – the servant teacher behavior categories identified as having the most "not important at all" behaviors were the persuasion healing, and people-centered categories.

Theme Ten also relates to the Overarching Theme of the study. As can be seen in Table 11, two of the specific behaviors identified by the student participants were actually from two of the categories ranked the lowest by the student participants in this case study. It is interesting to note that the People-Centered category of servant teacher behaviors received the third most "votes" as a critical servant teacher behavior and the third most "votes" as a not important at all servant teacher behavior by the student participants in this study. The overall student rating of People-Centered servant teacher behaviors was positive overall so, perhaps the ranking of People-Centered servant teacher behavior as not important was not representative of this behavior category overall. Therefore, People-Centered servant teaching behaviors should still be covered in manufacturing teacher training.

Possible reasons for the not important and overall low rating of Persuasion servant teacher behaviors have already been discussed at length. Manufacturing teacher training must address the students' need to understand the why of what they are learning. Why do the students need to learn something? Why are they being asked to perform certain tasks? and How will they be using the information on the job? are all questions manufacturing teachers must be prepared to address.

Implications for Manufacturing College Teacher Professional Development

Throughout this chapter, the specific servant teacher behaviors and the most important servant teacher behavior categories have been depicted in Tables and Figures and discussed as viewed through the perspectives of the student study participants' ranking of the Q cards, the responses of the student participants to the interview questions, and the literature reviewed for this study. Elements to include in manufacturing faculty onboarding and training initiatives have

been identified; however, the Overarching Theme of the study has not been fully explored yet. Therefore, this Overarching Theme will be addressed next.

Overarching theme of the study – manufacturing technical college students have diverse, specific, individual needs and, therefore, diversified needs for support from their college teachers. Despite bringing to the surface ten "soft" themes through investigating this case study, the only clear and significant theme from the study is that manufacturing technical college students have diverse, specific, individual needs that must be supported by diverse servant teacher behaviors in order to increase course completion rates and, ultimately, graduation rates.

Examples of these technical college students' diverse needs surfaced in every aspect of this case study including, the identification of the most and least important servant teacher behavior categories, the identification of "critical" servant teacher behavior categories, the identification of the least important and "not important at all" servant teacher behavior categories, the identification of the eight most important specific servant teacher behaviors, other faculty behaviors that contributed to the student participants' successful completion of their courses, other faculty behaviors that interfered with the student participants' successful completion of their courses, and anything else the study participants believed college teachers need to know. As stated above, many of these needs have been depicted in tables and figures and identified as elements to include in manufacturing faculty onboarding and teacher training initiatives.

Several technical college manufacturing student participants explained their need for individualized, specific, diverse support from their manufacturing teachers, capturing the Overarching Theme in their own words. One student stated, "Adapting to various types of

students is critical" (Student, personal communication, August 30, 2017). In thinking about examples of students in his courses, this student saw a need for teachers to recognize that every student is different and to recognize who may need help.

Three other technical college manufacturing student participants expressed comments about the importance of teaching to benefit the most students, noting that teachers should not hold negative biases toward any students. Three student participants also expressed their beliefs that teachers should listen to what their students say about their teaching over listening to anyone else's opinions about their teaching (Student, personal communications, May through September, 2017). The need for diverse, specific, individualized support from technical college faculty to meet the diverse, specific, individualized needs of their manufacturing students has emerged through this study.

Researcher Reflection

As the Director of Instructional Excellence for her technical college institution, this researcher was hoping to find a "silver bullet," or a straightforward solution to the very complicated problem of the lack of student success for manufacturing technical college students. That underlying research purpose was not achieved by the study. Quite to the contrary, what this case study research demonstrated was that manufacturing technical college students have diverse, specific, individual needs relative to support of their success in their manufacturing college coursework completion. Manufacturing technical college faculty must be prepared to address their students' diverse needs if they want more students to complete their courses and graduate from their programs.

Interestingly, the lack of silver bullets to include in manufacturing faculty onboarding and training, leads to a lack of silver bullets for the training itself. Despite surfacing ten soft

themes through investigating this case study, the only significant theme is that Manufacturing technical college students have diverse, specific, individual needs. Rather than finding a silver bullet, the research results are more analogous to beautiful diamonds. No two diamonds are exactly alike, but each diamond, when cut and polished with the right tools, shines brightly. When light shines on diamonds, they sparkle and reflect back the light.

Onboarding and training initiatives for manufacturing faculty must include a significant amount of training on recognizing individual students' needs and a toolbox of effective teaching techniques and strategies to meet those needs. Because all 12 categories of servant leadership behaviors were identified as important servant teacher behaviors, the technical college faculty need toolboxes filled with servant teacher tools along with evidence-based pedagogy and andragogy strategies (Figure 66).

Figure 66. Servant Teacher Toolbox. This figure demonstrates the servant teacher toolbox with the servant teacher categories as the tools.

Limitations

There were several limitations to this study. First, the study was designed as a social constructivist qualitative phenomenological case study on technical college students' perceptions of the importance of servant teacher behaviors for successful manufacturing program course completion. The parameters for which students were eligible to participate in the study included students who had completed enough courses to successfully persist from one year to the next in

their manufacturing degree programs. Theoretically, these technical college students have had experiences with both servant teachers and teachers who did not exhibit servant teacher behaviors. This study's inclusion parameter, by design, excluded students who had not completed enough courses to persist from one year to another. Had students who were not successful been included, their college experiences and experiential perceptions of teachers would likely vary from those of the students who were successful.

Secondly, because this case study was based solely on technical college students' perceptions as to the importance of servant teacher behaviors for successful manufacturing program course completion, it is unknown whether their teachers saw themselves as servant teachers, or whether they actually did exhibit servant teacher behaviors.

A third limitation also resulted from the parameters for which technical college students were eligible to participate in the case study. The researcher randomly selected students from two different manufacturing programs at a Midwest technical college (one with high program course completion rates, and one with lower program course completion rates) for the sake of comparing and contrasting the two technical college degree programs. The results, however, were that there was as much diversity among the participants *within* a program as there was *between* the two programs.

Finally, the most significant limitation was the method of recruiting the participants in the study. This case study was intended to give a voice to students who have been seriously underrepresented in prior research studies (for example see Crippen, 2010; Drury, 2005; Hays, 2008; Ingram, Jr., 2003; Jamerson, 2014; Johnson & Vishwanath, 2011; Jordan, 2006; Lambert, 2015; Landgren, 2015; Powers & Moore, 2005; Tarling, 2014; Xiao-chuan, 2010; Ye et al., 2010) related to servant leadership or servant teaching in higher education including: technical

college students (and two-year-degree-seeking students in general), manufacturing students, and young male students. This researcher randomly selected which technical college students to invite to participate in the study and then interviewed the invited students who came forward to volunteer.

The first two desired student research demographics were achieved. All of the study participants were two-year-degree-seeking technical college students in manufacturing degree programs. The third desired research student demographic was not achieved. Only two of the participants in the study were traditional-aged male students. Only five total study participants were under the age of 28. Therefore, there was an overrepresentation of both female students and non-traditional aged students, in what demographically is still a male and traditional college-age dominated degree program. This one limitation does limit the generalizability of the study.

Recommendations for Further Research

The first recommendation for further research is to use this study's protocol to replicate the study with a selected population of manufacturing technical college students who are more representative of the general population of the manufacturing students at the Midwest technical college, which would be traditional college-aged males and 22-28 year-old males. Also, in order to examine whether or not there are direct correlations between servant teacher behaviors and student course completion, it would be important to include both successful course completers and non-completers. It would also be interesting to replicate this study with students from other technical college programs to determine if those students identify different needs than the manufacturing students in this study have.

The second recommendation for further research is to gather data on specific teachers to determine whether or not students actually complete the courses of servant teachers at higher rates than they complete the courses of teachers who do not exhibit servant teacher behaviors. Having the teachers complete servant leadership self-assessments, such as Laub's (1999) OLA, Page and Wong's (2000 & 2003) SLP, (c) Wong and Davey's (2007) RSLP, Barbuto and Wheeler's (2006) SLQ, Liden, Wayne, Zhao and Henderson's (2008) SL-28, or van Dierendonck and Nuijten's (2010) SLS could also be included in future studies.

Finally, using this study's protocol to replicate the study with manufacturing students from other technical colleges in the United States (and perhaps internationally) would increase the generalizability of the results. Therefore, it is recommended that this study's protocol be used with students from other regions of the U.S., as well as in international research.

Conclusion

As depicted in Figure 67, this social constructivist qualitative phenomenological case study began as a study designed to address the lack of student success in higher education coursework and degree completion in the 21st Century that has led to serious concerns for teachers, higher education administrators, legislators, taxpayers, and, most importantly, the students themselves. Manufacturing students were selected as the study population for several reasons, the greatest of which was the absence of manufacturing college students in the literature.

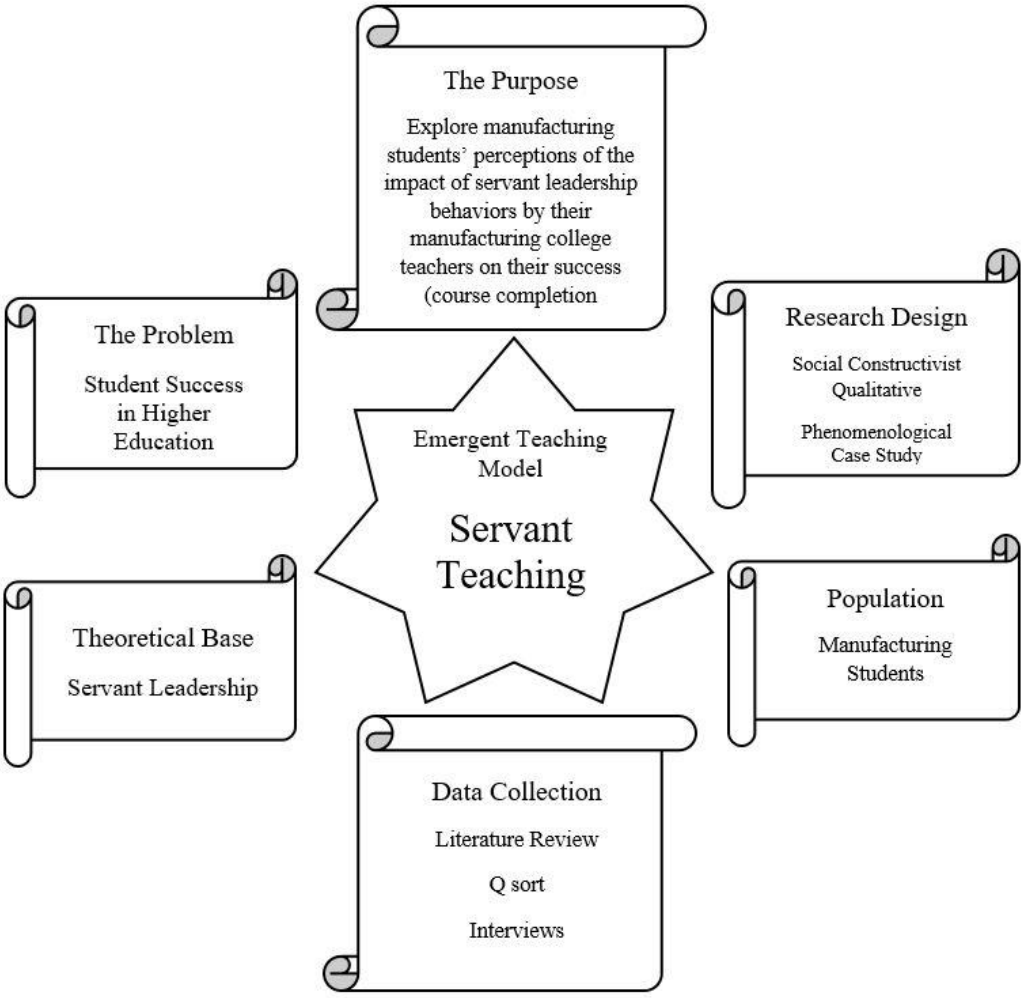

Figure 67. Emergence of the Servant Teaching model. This figure demonstrates the factors surrounding the Servant Teaching model for student success.

Servant leadership theory arose as the theory base for this study out of exploratory interviews conducted with manufacturing college students in 2014-2016, during which the college teacher behaviors the students identified as positively impacting their success were recognized as aligning well with the behaviors of a servant leader. The results of the study were considered according to the perspectives of the student study participants' ranking of the Q cards, the responses of the student participants to the interview questions, and the literature reviewed for this study.

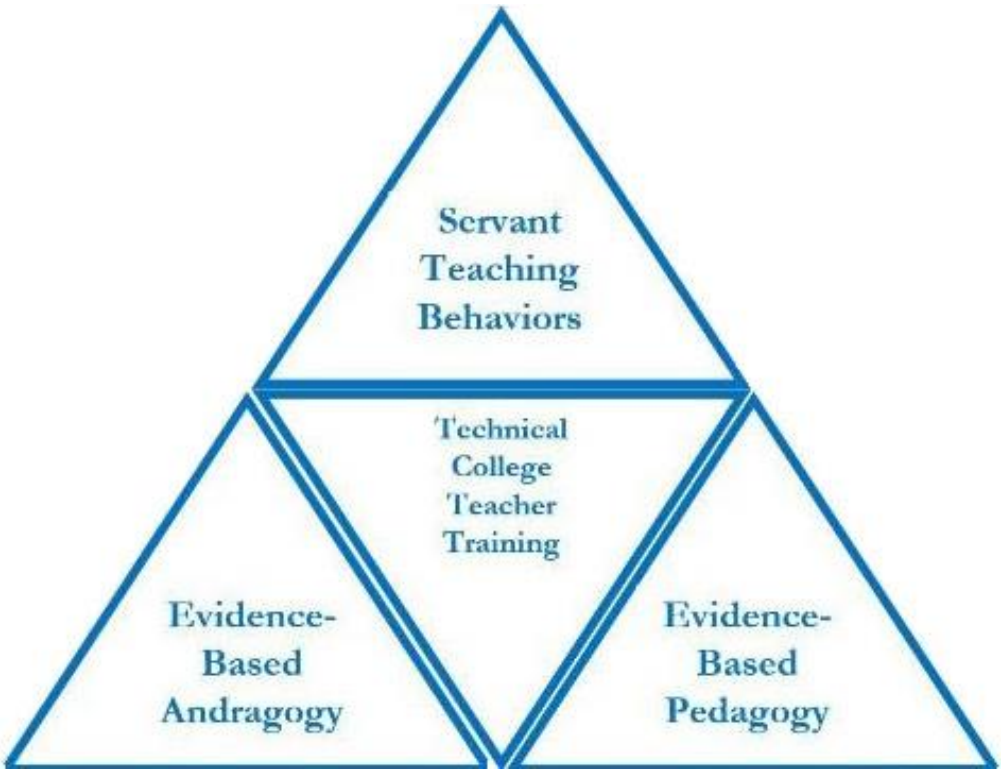

Figure 68. Overall implications of the findings. This figure demonstrates the servant teaching model of teaching for student success.

The main theme that emerged from the study is a model of teaching for student success – Servant Teaching. The foundational principle of Servant Teaching is that, if teachers have an underlying philosophical ethical base as servant leaders, they are more prone to move toward, or become, servant teachers – to behave as stewards of the students. The study participants identified Stewardship as the most important overall Servant Teacher behavior. Servant Teachers who behave as stewards of their students will: be role models, help their students grow and develop, behave in humble and ethical ways, and do the best for their students as a whole, as well as for each student individually, for the sake of the students, and for the betterment of their colleges and society at large. A true Servant Teacher will acquire the skills (both Servant Teaching and pedagogical) needed to address the diverse, specific, individual needs of their diverse students.

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APPENDIX A

Exploratory Interview Questions

1. What do you think the program, instructors, or college needs to:
    a. Start
    b. Stop
    c. Continue

   in order to help more students succeed through the program to graduation?

2. Of the various delivery formats (in person, online, hybrid, lab, guided independent study), which were the most and least beneficial, and why?

3. As you know, less than half of the students who began the program with you completed the program. What do you think the college, instructors, advisors, or others could have done to help more students succeed?

4. What is the main factor that helped you succeed?

5. Do you have anything else to add?

APPENDIX B

Exploratory Interviews

Purpose or Focus:

To identify students' perceptions of factors contributing to, or interfering with, student success in a Wisconsin Technical College manufacturing degree program.

Background:

Interviews were conducted at the request of the Dean and Department Chairperson of the department.

Reason for Interviews by Outside Person:

- Power differential between the instructors in the program and the students
- Investigation of complex behaviors and motivation
- Desire for friendly research method
- Desire to capture real life data in a social environment
- Insights desired on possible program improvements

Demographics:

- All students graduating with [Manufacturing] AAS degree
- 39 Students total
- All male students
- Age 19 – 33

Process:

- Conducted at the end of four semesters (14-16)
- 2 Large groups (8 people and 10 people)
- 3 Small groups (2- 2 person; 1 – 3 person)
- 14 Individual interviews

Flow:

- Welcome and thank you
- Introductions, small talk, engagement questions
- Explained purpose of the interviews
- Reminded participants about confidentiality and anonymity
- Exploratory questions - 4 broad themes
- Exit question (Anything else to add)
- Thank you

Data Collection:

- Neutral facilitator
- Responses were recorded in detail
- Guided: Used a set of topics to explore
- Questions open-ended

Data Collection Continued:

- General to specific
- Probed for clarity and completeness
- Went in the same order with all interviewees
- Kept questions short- asking one at a time

Data Analysis:

Considered:

- Words
- Context
- Internal Consistency
- Intensity of Comments
- Specificity of Responses
- Identified the "Big" ideas

Quality Standards:

- Maintained neutrality – No "cross-talk" – sharing my experiences, concerns, feelings, opinions, or hopes
- Controlled the environment – kept groups small
- Guided the conversation – sticking to four main guiding questions
- Generated valuable information for requesters despite the inability to demonstrate statistical significance

Results:

- Relationships: Serving, Facilitating Growth, Stewardship, People Centered, Empathy and presence, Care, and Compassion
  - 94 Responses
  - Top two instructors serve, facilitate growth, are student-centered, and show empathy, presence and care
  - Instructor with the most complaints included the fact that he does not serve and does not show empathy, presence or care
- Community: Community Building and Collaboration
  - 88 Responses
  - Instructor with the most positive responses also advises the student club
- Trust: Trust, integrity, and ethics
  - 73 Responses
  - Instructor with the most negative comments in relationships had the most negative comments in this category
  - Instructor most credited for community also most credited for integrity

Results (Continued):

- Awareness: Awareness and perception
  - 18 Responses
  - Most responses showed importance negatively
- Other Observations
  - 272 Total comments
  - Out of 7 instructors in the program - most comments about three of them (266 of 272)
  - The information was gathered from program completers so perspectives of those who withdrew are not included
  - Students were asked to participate in meetings, but not required or incentivized
  - 39 of 41 students participated
  - Some students identified instructors by name and others by the classes they taught
- Challenges
  - Did not have a recorder - and wanted to give good eye contact - so had to rely on my memory and record some notes after each session
  - Did not provide an agenda or preview of the questions but probably should have
  - Everyone did not participate at the same level in the group settings as in the individual interviews
  - It was a lot of work to arrange all of the meetings and to rearrange the no-shows
  - There was less diversity of opinions among those in group sessions than the individual sessions
  - Individual interviews conducted in my office – may have intimidated a few interviewees
  - Did not offer refreshments but should have
  - Had to draw out some students in the groups versus the individual meetings

Conclusions:

- Participant comments indicate there is a positive relationship between servant leadership behaviors by teachers and student success in a manufacturing degree program
- The focus group interviews were not conducted scientifically, but they do point to a need for a more scientific study of the relationship between servant faculty behaviors and student success

APPENDIX C

Graduate Employment Reports for Programs of the Study

Orange Program

	Class of 2016 6 Months After Graduation	*Class of 2011* 6 Months After Graduation*	*Class of 2011* 5 Years After Graduation*
Total Number of Graduates	**10**	6	7
Number Responding	**9**	6	4
Total Employed	**5**	6	4
Percent Employed***	**100%**	100%	100%
Related Employment	**2**	6	3
Unrelated Employment	**3**	-	1
Seeking Employment	-	-	-
Not in Labor Market	**4**	-	-
Employed in the District	**2 of 5**	4 of 6	3 of 4
Median Annual Salary	-	-	-
Average Annual Salary	-	37,307 (3)	87,747 (3)
Range of Annual Salary	-	30,000 - 49,920	58,240 - 130,000
Average Hourly Rate	-	17.94 (3)	42.19 (3)
Average Hours Per Week	-	40 (5)	47 (3)
Employed Full Time	**2**	5	3
Employed Part Time	-	1	-
Range of Hours Per Week	**40 - 55**	40 - 40	45 - 50

*** of those available for employment (number responding minus those not in the labor market)
( ) = number of graduates responding

Open Jobs:	Full-time	Part-time
Local	58	4
Regional	97	10
State	298	22

Green Program

	Class of 2016 6 Months After Graduation	*Class of 2011 6 Months After Graduation*	*Class of 2011 5 Years After Graduation*
Total Number of Graduates	**21**	13	13
Number Responding	**12**	11	6
Total Employed	**11**	11	6
Percent Employed***	**100%**	100%	100%
Related Employment	**11**	9	4
Unrelated Employment	-	2	2
Seeking Employment	-	-	-
Not in Labor Market	**1**	-	-
Employed in the District	**10 of 11**	10 of 11	4 of 6
Median Annual Salary	**34,840**	32,448	44,720
Average Annual Salary	**36,896 (10)**	33,747 (9)	44,954 (4)
Range of Annual Salary	**31,200 - 45,760**	29,994 - 43,680	43,472 - 46,904
Average Hourly Rate	**17.74 (10)**	16.22 (9)	21.61 (4)
Average Hours Per Week	**44 (11)**	42 (9)	40 (4)
Employed Full Time	**11**	9	4
Employed Part Time	-	-	-
Range of Hours Per Week	**40 - 50**	40 - 48	40 - 40

*** of those available for employment (number responding minus those not in the labor market)
( ) = number of graduates responding

Open Jobs:	Full-time	Part-time
Local	255	12
Regional	255	12
State	269	15

[Midwest] Technical College, 2017

APPENDIX D

[Midwest] Technical College System Outcomes-Based Funding

TABLE 1: Distribution of 2016-17 Outcomes-Based Funding, by College and Criteria

	Criteria 1: Job Placement	Criteria 2: High Demand Fields	Criteria 3: Industry Validated Curriculum	Criteria 4: ABE Transition	Criteria 5: ABE Success	Criteria 6: Dual Enrollment	Criteria 7: Workforce Training	Criteria 8: Collaboration	Criteria 9: Special Populations	College Total
College 1	166,705	-	145,593	116,905	181,487	118,872	-	167,406	177,575	1,074,542
College 2	259,290	256,286	165,730	-	128,649	163,728	-	221,303	138,805	1,333,791
College 3	333,101	354,013	419,303	-	-	251,810	454,412	295,216	228,785	2,336,640
College 4	266,194	305,245	-	347,947	321,982	313,411	273,732	-	326,678	2,155,189
College 5	183,898	123,825	224,304	-	181,766	-	102,030	167,235	169,610	1,152,668
College 6	318,624	377,889	-	520,883	366,792	-	231,418	377,090	353,921	2,546,617
College 7	180,132	128,207	181,425	-	183,133	103,846	-	168,857	207,255	1,152,855
College 8	-	289,179	408,370	524,203	569,577	-	268,670	436,407	417,097	2,913,503
College 9	187,856	-	229,600	-	230,786	366,518	305,071	191,110	257,103	1,768,045
College 10	125,271	73,089	104,453	83,978	138,308	-	-	141,824	102,115	769,037
College 11	226,675	197,104	271,996	242,940	232,637	242,470	-	-	276,352	1,690,174
College 12	278,250	329,311	299,253	-	-	307,352	282,492	294,306	256,428	2,047,393
College 13	183,010	105,220	141,488	-	121,703	-	251,689	156,721	139,745	1,099,574
College 14	219,518	251,968	235,592	-	242,059	525,465	169,019	225,790	-	1,869,412
College 15	210,714	188,532	211,821	145,958	179,505	-	-	203,820	237,221	1,377,571
College 16	266,458	247,968	188,907	-	149,451	122,920	-	180,750	117,005	1,273,459
Total	3,405,695	3,227,835	3,227,835	1,982,813	3,227,835	2,516,394	2,338,533	3,227,835	3,405,695	26,560,470

[Midwest] Technical College System, 2017

APPENDIX E

Initial Recruitment E-Mail

Dear_____,

I am reaching out to you because I am conducting research as part of my doctoral studies at Marian University in Fond du Lac, Wisconsin. The study involves learning about teacher behaviors believed to impact student success for manufacturing technical college students.

If you agree to participate in the study, we will meet for approximately one hour, in a conference room at one of the [Midwest] Technical College sites, at a time that is convenient for you. During the meeting, each participant will be asked to:

- Read and sign the attached Informed Consent Form
- Sort 36 cards with statements of teacher behaviors on them
- Answer eight questions about teacher behaviors you believe are the most impactful in helping students complete their courses

As stated on the Informed Consent Form, your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time. You may also skip any questions you do not wish to answer during the interview. Your decision to participate, decline, or withdraw from participation will have no effect on your current status or future relations with Marian University or [Midwest] Technical College.

As also stated on the Informed Consent Form, any information you share for this study will be coded for confidentiality and your identity will remain anonymous. Although your participation in this study may not benefit you personally, it will help us understand how to train teachers in ways that help their students successfully complete their courses in manufacturing programs in the [Midwest] and, possibly, other states and countries with similar programs. There are no costs to you for taking part in this study. You also will not receive money or any other form of compensation for taking part in this study.

The potential risks for your participation include: loss of approximately 60 minutes of your time. These risks do not exceed those that exist in daily life.

If you have questions, or would like more information, please contact Therese Nemec at 920.735.4765 or tanemec55@marianuniversity.edu. You may also respond to this phone number or e-mail to let me know whether you will participate in the study. I would be most grateful for your participation.

If I do not hear from you within three days, I will reach out to you again.

Thank you for your consideration.

Sincerely,

Therese Nemec

APPENDIX F

Follow-Up Recruitment E-Mail

Dear_____,

A few days ago, I reached out to you because I am conducting research as part of my doctoral studies at Marian University in Fond du Lac, Wisconsin. The study involves learning about teacher behaviors believed to impact the success of manufacturing technical college students. I understand how busy you are at this time of the semester, so I am reaching out again in case you missed my other e-mail.

As a reminder, if you agree to participate in the study, we will meet for approximately one hour, in a conference room at one of the [Midwest] Technical College sites, at a time that is convenient for you. During the meeting, each participant will be asked to:

- Read and sign the attached Informed Consent Form
- Sort 36 cards with statements of teacher behaviors on them
- Answer eight questions about teacher behaviors you believe are the most impactful in helping students complete their courses

As stated on the Informed Consent Form, your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time. You may also skip any questions you do not wish to answer during the interview. Your decision to participate, decline, or withdraw from participation will have no effect on your current status or future relations with Marian University or [Midwest] Technical College.

As also stated on the Informed Consent Form, any information you share for this study will be coded for confidentiality and your identity will remain anonymous. Although your participation in this research may not benefit you personally, it will help us understand how to train teachers in ways that help their students successfully complete their courses in manufacturing programs in the [Midwest] and, possibly, other states and countries with similar programs. There are no costs to you for taking part in this study. You also will not receive money or any other form of compensation for taking part in this study.

The potential risks for your participation include: loss of approximately 60 minutes of your time. These risks do not exceed those that exist in daily life.

If you have questions, or would like more information, please contact Therese Nemec at 920.735.4765 or tanemec55@marianuniversity.edu. You may also respond to this phone number or e-mail to let me know whether you will participate in the study. I would be most grateful for your participation.

Thank you very much for your consideration.

Sincerely,

Therese Nemec

APPENDIX G

Informed Consent

Institutional Review Board for the Protection of Human Subjects (IRB)

Informed Consent Form

MANUFACTURING STUDENTS' PERSPECTIVES ON THE RELATIONSHIP BETWEEN SERVANT TEACHING BEHAVIORS AND STUDENT SUCCESS
Marian IRB Approval File Code: I170539Q

You are invited to participate in a research study on faculty behaviors that impact student successful completion of their courses. This study is conducted by Therese Nemec for the Leadership Studies department and Dr. Donna Innes for the Leadership Studies department Marian University and has been approved by Marian's Institutional Review Board (IRB). Please read the form carefully, taking as much time as you need. Ask the researcher to explain anything you don't understand. You can decide not to join the study.

This study will take approximately 60 minutes of your time. You will be asked to complete a sort of 36 cards with statements of teacher behaviors on them, and answer eight questions about teacher behaviors that you believe are the most impactful in helping students to complete their courses. You cannot participate in this study if you are under the age of 18.

Your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time without penalty. You may skip any questions you do not wish to answer. Your decision to participate, decline, or withdraw from participation will have no effect on your current status or future relations with Marian University or Fox Valley Technical College.

The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you, and your name will not be associated with the findings. Under certain circumstances, information that identifies you may be released for internal and external reviews of this project. **Confidentiality will be maintained by storing all data in a password protected electronic format, and coding data to a master list that will be stored separately from the data.** Possible outlets of dissemination may be the ProQuest Dissertations and Thesis database but your identity will remain anonymous.

Although your participation in this research may not benefit you personally, it will help us understand how to train teachers in ways that help their students successfully complete their courses in manufacturing programs in the [Midwest] and other states and countries with similar programs. There are no costs to you for taking part in this study. You also will not receive money or any other form of compensation for taking part in this study.

The potential risks for your participation include: loss of 60 minutes of time. These risks do not exceed those that exist in daily life.

If you have questions about this project, you may contact Therese Nemec at 920.735.4765 or tanemec55@marianuniversity.edu. If you have any questions about your rights as a research participant in the study, please contact the Marian University IRB at 920-923-7632 or via email at irb@marianuniversity.edu or Dr. Donna Innes at 1.800.262.7426 ext. 7633 or dinnes@marianuniversity.edu.

Institutional Review Board for the Protection of Human Subjects (IRB)

Informed Consent Form

Statement of Consent

This consent certifies that: the participant understands the above information, any questions have been answered, and you understand the benefits and risks involved in this research study.

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

_____	_____	_____
Signature of Participant	Date	Printed Name of Participant

Statement of Person Obtaining Informed Consent

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of participation.

_____	_____	_____
Signature of Person Obtaining Consent	Date	Printed Name of Person Obtaining Consent

APPENDIX H

Informed Consent Protocol

1. Greet the participant, conduct introductions, and thank the participant for taking the time to speak with the researcher.

2. Confirm that the participant is 18 years of age or older.

3. Request permission to record the meeting with the participant.

    a. If the participant declines to be recorded, ask for permission to record the meeting in writing.

4. Remind the participant they can withdraw their consent to participate in the study at any time stating:

    a. Your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time without penalty. You may skip any questions you do not wish to answer. Your decision to participate, decline, or withdraw from participation will have no effect on your current status or future relations with Marian University.

5. Ask the participant to read over the informed consent paperwork.

    a. Ask if there are any questions about the informed consent paperwork.
    b. Ask the participant to sign two copies of the informed consent paperwork.
    c. Researcher sign two copies of the informed consent paperwork.
    d. Give one copy of the informed consent paperwork back to the participant.

6. Inform the participant that the time frame of 60-70 minutes will be honored but the research will provide more time if they would like.

7. Inform the participant of the rigorous procedures that will be employed to protect their anonymity including:

    a. Assigning a code to the interview that only the researcher will know.
    b. Storing the Q sort results, interview recording, and transcripts in a secured, locked location and on a password protected external hard drive.
    c. Read: The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you, and your name will not be associated with the findings. Under certain circumstances, information that identifies you

may be released for internal and external reviews of this project. Confidentiality will be maintained by storing all data in a password protected electronic format, and coding data to a master to a master list that will be stored separately from the data. Possible outlets of dissemination may be the ProQuest Dissertations and Thesis database but your identity will remain anonymous.

8. Explain to the participant: Although your participation in this research may not benefit you personally, it will help us understand how to train teachers to behave in ways that help their students successfully complete their courses in manufacturing degree programs in Wisconsin and other states and countries with similar programs. There are no costs to you for taking part in this study. You also will not receive money or any other form of compensation for taking part in this study. So thank you again for your participation.

9. Explain the potential risks for participation: a loss of 60-70 minutes of time. These risks do not exceed those that exist in daily life.

10. Point out this section of the informed consent paperwork:

    a. If you have questions about this project, you may contact Therese Nemec at 920.735.4765 or tanemec55@marianuniversity.edu. If you have any questions about your rights as a research participant in the study, please contact the Marian University IRB at 920-923-7632 or via email at irb@marianuniversity.edu or Dr. Donna Innes at 1.800.262.7426 ext. 7633 or dinnes@marianuniversity.edu.

APPENDIX I

Original Q Sort Cards

Most Agree	Middle	Least Agree
To help the most students succeed…		
Teachers should listen to their students.	Teachers should help their students feel connected.	Teachers should share information about themselves.
Teachers should reach out to students who are struggling with personal issues.	Teachers should get to know their students as people.	Teachers should help students feel capable, competent, and independent.
Teachers should do what they can to motivate their students to work up to their potential.	Teachers should show compassion for their students.	Teachers should resist the temptation of judging and/or comparing students.
Teachers should address teaching like talent development.	Teachers should always accept their students as people, even if they cannot accept certain behaviors.	Teachers should be committed to the development of their students.
Teachers should teach in ways that benefit the most students.	Teachers should pay attention to what is working or not working for all students.	Teachers should be dedicated to their students.
Teachers should be good at connecting with students through listening.	Teachers should be good at adapting to various types of students.	Teachers should hold their students accountable to help them grow.
Teachers should be open-minded, patient, and willing to learn themselves.	Teachers should support and mentor their students.	Teachers should create opportunities for students to learn from each other.
Teachers should share their visions of success for their students	Teachers should develop their students' strengths.	Teachers should demonstrate fairness, and ethical behaviors.
Teachers should, listen to what others say about their teaching.	Teachers should explain why they want students to perform certain tasks.	Teachers should help students figure out why they are struggling.
Teachers should talk with their students about what matters and why.	Teachers should provide a supportive environment to protect the welfare of their students.	Teachers should assist students with setting goals and a path to reach the goals.
Teachers should involve their students in decision making for the class and the learning.	Teachers should show they value their students by spending a little time with them informally.	Teachers should determine ways to support students to overcome barriers.
Teachers should try to understand and empathize with (relate to) their students.	Teachers should use persuasion to convince students comply with their requests.	Teachers should work to earn the trust of their students.

APPENDIX J

Q Sort Instructions

Read the instructions exactly the same for each participant. The instructions are as follows:

1. There are 36 cards in this deck of cards. Each card has a statement about a behavior a teacher could potentially demonstrate toward his or her students.

2. Please sort the cards into three piles of 12 cards each.

    a. Place the cards with the 12 most important behaviors by teachers to help the most students succeed in the pile on your left – under the card with the square symbol.

    b. Place the cards with the 12 least important behaviors by teacher to help the most students succeed in the pile on your right – under the card with the triangle symbol.

    c. Place the remaining 12 cards in the middle pile – under the circle symbol.

    d. Ask if the participant has questions before they begin.

3. Please sort the card in each of the three piles (separately) from the most to the least important, placing the most important at the top of the pile and the least important at the bottom of the pile.

    a. You may change your mind as you are doing the sort, and exchange cards between piles if you would like.

    b. Ask if they have questions before they begin.

4. Once you are satisfied with your sorting, please let me know that you are finished.

5. Please do not move the cards until I have had a chance to record them.

APPENDIX K

Interview Protocol

1. Inform the participants to take their time, ask any clarifying questions, and to feel free to pass and go back to a question if needed.

2. Inform participants that it would be helpful if they can think about a specific instructor or more than one instructor when answering the questions, but they do not have to share the names of the instructors with the researcher.

3. Ask the participants if they have any questions before beginning the interview.

4. Ask all of the questions, in the same order, of each of the participants.

APPENDIX L

Interview Script

Ask the questions in the same order for all participants.

1. Why did you sort the cards as you did?
   a. What is the main difference between the cards in the most column and those in the least column?
   b. What about between the most or least columns and the middle column?

2. These behaviors have been described as servant teacher behaviors. Do you believe servant teacher behaviors make a difference in college students' course completion?
   a. Why or why not?

3. Are any of the behaviors *critical* to students' success?
   a. Why or why not?

4. Are there any of the behaviors that are *not important at all* to students' success?
   a. Why or why not?

5. How have these behaviors impacted your success as a student – in other words, how have they impacted your completion of your courses so far? Those impacts could be positive or negative – describe both.

6. What other behaviors by your faculty have contributed to your successful completion of your courses?

7. What other behaviors by your faculty have interfered with your success or made it more difficult for you to complete your courses?

8. Is there anything else you think college teachers need to know to help the most students possible succeed in their courses?

APPENDIX M

Study Q Sort Cards

Most Agree	Middle	Least Agree
To help the most students succeed teachers should…		
Listen to their students.	Help their students feel connected to the college, other students, and the teacher.	Demonstrate integrity by using research-supported educational best practices.
Reach out to students who are struggling with personal issues.	Get to know their students as people.	Help students feel capable, competent, and independent.
Do what they can remove barriers for students.	Show compassion for their students.	Resist the temptation of judging and/or comparing students.
Believe every student is capable of learning under the right conditions.	Accept their students as people, even if they cannot accept certain behaviors.	Be committed to the development of their students.
Teach in ways that benefit the most students.	Pay attention to what is working or not working for all students.	Be respectful of their students.
Be good at connecting with students through listening.	Be good at adapting to various types of students.	Recognize that not all students are the same.
Be open-minded, patient, and willing to learn themselves.	Support and mentor their students.	Create opportunities for students to learn from each other.
Share their visions of success for their students	Help students create individualized learning plans.	Demonstrate fairness, and ethical behaviors.
Listen to what others say about their teaching.	Explain why they want students to perform certain tasks.	Help students figure out why they are struggling.
Facilitate decision making by students to further their intellectual development.	Provide a supportive environment to protect the welfare of their students.	Assist students with setting goals and a path to reach the goals.
Involve their students in decision making for the class and the learning.	Teachers should show they value their students.	Determine ways to support students to overcome barriers.
Try to understand and empathize with (relate to) their students.	Use persuasion to convince students comply with their requests.	Work to earn the trust of their students.

Q Sort Cards Legend

Community Building	○ Help their students feel connected to the college, other students, and the teacher. ○ Get to know their students as people. ○ Create opportunities for students to learn from each other.
Healing	○ Reach out to students who are struggling with personal issues. ○ Help students feel capable, competent, and independent. ○ Show compassion for their students.
People Centered	○ Be good at adapting to various types of students. ○ Do what they can remove barriers for students. ○ Believe every student is capable of learning under the right conditions.
Listening	○ Show they value their students, ○ Be good at connecting with students through listening. ○ Listen to their students.
Stewardship	○ Provide a supportive environment to protect the welfare of their students. ○ Be respectful of their students. ○ Recognize that not all students are the same.
Empathy and Presence	○ Accept their students as people, even if they cannot accept certain behaviors. ○ Try to understand and empathize with (relate to) their students. ○ Resist the temptation of judging and/or comparing students.
Persuasion	○ Use persuasion to convince students comply with their requests. ○ Explain why they want students to perform certain tasks. ○ Facilitate decision making by students to further their intellectual development.
Serving	○ Help students figure out why they are struggling. ○ Be committed to the development of their students. ○ Help students create individualized learning plans.
Awareness and Perception	○ Listen to what others say about their teaching. ○ Pay attention to what is working or not working for all students. ○ Teach in ways that benefit the most students.
Facilitating Growth	○ Involve their students in decision making for the class and the learning. ○ Support and mentor their students. ○ Be open-minded, patient, and willing to learn themselves.
Intuition, Conceptualization, Foresight, Vision	○ Determine ways to support students to overcome barriers. ○ Assist students with setting goals and a path to reach the goals. ○ Share their visions of success for their students
Trust, Integrity, and Ethics	○ Work to earn the trust of their students. ○ Demonstrate fairness, and ethical behaviors. ○ Demonstrate integrity by using research-supported educational best practices.

APPENDIX N

IRB Approval – Marian University

Protocol Number I170539Q
Institutional Review Board <IRB@marianuniversity.edu>
Reply all Fri 5/5, 12:17 PM Sr. Donna Innes; Nemec, Therese
Researcher Name: Nemec - Co-Investigator or Research Advisor: Innes

Your project titled, "Servant Leadership & Student Success: perspectives of manufacturing students at a Midwest technical college," has been reviewed by the Marian University Institutional Review Board for the Protection of Human Subjects (IRB). It has been determined that under rules governing protocol review, the project qualifies for expedited review and is approved for one year.

If you should make any future changes in the protocol involving 1) method, 2) subjects, 3) informed consent, and/or 4) subject identification, you must submit a protocol modification. Contact the Institutional Review Board for instructions regarding protocol modification.
The case number assigned to this protocol is I170539Q; please reference this number in all future correspondence. You are responsible for maintaining all records related to this project for at least three years after completion of the research project.

Your protocol approval is valid from May 5 2017 to May 5, 2018. You will be required to submit an Annual Progress Report (APR) to the IRB at the completion of your project. Before your proposed end date, you will be sent a reminder to complete this form and return it to the Office of Research and Sponsored Programs to disclose the status of the research, which can be found on the Marian University IRB website. You may also request an extension of IRB approval for another year beyond the approved end date by completing this form.

If you have questions or require additional information, please do not hesitate to contact the IRB at IRB@marianuniversity.edu or at 920-923-8952.

Sincerely,
Janet S. McCord
Janet S. McCord, PhD, FT
Associate Professor of Thanatology
Chair: Edwin S. Shneidman Program in Thanatology
Chair: Marian University Institutional Review Board
Association for Death Education and Counseling: Immediate Past President
Office: 920-923-8952
Cell: 920-904-3566

APPENDIX O

IRB Approval – Midwest Technical College

[Midwest] Technical College

Institutional Review Board

Exempt Protocol Request Form

05 / 01 / 17 — Date Submitted

Project Number: 0057

Servant Leadership and Student Success: Perspectives of Manufacturing Students at a Midwest Technical College

Title of Research Project

Principal Investigator/Project Director	Department	Phone	Email address
Therese Nemec	Leadership Studies	920.735.4765	tanemec55@marianuni
Dr. Donna Innes	Leadership Studies	1.800.262.7426x763	dinnes@marianuniversit

Co-investigator/Student Investigator	Department	Phone	Email address

Estimated Duration of Research:	2 Months	Projected Starting Date:	5 / 10 / 17
Estimated Completion of Research Project:	___ Months	Projected Completion Date:	7 / 31 / 17

CITI (or other authorized DHHS training) Certification Number for PI: 4848026

Exempt under code (see definitions on page one – check one) 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Has the researcher contacted the leadership (VP, Dean, Director) of the area where staff/students/data will be the focus of the research study and received approved to conduct the proposed research? (•) Yes ( ) No

Comments:

Approval has been received from [Dean] and [Associate Dean]

Has the IRB of the researcher's institution of higher learning reviewed and approved the research including protection of human subjects? (•) Yes ( ) No Institution Name: Marian University

Does the research activity interrupt the teaching/learning/working environment of the college to any extent? ( ) Yes (•) No

Comments:

Interview meetings will be conducted at the students' convenience and outside of class hours.

SUMMARY ABSTRACT: Please attach the following information: BRIEF description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, disposition of the data, who will have access to the data. Attach copy of the Informed Consent Form and/or the measures (questionnaires) to be used in the project.

RESPONSIBILITIES OF THE PRINCIPAL INVESTIGATOR:

- Any additions or changes in procedures in the protocol will be submitted to the IRB for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the IRB Chair
- The principal investigator is responsible for retaining informed consent documents for a period of three years after the project.

Therese A Nemec 05 / 08 / 17 — Principal Investigator Signature

L. Donna Innes, CSR, PhD 5/8/17 — Co-Investigator/Student Signature (if appropriate)

Signature of IRB Committee Chair: [signature] Date: 5 / 8 / 17

IRB Chair: Check 1 box: ☒ Approved ☐ Approved with Conditions ☐ Refer to Full Committee Review