



North-West University Business School

MBAD 821

LEADERSHIP

Contact 3
Study unit 3.2

The Servant and Authentic leader

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Module information

Module code	MBAD 821
Module credits	16
Module name	Leadership
NQF	9
Qualification	MBA
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Module outcomes

- **After completion of the Leadership module, the student will:**
 - Provide and integrate **specialist knowledge**
 - to **enable engagement with**, critique current leadership research or practices, and
 - practically **apply a comprehensive and systematic knowledge base**
 - of key terms, principles and theories on leadership;
 - Use a wide **range of specialised skills**
 - in identifying, conceptualising, designing
 - the **use of methods, techniques and technologies of enquiry**,
 - to address, **complex and challenging real world issues**
 - appropriate to leadership and write up a **research report** ;
 - Design and implement a **strategy for processing and managing information**,
 - in order to conduct a comprehensive **review of leading and current research**,
 - use the **resources of academic and professional or occupational discourses**
 - to **communicate and defend substantial ideas** that are the products of research or development, and
 - use a **range of advanced and specialised skills** and **discourses appropriate** to the field of leadership,
 - to **communicate effectively** in a **multi-cultural environment** and with people at different levels of knowledge or expertise; and
 - Have the capacity to **operate independently and**
 - **take full responsibility** for his or her own work,
 - **account for leading** in applying **introspection and reflexivity** and
 - **initiate processes** and implement **systems**,
 - ensuring **responsible leadership**
 - through **effective, efficient and ethical governance practices**.

Topics

- Servant leadership
- Authentic Leadership

Study outcomes

- **After studying this study unit, you should be able to:**
 - Describe the phenomena of Servant leadership
 - What is the similarities between Transformational and Servant leadership?
 - Distinguish between Transformational and Servant leadership
 - List and explain the characteristics of a servant leader;
 - Discuss the association between servant leadership and employee outcomes;
 - Discuss the concept of authentic leadership;
 - List and explain the characteristics of an authentic leader;
 - Discuss the association between authentic leadership and employee outcomes; and
 - Discuss the differences between servant and authentic leadership

Study material

- Ibarra, H. (2015). The authenticity paradox, *Harvard Business Review*, <https://hbr.org/2015/01/the-authenticity-paradox>
- Leroy, H., Palanski, M. E., & Simons, T. (2012). Authentic leadership and behavioral integrity as drivers of follower commitment and performance [Electronic version]. Retrieved April 2017], from Cornell University, School of Hospitality Administration site: <http://scholarship.sha.cornell.edu/articles/723>
- Ling, Q., Liu, F., & Wu, X. (2016). Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry. *Cornell Hospitality Quarterly*, 1, 1-16.
- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.
- Walumba, F.O., Hartnell, C.A., & Oke, A. (2010). Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation. *Journal of Applied Psychology*, 95(3), 517–529.

What is Servant-Leadership?

- "The servant leader is **servant first**. It begins with the **natural feeling** that **one wants to serve**, to **serve first**.
- Then conscious choice brings one to **aspire to lead**."
- "The difference manifests itself in the **care taken** by the servant-first to make sure that **other people's highest priorities** are being served.
- **The best test, and difficult to administer is:**
 - Do those served grow as persons?
 - Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servant?
 - And what is the effect on the least privileged in society;
 - will they benefit, or at least not be further deprived?" (*Robert Greenleaf: The Servant as Leader 1970.*)
- "The only way to lead when you don't have control is you **lead through the power of your relationships**.
 - You can deal with the unknown
 - **only if you have enormous levels of trust**, and
 - if **you're working together** and
 - **bringing out the best in people**.
- I don't know of **any other model that can truly work in the world right now** except servant-leadership." (*Margaret Wheatley, from The Servant-Leader: From Hero to Host*)



Walumba, F.O., Hartnell, C.A., & Oke, A. (2010). Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation. *Journal of Applied Psychology*, 95(3), 517–529

Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation.

Servant leadership

- Servant leadership is an **emerging perspective** in which to extend theory in OCB research.
- Hale and Fields (2007) **defined servant** leadership as
 - “an **understanding** and practice of leadership
 - that places **the good of those led** over the self-interest of the leader,
 - emphasizing leader behaviors that **focus on follower development**, and
 - **de-emphasizing glorification** of the leader”.
 - It emphasizes leaders’ **moral behavior**,
 - **protecting followers from self-interested** leaders pursuing ends for their own selfish gain (Graham, 1991; Liden, Wayne, Zhao, & Henderson, 2008).
- Servant leaders also **recognize** their **moral responsibility**
 - to the **success** of the **organization** as well as
 - to the **success** of their **subordinates**,
 - the organization’s **customers**, and
 - other **stakeholders** (Ehrhart, 2004).
- Consequently, such leaders
 - **imbue** the **importance of service** within as well as outside of the organization.

Servant leadership

- Servant leadership **represents a model of leadership** that is both
 - **inspirational** and
 - contains **moral safeguards** (Graham, 1991; Greenleaf, 1977).
- Spears (2004) **delineated 10 characteristics common** among servant leaders:
 - **listening,**
 - **empathy,**
 - **healing,**
 - **awareness,**
 - **persuasion,**
 - **conceptualization,**
 - **foresight,**
 - **stewardship,**
 - **growth, and**
 - **building community.**
- Servant leadership **overlaps** with other **idealized notions** of leadership
 - (charismatic/transformational, ethical, authentic, and spiritual leadership)
 - by exhibiting the following behaviors:
 - **role modeling,**
 - **inspirational communication, and**
 - **altruism** (Brown & Trevino, 2006).

Reed, L. L., Vidaver-Cohen, D., & Colwell, S. R.
(2011). A new scale to measure executive
servant leadership: Development, analysis,
and implications for research. *Journal of
Business Ethics*, 101(3), 415-434.

Servant leadership: Model of Reed (2011)

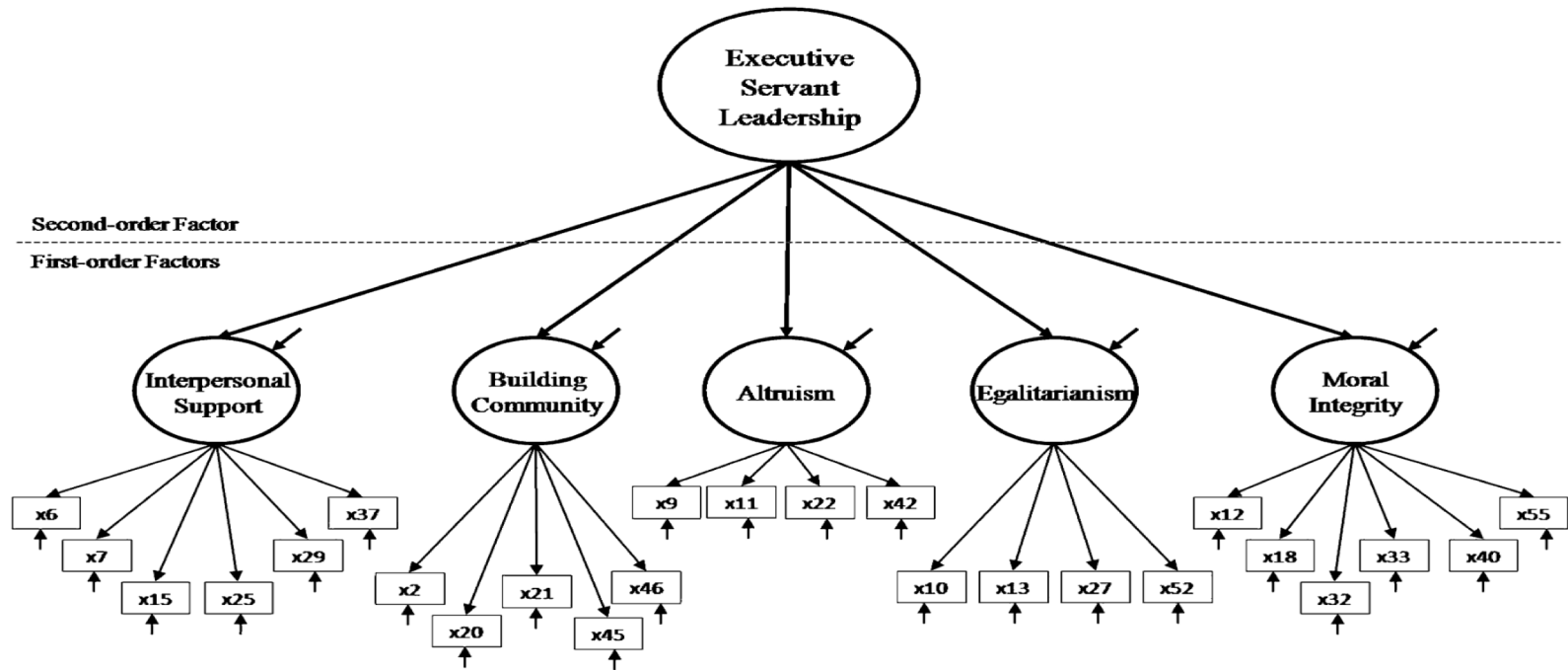


Figure 1. Conceptual model of executive servant leadership.

Servant leadership: Model of Reed (2011)

- **Interpersonal support** offered by top executives can not only
 - help **organisational members develop** their full potential, but can also
 - foster an **organisational culture** conducive to **growth and service**.
- The **importance** of interpersonal support is captured in one of Greenleaf's central ideas about servant leadership –
 - that those served should “**grow as persons...**
 - more likely to **become servants themselves**” (1970/1991, p. 7).
- Items **operationalizing** interpersonal support included
 - helping others succeed,
 - nurturing employees' leadership potential,
 - listening carefully to others,
 - sharing decision-making with those most affected by decisions,
 - treating employees with dignity and respect, and
 - recognizing when organisational morale is low.

Servant leadership: Model of Reed (2011)

- The ability to **build community**,
 - both **within and outside** the organisation,
 - is a **critical attribute** of servant leadership,
 - with emphasis on **external communities**
 - a **distinguishing feature** of the construct.
- In this measure, top executive capacity to build **internal community**
 - involves **valuing individual differences**,
 - encouraging a **spirit of cooperation**, and
 - inspiring **organisational commitment**.
- Building **community outside** the firm entails
 - recognizing that organisations have a **moral duty**
 - not only to consider the **impact of organisational action** on communities but to
 - constructively **improve these communities as well**.

Servant leadership: Model of Reed (2011)

- **Altruism:**
 - Defined as **unselfish concern** for others
 - **manifested** in **constructive service** (see Sendjaya and Sarros, 2002),
 - altruism is at **the core of Greenleaf's notion** of servant leadership and
 - has been shown by other leadership scholars to exert a **positive impact** on
 - **employee motivation and**
 - **performance** (Avolio et al., 2009).
- In this scale, top executive altruism is **operationalized** by
 - **serving others willingly with no expectation of reward,**
 - **sacrificing personal benefit to meet employee needs,**
 - **placing the interests of others before self-interest, and**
 - **preferring to serve others over being served.**

Servant leadership: Model of Reed (2011)

- **Egalitarianism**

- An **important feature** of servant leadership
 - **rejecting the notion** that leaders are
 - **inherently superior** to other organisational members
 - and understanding that **learning and influence** are
 - **multi-directional processes**.
- Greenleaf considered an egalitarian perspective both
 - **central to** servant leadership and
 - **critical for preserving executive legitimacy** within the firm.
- Here, we **operationalize** egalitarianism as top executives who
 - **welcome constructive criticism**,
 - **display interest in learning from employees**,
 - **invite input from all levels of the organisation** and
 - **encourage debate of their ideas**.

Servant leadership: Model of Reed (2011)

- **Moral integrity**,
 - like altruism, is **fundamental to servant** leadership.
- Greenleaf not only **emphasized**
 - the importance of the “**moral man**” and
 - the “**moral society**,” but also
 - the “**moral organization**” as well.
- This scale **operationalizes** executive moral integrity as
 - behaviour that **inspires employee trust** and
 - promotes **transparency and honesty** throughout the organization –
 - **refusing to use manipulation or deceit** to achieve personal goals,
 - freely **admitting mistakes**, and
 - **valuing integrity** over profit or material gain.

Walumba, F.O., Hartnell, C.A., & Oke, A. (2010). Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation. *Journal of Applied Psychology*, 95(3), 517–529

Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation.

Servant Leadership and Related Leadership Theories

- First, SL includes a **moral component**,
 - a concept **lacking from popular** leadership theories, such as CL and TL (Bass, 1985).
- Second, although **EL and AL contain moral dimensions** (Brown & Trevino, 2006; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008),
 - SL is uniquely **concerned with the success** of **all organizational stakeholders**.
- Third, SL **act in the best interest** of the follower,
 - **precluding manipulative, self-interested** behavior.
 - SL is focused on followers' **individual growth and development** (Smith, Montagno, & Kuzmenko, 2004).
 - Conversely, **other leadership behaviors**, such as CL and TL behaviors,
 - focus on **inspiring and engaging** followers
 - **as the means** to attain **mission-focused ends**
 - through **connecting the goals** to **valued aspects** of the **followers' self-concept** (Bass, 1985).
- Finally, SL **engage in self-reflection**
 - to **attenuate** the **leader's hubris** (Graham, 1991),
 - a characteristic **lacking in AL, EL, and TL behaviors**.

Servant Leadership and Related Leadership Theories

- Some **empirical evidence** supports the **distinctiveness of servant leadership** from related leadership theories.
 - Ehrhart (2004) reported that SL significantly predicted **above and beyond both L-M E and TL**
 - an additional 5% of the variance in **employee commitment**,
 - 7% of the variance in **satisfaction with supervisor**,
 - 4% of the variance in **perceived supervisor support**, and
 - 8% of the variance in **procedural justice**.
 - Liden et al. (2008) reported that SL behavior explained beyond **L-M E and TL**
 - variance in **citizenship behavior** and
 - **in-role performance**.
- This evidence regarding the **incremental validity of SL** in explaining variance in **employee attitudes and behaviors**
 - beyond **L-M E and TL**
 - is **important**
 - given how **strongly L-M E and TL behaviours are associated with positive employee attitudes and behaviours** (Ilies et al., 2007; Judge & Piccolo, 2004).
- Thus, theory and **empirical data to date**
 - support the extend of **researchers' knowledge about leadership** processes and outcomes.

Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.

Transformational and Servant Leadership: Content and Contextual Comparisons.



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Transformational and Servant Leadership: Introduction

- The **topic of leadership** has **become popular** among **scholars**
 - during **the last 20 years**.
- **Considerable research** on this topic has **appeared in the literature** (Avolio & Yammarino, 2002; Dansereau & Yammarino, 1998).
- There is still **no comprehensive understanding** of what leadership is,
- There is also **no agreement** among **different theorists** on what **good or effective leadership** should be.
- The most **popular leadership theories** currently being discussed by researchers include
 - **charismatic, transactional, transformational** and **servant** leadership.

Charismatic and Servant leadership

- **Charismatic leadership** is based on
 - extraordinary characteristics of a leader
 - who inspires and directs followers
 - by building their commitment to a shared vision and values (Hellriegel, Slocum, Woodman, 2001; Conger & Kanungo, 1998).
- **Servant leadership** views a leader as a servant of his/her followers.
 - It places the interest of followers before the self-interest of a leader,
 - emphasizes personal development and empowerment of followers and
 - is a facilitator for followers to achieve a shared vision (Greenleaf, 1977; Spears, 1998; Spears & Lawrence, 2002; Laub, 1999).

Charismatic Leadership as a Foundation

- TL and SL are rooted in the study of **charismatic leadership**.
 - An early **conceptual model of CL** has been closely linked with the **work of Max Weber**,
 - who described the leader as a **charismatic person**
 - who **exercised power** through **followers' identification** with and
 - **belief in the leader's personality**.
- Some argued that **charismatic leadership**
 - **requires more** than just **extraordinary personal characteristics**.
- Indeed, **current research** in **charismatic leadership** is focused on a number of **defining variables** including
 - charismatic **leader behavior**,
 - **characteristics** of the followers and
 - charismatic **leader-follower relationship**,
 - contextual **influences and constraints**, and
 - **liabilities** of charismatic leadership (Conger & Kanungo, 1998; House & Shamir 1993; House & Howell, 1992; Bass & Avolio, 1988, 1994a, 1994b; Bass, 1996; May, Hodges, Chan, Avolio, 2003).

Servant leadership

- **Robert Greenleaf**: founder of the Greenleaf Center for Servant Leadership,
 - conceptualized the idea of the servant leader.
 - In his vision, the leader is first seen as a servant to others.
- The servant assumes a
 - non-focal position within a group,
 - providing resources and support
 - without an expectation of acknowledgement.
- Through repeated servant behaviors,
 - these individuals eventually emerge as pivotal for group survival and are
 - thrust into a leadership position.
- Greenleaf: these people were not initially motivated to be leaders,
 - but assume this position
 - in response to the urgings of others and
 - in response to the need for group success.



Servant leadership

- Greenleaf contrasts servant leadership with the more traditional model of leadership
 - where the individual may begin with an aspiration to lead others.
- He presented the leader-first and the servant-first types of leaders
 - as two opposite ends of a continuum.
- He emphasized the importance of a leader's motivation,
 - to serve or to lead, as an identification of servant leadership.
- He claimed that leadership is primarily the result of personal characteristics
 - rather than special leadership techniques.
- Servant leaders have to display a number of special skills like
 - listening receptively,
 - persuading, and
 - articulating and communicating ideas effectively (Greenleaf, 1977; Spears & Lawrence, 2002).

Servant leadership

- Laub (1999) summarized the concept of servant leadership and a servant leader
 - into a servant organization model.
- The model can be conceptualized in the following way.
 - 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 six distinct components: Promotes the
 - valuing of people,
 - development 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;

Servant leadership

- Although the organization and external stakeholders are mentioned, it is clear that
 - needs of the members of the organization
 - are placed in priority over organizational success.
- A servant leader views leadership not as position or status, but
 - as an opportunity to serve others,
 - to develop them to their full potential.
- Greenleaf believed the final goal of servanthood was to help others
 - become servants themselves so that society would benefit as well.
- In servant leadership,
 - personal development is not limited to the followers,
- but the leader also benefits from the developmental process.

Two questions are addressed in this analysis

- The first asks the **extent to which the specified leader behaviors overlap** in the two models.
- The second question examines the **extent to which each model may be appropriate** for **clearly distinct contexts**.

Table 1. Mapping of the Characteristics of Transformational and Servant Leadership*

Transformational leadership (Bass and Avolio, 1988, 1994a, 1994b; Bass, 1985, 1996)	Charismatic leadership/ idealized influence - Role modeling - Emphasis on the needs of others - High ethical and moral conduct	Inspirational motivation - Motivate and inspire followers - Display enthusiasm and optimism - Communicate expectations and create shared vision	Intellectual stimulation - Encourage innovation and creativity - Willing to abandon not useful practices and systems - Risk taking is necessary for long-term success	Individualized consideration - Attention to followers needs for achievement and growth - Create new learning opportunities - Empower to make decisions
Servant leadership (Spears, 1998; Laub, 1999)				
Values people - Believe in people - Serve other's needs before his or her own - Receptive, non-judgmental listening	Serve other's needs before their own	Believe in people		
Develops people - Provide opportunities to learn and grow - Model appropriate behavior - Encouragement and affirmation	Model appropriate behavior	Encouragement and affirmation	Encouragement and affirmation	Provide opportunities to learn and grow
Builds community - Strong personal relationships - Collaboration with others - Value other's differences	Strong interpersonal relationships	Strong interpersonal relationships		Collaboration with others Value other's differences
Displays Authenticity - Open and accountable to others - Willing to learn from others - Maintain integrity and trust	Open and accountable to others Maintain integrity and trust	Maintain integrity and trust		
Provides leadership - Envision the future - Take initiative - Clarify goals		Envision the future Clarify goals	Take initiative	
Shares leadership - Facilitate a shared vision - Share power and release control - Share status and promote others		Facilitate a shared vision		Share power and release control Share status and promote others

* Behaviors in the cells represent those behaviors common to both theories

The first asks the extent to which the specified leader behaviors overlap in the two models.

- It appears that a **number of the behaviors** that are suggested to **be part of each theory**
 - **correspond with the** behaviors of the other theory.
- When viewed at the **level of the theoretical dimensions**,
 - **three of the four dimensions of transformational leadership** exhibit a **substantial match** with the **components of servant leadership**.
- In other words,
 - **much of servant leadership may be subsumed** within the transformational leadership model.
- Beazley and Beggs (2002) claim **Greenleaf's theory**
 - is a **form of transformational leadership**
 - that is **consonant with other leadership concepts** such as **stewardship, system thinking and the learning organization**
- An analysis of **the columns reveals** that
 - servant leadership **does not substantially account** for the behaviors of the **intellectual stimulation dimension**.
- An analysis of **the rows**, however, **reveals** that
 - transformational leadership **has less emphasis** on
 - leader behaviors associated with **the valuing of individuals** at an emotional level and
 - less emphasis on learning from others.
- **Proponents of servant leadership** may argue that **developing people and providing leadership** requires some degree of intellectual stimulation.

The first asks the extent to which the specified leader behaviors overlap in the two models.

- Some **characteristics of intellectual stimulation** like **encouragement and affirmation, and initiative taking**
 - do appear in servant leadership, but in a **different context**.
- **Encouragement and affirmation** in servant leadership refer
 - to developing people's potential and
 - facilitating their personal growth,
- whereas in transformational leadership, **encouragement relates to innovation and creativity**.
 - Thus, by encouraging innovation and creativity,
 - a transformational leader would tolerate possible mistakes of the followers for the sake of the benefits from their innovative endeavors.
- A **servant leader**, on the other hand,
 - would encourage followers to learn and would support them
 - by providing opportunities to both obtain the knowledge and apply it within the company
 - to obtain a new level of responsibility.
- In other words, an **encouraging servant leader**
 - does not necessarily promote innovations and creativity for the sake of the organization.

The first asks the extent to which the specified leader behaviors overlap in the two models.

- **Initiative taking** in servant leadership refers to
 - the **provision of leadership**, and
 - can be interpreted in this **context as a leader's activity** related to **taking additional responsibility** for the **future of the company and its success**,
 - such as beginning **strategic planning processes** or
 - **implementing new programs** for efficiency.
- However, the **servant-leader model** does not **stress risk-taking behavior**
 - as an **essential attribute** of **organizational success**.
- In **transformational leadership**, on the other hand,
 - the **leader's initiative is strongly associated** with **risk taking as the necessary element of future success**,
 - as well as with **the willingness to switch** to the **more effective practices and systems**.

The first asks the extent to which the specified leader behaviours overlap in the two models.

By comparing the models we have made two arguments.

- First, servant leadership
 - does not account for the intellectual stimulation component of transformational leadership.
- Second, servant leaders have a leadership style that is
 - more concerned about employees' emotional well-being than does transformational leadership.
- Our matrix appears to confirm the assertion of Peter Senge (as cited in Carver, 2002) that Greenleaf
 - invites people to consider a domain of leadership grounded in a state of being,
 - not doing as compared to other leadership approaches.
- It is apparent that each theory has some unique contribution and
 - it is therefore the assertion that organizational success is dependent on the match between the leadership behaviors suggested by the theories and the contextual requirements.

The second question examines the extent to which each model may be appropriate for clearly distinct contexts.

- The leader's **motivation for behaving**
 - is a **critical distinction between** the two theories.
- If servant and transformational leadership **lead to the same kinds of organizational outcomes regardless of the organizational mission or context**,
 - then **servant leadership offers little additional insight into the leadership construct than does transformational leadership.**
- **It is suggested here that neither of these two assertions are true.**
- Indeed, the **primary proposition** of this paper is that
 - the **two styles do not lead to the same outcomes** and
 - they are **appropriate for different contexts.**

The second question examines the extent to which each model may be appropriate for clearly distinct contexts.

- The **leader's context**, as defined here
 - may include either **broad organizational characteristics** or
 - **external environmental** characteristics.
- With regard to **organizational characteristics**,
 - Some have suggested that there are **positive and negative polar type organizations** that will be **more or less receptive to transformational leadership**.
- Some have argued that **organizational life cycle** plays an **important role in defining the extent of transformational leadership**.
 - They concluded that **contemporary leadership theory ignores leadership requirements** of organizations as they **move from one phase of the life cycle** to another.
 - They have **proposed an organizational life cycle approach** to leadership, which, among other things, offers **patterns of leadership behavior appropriate for each stage** of a life cycle.
- During **the birth stage**, transactional leadership behaviors take primacy.
- They argue that as organizations move **past the maturity stage** of the life cycle,
 - **transformational behaviors** are needed to **revitalize organizational processes**.

The second question examines the extent to which each model may be appropriate for clearly distinct contexts.

- Gibbons (1992) **draws attention to the external organizational environment** as one of the factors shaping the degree of transformational leadership.
 - He **proposed a conceptual framework to determine leader follower relationships that fit specific environmental settings.**
 - **and concludes,** different **environmental conditions impact** the **nature of the leadership challenge**
- Gibbons identifies **centralized decision making** as
 - **being most efficient**
 - **in situations of low complexity and**
 - **low scarcity of resources.**
- **This context becomes leader-centric.**
- Gibbons avers that the **charismatic leader has more time to make decisions** and
 - **may be more effective in these instances.**
- On the other hand, in **situations of high complexity and high resource scarcity,**
 - **the leader is in a minimal choice situation.**
- The **decision-making role shifts to the followers throughout** an organization,
 - **transforming the organization into a team-based structure in which the leader's charismatic influence becomes less important**

The second question examines the extent to which each model may be appropriate for clearly distinct contexts.

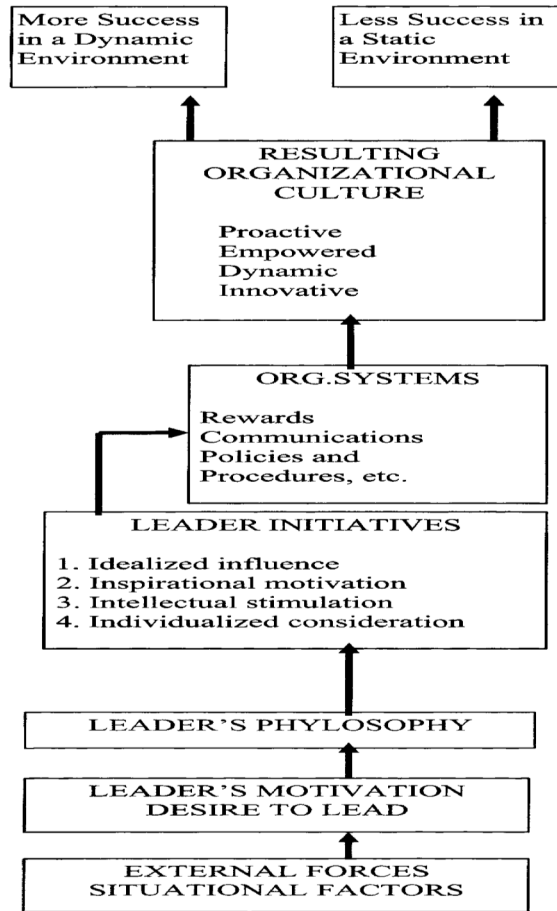
- Analyzing the link between **leadership behavior and organizational transformation**,
 - researchers have identified analytical deficiencies in existing leadership research.
 - Some mention the limited attempts to place leader behavior in the context of political and cultural forces within the organization, and
 - the wider economic and competitive forces within which the firm must operates.
- The **servant leadership literature is similarly void** of **reference to the contextual influences**.
- The Greenleaf Center **suggests that the servant leadership concept** can **be applied as an institutional philosophy**, a model in
 - for-profit as well as not-for-profit organizations, trustee education, community leadership organizations, experiential and leadership education, and, finally, in training programs related to personal and spiritual growth
- Whereas **proponents of servant leadership** would **argue** that the **theory is not limited to these contexts**,
 - we would suggest that certain characteristics of these situations make servant leadership more appropriate.
- Our **analytical framework demonstrates** how we can **justify the choice of leadership in different contexts**.

Servant and Transformational Leadership: A Comparative Model

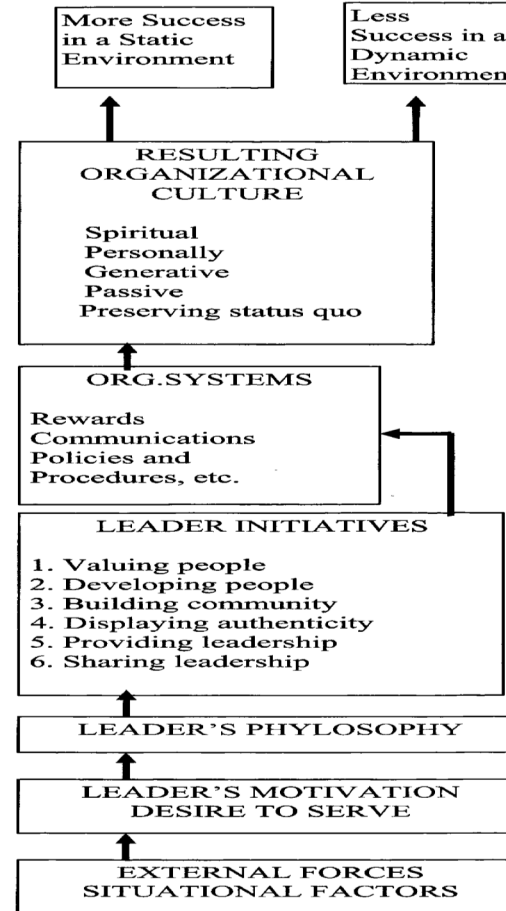
- To further **clarify the distinction between servant and transformational leadership theories**, we **propose a comparative model**.
 - One of the **purposes of this model** is to **address the issue of the universality**.
- A **limitation of universal theories** is that they **don't give specific guidance to individual leaders** on how to apply the theory to their contexts.
 - Both servant and transformational leadership **claim to be universal theories**
 - That is, **each theory is sufficient to make predictions across all situations**.
- **We propose that**
 - **servant leadership will lead to a “spiritual generative culture”**; while
 - **transformational leadership will lead to an “empowered dynamic culture”**.
- These **cultures result** from the **philosophy associated** with
 - the **leader's motivation**, and they **may not lead to organizational success in all contexts**.

Figure 1. Comparative Leadership Models

Transformational leadership



Servant leadership



Servant and Transformational Leadership: A Comparative Model – Motivation to lead

- **Servant Leader Model,**
 - the leader's motivation to lead arises from an underlying attitude of egalitarianism.
 - In other words, the leader's belief system says he or she is no better than those who are led.
 - All members of the organization have equal rights to vision, respect, and information.
 - The leader's role is to facilitate the emergence of a community within the organization.
- In our opinion, **the leader has a trustee role**, one in which **individual growth and development** are **goals in and of themselves**.
- **Transformational Leader Model**
 - the leader is motivated by a sense of mission to recreate the organization to survive in a challenging external environment.
 - The transformational leader's motivation base has a more macro focus.
 - Individual growth and development are not unimportant but
 - must be related to the organization's success in the external environment.

Servant and Transformational Leadership: A Comparative Model – Context

- Transformational leadership,
 - the external environment is usually more dynamic and challenging, thus requiring quick decisions and correct reactions.
 - Here a leader's motivation is to lead first, to get an organization into the shape necessary to adapt effectively to external requirements.
 - Leader initiatives are designed to place strong emphasis on inspiration and intellectual stimulation of every member in organization.
 - It is suggested the resulting organizational culture is the projection of a leader's behavior through organizational communication and reward systems, and
 - is characterized as empowering and innovative, dynamic, and receptive to possible changes.
- The Servant leadership model works better
 - in a more stable external environment and serves evolutionary development purposes,
 - whereas transformational leadership is the model for organizations facing intense external pressure where revolutionary change is a necessity for survival.
 - Here, the importance of the time factor comes into play.
 - Servant leadership stresses collaboration and integrity, where communication and persuasion skills become extremely important.
 - Decision making processes involve most of the organizational members and generally results in consensus.
 - The time factor is not considered crucial, which allows for groups to make mutually acceptable decisions

Ling, Q., Liu, F., & Wu, X. (2016). Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry. *Cornell Hospitality Quarterly*, 1, 1-16.

Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry

Contrasting Servant and Authentic Leadership

- Since Greenleaf (1977) **offered the notion** of servant leadership,
 - the theory has **gained increasing academic** attention.
- **Greenleaf proposes** that
 - **self-concepts and motivations** of servant leaders are **different from other leaders**.
- Servant leaders **view themselves** as
 - **servants and stewards** rather than leaders or owners, and
 - **their leadership motivation** is **to serve first**, as **opposed to leading** (Sendjaya & Sarros, 2002).
- The **influence of servant leadership** is achieved
 - by **emphasizing the ideal of service** in **the leader–follower relationship** (Brownell, 2010; Van Dierendonck, 2011; L.-Z. Wu et al., 2013), **whereas**
 - the **goal of servant leadership** is to promote personal growth of followers (Greenleaf, 1977),
 - which **incorporates positive aspects** of other **follower-centered leadership** (e.g., **empowering leadership and supportive leadership**)

Contrasting Servant and Authentic Leadership

- **Servant leadership stresses** individual **integrity and morality**,
 - which includes **positive aspects** of other **moral leadership styles** (ethical and authentic).
- Van Dierendonck (2011) offered **six distinguishing characteristics** of SL—
 - empowering and developing people,
 - humility,
 - authenticity,
 - interpersonal acceptance,
 - providing direction, and
 - stewardship.
- Consequently, servant leadership **carries great potential** (Van Dierendonck, 2011).

Contrasting Servant and Authentic Leadership

- **Proposed** by Luthans and Avolio (2003) and **developed by both** Gardner, Avolio, Luthans, May, and Walumbwa (2005) and Avolio and Luthans (2006),
- Authentic leadership (AL) has become a **popular leadership construct** (Gill & Caza, in press)
 - in response to **corporate corruption and CEO scandals** (Avolio & Gardner, 2005; Kiersch & Byrne, 2015).
- AL stems from the **psychological concept of authenticity**, which means
 - “one acts in accord with the true self,
 - expressing oneself in ways that are consistent
 - with inner thoughts and feelings” (Harter, 2002, p. 382).
- AL is
 - “a process that draws from **positive psychological capacities** and **highly developed organizational contexts**, which results in both **greater self-awareness and self-regulated positive behaviors** on the part of leaders and associates, **fostering positive self-development**” (Luthans & Avolio, 2003, p. 243).

Contrasting Servant and Authentic Leadership

- AL fully understand how they think and behave; they display
 - confidence, hope, optimism, resilience, and high moral character (Avolio et al., 2004).
- According to Walumbwa et al. (2008), AL is manifested through four dimensions:
 - self-awareness (i.e., understanding one's own strengths and weaknesses, and the influences of one's behavior),
 - balanced processing (i.e., analyzing information objectively and seeking advice from followers before making decisions),
 - relational transparency (i.e., sharing information openly and expressing true thoughts and feelings), and
 - internalized moral perspective (i.e., setting high standards for moral and ethical conducts).
- AL is a “root construct” that underlies all positive leadership styles such as
 - transformational,
 - charismatic,
 - servant, and
 - spiritual,
- but is theoretically distinct from related leadership types (Avolio & Gardner (2005) •

Contrasting Servant and Authentic Leadership

- Descriptions of SL and AL demonstrate considerable overlap.

(1) both are positive, with several common, positive psychological traits (Avolio & Gardner, 2005;

Walumbwa et al., 2008).

- Authenticity, which reflects one's emotions and beliefs, and
- behaving in accordance with the true self (Walumbwa et al., 2008),
- constitutes basic characteristics of both SL and AL styles (Sendjaya et al., 2008; Van Dierendonck, 2011).
- These two forms of leadership represent psychological maturity,
- with great self-awareness of work values, emotional status, knowledge, and strength (Avolio & Gardner, 2005; Smith, Montagno, & Kuzmenko, 2004).

(2) SL and AL are moral leaders (L.-Z. Wu et al., 2013) who share moral characteristics such as integrity, honesty, reliability, and humility (Dirks & Ferrin, 2002; Russell & Stone, 2002; Van Dierendonck, 2011).

- They act according to high, internal moral standards,
- as opposed to external pressures from peers and other organizational demands,
- which guide their decision making and behaviors.

Contrasting Servant and Authentic Leadership

- Descriptions of SL and AL demonstrate considerable overlap.

- (3) both styles belong to relationship leadership (Derue, Nahrgang, Wellman, & Humphrey, 2011),
- which emphasizes promoting leader–follower relationships by developing followers,
 - distinguishing them from other leader- or organization-centered leadership (e.g., charismatic and transformational leadership).
- For example,
- SL transform followers
 - to “grow healthier, wiser, freer, more autonomous”
 - by providing service and support (Greenleaf, 1977, p. 13).
 - AL focus on fostering development of authenticity in followers
 - “through increased self-awareness, self-regulation, and positive modeling” (Avolio & Gardner, 2005, p. 317).

Contrasting Servant and Authentic Leadership

- Some **unique aspects** of SL and AL.
- In **comparison with AL**,
 - SL includes a **positive psychology and moral character**,
 - as well as a **philosophy of serving others** as a **core principle implying stronger altruism**.
 - SL places the **good of others** over the leader's own interests (Hale & Fields, 2007)
 - **through devotion to the organization** (e.g., **making personal sacrifices to achieve org. goals**) and
 - **providing service to others** (e.g., **caring for, facilitation of, and coaching of employees**).
 - Therefore, the **spirit of self-sacrifice** reflects a **high degree of moral virtue in SL**.
 - In addition, the focus of **SL has a broader scope** than AL.
- SL **emphasize responsibilities** to the organization, to its customers, to society, and to other stakeholders (Ehrhart, 2004; Walumbwa, Hartnell, & Oke, 2010).
 - For example, **visioning, pioneering, and creating value for a community** are **components of SL** (Liden et al., 2008; Ling et al., 2016; Sendjaya et al., 2008; Spears, 1995).

Leadership greatly influences employees' positive work outcomes.

- **Social exchange theory (SET)** (Blau, 1964),
 - one of the most widely used theories in leadership literature,
 - serves as a basis for understanding relationships between SL and AL and their followers.
- **According to this theory,**
 - social exchanges are voluntary actions
 - initiated by an organization's treatment of employees,
 - with the expectation that such treatment will be subsequently reciprocated.
- **Managers and supervisors are critical agents in social exchange processes;**
 - if employees view a manager's actions positively,
 - they reciprocate with attitudes and behaviors that the organization values (Gould- Williams & Davies, 2005).

Leadership greatly influences employees' positive work outcomes.

- Based on SET, both SL and AL
 - motivate positive, reciprocal attitudes and behaviors from employees.
- SL place the good of employees over his or her own self-interests,
 - expresses sincere care and concern, and
 - acts in the best interests of employees (e.g., developing their skills, knowledge, and abilities; Walumbwa et al., 2010),
 - which greatly causes obligation on the part of employees to reciprocate (Ling et al., 2016).
- AL establishes leader–follower relationships
 - characterized by high respect,
 - positive affect, and
 - trust through personal integrity,
 - authentic relational orientations, and
 - balanced processing of self-relevant information (Ilies, Morgeson, & Nahrgang, 2005),
 - which foster follower reciprocation in the form of attitudes and behaviors that the leader values (Avolio & Gardner, 2005).

Leadership greatly influences employees' positive work outcomes.

- Extant literature **provides empirical evidence** regarding **positive relationships between SL and AL and**
 - **employee organizational commitment** (Jaramillo, Grisaffe, Chonko, & Roberts, 2009; Liden et al., 2008; Peus, Wesche, Streicher, Braun, & Frey, 2012; Walumbwa et al., 2008),
 - **work engagement** (Carter & Baghurst, 2013; De Clercq, Bouckenoghe, Raja, & Matsyborska, 2014; Walumbwa et al., 2010; D.-S. Wang & Hsieh, 2013), **and**
 - **work performance** (Leroy et al., 2012; Liden et al., 2008; Walumbwa et al., 2008; H. Wang et al., 2014).
 - **follower's trust in a leader** (Clapp-Smith et al., 2009; Joseph & Winston, 2005; Reinke, 2004; Russell & Stone, 2002).
- Although the **effects of SL and AL on employee work outcomes**
 - have been **confirmed both theoretically and empirically**,
 - the **relative validity** of the **two effects has been neither noted nor tested empirically**.

Servant and Authentic Leadership and Trust Climate

- **Trust climate** (i.e., collective, perceived trust) refers to
 - group members' shared perceptions of trust in a leader (Salamon & Robinson, 2008).
- Trust climate **plays an important role** in
 - predicting both group and individual work outcomes (Clapp-Smith, Vogelgesang, & Avey, 2009; Wech, 2002), but
 - receives less attention than individual trust in leadership research.
- **Leaders are critical** to transforming the trust climate in an organization, and
 - trust is central to servant leadership (Greenleaf, 1977).
- **SL are likely to create** a strong trust climate because of
 - their stature as servants and their dependability, because
 - they empathize with and fully accept followers, and because
 - they lead by example (Goh & Low, 2014; Greenleaf, 1997; Joseph & Winston, 2005).

Servant and Authentic Leadership on Trust Climate

- According to the Russell and Stone (2002) **model of servant leadership**,
 - a servant leader's integrity and
 - concern for people are essential to building followers' trust in the leader and,
 - ultimately, creating a positive group trust climate.
- Joseph and Winston (2005) **argued that servant leadership builds trust** by
 - empowering workers,
 - involving employees early,
 - honoring commitments consistently,
 - developing coaching skills, and
 - fostering risk-taking.

Servant and Authentic Leadership on Trust Climate

- AL are also capable of fostering favorable trust climates in organizations.
 - Integrity and dependability are characteristics of trust development.
- AL build integrity and dependability by
 - encouraging open communication and by
 - sharing critical information, perceptions, and feelings.
 - These characteristics win followers' trust and create a positive group climate.
- AL establishes foundations for trust by
 - transparently conveying his or her attributes, values, aspirations, and weaknesses to followers, and
 - by encouraging them to do likewise.
- Exemplifying high moral standards helps AL
 - establish favorable reputations,
 - foster positive expectations among followers, and
 - enhance trust in leaders

Servant and Authentic Leadership on Trust Climate

- Studies have demonstrate the positive effect of SL / AL on a follower's trust in a leader (Clapp-Smith et al., 2009; Joseph & Winston, 2005; Reinke, 2004; Russell & Stone, 2002).
- Trust is defined by a leader's character and behavior (Goh and Low (2014) .
- In comparison with AL, who create a trust climate through moral character and positive psychology (Dirks & Ferrin, 2002; Peus et al., 2012),
 - SL do so through both personal traits such as
 - integrity and dependability and
 - practical leader behaviors such as
 - concern, support, empowerment, and development.
- The dual influence of SL character and behavior results in a more positive group climate.

Servant and Authentic Leadership on Trust Climate

- According to **social exchange theory**, **high-quality relationships are characterized by**
 - **high degrees of trust, interaction, support, and formal and informal rewards** (Dienesch & Liden, 1986).
- This is to maintain **“a balanced or equitable social exchange”**
 - **through positive work attitudes**
 - **such as job satisfaction and organizational commitment and**
 - **behaviors such as organizational citizenship behaviors;** Jordan & Troth, 2011; Schyns & Wolfram, 2008; H. Wang, Law, Hackett, Wang, & Chen, 2005).
- Therefore, **trust climate**, which is built **by SL and AL** ,
 - **enhances the quality of social exchange relationships and**
 - **promotes employee positive work outcomes.**
- Extensive research **demonstrates that trust climate increases employees’**
 - **job satisfaction and supervisory fairness,**
 - **promotes organizational citizenship behaviors** (Wech, 2002), and
 - **improves job performance** (Brahm & Kunze, 2012).

Thank you