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Instructor Guides, TIGERS ADVANCE

Trailblazers: Provost's Mentoring Initiative for Faculty

Session 6: Servant and Social Justice Leadership, Servant

Leadership Case Study

Cynthia M. Sims, Angela D. Carter, and Stephen Brown III

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Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

Session Organization

Start	Activity	Who
11:30	Lunch (Peer Mentoring)	All participants/ guest speakers/ executive mentors
12:00	Session Introduction/ Collect written feedback on your leadership and mentoring experiences in the Trailblazer program to date	All
12:15	Servant leadership	Cynthia Sims
1:15	Break	
1:30	Gender equity Case Study (using a servant/ adaptive/ transformational leadership lens)	All
2:20	Break	
2:30	Social justice leadership	Kendra Stewart
3:15	Debrief Servant and Social Leadership Based upon cases given or your own personal experiences, what servant/ social justice leadership did you see employed and/or what would you do differently if you were to apply servant/ social justice leadership.	
3:45	Leadership Project Group Work	All
4:20	Next Steps Past out the executive summary to share with Executive Mentor	All
4:30	Closing	

Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

Course Goal

Identify the overall purpose of the course and key points covered.

Course Outcomes

At the end of session participants will be able to:

- Practice peer mentoring
- Recognize different leadership styles and how style influences behavior and outcomes
- Recognize how to manage change in higher education
- Plan and enact projects to increase gender equity in the university

Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

Participants and Instructors

- Participants and instructors should be:
 - Informed of course starting and ending times
 - Advised on room location and whether it's the same for every session
 - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

Final Arrangements

One (1) week before the course:

- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

Day of the course:

- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

During the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

After the course:

- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment



Servant Leadership

Cynthia M. Sims, Ph.D.

February 2020



Actions	Facilitator
Think	The objective here is to get everyone’s attention and begin to engage them in the day’s activities, which is servant leadership
Do	Stand at the front of the room, ready to go to the next slide.
Say	Something simple that introduces the session and gets their attention

Agenda



- Why study servant leadership?
- What is Servant Leadership?
- What is Compassionate Love Servant Leadership?
- What do we know about women and leadership?
- Case Study Activity

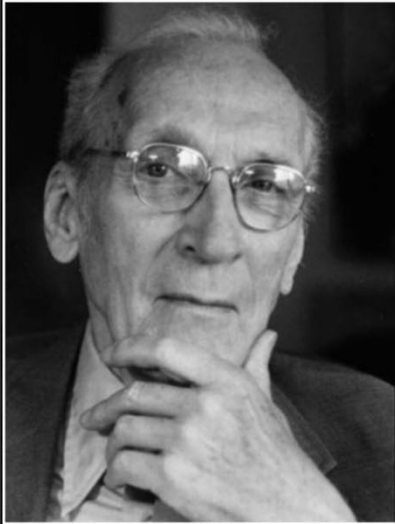
Actions	Facilitator
Think	The objective here is to get everyone's attention and begin to engage them in the day's activities.
Do	Stand at the front of the room, ready to go to the next slide.
Say	Introduce the questions on the slide and let the room know that that are questions they should think about throughout the presentation.

Servant Leadership

When you hear the term servant leadership,
what and who comes to mind?

Actions	Facilitator
Think	The objective here is to get everyone’s idea on what servant leadership is to them
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>When you hear the term servant leadership, what comes to mind?</p> <p>I am not anyone’s servant – not interested in becoming a servant to my peers or the organizations</p> <p>A paradoxical (leadership is about exerting power/ not service) concept if not hypocritical – leaders lead, they don’t serve; when the rubber hits the road, leaders hire and fire</p> <p>Associate with inclusive thinking – thinking that considers what other students,, faculty and staff want</p> <p>Servant leadership is associated with Christianity, I don’t want to approach work with a spiritual philosophy</p> <p>People and organizations - Robert Greenleaf, Ghandi, MLK, Southwest airlines, Popeyes Chicken, Clemson</p> <p>Focus on serving the larger organizational goals</p> <p>The leader is the servant of the idea – it’s about the idea, the dream, the common effort, NOT the leader</p> <p>Greenleaf expressed, that the role of universities were to dream, great dreams, have leaders who would work to serve the dream, and unite their campus to build toward the future</p> <p>Thus servant leadership requires initiative and exercising leadership First among equals – primus inter pares</p>

Introduction



The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first.

— Robert K. Greenleaf —

AZ QUOTES

Robert Greenleaf 1970

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Actions	Facilitator
Think	The objective here is to get everyone’s attention and begin to engage them in the day’s activities.
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>How is this philosophy relevant to the work of educators?</p> <p>We want to help people learn and grow</p> <p>Was in reaction to a leadership crisis</p> <p>Colleges and universities need to prepare young people to lead</p>

Introduction



Servant Leadership

“leaders always treat people as ends in themselves,
never as a means to the leaders’ own ends”

(Letizia, p. 4)

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Actions	Facilitator
Think	The objective here is to introduce servant leadership
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>Today I’m going to talk about Servant Leadership.</p> <p>I’ll focus on the value of servant leadership in the past and future.</p> <p>I’ll highlight compassionate love, the precursor to servant leadership, along with virtuous traits and behaviors.</p> <p>I’ll conclude by discussing what it means to be an authentic servant leader.</p> <p>Last, I’ll leave you with some approaches you can to further develop your servant leadership skills</p>

Servant Leadership



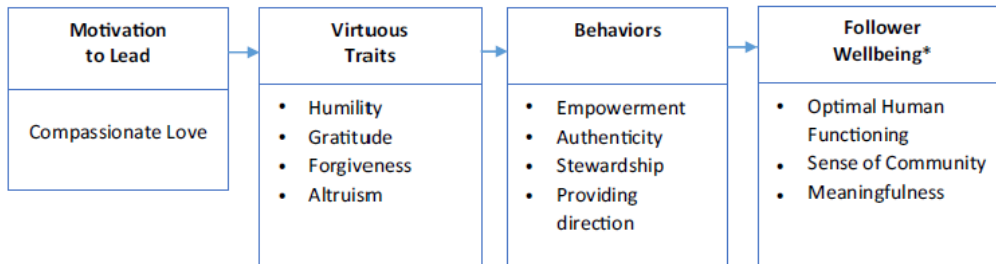
Servant Leadership

- People first
- Gender integrative
- Purpose driven

Actions	Facilitator
Think	The objective here is to give a rundown of servant leadership and where it originates from.
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>Servant leadership is a modern style which focuses on people first and being a positive force within and outside of the organization (Barbuto & Wheeler, 2006; Greenleaf, 1970).</p> <p>Servant leadership, coined by Greenleaf (1970), and its subsequent competing theories were synthesized into this operationalized definition: A servant leader empowers and develops others, displays humility, is authentic, accepts and direct others, and, is a steward who “works for the good of the whole” (van Dierendonck, 2011, p. 1232).</p> <p>Gender integrative attributes Servant leadership may be unique among leadership styles because it enables “leaders to step out of gender role norms and provide the most appropriate leadership for followers” (Barbuto & Gifford, 2010, p. 16; Sims & Morris, 2018). I and others argue that servant leaders’ gender integrative attributes may be more congruent and reflective of the leadership demonstrated by women of color.</p> <p>Purpose driven leadership What else do you need to know about servant leadership? Ask yourself, what is the purpose of your leadership? Purpose drives leadership behaviors, styles and outcomes. Leaders who seek to correct mistakes and punish compliance are passive avoidant or laissez-faire leaders. Leaders who focus on productivity, are transactional leaders. Leaders who focus on performance are transformational leaders. But, leaders who focus on personal development are servant leaders. (Avolio & Bass, 2000; Bass, 1985; Burns, 1978; Greenleaf, 1970). The conscious decision to serve others is the focus of servant leadership and is what significantly differentiates it from other leadership theories.</p>

Servant Leadership Model

Compassionate Love Servant Leadership



Actions	Facilitator
Think	The objective here is to talk about the servant leadership model.
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>Servant leadership is a paradoxical concept. Is that in establishing an enterprise, the leader starts on a course toward people-building with leadership that has a firmly established context of people first. With that, the right actions fall naturally into place Greenleaf, 1970.</p> <p>Van Dierendock and Patterson sought to clarify and integrate the various servant leadership models, developing a servant leadership frame work.</p> <p>Motivation to lead – an underlying need for impact, to be strong and influential and to use power positively to help and care for others. Based on agapao love, the Greek term for moral love. The leaders moral duty to recognize their employees as whole personas and tent to their needs, wants and desires.</p> <p>One demonstrates compassionate love when they are ethically motivated to assert themselves to help and benefit others.</p>

Servant Leadership



Compassionate Love

- Antecedent to Servant Leadership
- Power motivation
- Historic example

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Actions	Facilitator
Think	The objective here is to delve into one aspect of servant leadership: compassionate love
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>One hallmark of servant leadership is compassionate love. Compassionate love occurs when one’s behaviors, feelings, and thoughts manifest themselves in an attitude of caring, compassion, kindness, and empathy toward others (Sprecher & Fehr, 2005). Doing the right thing for others, for the right reason, is one way to describe compassionate love (Winston, 2002). Compassionate love is a prerequisite of servant leadership because servant leaders focus on the needs of followers.</p> <p>Power motivation The power motivation behind compassionate love as “an underlying need for impact, to be strong and influential (McCelland & Burnham, 1976)” and to use power positively “to help and care for others” (p. 1244) (van Dierendonck & Patterson, 2015). This motivation to lead is based upon “agapao” the Greek term for moral love, which is derived from leaders’ moral duty to recognize their employees as whole persons and tend to their needs, wants, and desires (Winston, 2002). Having a spiritual orientation is also associated with the power motivation (Sendjaya, et al., 2008).</p> <p>Dr. Martin Luther King, Jr., considered a great servant leader, expressed that we have the need to have “an unconditional positive regard that nurtures all of humanity, even one’s enemies”. One demonstrates compassionate love when they are ethically motivated to assert themselves to help and benefit others.</p>

Introduction



“Everybody can be great... because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love.”

Martin Luther King, Jr.

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Transition slide to get people thinking about virtuous traits

Servant Leadership



Virtuous Traits

- What virtues did you see Naomi and Coco express?

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Actions	Facilitator
Think	The objective here is to use a real-life example to show people what virtuous traits are.
Do	Have video ready to go https://www.youtube.com/watch?v=9zAqdVF489k cue up starting at 3:09 through 6:25
Say	<p>Do you see how both Naomi and Coco demonstrate humility, gratitude, altruism (concern for other’s wellbeing) and forgiveness in this video?</p> <p>Servant leaders demonstrate the virtuous traits of humility, gratitude, forgiveness and altruism (van Dierendonck and Patterson, 2015). Someone who is humble is not self-focused and has a balanced view of their abilities and successes, recognizes that their perspective is not the only one that matters, seeks others’ input and values their contributions. Servant leaders express gratitude by being open and appreciative of life’s bounty and the simple things it affords and model intentional forgiveness in the workplace by overcoming negative emotions, refraining from harming offenders and healing injured relationships, while promoting an open, non-invasive organizational climate where conflict is constructively addressed and leniency is shown. These virtues promote mutual trust and respect between servant leaders and their followers. Servant leaders are motivated to seek the best for others and derive pleasure from acting altruistically.</p>

Servant Leadership



Humility, Gratitude, Altruism & Forgiveness

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Actions	Facilitator
Think	The objective here is to continue to break down the Naomi Osaka video
Do	Stand at the front of the room, ready to go to the next slide.
Say	Talk about the virtues shown

Servant Leadership



Behaviors

Empowerment, Stewardship,
Providing direction, & Authenticity

Actions	Facilitator
Think	The objective here is to use another example to showcase the behaviors of servant leadership
Do	Cue up the Youtube link: https://www.youtube.com/watch?v=MhAEb3ZbH0k
Say	<p>In addition to virtues, servant leaders also demonstrated behaviors. These behaviors include empowerment, stewardship, providing direction, and authenticity (van Dierendonck, 2011). Empowerment starts from the servant leaders' belief in the intrinsic value of each individual and is demonstrated when the leader recognizes, acknowledges, and helps individuals realize their potential (Greenleaf, 1998; Laub, 1999). Stewardship comes from the leader's need to act as a caretaker and serve the common interest of the organization. A role model, the leader sets a good example by choosing to not focus on their self-interest or on controlling others (Block, 1993; Spears, 1995). To support a strong interpersonal relationship with their followers, servant leaders provide direction to hold individuals accountable as appropriate, tailor the work to the individual, and strive to make work dynamic (van Dierendonck, 2011).</p> <p>A great example of servant leadership is in the film Hidden Figure's. As you may recall, the main character, Katherine Johnson, was considered a mathematical genius. But the person we want to focus on was her boss, Dorothy Vaughan who led NASAS West computing group where African American mathematicians worked as "computers" on various projects. Dorothy was working as the temporary supervisor, because the group wasn't allowed to have permanent supervisor position. Dorothy's leadership style is very much, leading by example. One of her goals throughout the film is to advance her career and become the first African American supervisor at NASA. But Dorothy is not just concerned with her personal advancement, she is concerned about the advancement of those who work with her.</p> <p>For example, Dorothy discovers that NASA is moving towards using IBM machines, which can finish calculations significantly faster than the human "computers" can, essentially pushing out her entire team from their positions at NASA. Instead of accepting that technology would outpace her employees, she decided to make her team invaluable to NASA. So Dorothy puts in extra hours outside of her normal responsibilities in order to teach herself and her team how to program and code the IBM machines when even the machine's engineers couldn't successfully do it.</p>

Servant Leadership



Behaviors

How does Dorothy exemplify the servant leadership ethos of “first among equals”?

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Actions	Facilitator
Think	The objective here is to break down Dorothy’s behaviors in the context of servant leadership
Do	Stand at the front of the room, ready to go to the next slide.
Say	It is Dorothy who advocates and sponsors Katherine Johnson to work with the “elite” space temp group as a computer. It is Dorothy who encourages her team member Mary Jackson to pursue the engineering training program. Dorothy demonstrates the empowerment, stewardship and providing direction by equipping her team and herself with the skills needed to run the IBM computer. Dorothy demonstrated the behaviors of servant leadership.

Servant Leadership



Followers Wellbeing
 Optimal Human Functioning,
 Sense of Community &
 Meaningfulness

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Actions	Facilitator
Think	The objective here is to talk about the role of follower’s wellbeing in servant leadership
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>Followers well-being is enhanced by the interactions between the servant leaders and their followers and ultimately lead to greater optimal human functioning, sense of community, and meaningfulness.</p> <p>Followers’ needs are driven by their goals—current, planned, or completed (van Dierendonck & Patterson, 2015).</p> <p>Because servant leaders focus on the needs of their followers, they strive to develop the whole person and help to create the conditions that motivate followers to move beyond short term and transactional goals to ones that promote self-exploration and competence development (Greenleaf, 1970; van Dierendonck & Patterson, 2015).</p> <p>By establishing conditions that promote optimal human functioning, over time, these positive interactions among leaders and followers become self-perpetuating (Ford & Smith, 2007; van Dierendonck & Patterson, 2015). Followers with optimal human functioning are engaged and find meaning through goals which are harmonious and greater than the individual (Ford & Smith, 2007; van Dierendonck & Patterson, 2015). These goals include belongingness as they establish a sense of community.</p>



Activity

Servant Leadership Case Study

Time 60 minutes

Directions

- At your tables, in groups of 4 to 6:
- Review and discuss this case (20 minutes)
- Identify someone to present your recommendation
- Present your recommendation to the total cohort (3 minutes each table or 20 minutes total)
- Instructor debrief (5 minutes)

Actions	Facilitator
Think	The objective here is do a case study to practice the ideas of servant leadership
Do	Introduce and direct the participants to the case study
Say	Introduce the case study (attached)

Servant Leadership



Summary

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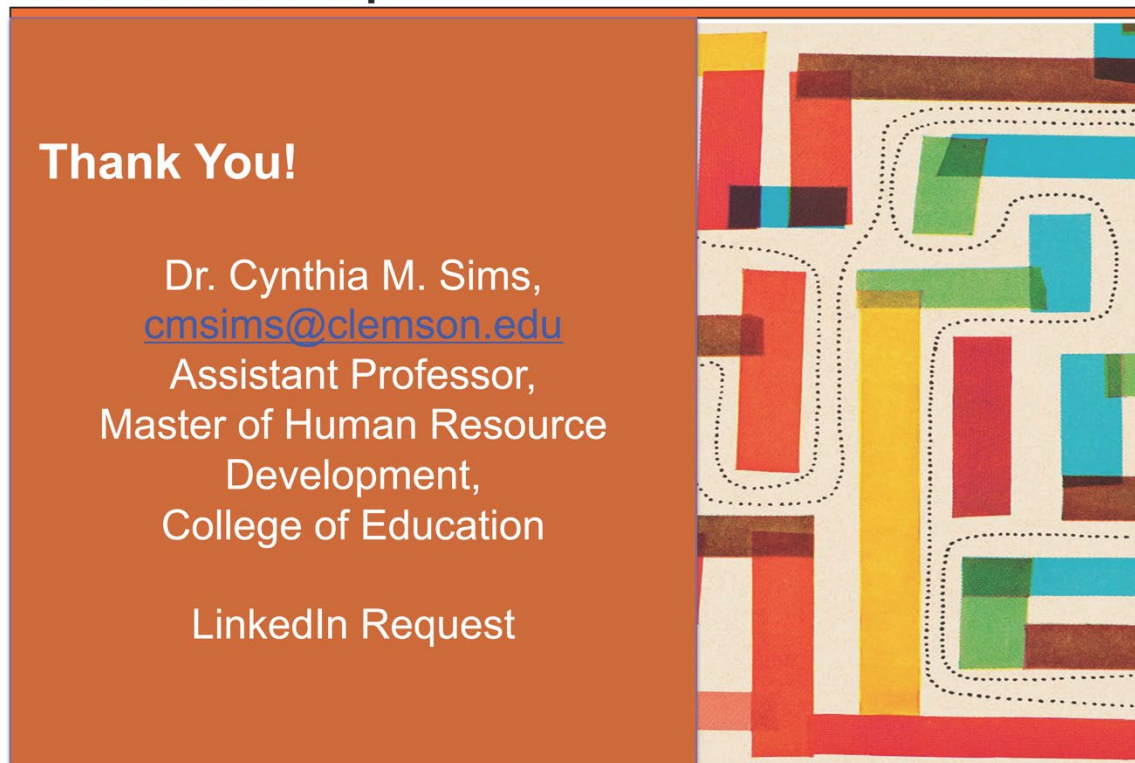
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Actions	Facilitator
Think	The objective here is to summarize servant leadership
Do	Stand at the front of the room, ready to go to the next slide.
Say	<p>Ultimately, servant leadership is a leadership philosophy. “it is a way of being, a philosophy of living and influencing. I think of it as a compass, a touch point one can use to “guide their action”.</p> <p>Servant leaders can be rejected by their followers</p> <p>Sensitive to different styles and requirements. How one serves may vary, but having the goal of serve someone is key</p> <p>Servant leadership is embedded in the individual, the culture, and the products of the university</p> <p>Key is how we treat each other and what we value</p>

References		
<p>Sims, C., & Carter, A. (2019). Revisiting Parker and ogilvie’s model of African American executive leadership model. <i>Journal of Business Diversity</i>, 19(2), 99-112.</p> <p>Sims, C., & Morris, L. (2018). Are women business owner’s authentic servant leaders? <i>Gender in Management: An International Journal</i> (33)5, 405-427. doi10.1108/GM-01-2018-0003. Winner of Highly Commended, 2019 Emerald Literati Awards.</p> <p>Sims, C. (2018). “The Diversity Intelligent Servant Leader: Developing Leaders to Meet the Needs of a Diverse Workforce”. <i>Advances in Developing Human Resources</i>, 20(3), 313-330. doi.org/10.1177/1523422318778009</p> <p>Sims, C., Gong, T., & Hughes, C. (2017). “Linking leader and gender identities to authentic leadership in small businesses”. <i>Gender in Management: An International Journal</i>, 32(5), 318-329. doi 10.1108/GM-06-2016-0121.</p>		
<p>Alfred, 2001 Avolio & Bass, 2000 Barbuto & Wheeler, 2006 Bass, 1985 Beckwith, Carter, & Peters, 2016 Block, 1993 Brookes & Austin, 2016 Burns, 1978 Byrd, 2009 Catalyst, 2019 Change et al., 2014 Charen, 2017</p>	<p>Davis, 2016 Ely, Ibarra, & Kolb, 2011 Farling et al., 1999 Green & King, 2000 Greenleaf, 1970 Hague, LaShanda, Okpala & Comfort, 2017 Haimerl, 2015 Krawiec, Conley & Broome, 2013 Laub, 1999 Letizia, 2017 Mcgirt, 2017 Mcelland & Burnham, 1976 Parker & ogilive, 1996 Percy, S. 2018 Rosser-Mims, 2010</p>	<p>Sanchez-Hucles & Davis, 2010 Sendjaya, et al., 2008 Smith, 2018 Smith et al., 2004 Sprecher & Fehr, 2005 Symington, 2004 Tynifries, (2017) van Dierendonck, 2011 van Dierendonck & Patterson, 2015 Waring 2003 Winston, 2002</p>

Servant Leadership



Thank You!

Dr. Cynthia M. Sims,
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LinkedIn Request

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Ending slide

After the case study, a guest speaker about Social Justice Leadership. They should provide their own slides for the presentation.

ADVANCE Trailblazers, Leadership Development and Mentoring Servant Leadership Case Study (Draft)

Dr. Cynthia Sims

February 7, 2020

Activity: 45-60 minutes

Directions

At your tables, in groups of 4 to 6:

- Review and discuss this case (20 minutes)
- Identify someone to present your recommendation
- Present your recommendation to the total cohort (3 minutes each table or 20 minutes total)
- Instructor debrief (5 minutes)

Case Study

Background

You have reviewed a variety of leadership styles, and a subset of fellow faculty in your department have decided to adopt servant leadership as their individual and group default leadership style when interacting with students, other faculty, the administration and the community. You and they have agreed to use a “servant leadership” approach to inform your individual and group decisions. You recently agreed to participate in a committee that was formed to make a recommendation to the department on what mentoring approach should be implemented within your department in next academic year. You and other committee members are of like minds and determined that this project would be a good pilot for applying servant leadership philosophy within the department.

Servant Leadership

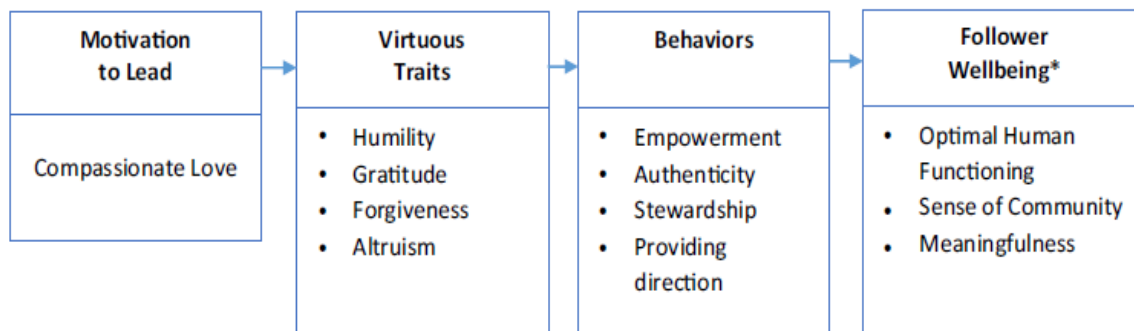
Northouse (2016) considers servant leadership a paradoxical concept in that when establishing an institution, a leader “starts on a course toward people-building with leadership that has a firmly established context of *people first*. With that, the right actions fall naturally into place” (Greenleaf, 1970, p. 31). Greenleaf (1970) who first theorized servant leadership, relates that a servant leader says,

“I will go; come with me!” He initiates, provides the ideas and structures, and takes the risk of failure along with the chance of success. He says, “I will go, follow me!” when he knows that the path is uncertain, even dangerous. And, he trusts those who go with him. (p. 8).

Over time, several theorists, Spears (1995), Laub (1999), Russel and Stone (2002), and Patterson (2003), have built upon Greenleaf’s (1970) servant leadership. Van Dierendonck and Patterson (2015) sought to clarify and integrate the various servant leadership models, developing a servant leadership framework, which starts with the motivation to lead of compassionate love, followed by virtuous traits and moves onto behaviors. Collectively, the motivation, traits, and behaviors of the leader drive follower wellbeing. See the figure below, for the compassionate love servant leadership conceptual model of van Dierendonck and Patterson (2015).

Van Dierendonck and Patterson (2015) describe the power motivation behind compassionate love as “an underlying need for impact, to be strong and influential” and to use power positively “to help and care for others” (p. 1244). This motivation to lead orientation is based upon “agapao” the Greek term for moral love, which is derived from leaders’ moral duty to recognize their employees as whole persons and tend to their needs, wants, and desires (Winston, 2002). Having a spiritual orientation is also associated with the power motivation (Sendjaya, et al., 2008). One demonstrates compassionate love when they are ethically motivated to assert themselves to help and benefit others.

Compassionate Love Servant Leadership, Conceptual Model
van Dierendonck and Patterson (2015)



The compassionate love motivation to lead is related to the leader’s virtuous traits of humility, gratitude, forgiveness and altruism (van Dierendonck and Patterson, 2015). Someone who is humble is not self-focused and has a balanced view of their abilities and successes, recognizes that their perspective is not the only one that matters, seeks others’ input and values their contributions. Servant leaders express gratitude by being open and appreciative of life’s bounty and the simple things it affords and model intentional forgiveness in the workplace by overcoming negative emotions, refraining from harming offenders and healing injured relationships, while promoting an open, non-invasive organizational climate where conflict is constructively addressed and leniency is shown. These virtues promote mutual trust and respect between servant leaders and their followers. Servant leaders are motivated to seek the best for others and derive pleasure from acting altruistically.

The behaviors of compassionate love servant leadership are empowerment, authenticity, stewardship, and providing direction (van Dierendonck, 2011). Empowerment starts from the servant leaders’ belief in the intrinsic value of each individual and is demonstrated when the leader recognizes, acknowledges, and helps individuals realize their potential (Greenleaf, 1998; Laub, 1999). Stewardship comes from the leader’s need to act as a caretaker and serve the common interest of the organization. A role model, the leader sets a good example by choosing to not focus on their self-interest or on controlling others (Block, 1993; Spears, 1995). To support a strong interpersonal relationship with their followers, servant leaders provide direction to hold individuals accountable as appropriate, tailor the work to the individual, and strive to make work dynamic (van Dierendonck, 2011). The constructs of motivation, traits, and behaviors characterized the compassionate love servant leadership (van Dierendonck and Patterson, 2015).

Van Dierendonck and Patterson (2015) theorize follower well-being is enhanced by the interactions between the servant leaders and their followers and ultimately lead to greater optimal human functioning, sense of community, and meaningfulness. Followers' needs are driven by their goals—current, planned, or completed (van Dierendonck & Patterson, 2015). Because servant leaders focus on the needs of their followers, they strive to develop the whole person and help to create the conditions that motivate followers to move beyond short term and transactional goals to ones that promote self-exploration and competence development (Greenleaf, 1970; van Dierendonck & Patterson, 2015). By establishing conditions that promote optimal human functioning, over time, these positive interactions among leaders and followers become self-perpetuating (Ford & Smith, 2007; van Dierendonck & Patterson, 2015). Followers with optimal human functioning are engaged and find meaning through goals which are harmonious and greater than the individual (Ford & Smith, 2007; van Dierendonck & Patterson, 2015). These goals include belongingness as they establish a sense of community.

Mentoring

Organizations implement formal mentoring programs to further specific goals like onboarding and employee development and may have the goal in the academy to boost research productivity and advancement (Banerjee-Batist et al., 2019; Feldman, Steinaurer, Khalili, Huang, Kahn, Lee, Creasman & Brown, 2012; Houston, 2019). Often formal programs assign the mentor and protégé pairs and structure their interactions with formal expectations, meeting frequency, timelines, and resources (Cornelius, Wood & Lai, 2016).

Like most things, there is not a one size fits all mentoring structure. The different mentoring forms – hierarchical, network and group, all have their advantages and disadvantages for the protégé and have been found to be more or less successful (Banerjee-Batist et al., 2019; National Academics of Sciences, Engineering, and Medicine, 2019). It is up to individual, team, and organization to determine the mentorship structure(s) that best meet their needs and maximize their human and other resources.

Problem

There are three mentoring approaches that received the most votes from faculty in your department. You have the options to:

- a) adopt one of the three recommendations as is,
- b) reject the recommendation outright, or
- c) adopt the recommendation with revisions

Assignment

Your assignment is to:

- 1) Select one of the three mentoring approaches described below – hierarchical, zone or group
- 2) Use servant leadership theory to provide a rationale for adopting one of the three recommendations either as is or with revisions
- 3) For the two mentoring approaches you did not select, using a servant leadership “lens” provide one to two reasons why your committee determined it was not the best choice

Recommended Mentoring Approaches

Hierarchical Mentoring

In formal hierarchical mentoring, “senior” faculty or the mentor will be paired with one “junior” faculty known as the protégé. The faculty advocating for this approach propose that senior faculty will meet with junior faculty for one hour, four times a year, twice in the Fall and Spring semesters. Each mentor and protégé pair would be provided with sample topics, ground rules, and group processes. Pairs would be responsible to develop goals they would like to accomplish for their mentor activities.

Because mentoring junior faculty will take away from senior faculty’s productivity, senior faculty will be compensated when they sign up to be mentors, and \$400 will be contributed to their professional development fund. Moreover, mentors will select the protégé of their choice based upon the junior’s faculty ability to contribute to the senior’s faculty research or other potential collaborations. However, there are not enough senior faculty in the department to ensure every junior faculty will have a mentor or that every junior faculty will be selected. It is estimated that approximately 40% of the junior faculty will not be able to be paired with a senior faculty. To address this concern, those advocating for this approach propose, allowing senior faculty to take on another junior faculty member, not initially selected for mentoring. Due to the added burden of a second protégé, the senior faculty would receive a bonus, and receive \$500 to mentor the second protégé. Thus, senior faculty who mentor two junior faculty will receive \$900 in professional development funds when they sign up as mentors.

Zone Mentoring

Zone mentoring introduces faculty to university experts who describe how they can support and enhance faculty members research, teaching, and service responsibilities. These introductions expose faculty to experts who fall into *zones of expertise* with whom faculty members can follow-up as needed (Michigan University, 2019). Zone also refers to the gap between the protégés’ current abilities and what they could accomplish with others’ help by increasing the protégés’ efficiency and/or effectiveness while growing their network (Santora, Mason, & Sheahan, 2013). The advantages of zone mentoring are the protégé does not have to identify experts, the organization does it for them, and the protégé is able to select the mentors who individually resonate with them and their needs.

All faculty- both junior and senior, would be encouraged, but not required to participate in zone mentoring which would take place six times a year, three times in the Fall and Spring. The mentoring committee would take responsibility for coordinating the program and identifying experts to present at each session. At each session, faculty would be introduced to individual experts via a presentation concluded with a Q & A session. To incent and reward faculty for participating in Zone Mentoring, those who attend 4 or more sessions during the academic year, would be eligible to enroll in a 2-3-day offsite writing and research retreat in the Spring/Summer.

Group Mentoring

In group mentoring, when one or more mentors interact with multiple protégés. The benefit of group mentoring from the proteges perspectives is that they are able to observe interactions among peers and mentors (Williams, Elreda, Henderson, Deutsch, & Lawrence, 2019). These individual groupings may be structured with agendas, ground rules, and group processes facilitated by a professional or informal mentor (Chesler & Chesler, 2002; Margherio, Horner-Devine, Mizumori, & Yen, 2016; Thomas, Bystydzienski, & Desai, 2016).

One advantage of the group mentoring approach for your department is that it helps balance the uneven ratio of more “senior” to “junior” faculty. There would be one mentor, “senior faculty” grouped with two to three proteges of “junior faculty”. Thus, all faculty across the department

would be able to have a mentorship experience. Mentors and protégés would be matched based upon interests. The mentoring group would identify issues they would like to discuss and develop an agenda for their sessions to meet their collective needs - whether these needs are psychosocial or career. Participants would meet monthly for one hour, six times a year. Program participants would be recognized at the end of the academic year with a \$20 gift card at a group lunch.