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The Impact of Innovative Executive Servant Leadership on Organizational Citizenship, and Organizational Cynicism

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THE IMPACT OF INNOVATIVE EXECUTIVE SERVANT LEADERSHIP ON ORGANIZATIONAL CITIZENSHIP, AND ORGANIZATIONAL CYNICISM

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ABSTRACT

Have you ever wondered how your employees complained to their friends about how things happened in your organization? The most challenging part for Servant Leadership is to reduce organizational cynicism and nurture organizational citizenship. The major research interest for this study was to discover whether the bottom-up servant leadership theory to "serve" first and "lead" second can be truly practiced by the president of a university and whether it is valid and effective in reducing employee's organizational cynicism and enhancing employee's organizational citizenship. The results showed that the goodness of fit (GFI) was good and sufficient and adequate. The null hypotheses were rejected significantly. Conversely, this study's findings demonstrate empirically that leader-follower relationships and employee cynicism and non-citizenship problems are closely associated with servant leadership in terms of the leader's vision, philosophy, attitudes, behaviors, and management policy in the areas of interpersonal support, building community, altruism, egalitarianism, and moral integrity.

Keywords: *Executive servant leadership, organizational citizenship, organizational cynicism, higher Education, structural equation modeling*

INTRODUCTION

Have you ever wondered how your employees complained to their friends about how things happened in your organization? The most challenging part for Servant Leadership is to reduce organizational cynicism and nurture organizational citizenship.

Higher Education Institutions (HEIs) are in fierce competition. Globalization, technology development and continuously increased financial burdens force HEIs to reduce operational waste and improve efficiency. HEIs demand strategic leaders who are effective, empathic, and efficient in all aspects of the workplace. In a HEI, leaders must believe in change, innovate continuously, create a culture of transparency, and emphasize the importance of unity and

collaboration. "In highly competitive, rapidly changing environments, caring and appreciative leaders are the ones to bet on for long-term success" (Kouzes & Posner, 2003, p. 78).

Starting in the 1970s, Greenleaf asserted that servant leaders should be attentive to the concerns of their followers, first among equals, and empathize with them; they should take care of them and nurture them by emphasizing power-with through follower engagement as opposed to power-over leader authority. "Based on the seminal work of Greenleaf (1970), servant leadership marks an others-perspective of leadership actions because it is horizontally follower-centric and, therefore, different in its primary focus when compared to other more vertical, leader-centric styles" (Williams et. al., 2017, p. 180).

Greenleaf (1970, p. 7) presented the best test of the servant leader is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society, will he benefit, or at least, will he not be further deprived.

LITERATURE REVIEW

Servant Leadership in Higher Education Institutions

According to Hays (2008), "applying the principles, values, and practices of Servant Leadership to management education can make a profound difference on the impact of learning and in the learning experience of both students and teachers" (p. 113). If employees acknowledge a person as a caring and supportive leader, he or she will gain their trust, respect, and friendship. While leadership is easy to explain, it is not so easy to practice. Leadership is about behavior first and skills second. It all comes back to promoting positive expectations and having these expectations realized. It is important for a leader to know his or her own strengths as a "carpenter knows his tools" (Rath & Conchie, 2009, p. 13).

For a servant leader, one example of promoting positive expectations and having the expectations realized is focusing on egalitarian which is rejecting the notion that leaders are inherently superior to other organizational 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 (Reed *et al.,* 2011).

According to Barnes (2015), "servant leadership is actually much more aligned with the values of higher education institutions than other forms of leadership" (p. 132). Servant leaders are always complimenting and motivating employees and recognizing their achievements. From this outgoing and friendly behavior, it is easy for employees to open up and communicate how they feel about every aspect of the organization. Servant leaders will respect everyone's opinion, even if someone challenges an organizational policy. "Learning to understand and see things from another's perspective is absolutely crucial to building trusting relations and to career success" (Kouzes & Posner, 2003, p. 79). Servant leaders treat people as they would like to be treated. "You express joy in seeing others succeed, you cheer others along, and you offer supportive coaching, rather than being a militant authority figure who is out patrolling the neighborhood" (Kouzes & Posner, 2003, p. 77).

According to Lee (2018), "Servant leadership has received increasing attention from leadership researchers, evidenced by recent trends emphasizing the adoption of shared and relational perspectives with a focus on leader-follower interfaces" (p. 4). Servant leaders are followed because people trust and respect them, rather than the skills they possess. Leadership is

both similar and different from management. Management relies more on planning, organizing, and controlling outcomes. Leadership relies on some management skills too, but more so on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, wisdom, determination, compassion, and sensitivity. Most people don't seek to be leaders. Those who want to be a leader can develop leadership ability. It is important to understand that "as you take the role of a caring leader; people soon begin relating to you differently" (Kouzes & Posner, 2003, p. 77). A strong leader must be able to listen, consult, involve, and explain why and how things should be done.

Leadership is both similar and different from management. Management relies more on planning, organizing, and controlling outcomes. Leadership relies on some management skills too, but more so on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, wisdom, determination, compassion, sensitivity, and moral integrity. Greenleaf not only emphasized the importance of the ''moral man'' and the ''moral society,'' but also the ''moral organization'' as well (Reed *et al.,* 2011).

Most people don't seek to be leaders. Those who want to be a leader can develop leadership ability. It is important to understand that "as you take the role of a caring leader; people soon begin relating to you differently" (Kouzes & Posner, 2003, p. 77). A servant leader must be able to listen, consult, involve, and explain why and how things should be done. Kuhnert and Lewis (1987) describe high quality leader–follower transactions as ''augmented by an interpersonal bond'' that ''relies on the exchange of non-concrete rewards to maintain followers' performance" (p. 649).

Furthermore, Brown and Trevino (2006) have defined the ethical leader as one who demonstrates ''normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement and decision making" (pp. 595–596). Interpersonal support offered by top executives can not only help organizational members develop their full potential, but can also foster an organizational 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'' (Greenleaf, 1970, 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 organizational morale is low (Reed *et al.,* 2011).

Citizenship Behaviors

Organizational citizenship behaviors refer to employee acts that support the broader social and psychological environment in which tasks are carried out in organizations (Organ, 1997). Citizenship behaviors are linked to organizational commitment (O'Reilly & Chatman, 1986). Citizenship behavior is when an employee "goes the extra mile by engaging in behaviors that are not within their job description—and thus do not fall under the broad heading of task performance" (Colquitt *et al.,* 2011, p. 41). Based on recent studies, there are no human factors and constructs affecting organizational outcomes more than organizational commitment (Valaei & Rezaei, 2016, p. 1667).

Some examples of organizational and interpersonal citizenship behaviors are: civic virtue, boosterism, sportsmanship, courtesy, conscientiousness, and voice. As a case in point, civic virtue refers to participating in the company's operations at a deeper-than-normal level by attending voluntary meetings, keeping up with organizational announcements, and keeping abreast of business news that will impact the company (Colquitt *et al.,* 2011). Sportsmanship involves maintaining a good attitude with coworkers at all times. Boosterism refers to promoting the image of the organization to outsiders.

Panaccio et al. (2015) found that psychological contract fulfillment mediated the relationships of servant leadership with innovative behaviors, and with individual initiative and loyal boosterism forms of OCB. Güçel and Begeç (2012) investigated 67 administrative and faculty members of a private university in Turkey with the aim of finding the effects of servant leadership on OCBs. The results demonstrated that vision and serve dimensions of the servant leadership construct have positive significant effect on sportsmanship and civic virtue dimensions of OCB. In a study by Kalshoven *et al.* (2012), the results showed the relationship between individual and group perceptions of leadership and courtesy was positive when empathic concern was high, whereas this relationship weakened when empathic concern was lower. According to Wazir *et al.* (2018), previous studies have shown that one of the Big Five Personality Traits, conscientiousness is related to employee voice.

Consequently, employees who have high levels or organizational commitment will be more likely to exhibit citizenship behaviors. Moreover, there are two types of citizenship behaviors which are: organizational and interpersonal. Citizenship behaviors are significant to all jobs and all levels. Furthermore, citizenship behaviors are needed in dynamic organizations that are constantly changing. Interestingly enough, employee citizenship behavior has been found to influence the salary and promotion recommendations people receive, over and above their task performance (Kiker & Motowildo, 1999). According to Sloan *et al.* (2017),

> Organizational commitment is considered one key characteristic of an employee's relationship to an organization. Described as an employee's psychological attachment to an organization, organizational commitment has gained substantial scholarly attention, and has been the subject of various meta-analyses in the last three decades. A large part of the reasoning for such attention is that organizational commitment predicts relevant organizational outcomes such as job satisfaction and employee turnover intentions. (p. 193)

Bolino *et al.* (2013) explain "Prior work suggests that employees may engage in organizational citizenship behaviors because they are worried about losing their job because of poor economic conditions, layoffs, or other uncertainties, and that engaging in citizenship behaviors may provide a way for workers to stand out from their peers" (p. 544). According to Mohammad et. al. (2010), "Employees' voluntary behavior is quite important in education organizations as it is in where the extra role behavior is performed as well as the official works" (p. 14).

Organizational Commitment

Mowday *et al.* (1982) conceive commitment as an attitude reflecting the nature and quality of the linkage between an employee and an organization. It is an individual's identification with a particular organization and its goals to maintain membership in order to attain these goals.

Organizational commitment has been defined as an employee's connection and loyalty to a particular organization (Porter et al., 1976; Mowday et al., 1979). It also refers to an employee's willingness to exert extra effort within the organization (Batemen & Strasser, 1984). It is a feeling of dedication, willingness to go the extra mile, and an intention to stay with the organization for a long period of time (Meyer & Allen, 1988; 1991). Organizational commitment means loyalty and intention to stay with the organization (Brewer, 1996). It is interested in the employee's willingness to leave their organization (Greenberg & Baron, 2003). It reflects the work attitudes of employees toward the organizations in which they work (Silverthorne, 2004).

Organizational commitment is an individual's willingness to dedicate efforts and loyalty to an organization (Wagner, 2007). It described as a key factor in the relationship between individuals and organizations (Sharma & Bajpai, 2010).

The three components conceptualization of organizational commitment indicated by Meyer and Allen (1991) are as follows:

- Affective commitment refers to an employee's continuing to work for an organization thanks to emotional attachment to, involvement in, and identification with that organization,

- Continuance commitment refers to the commitment based on the costs that are associated with leaving a specific organization (Greenberg & Baron, 2003).

- Normative commitment relates to feeling obligated to remain with an organization, i.e. an employee with a strong sense of normative commitment will feel obligated to stay in the organization because the organization invested a lot of time to train the employee

Meyer and Allen (1991) believe that employees can experience all three forms of commitment and that the psychological states reflecting the three components of organizational commitment will develop as the function of quite different antecedents. They will also have different implications for work behavior. Most managers would agree that it is very difficult to find employees who have both high levels of task performance and organizational commitment.

Griffeth *et al.* (1999) developed a model recognizing the four types of employees: stars, citizens, lone wolves, and apathetics in an organization. According to Kaifi (2013), stars possess high organizational commitment levels and also high task performance levels. Citizens possess high organizational commitment levels and low task performance levels. Lone wolves possess low levels of organizational commitment levels but high levels of task performance levels. Apathetics possess low levels of organizational commitment and task performance.

Raju and Srivastava (1994) believe that organizational commitment can be described as the factor that promotes the attachment of the individual to the organization. To put it differently, higher levels of performance and effectiveness at both the individual and the organizational level will be the outcome of the high levels of effort exerted by employees with high levels of organizational commitment.

Organizational commitment is beneficial for the organization as it reduces the absenteeism rate and turnover ratio, let alone enhancing the organization's productivity (Jernigan et al., 2002). Freund and Carmeli (2003) state that the employee who is highly committed to the organization contributes to the organization performance (Joiner & Bakalis, 2006).

Organizational Cynicism

Cynicism can be described as being negative and pessimistic about others. Employees

who are cynical can influence the entire organization and can hinder the organization from reaching its goals. Cynical employees believe that their colleagues are selfish and self-centered (Barefoot *et al.,* 1989). According to Aslam et al. (2016), "The strongest and prime sources of cynicism among employees are fears of the unknown or forcible removals from comfortable workplace routines" (p. 592).

Some factors that influence cynicism are: dealing with stress, disagreement with organizational expectations, lack of social support and recognition, not having a voice in the decision-making process, unbalanced distribution of power, and lack of communication (Reichers *et al.,* 1997). Biswas & Kapil (2017) state, "our findings suggest that a normally low level of negative workplace attitudes, such as organizational cynicism, is further weakened when employees trust their organization's acts, policies, and correspondence" (p. 702). Cynics also believe that employees have low-levels of critical thinking capabilities and are not worthy of trust or loyalty (Abraham, 2000). It should be mentioned that some researchers believe that cynicism is a personality trait or attitude rather than a lifestyle (Özgener *et al.,* 2008).

The two types of withdrawal behaviors are psychological withdrawal and physical withdrawal. Psychological withdrawal consists of actions that allow an individual to mentally depart from the work environment. Some examples of psychological withdrawal are: daydreaming, looking busy, moonlighting, and cyberloafing (Kaifi, 2013). Physical withdrawal, on the other hand, consists of actions that allow an individual to physically depart from the work environment. Some examples of physical withdrawal are: missing meetings, tardiness, and absenteeism.

Organizational cynicism is the belief that an organization lacks honesty causing hard-hitting reputation and critical behaviors when it is combined with a strong negative emotional reaction (Abraham, 2000). It is an estimation based on an individual's work experience of the evaluator (Cole *et al.,* 2006). It may refer to being unsatisfied with the organization.

Organizational cynicism is defined as an attitude formed by faith, feelings and behavioral tendencies. It is a negative attitude including the three dimensions developed by a person to his organization, namely; cognitive, affective, and behavioral structure of the cynical construct. The cognitive dimension of organizational cynicism is the belief that organization's lack honesty and transparency. The affective dimension of organizational cynicism refers to the emotional and sentimental reactions to the organization. The behavioral dimension of organizational cynicism refers to negative tendencies (Dean *et al.,* 1998; Stanley et al., 2005).

Organizational cynicism is defined as an attitude formed by faith, feelings and behavioral tendencies. Organizational cynicism is a negative attitude including the three dimensions developed by a person to his organization, namely; cognitive, affective, and behavioral structure of the cynical construct (Dean *et al.,* 1998, Stanley *et al.,* 2005).

- The cognitive dimension of organizational cynicism is the belief in the organization's lack of honesty. It is the belief that the organization's practices lack justice, honesty and sincerity. Cynics believe that those principles are mostly forfeited. They are replaced by unprincipled actions and immoral attitudes as if they are norms. Besides, cynics may believe that human beings are untrustworthy and incoherent in their behaviors.

- The affective dimension of organizational cynicism refers to the emotional/sentimental reactions to the organization. The sensitive/emotional consists of strong emotional reactions towards the organization. Cynics may feel disrespect and anger towards their organizations; or feel discomfort, hatred and even shame when they think about their organizations. Thus, cynicism is related to various negative senses.

- The behavioral dimension of organizational cynicism refers to negative tendencies and mainly humiliating attitudes. This dimension consists of negative and frequently critical attitudes. Strong critical expressions towards the organization are the most prominent of behavioral tendencies. These may occur in various forms, mostly expressions about the organization's lack of honesty and sincerity.

Executive Leadership – The Power, Roles and Functions of a University President

Studies have found that university presidential performance is critical to institutional effectiveness. Old ways of running universities no longer work in today's interconnected, faster-paced world. It's particularly difficult to foster organizational change when faculty are not motivated to do so. Presidents of higher education institutions are now more carefully and periodically scrutinized. Such evaluations can make presidents more accountable but may also create difficulty if not designed and implemented carefully (Friedman *et. al.,* 2017; Michael *et al.,* 2001). Furthermore, Michael *et al.* (2001) report several factors are necessary for college presidents to be successful. These include knowledge of higher education, an influence that helps to attract resources, a healthy relationship with key constituents, and effective management skills. An effective college president enhances the value of his/her college or university by being concerned with the institution's reputation.

Effective college presidents need to both remove impediments to change and encourage the transformation of their institutions into learning organizations (Friedman et. al., 2017). To encourage increased collaboration, academic departments may need to be merged. Many institutions suffer from a bloated administration which will need to be pared in order to facilitate the creation of a learning organization. Garvin (1993) defines a learning organization as one that is skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.

Characteristics of a learning organization include the utilization of shared knowledge; an emphasis on cooperation, not turf; a commitment to constant learning and personal growth; an infrastructure that allows the free flow of information and ideas; and an ability to adapt to changing conditions. The ability to adapt to changing conditions, i.e., an ability to renew, regenerate and revitalize itself is a major characteristic of a learning organization. According to Friedman *et. al.* (2017), it is ironic that institutions of higher education are teaching organizations but not learning organizations.

Servant Leadership of University Presidents

According to Lu *et. al.* (2017), current leadership models in higher education institutions (HEIs) need review. The traditional models in HEIs respond slowly to rapidly changing educational environments and cannot solve problems that occur or are created under existing leadership. Some HEI leaders have tried to adopt private sector management principles, but an HEI has a unique culture, structure, and processes. According to Griffith (2004), leadership has a direct impact on job satisfaction, which itself directly influences staff turnover and school achievement progress. Oner (2012) compares servant and paternalistic leadership styles, and finds that both are highly correlated and have positive effects on job satisfaction.

According to Chen and Silverthorne (2005), "human-oriented leadership styles increase job satisfaction, and several studies demonstrate that participative decision making can be beneficial to both workers' mental health and job satisfaction" (p. 282). Fernandez (2008) finds that job satisfaction is positively related with relations-oriented and development-oriented – but

not task-oriented – leadership behavior. Shaw and Newton (2014) claim that job satisfaction and retention is affected by servant leadership in schools.

Servant leadership style is recognized when the leader demonstrates no interest in acquiring power, and is primarily concerned with followers (Howell & Costley, 2006). Pardey (2007) describes a servant leader as a leader whose preference is not to be seen as the leader, but to understand followers, cooperate with them to achieve goals, and be engaged with them in their work. Lewis and Noble (2008) describe servant leaders as being authentic, vulnerable, accepting, present and useful, accessible, and engaging.

It is worth noting that research on the relationship between servant leadership and job satisfaction in any context is scarce and is almost absent in HEIs. According to Chan and Mak (2014), servant leadership has a positive relationship with employees' job satisfaction directly and through the trust in the leader of the business. In Schneider and George's (2011) research in a national volunteer organization in the USA, servant leadership has an impact on members' satisfaction as well as on their commitment to stay. It seems like servant leadership is preferred more than other styles in even such autocratic organizations as US police forces (Vito *et al.,* 2011). Therefore, it should not be surprising that servant leadership would be appropriate in the educational sector. Indeed, Shaw and Newton (2014) find that servant leadership affects school teachers' satisfaction and retention.

Organizational Citizenship of University Administrators, Faculty and Staff

Organizational citizenship behaviors typically are not high among faculty members due to many factors such as teaching loads, research expectations, and performing service for their department and the university itself. Faculty have called upon administrators to ensure service responsibilities are clarified and distributed equitably (Misra *et al.*, 2011). One explanation for the lack of such citizenship behaviors is that service is difficult to define; another is that administrators and faculty value service less than teaching and research (Ward 2003).

Furthermore, shifts in faculty rights and responsibilities have occurred due to the growth in the number of mid-level administrators as well as changes in hiring practices both of which have reduced the number of faculty eligible to participate in shared governance, thus strengthening a management orientation to governance (Slaughter & Rhoades 2004; Steck 2003). According to Lawrence *et. al.* (2012), it would be particularly useful to know what types of social interactions occur between faculty and administrators and among faculty on campuses where (1) there is consensus about faculty service responsibilities, (2) the majority of faculty believe institutional service is valued, and (3) where faculty believe institutional service is not valued.

Organizational Cynicism of University Administrators, Faculty and Staff

Studies of organizational cynicism have found that the highest mean calculated is for the item of "I believe that things done and told are different in my organization" (x=3.65) (Mete, 2013). Kalağan's (2009) thesis research investigating the relationship between research assistants' organizational support and organizational cynicism attitudes is consistent with the data of Mete's study. In Kalağan's (2009) study, the highest mean for organizational cynicism is also for the item of "things that are done and told are different in my organization" (x=3.41).

Based on this finding, it could be stated that the relationship between academics' ethical leadership perceptions and organizational cynicism attitudes is high and significant. However, it appears 78% of academics' cynicism attitudes are dependent on administrators' ethical leadership behaviors. It may also be that, when organizational ethical leadership behaviors of administrators increase, academics' organizational cynicism behaviors decrease.

According to Andersson and Bateman (1997), when employees do not trust their administrators and have a feeling of being stymied, their cynicism attitudes increase. In another study, when administrators do not behave ethically in decision-making, cynicism attitudes rise (Andersson, 1996; Reichers *et. al.,* 1997). Broken promises trigger employees' cynicism attitudes. In their research, Bommer et al. (2005) and Davis and Gardner (2004) note that when employees do not receive administrators' help and leaders are seen as hypocritical, negative attitudes between employees increase. Finally, the quality of communication between leader and employee triggers employees' cynicism attitudes.

Impact of Servant Leadership on Organizational Citizenship at the University Level

One study by Farris (2011) finds that the impact of servant leadership was measurable in several universities, with the attribute of *Humility* being the strongest. Employees' intrinsic job satisfaction was slightly higher than their extrinsic job satisfaction. The highest correlations between being led by a servant leader and resulting job satisfaction were found in those employees who are older, have more education, have worked longer, and/or are employed in positions of greater responsibility within the organization.

Impact of Servant Leadership on Organizational Cynicism at the University Level

In the study conducted by Ye and Min (2014), a director`s usage of the servant leadership style, teachers' empowerment, and organizational cynicism have a direct influence on organizational commitment. Also, the director`s servant leadership directly influences teachers' empowerment and organizational cynicism. Lastly, the director`s servant leadership style indirectly influences teachers' empowerment and organizational cynicism in terms of the level of organizational commitment.

Conceptual Framework and Hypotheses

A servant leader serves his or her followers first and then leads second (Negron, 2012). As Lao-Tzu (the father of Taoism) expressed, the key qualities that great leaders possess are selflessness, unbiased leadership, acting as a midwife, and being like water (Wren, 1995, p. 70). In selflessness, the wise leader is not egocentric, which equates to being more understanding and open-minded. Unbiased leadership means treating everyone equally without having preconceived notions. By being midwives, leaders do not intervene in all organizational affairs and instead allow employees to resolve issues on their own. A leader is like water because a leader cleanses, purifies, and refreshes an organization's climate. Being able to deliver a warm style of leadership and paying attention to everyone are key elements of gaining the trust and respect of employees.

Paying attention shows people that the leader cares. The best way to do this is to focus on what employees are doing, how they're feeling, who they are, and what they like and dislike. "Paying attention demands that you put others first" (Kouzes & Posner, 2003, p. 79). Paying

attention is not "patrolling" or "inspecting" but instead being there by supporting, coaching, and directing employees. Leadership is a style of management aimed at assisting individuals in discovering and pursuing their own developmental needs rather than at controlling employees (Denhardt, 1993, p. 204).

According to Jago (1982), "Leadership is expressed or displayed through interaction between people and necessarily implies its complement, followership. For one to influence, another must permit himself to be influenced" (p. 316). A servant leadership style can also be considered for leading higher education institutions because of the nurturing style that is needed to help faculty develop, achieve student outcomes, and create an institution with high levels of organizational commitment and low levels of organizational cynicism. From the literature review, we developed the following hypotheses concerning the relationships between servant leadership and organizational commitment and organizational cynicism.

The proper hypotheses have been developed to be tested by the authors. Through the perceptions and lived experiences a sample of two-university employees, this study examines whether the president's perceived executive "servant leadership" has an effect on both "organizational citizen ship" and "organizational cynicism".

Hypothesis 1: *Interpersonal support offered by servant leadership is positively related to the five dimensions of organizational citizenship (altruism, civic virtue, courtesy, conscientiousness, and sportsmanship) and is negatively related to three dimensions of organizational cynicism (cognitive, affective and behavior) among university employees.*

According to the research, interpersonal support offered by top executives fosters an organizational culture conducive to growth and service as well as helps organizational members develop their full potential. 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" (Reed *et al.*, 2011). Kuhnert and Lewis (1987) describe high quality leader–follower transactions as ''augmented by an interpersonal bond'' that ''relies on the exchange of non-concrete rewards to maintain followers' performance'' (p. 649). Moreover, Reed *et al.* (2011) explain how their measure of executive servant leadership, grounded in Greenleaf's ideas regarding the diffusion of interpersonal support and egalitarianism throughout an organization, does just that, thus offering an ideal mechanism to test this supposition and advance understanding of the relationship between CEO leadership and corporate social performance.

Hypothesis 2: *Community-building through servant leadership is positively related to the five dimensions of organizational citizenship and is negatively related to three dimensions of organizational cynicism among university employees.*

Studies have found three key themes of servant leadership. According to Parris and Peachey (2012), these themes of servant leadership, and its influence on volunteer motivation, are generating a shared vision dedicated to helping others, building a caring and loving community, and creating the freedom and resources for followers to become servants themselves. Greenleaf (1977) argued that serving others requires unconditional love and a community. The association with others who choose first to serve helps form a desire to participate in community-building events and to the culture created by this servant volunteer

community. This supports findings that affiliation is a strong motivator in volunteering at special events (Haski-Leventhal & Cnaan, 2009; Monga, 2006; Wilson, 2000). Furthermore, the motivation of serving others illustrates the distinguishing attribute of servant leadership (Russell & Stone, 2002). Such volunteer-driven events support Haski-Leventhal & Cnann's (2009) claim that social and community norms affect an individual's tendency to volunteer. Built around the serving culture, the founder along with his volunteers has created a loving community that shows multiple generations the powerful gift of service.

Hypothesis 3: *Altruism of servant leaders is positively related to the five dimensions of organizational citizenship and is negatively related to three dimensions of organizational cynicism among university employees*

Studies have found that a servant leader – with reported behavioral characteristics such as empathy, compassion, and altruism – builds not only a mentally and emotionally healthy workforce but also inculcates a sense of cohesiveness, collaboration, and sustainable relationships among the followers by understanding and addressing their feelings and emotions (Jit *et al.,* 2017). Cohesiveness and collaboration in a servant-led organization increases pro-social and altruistic behavior among followers that in turn improves organizational performance (Ebener & O'Connell, 2010; Ehrhart, 2004; Hu & Liden, 2011; Walumbwa, Hartnell, & Oke, 2010) and overall team effectiveness (Mayer *et al.,* 2008; McCuddy & Cavin, 2008; Taylor *et al.,* 2007).

Hypothesis 4: *Egalitarianism of servant leadership is positively related to the five dimensions of organizational citizenship and three dimensions of organizational cynicism among university employees.*

Strong social interactions between leader and follower enhance the diversity of knowledge exchanged, according to the research. The egalitarianism underlying servant leadership (Smith *et al.,* 2004; De Clercq *et al.,* 2014) encourages followers to engage more meaningfully with their work because they feel valued by the leader (Kahn, 1990). Servant leadership builds employee attachment to their work through the egalitarianism expressed by the work culture created by the servant leader. All employees feel equally valued, with the same rights as others in the organization. The leaders' belief systems are not assumed to be superior to those of their followers (Smith *et al.,* 2004), which furthers the sense of equality between all organizational members.

Hypothesis 5: *The moral integrity of servant leadership is positively related to the five dimensions of organizational citizenship and three dimensions of organizational cynicism among university employees.*

Studies have found that without ethical organizational norms established by top management, individuals are left to make decisions alone relying only on their personal beliefs and moral reasoning abilities (Martin & Cullen, 2006). The results of the Andreoli and Lefkowitz (2009) study further indicate that promoting a moral organization can best be achieved through combining formal mechanisms, such as codes of conduct, with modeling ethical leadership (e.g., ''through words and actions of senior managers''). According to Brown and Trevino (2006, p.

599), the moral management aspect of ethical leadership extends beyond the usual influence of organizational leaders.

Outcomes are achieved through setting standards, by leading by example, and by holding the followers or employees accountable, either through rewards or through disciplinary measures. This shows that ethical leadership is often more consistent with transactional styles of management rather than transformational styles The moral conduct of top executives is particularly critical in creating a servant organization – earning stakeholder trust by demonstrating and encouraging transparency and by freely admitting mistakes at both the personal and organizational level (Greenleaf, 1972).

Bass and Steidlmeier (1999) distinguish between pseudo and authentic transformational leaders, arguing that authentic transformational leaders are moral leaders who embrace values such as fairness and honesty, but pseudo transformational leaders are ''more selfishly and politically motivated'' (Brown & Trevino, 2006, p. 598). One theme for servant leadership is ''behaving ethically,'' which infers that servant leaders should interact with followers fairly and honestly (Liden *et al.,* 2008).

Hypothesis 6: *University employees' perceptions of five servant leadership factors are correlated with their experience of the five dimensions of organizational citizenship and three dimensions of organizational cynicism.*

Studies note two practical solutions for companies in their managerial practice: the provision of servant leadership and social support at work. First, organizations and managers should identify and implement the key behaviors of servant leadership, such as placing the primary focus on the needs of employees, providing personalized support for their development, and listening to and helping with their emotional problems. Second, organizations and managers should implement both formal and informal workplace practices to create a socially supportive environment. In line with the development of servant leadership and job social support, the positive effects of the servant leadership culture also positively affect the families of employees in the form of enhanced satisfaction and quality of life.

Resolving issues of burnout, turnover, and performance is necessary since they are crucially correlated with employee satisfaction (Halbesleben & Buckley, 2004; Judge *et al.,* 2001; Lee & Ashforth, 1996). Since servant leaders focus on the interest of others rather than on their own self-interest, they are welcomed in the organization (Hale & Fields 2007). Servant leaders create a salient context for employee learning and development (Luthans & Avolio, 2003). Employee skills and competence are enhanced by observing servant leaders demonstrating and disseminating knowledge at work. In addition, servant leadership encourages employee learning by providing opportunities and empowering employees to make self-directed decisions (Konczak *et al.,* 2000) from which they develop the required skills, knowledge, needs, and abilities to achieve their personal career goals. These circumstances make it more likely that employees can perform successfully.

METHODOLOGY
Sample and Data Collection

Little research was used to examine the structural components and linkages among these three latent concepts, executive servant leadership, organizational citizenship and organizational cynicism.   The methodology of the study was to examine the perceptions and lived experiences

of the university employees and examine whether the president's executive servant leadership perceived can be effectively functioning and impacting on the both organizational citizenship and organizational cynicism.

This research went through two institutional research review boards with permission from the provost and university presidents to review the university names (Guangdong Medical University and Andrews University for the administrative approval of data collection and an online survey was randomly sampled and administered to 475 full-time employees of two universities. Responses to the survey was anonymous. The missing data was replaced by 9 in the data set and 9 was defined as the missing data. Respondents younger than 18 years or form other vulnerable population were excluded by the Human Resource Department. The online survey was distributed by the researchers with the assistant of provost's announcement and facilitation during the regular semester to full-time employees who had an official university account. Data was collected between Jan 8, 2018-March 30, 2018. Institutional Review Board and resource supported were obtained from Andrews University, Berrien Springs, Michigan.

The respondents were encouraged to participate in this research on a voluntary basis and were told that the general results would be shared with them in the Andrews University Creative Research Exhibition with the poster presentation, which was held October 30, 2018. Power Analysis determined that an effective sample size 420 would maximize the chance of achieving statistically significant results at a significance level of 0.05 level. There are 475 full-time faculty and staff participating in this research. Forty-five percent of respondents are male and 55% are female. Thirty eight percent of respondents had worked at these two universities for 1-5 years. Caucasian (36%) and Chinese (30%) were the two dominant ethic groups. All the responses were transmitted electronically to an SPSS database and LISEL/AMOS/EQS software for analysis. Because the data analysis specification of Structural Equation Modeling, any responses missing data were dismissed from the data set.

Instrumentation and Measures

The permission to use validated Organizational Citizenship Behavior (OCB) and Organizational Cynicism (OCN) and Executive Servant Leadership (ESL) were initially granted by the primary author.

Unobserved Variables-Exogenous (Independent Variates)
Latent Concept: Executive Servant Leadership (ESLS)
Observed Variable 1: Interpersonal Support (IS)
Observed Variable 2: Building community (BC)
Observed Variable 3: Altruism (AL)
Observed Variable 4: Egalitarianism (EG)
Observed Variable 5: Moral Integrity (MI)

Unobserved Variables-Endogenous 1 (Dependent Variates)-Measured by Organizational Citizenship Behavior (OCB)
Latent Concept 1: Organizational Citizenship Behavior
Observed Variable 1: Altruism (AOCB)
Observed Variable 2: Civic Virtue (VOCB)
Observed Variable 3: Courtesy (ROCB)

Observed Variable 4: Conscientiousness (NOCB)
Observed Variable 5: Sportsmanship (SOCB)

Unobserved Variables-Endogenous 2 (Dependent Variates) Latent Concept 1: Organizational Cynicism (OCN)
Observed Variable 1: Cognitive (COCN)
Observed Variable 2: Affective (AOCN)
Observed Variable 3: Behavioral (BOCN)
Organ (1988) identified and validated five dimensions of OCBs with Cronbach's alpha value: altruism (0.78), courtesy (0.75), sportsmanship (0.75), conscientiousness (0.86), and civic virtue (0.75). The measured statements were listed below and were categorized as:

- Altruism: discretionary behaviors that have the effect of helping a specific other person with an organizationally relevant task or problem.

- Conscientiousness: discretionary behaviors on the part of the employee that go well beyond the minimum role requirements of the organization in the areas of attendance, obeying rules and regulations, taking breaks, and so forth.

- Sportsmanship: willingness of the employee to tolerate less than ideal circumstances without complaining

- Courtesy: discretionary behavior on the part of an individual aimed at preventing work-related problems with others from occurring

- Civic virtue: behavior on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concerned about the life of the company.

Table 1
Organizational Citizenship Behavior Scale

Observed Variable	Latent Construct
1. I help others who have been absent from work.	Factor 1: Altruism (AOCB)
2. I help others who have a heavy workload.	Factor 1: Altruism (AOCB)
3. I help orient new people even though it is not required.	Factor 1: Altruism (AOCB)
4. I am willing to help others who have work related problems	Factor 1: Altruism (AOCB)
5. I am always ready to lend a helping hand to those around me.	Factor 1: Altruism (AOCB)
6. I attend meetings that are not mandatory, but are considered important.	Factor 2: Civic Virtue (VOCB)
7. I attend functions that are not required, but help the organization's image.	Factor 2: Civic Virtue (VOCB)
8. I keep abreast of changes in the organization.	Factor 2: Civic Virtue (VOCB)
9. I read and keep up with organization	Factor 2: Civic Virtue (VOCB)

announcement, memos, and so on.	
10. I take steps to try to prevent problems with other workers.	Factor 3: Courtesy (ROCB)
11. I am mindful of how my behavior affects other people's jobs.	Factor 3: Courtesy (ROCB)
12. I do not abuse the rights of others.	Factor 3: Courtesy (ROCB)
13. I try to avoid creating problems for coworkers.	Factor 3: Courtesy (ROCB)
14. I consider the impact of my actions on coworkers.	Factor 3: Courtesy (ROCB)
15. My attendance at work is above the norm.	Factor 4: Conscientiousness (NOCB)
16. I do not take extra breaks.	Factor 4: Conscientiousness (NOCB)
17. I obey organization rules and regulations even when no one is watching.	Factor 4: Conscientiousness (NOCB)
18. I believe that I am one of the most conscientious employees at my organization.	Factor 4: Conscientiousness (NOCB)
19. I believe in an honest day's work for an honest day's pay.	Factor 4: Conscientiousness (NOCB)
20. I consume a lot of time complaining about trivial matters.	Factor 5: Sportsmanship (SOCB)
21. I always focus on what's wrong, rather than the positive.	Factor 5: Sportsmanship (SOCB)
22. I tend to "make mountains of molehills"	Factor 5: Sportsmanship (SOCB)
23. I always find fault with what organization is doing	Factor 5: Sportsmanship (SOCB)
24. I am the classic "squeaking wheel" that always needs greasing.	Factor 5: Sportsmanship (SOCB)

Organizational cynicism was measured using a 14-item scale in Table 2 developed by Dean *et al.* (1998) with Cronbach's Alpha values: Cognitive (0.90, six items), affective (0.94, four items), and behavioral dimensions (0.89, four items) of organizational cynicism were examined. A five-point Likert scale was used, ranging from strongly disagree (score of 1) to strongly agree (score of 5) with a midpoint labeled neither agree nor disagree (score of 3).

Table 2
Organizational Cynicism Behavior Scale

Observed Variable	Latent Construct
1. I see little similarity between what my organization says it will do and what is actually does.	Factor 1: Cognitive (COCN)
2. Attempts to make things better around here won't produce good results.	Factor 1: Cognitive (COCN)
3. I believe my organization management syas one things and does another.	Factor 1: Cognitive (COCN)
4. My organization's policies, goals, and practices seem to have little in common.	Factor 1: Cognitive (COCN)
5. When my organization says it's going to do something, I	Factor 1: Cognitive (COCN)

wonder if it will really happen.	
6. My organization expects one thing of its employees, but rewards another.	Factor 1: Cognitive (COCN)
7. When I think about my organization, I feel angry.	Factor 2: Affective (AOCN)
8. When I think about my organization, I experience aggravation.	Factor 2: Affective (AOCN)
9. I often experience tension when I think about my organization.	Factor 2: Affective (AOCN)
10. I often experience tension when I think about my organization.	Factor 2: Affective (AOCN)
11. I complain about things happen in my organization to friends outside the organization.	Factor 3: Behavioral (BOCN)
12. I often talk to others about the way things are run in my organization.	Factor 3: Behavioral (BOCN)
13. I criticize my organization's practices and policies with others.	Factor 3: Behavioral (BOCN)
14. I find myself mocking my organization's slogans and initiatives.	Factor 3: Behavioral (BOCN)

Servant leadership was measured by the 55 items in Table 3 identified by Reed et al. (2011). The ESLS is composed of five dimensions: (1) interpersonal support (Cronbach $\alpha=0.94$), (2) building community (Cronbach $\alpha=0.90$), (3) altruism (Cronbach $\alpha=0.93$), (4) egalitarianism (Cronbach $\alpha=0.94$), and (5) moral integrity (Cronbach $\alpha=0.95$). Respondents were asked to indicate how frequently they experience a particular aspect of servant leadership using a 4-point scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree).

Table 3
Executive Servant Leadership (ESLS)

Observed Variable	Latent Construct
6. Recognize low morale	Factor 1: Interpersonal Support
7. Make other succeed	Factor 1: Interpersonal Support
15. Nurtures employee leadership	Factor 1: Interpersonal Support
25. Dignity and respect	Factor 1: Interpersonal Support
29. Decision-making control to most affected	Factor 1: Interpersonal Support
37. Listen carefully	Factor 1: Interpersonal Support
2. Effects of decisions on community	Factor 2: Building Community
20. Spirit of cooperation	Factor 2: Building Community
21. Organizational commitment	Factor 2: Building Community
45. Improve community	Factor 2: Building Community
46. Value diversity and differences	Factor 2: Building Community
9. Sacrifice personal benefit	Factor 3: Altruism
11. Serve with no expectation of reward	Factor 3: Altruism
22. Others interest over self	Factor 3: Altruism
42. Serving others over being served	Factor 3: Altruism
10. Encourages debate	Factor 4: Egalitarianism

13. Invites constructive criticism	Factor 4: Egalitarianism
27. Learns from employees at all levels	Factor 4: Egalitarianism
52. Welcomes input from all levels	Factor 4: Egalitarianism
12. Inspire trust	Factor 5: Moral Integrity
18. Refuses manipulation and deceit	Factor 5: Moral Integrity
32. Admits mistakes	Factor 5: Moral Integrity
33. Transparency and honesty in organization	Factor 5: Moral Integrity
40. Integrity over profit	Factor 5: Moral Integrity
55. Models expected behavior (walk the walk)	Factor 5: Moral Integrity

In reference to model fit, it is necessary to validate each latent variable and use several goodness of fit indicator to assess the model. Table 1 presents CFI indicators to verify each latent concepts and variables. The endogenous variable (dependent variables) are the variables affected by exogenous variables (independent variables). Confirmatory Factor Analysis (CFA) was used to construct the structural equation model (SEM), and all the observed variables and components were confirmed before putting them together. As part of the process, Chi-Square, comparative fit index (CFI), possibilities, and Cronbach α were estimated in Table 4.

In term of individual latent concepts, the results in Table 4 showed that all observed variables functioned properly and effectively for testing the theoretical proposition and examining the extent of interrelationships among variable. The factor loadings with CFI greater than 0.95, Cronbach α greater than 0.80 and possibilities less than 0.05 are accepted statistically.

Unobserved Variables-Exogenous (Independent Variates)

Latent Concept: Executive Servant Leadership (ESLS); Observed Variable 1: Interpersonal Support (IS) ; Observed Variable 2: Building community (BC); Observed Variable 3: Altruism (AL) ; Observed Variable 4: Egalitarianism (EG); Observed Variable 5: Moral Integrity (MI)

Unobserved Variables-Endogenous 1 (Dependent Variates)

Measured by Organizational Citizenship Behavior (OCB)
Latent Concept 1: Organizational Citizenship Behavior; Observed Variable 1: Altruism (AOCB); Observed Variable 2: Civic Virtue (VOCB); Observed Variable 3: Courtesy (ROCB) ; Observed Variable 4: Conscientiousness (NOCB); Observed Variable 5: Sportsmanship (SOCB)

Unobserved Variables-Endogenous 2 (Dependent Variates)

Latent Concept 1: Organizational Cynicism (OCN); Observed Variable 1: Cognitive (COCN); Observed Variable 2: Affective (AOCN); Observed Variable 3: Behavioral (BOCN)

Table 4
Validation of Observed Variables through SEM and Reliability Analysis

Categories	χ2	CFI	P	Current Cronbach α
Unobserved Variables-Exogenous (Independent Variates)				
Latent Concept: Executive Servant Leadership	16.342	0.951	0.038**	
Observed Variable 1: Interpersonal Support (IS)	6.343	0.953	0.035**	0.92
Observed Variable 2: Building community (BC)	5.232	0.954	0.024**	0.87
Observed Variable 3: Altruism (AL)	4.543	0.959	0.000**	0.85
Observed Variable 4: Egalitarianism (EG)	3.232	0.950	0.047**	0.80
Observed Variable 5: Moral Integrity (MI)	4.556	0.965	0.033**	0.88
Unobserved Variables-Endogenous 1 (Dependent Variates)-Measured by Organizational Citizenship Behavior (OCB)				
Latent Concept 1: Organizational Citizenship Behavior	24.323	0.951	0.022**	
Observed Variable 1: Altruism (AOCB)	5.345	0.953	0.000**	0.88
Observed Variable 2: Civic Virtue (VOCB)	4.343	0.954	0.015**	0.92
Observed Variable 3: Courtesy (ROCB)	5.677	0.951	0.000**	0.86
Observed Variable 4: Conscientiousness (NOCB)	5.124	0.966	0.033**	0.84
Observed Variable 5: Sportsmanship (SOCB)	5.678	0.955	0.000**	0.87
Unobserved Variables-Endogenous 2 (Dependent Variates) Latent Concept 1: Organizational Cynicism (OCN)	13.234	0.962	0.000**	
Observed Variable 1: Cognitive (COCN)	6.454	0.953	0.000**	0.88
Observed Variable 2: Affective (AOCN)	4.122	0.965	0.014**	0.85
Observed Variable 3: Behavioral (BOCN)	4.675	0.953	0.006**	0.81

*Note: ** indicated that the probability of each latent concept is less than 0.05 at a significant level. Chi-Square and CFI values were provided by SEM AMOS output results when the confirmatory factorial analysis (CFA) was running to verify each factor.*

Figure 1
Default Structural Equation Model (SEM) of Executive Servant Leadership (ESLS),
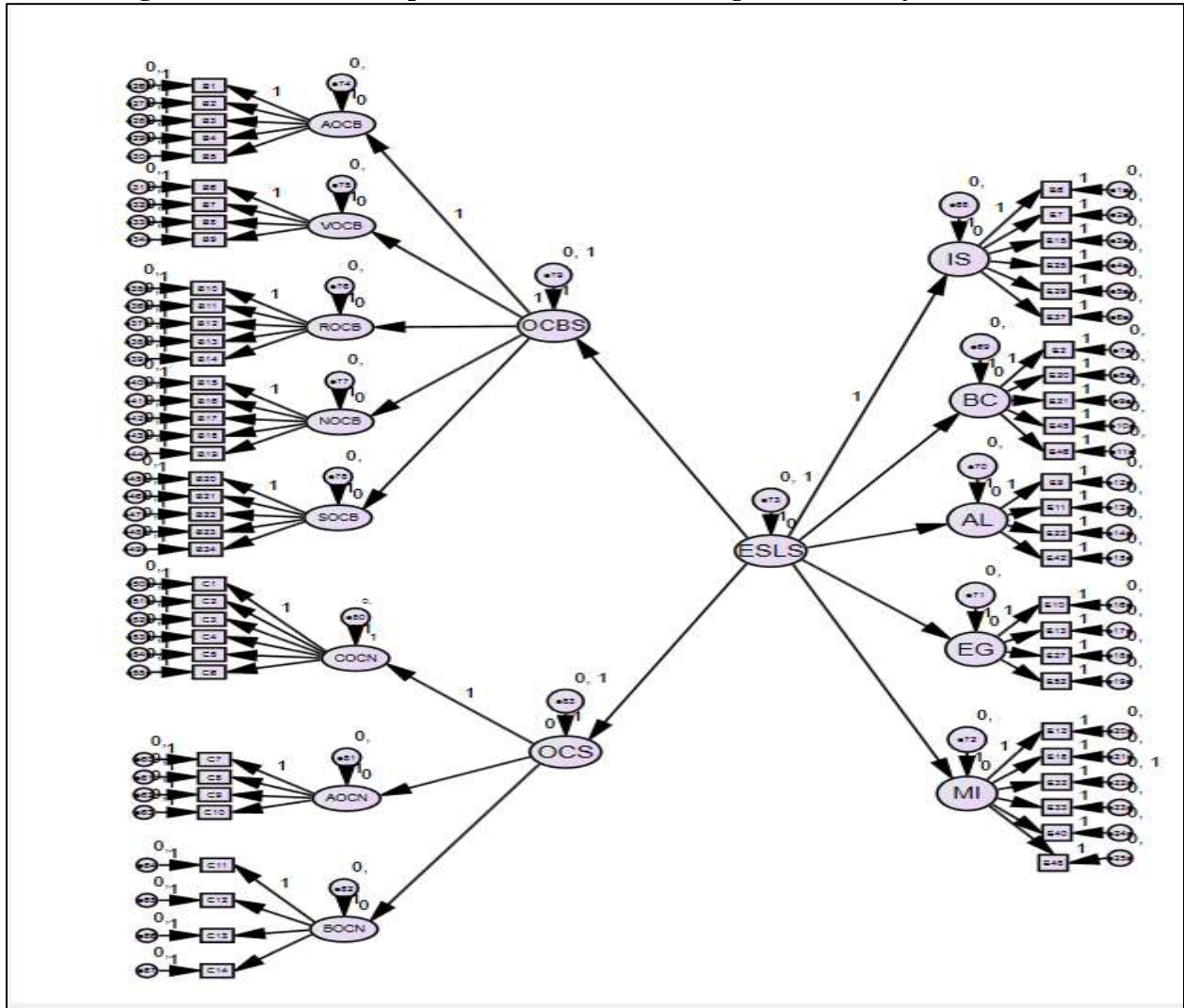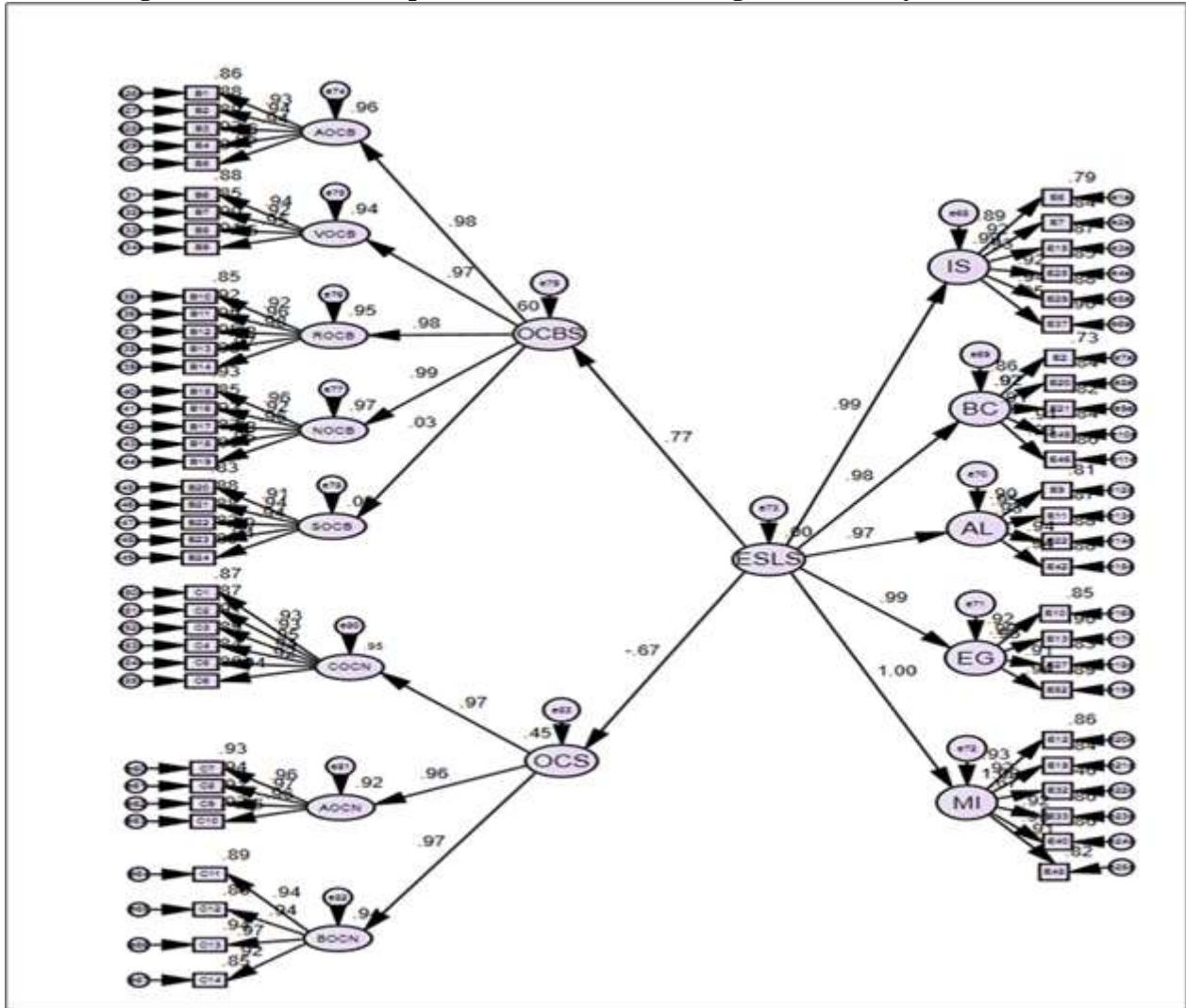**Organizational Citizenship Behavior (OCBS) and Organizational Cynicism (OCN)**

Figure 2
Findings of Structural Equation Model (SEM) of Executive Servant Leadership (ESLS),
Organizational Citizenship Behavior (OCBS) and Organizational Cynicism (OCN)

The SEM was adopted with a maximum likelihood method. IBA SPSS 22.0 and IBM AMOS 24 have been used to perform instrument validation, descript statistics, confirmatory factory analysis and structural equation analysis.

η (Latent Concepts) = β(Regression)x η (endogenous)+ Γx ξ (Structural Error) + ξ (Errors)

X (Measured Items)= Λ x ξ (Exogenous) + δ (Errors)

Organizational Citizenship Behavior OCBS (One Level)=Executive Servant Leadership ESLS (Five Factor)+ Error (Disturbance Variance)

Organizational Cynicism OCN (One Level)=Executive Servant Leadership ESLS (Five Factor)+ Error (Disturbance Variance)

In terms of Confirmatory Factorial Analysis (CFA), all the measured items support observed variables with standardized regression values:

Latent Concept: Executive Servant Leadership (ESLS)
Observed Variable 1: Interpersonal Support (IS) , β Beta Value, .99
Observed Variable 2: Building community (BC) , β Beta Value, .98
Observed Variable 3: Altruism (AL) , β Beta Value, β Beta Value, 97
Observed Variable 4: Egalitarianism (EG) , β Beta Value, β Beta Value, .99
Observed Variable 5: Moral Integrity (MI) , β Beta Value, β Beta Value, Constant 1.00

Latent Concept 1: Organizational Citizenship Behavior
Observed Variable 1: Altruism (AOCB), β Beta Value, .98
Observed Variable 2: Civic Virtue (VOCB), β Beta Value, .97
Observed Variable 3: Courtesy (ROCB), β Beta Value, .98
Observed Variable 4: Conscientiousness (NOCB), β Beta Value, .99
Observed Variable 5: Sportsmanship (SOCB), β Beta Value, .03

Latent Concept 2: Organizational Cynicism (OCN)
Observed Variable 1: Cognitive (COCN) , β Beta Value, .97
Observed Variable 2: Affective (AOCN) , β Beta Value, .96
Observed Variable 3: Behavioral (BOCN) , β Beta Value, .97

The results showed that the goodness of fit (GFI) in Figure 2 was good and sufficient and adequate: CFI = 0.951 χ^2=8348.895, degrees of freedom = 1879, probability level (p) = 0.000, RMSEA =0.039, NFI = 0.950, IFI = 0.953, TLI = 0.958. The SEM results support the hypothesis individually and holistically.

The standardized regression .77 showed that executive servant leadership is contributing to organizational citizenship. The standardized regression value, -.67 showed that executive servant leadership is contributing to organizational cynicism. The Confirmatory Factorial Analysis (CFA) showed that all the subsets and measured items support the individual latent concept and each individual latent concept support the whole model with high validity.

DISCUSSION
Results and Implications

The findings of this SEM model convey an important message. The organizational citizenship behaviors and organizational cynicism are determined and significantly contributed by the well-formulated ethical climate and well-supported university president's executive servant leadership. Hypothesis 1-6 were tested and accepted on the basis of statistical analysis, with a significance level of 0.01 and high goodness of fit (CFI=0.951).

Organizational citizenship with standardized regression value, 0.77, implies psychological attachment, organizational commitment and sense of belongingness while organizational cynicism with standardized regression value, -.67, represents psychological detachment and job dissatisfaction. Both are closely associated servant leadership

The roles and functions of a university president serve as an ombudsman with a good brain, peacemaker with good heart to balance and justify all the interest groups, internal conflicts, and problems. The most challenging part for a servant leader is to reduce cynicism.

The research findings showed the negative correlation between a servant leadership and organizational cynicism. A good servant leader will do not create impression that the university just want to smooth out things and care for outcome regardless of justice and fairness. A good servant leader will not say one thing and does another with hidden agenda. A good servant leader will always keep promises and make things happened. A good servant leader will lead the organization to be consistent with policies, goals and practices consistently. A good servant leader will make his employees believe that good efforts will deserve the rewards. A good servant will create a healthy work environment so employees will not feel tensed, angry, aggressive, hostile or anxious. A good servant leader will reduce all the grievance, complaints, disrespect and mockery towards the organization.

On the opposite, a good servant leader will be nurturing citizenship so everyone has the sense of belonging as a citizen of country, member of a club or member of a family. A good servant leader will make everyone to lend a helping hand to resolve the issues voluntarily, advocate organizational images, uphold the value and changes care for other's welfare consciously and courteously and do not make mountains out of molehills.

To be effective, an administrator must maintain organizational operations and internal stability by securing valuable human resources. Therefore, the administrator generally wants to be very explicit in policies and procedures and set the tone as an ethical leader and ombudsman (Nwabueze, 2011) in resolving conflicts and tension among employees (Sobol, 2009; Tidball, 2012). Clarity in leadership style is favorable to the administrator's effectiveness in preserving ethical values, practicing leadership power, and enhancing follower's attitudes toward institutional responsibilities (Groves & LaRocca, 2011), as well as reducing the worker's turnover intentions and burnout risk (Babakus, Yavas, & Ashill, 2011).

From the point of view of employees, what makes the servant leader unique? The tone of servant leadership is special, motivating and encouraging subordinates to understand individual potential and to find the best fit for his/her own position in the organization (Babakus *et al.,* 2011). Savage-Austin and Honeycut (2011) conducted qualitative interviews with 15 organizational leaders who practice the servant leadership concept and discovered that these business leaders attribute their organizations' effectiveness in meeting both organizational goals and followers' needs to these practices, if barriers such as organizational culture, fear of changes, lack of knowledge of the servant leadership concept, and lack of confidence can be overcome.

LIMITATIONS OF THE STUDY

This study demonstrates the validity, power, and contribution of servant leadership in reducing organizational cynicism and promote organizational citizenship behaviors. However, several limitations should be addressed. First, this study relied on validated, single-source, self-reported questionnaires with content and construct validity. These findings must be validated on repeat measures by showing consistency with the findings in other populations using the same instruments. The social desirability of creating common variance might be in play.

Secondly, the cross-construct validity must be established, such that our findings are consistent with those obtained by other measures and instruments, both quantitative and qualitative approaches. Third, respondents were all recruited from both universities in USA and China. The cultures of China and USA might be regarded as extraneous factors that limit the generalizability of the findings. Fourth, increasing sample size and using repeated measures will ensure that the population mean is close to sample means and give statistical power adequate for rejecting the null hypothesis. Since this was a single-source measurement, because of resource

and time constraints, the power analysis was used to determine the effective sample size for a one-time measure. This is theoretically acceptable and durable, but there are some extraneous variables such as internal events, seasonality, or leadership tenure on the position limiting and intervening the validity of findings. Fifth, even though the response rate was good, the responses are based on voluntary participation rather than randomized selection.

RECOMMENDATIONS FOR FUTURE RESEARCH

The findings about servant leadership and the structural equation model could be applied to other service organizations to discover whether servant leadership can be regarded as a valid strategy for reducing the intensity of organizational cynicism and improve the levels of organizational citizenship. They also could be used to identify multivariate correlations among background factors, perception of servant leadership, and job burnout levels.

Organizational cynicism can lead to human resource issues such as job turnover intention, job dissatisfaction, and insubordination. Future research might explore how servant leadership affects the quality of employee's work life and create more sense of belongingness. Future studies also might explore other ways in which bottom-up servant leadership might be superior to the traditional top-down leadership or other leadership styles such as situational, charismatic, transformational, or transactional.

CONCLUSION

This study's findings demonstrate empirically that leader-follower relationships and employee cynicism and non-citizenship problems are closely associated with servant leadership in terms of the leader's vision, philosophy, attitudes, behaviors, and management policy in the areas of interpersonal support, building community, altruism, egalitarianism, and moral integrity.

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